## CHAPTER II
## LITERATURE REVIEW

This chapter discusses the literature review relevant to this study, including topics about experience, the nature of reading skill, pre-reading stage, and mind maps strategy in understanding reading texts.

### A. Experience

In this study, the theory of experience becomes the main discussion. Therefore, the discussion of experience includes experience in general and the urgency of understanding students' experiences in the learning process.

1. Experiences in General Meaning

Experience in a general sense is everything that individuals experience throughout their lives. According to Prasetya (2020), experience is a valuable lesson for everyone. Experience brings new perspectives and understandings that shape a person's mindset and behavior. Experience is not only about the events experienced, but also how a person interprets, feels, and learns from these events. This can happen in various contexts, such as family, education, work, or in social relationships. In line with this, Balling (2016) argues that the description of experience is divided into several elements such as emotional, practical and intellectual.

Emotionally, experience shapes a person's feelings and responses to certain situations. Emotional experience is a major factor in shaping self-representation and in building social coherence (Frijda, 2005). In addition, Utomo & Meiyuntari (2015), state that emotions are deep and complex human feelings, which have physical, psychological, personal and social characteristics, which are formed through development and influenced by experience and environment. A person's emotional experience can be in the form of love, fear, anger, jealousy, sadness, and so on (Reis, 2001). These various forms of emotions result from the interaction between external and internal events. Emotional experiences can be profound and affect individuals significantly, shaping the way one faces future challenges.

In practical terms, experience is gained through action (Mulyatiningsih, 2015). This includes learning that comes from work, hobby activities, or other physical

activities. Practical learning experiences significantly improve their abilities (Putra & Mayasari, 2023). Practical experience helps one master skills that are useful in life, such as the ability to cook, drive or manage projects. These experiences are very important because they enrich individuals' technical abilities and provide them with more efficient ways to deal with practical challenges in life.

Intellectual experience refers to learning and cognitive growth gained through education, reading, critical thinking, or deep discussion. According to Ghaliyah (2022), intellectual experience is an experience that shapes a person's intellectual knowledge since childhood, which is obtained through parents, family, environment, and education (formal and non-formal). Someone who constantly explores new ideas and challenges their mindset will experience significant intellectual growth. In line with that, Syafruddin (2017) argues that direct experience shapes motor, cognitive, social skills. This kind of experience broadens horizons and provides a better understanding of the world, as well as encourages the ability to solve problems and make better informed decisions.

Combining emotional, practical and intellectual aspects, experiences shape an individual's identity and the way they view the world. This well-rounded experience allows a person to develop holistically, integrating feelings, skills and knowledge to face life's challenges. Over time, such experiences add depth to one's personality, helping them grow and become wiser in responding to changes and new situations.

2. The Urgency of Understanding Students' Experiences in the Learning Process

Understanding students' experiences in the learning process has a crucial role in improving the quality of education. The student learning experience is a critical point (Kamaruddin, et.al., 2024). Each student brings different backgrounds, learning styles, and needs, so their experiences in the classroom can vary. Shubchan & Rossa (2021) stated that different educational backgrounds occur according to the learning experiences that have been obtained. If teachers understand these experiences, they can adjust teaching methods to better suit students' conditions. This not only helps students understand the subject matter better, but also increases their motivation and engagement during the teaching-learning process.

Positive learning experiences can create an atmosphere conducive to students' cognitive and emotional development. Students' learning experiences, facilitate more effective teaching, and achieve better learning outcomes (Sunandi, et.al., 2023). When students feel understood and valued, they tend to be more confident in exploring the subject matter. This in turn can accelerate the process of internalizing the knowledge and skills taught in class. These experiences also help students build better relationships with classmates as well as teachers, which is an important factor in creating a harmonious and productive learning environment. Since student interaction can be an important determinant of educational success (Johnson, 1981).

However, if students' experiences are ignored, there is a risk of inequality in the learning process. Students who feel poorly understood or not accommodated tend to experience a decline in learning enthusiasm and academic achievement. In line with that, Sanjani (2020) explained that teachers whose roles are accompanied by selfishness in acting such as considering themselves the smartest, giving assignments beyond students' abilities and so on can have a negative impact on students such as experiencing stress, boredom and students losing motivation to learn. Limiting students to activities that match their preferences can actually damage their progress (Sari, 2019). In the long run, this can hinder their development both inside and outside the classroom. Therefore, understanding students' experiences is key in identifying barriers that may arise and finding effective solutions to overcome them.

Finally, understanding students' experiences in the learning process helps to create a student-centered approach. In this approach, the teacher is not just a deliverer of material, but also a facilitator who helps students find meaning and relevance in what they learn. Through a deep understanding of students' experiences, the learning process can be more purposeful, meaningful and sustainable.

## B. The Nature Of Reading Skill

In this research, reading skill is used as the main skill. As for the nature of reading skill, it includes discussions about the concept of reading skill, EFL reading

development, types of reading, challenges in reading English text and finally strategies in reading English text.

1. Concept of Reading Skill

Reading skills are basic abilities that have a significant influence on various aspects of life. Reading is the gateway to knowledge and intellectual competence (Sudha & Harinarayana, 2008). Reading involves understanding the meaning implied in the text. Fernandez & Mora (2022) stated that reading comprehension involves a series of very complex cognitive processes. Reading comprehension is an active process of obtaining meaning by involving the knowledge and experience possessed by the reader and connected to the content of the reading (Nirmala, 2019). Therefore, the ability to understand text deeply is very important to gain accurate and relevant knowledge so that it becomes one way of seeing the world.

Good reading skills cover several important aspects, including vocabulary acquisition, context understanding, and critical analysis skills. Vocabulary knowledge is a determining factor for success in reading comprehension (Nirmala, 2019). Someone who has good reading skills is able to absorb information quickly and accurately, and criticize the information to get a better understanding. Good reading skills include not only the ability to recognize words and sentences, but also to understand the overall meaning of the text, interpret the information provided, and make appropriate conclusions (Fadli, Sirajuddin, & Wahditiya, 2024). Thus, reading skills not only help in acquiring knowledge, but also in developing critical thinking skills.

Apart from that, in the world of education reading skills play an important role in the learning process. According to Halimah (2014), reading skills basically play an important role. Haerazi, H & Irawan (2020) stated that, reading is often a promising skill for students to acquire because reading is considered one of the language skills that students must master. Students who have good reading skills tend to understand the subject matter more easily, so that they can achieve higher academic achievement. Reading is the key to knowledge (Qutub, 2011). Therefore, it is important for every individual to continue to improve their reading skills.

Then in this digital era, where information is widespread and easily accessible, good reading skills become even more crucial. Digital learning strategies can be used as an effective learning strategy to improve reading comprehension (Malik & Nugraheni, 2020). According to Noer (2013), the abundance of information requires the ability to sort out important and unimportant information. With this skill, one can avoid inaccurate information, as well as utilize valid information for better decision making.

In short, reading skills are very important in various aspects of life, including education and daily life. Reading opens the door to knowledge and develops critical thinking skills. With an understanding of comprehension, context, and critical analysis skills, a person can absorb and criticize information accurately. Considering the current digital era, this skill is increasingly crucial for sorting valid information and supporting decision making. Therefore, honing reading skills is an important investment for academic and professional success.

2. EFL Reading Development

Reading development in the context of English as a Foreign Language (EFL) is a complex and challenging process. According to Abidin (2012). The development of reading learning can be done through utilizing three channels of character education implementation, namely through teaching materials, learning models, and authentic assessment. Reading skills are also very important for EFL learners (Nosratinia & Shakeri, 2013). Khan, et.al. (2020) stated that, in EFL contexts such as Saudi Arabia, learners face many challenges in reading skills. This process begins with the basic recognition of letters and sounds in English, followed by the formation of words and simple sentences. As they progress, EFL students learn to understand more complex texts, both in terms of structure and content.

One of the biggest challenges in EFL reading development is vocabulary acquisition. Teaching vocabulary in the English as a foreign language (EFL) context is challenging (Siyanova & Webb, 2016). Foreign language speakers often encounter many new words that are not only phonetically different, but also have varied meanings depending on the context. Therefore, Wahyudin, Pustika, & Simamora (2021) state that learning vocabulary is essential for successful learning.

Learning methods that focus on using context to understand the meaning of words, as well as repeated practice in reading varied texts, can be very helpful in enriching students' vocabulary.

As mentioned earlier, context understanding also plays an important role in EFL reading development. There is a positive and significant correlation between EFL learners' understanding of cohesion and their reading comprehension (Septiyana, & Aminatun, 2021). Students need to learn to interpret text based on the situation and context of the text. As stated by Lien (2011), tables, pictures, images and context clues to help in understanding the reading text. Learning based on real situations, such as reading news articles, short stories, and academic texts, can help EFL students to develop more realistic and applicable reading skills.

Technology also contributes significantly to the development of EFL reading. Today's EFL learners' experiences in learning tend to be supported by technological developments (Widiawati, 2022). According to Taopan, et.al. (2023) the application of digital technology also has opportunities such as increased motivation, fun and flexible classrooms, and opportunities to develop multimedia products. The utilization of information and communication technology should be aimed at creating optimal conditions in the language learning environment (Khairuddin, 2023). These innovations have helped speed up the learning process and make it more interesting for EFL students.

In general, reading development in EFL contexts requires a comprehensive approach. This approach should include effective teaching, cultural understanding, use of technology, and strong motivation and support from the teacher and learning environment. With the right strategies, EFL students can develop reading skills that not only help them in learning English, but also open up new opportunities in education, career and daily life.

3. Types of Reading

There are various types of reading, each offering different benefits and purposes for the reader. One of the most common types of reading is fiction, which includes novels, short stories, and poetry. Faster reading can be done when reading novels or literature related to the entertainment aspect (Sudha & Harinarayana,

2008). Nugroho (2018) stated that, cheerful fiction also has several advantages, namely enriching insight and knowledge, providing moral lessons and shaping character, as well as sharpening the imagination needed in the development of science. In addition, fiction reading can also improve readers' language skills and creativity through diverse writing styles and rich expressions.

Apart from fiction, non-fiction reading is also very important in developing knowledge and skills. According to Mahendri, Mujiwati & Aka (2022). Non-fiction text which is a text with its preparation based on a reality or experience will of course contain more information to be learned for the reader. Non-fiction reading includes a variety of genres such as biography, history, science, and guidebooks. Non-fiction reading specifically provides readers with knowledge about a particular issue or object (Toha, 2010). Reading non-fiction helps readers to broaden their horizons, understand events and phenomena in the real world, and develop critical thinking skills. Critical thinking is an ability that can be developed in learning to read (Nirmala, 2019). Non-fiction reading is also often used in educational contexts to support curriculum and fact-based learning.

Then, scientific journals and articles are an important type of reading for academics and professionals. According to Sulistiyo, et.al. (2020), research journals not only broaden our horizons but also increase our ability to analyze problems. Scientific journals must be supported by comprehensive and strong data (Sulistiyo, et.al., 2020). This reading also encourages readers to think analytically and critically, and apply scientific knowledge in their daily practices.

In addition, magazines and newspapers are also important types of reading in everyday life. According to Fauzia & Kelana (2020), online magazine media has an effect on improving reading comprehension skills. Newspapers are chosen as reading to motivate novice readers (Farida, 2001). Both types of reading help readers to stay informed about what is happening around them and provide a broader perspective on social, political and cultural issues.

Digital reading such as blogs, e-books and online articles have become an important part of modern literacy today. According to Permatasari, et.al. (2022), electronic books can be utilized to encourage the improvement of reading literacy

and digital literacy. Prawesti (2018) stated that, the existence of technology today brings several changes, one of which is the flexibility in getting the reading needed in a digital environment through various digital reading applications or platforms. Digital literacy can support students in acquiring knowledge, attitudes and skills through learning activities that are more productive, faster, easier, time-saving and fun (Aisyah, 2022). This type of reading is also often more dynamic and up-to-date, providing the latest and relevant information according to readers' interests and needs.

In conclusion, various types of reading, such as fiction, non-fiction, scientific journals, magazines, newspapers and digital reading, each have their own unique benefits. Fiction reading hones imagination and language skills, while non-fiction develops knowledge and critical thinking. Scientific journals are important for the analysis and application of knowledge, magazines and newspapers keep information current, and digital reading offers flexibility and supports digital literacy. All of these types of reading contribute to the development of knowledge, skills, and broader perspectives for readers.

4.  Challenges in Reading English Text

Reading English texts is challenging for non-English speakers.  Students' challenges in reading will be even greater when the text is presented in a language that is not their native language (Martinez, et.al., 2014). According to Hamid & Samuel (2012), the obstacles faced by these learners are related to the mastery of specific vocabulary and complex sentence structures in English in general. The challenge comes from language knowledge which is defined as the ability of students to understand and correctly recognize the rules of the language, such as word spelling, syntax, and grammar mechanisms (Dardjito, et.al., 2023). Sentence structure in English, such as the use of tenses and prepositions, can be very different from the reader's native language, thus adding to the difficulty in understanding the text thoroughly.

Then, the phonetic aspect is also a significant challenge. English has many sounds that don't exist in other languages, and spelling doesn't always match pronunciation. This can be confusing for readers, especially when they are trying to

read aloud or understand the pronunciation of words they have never heard before. Qrqez & Rashid (2017) stated that, as many as 15% of respondents agreed that they had problems with pronunciation difficulties. For example, words like "knight" and "night" sound the same but have very different meanings and very different spellings, which can confuse English learners.

In addition, idioms and cultural expressions in English texts are often difficult for non-English readers to understand. As the results of a study conducted by Dardjito, et.al. (2023), translation becomes one of the challenges because translation includes two subthemes (word meaning dependency) and word-for-word translation. Many English texts contain idioms, typical expressions or cultural references that do not have literal meanings. As many as 32% of respondents agreed that they had problems guessing the meaning (Qrqez & Rashid, 2017). For example, phrases like "a piece of cake" or "on the ball" cannot be translated directly without losing their meaning. Readers must understand the cultural context and background of these idioms to completely understand the text.

The limitations in understanding the context and background of the text are also a challenge. According to Yusuf & Fauzan (2016), these difficulties are caused by limited experience in dealing with various texts. In addition, Yusuf & Fauzan (2016) also stated that challenges such as poor student comprehension are factors in the inability to analyze texts. Many texts in English contain historical, social, or cultural references that may not be familiar to non-English readers. For example, reading classic literary works such as Shakespeare's or modern novels that reference American pop culture requires additional understanding beyond the language itself. Without this knowledge, readers may struggle to grasp the full meaning of the text.

Finally, reading speed and fluency can also be a challenge. Non-English readers often read more slowly because they have to translate words or phrases in their minds. According to Qrqez & Rashid (2017), 29% of respondents agreed that they have problems with new words. Phrase and vocabulary questions are the most difficult for students to answer (Yusuf & Fauzan, 2016). This can disrupt the flow of comprehension and make the reading process laborious. Constant practice and

exposure to English texts is necessary to improve reading fluency and speed, which will help readers understand texts better and faster.

In short, reading English texts is a challenge for non-English speakers, mainly due to limited vocabulary and complex sentence structures. Difficulty in understanding English language rules, spelling and phonetics also exacerbates the problem. Idioms and cultural expressions in texts are often difficult to understand without proper cultural context. Other challenges are limitations in understanding the context and background of the text, as well as slower reading speed and fluency. To overcome this, readers need constant practice and wider exposure to English texts to improve fluency and comprehension.

5.  Strategies in Reading English Text

Teaching and learning strategies always play an important role in the development of second and/or foreign language learning skills including reading skills (Teevno & Raisani, 2017). Reading strategies refer to one type of monitoring system that involves the reader's self-reflection, awareness of interaction with the text and the relationship of reading strategies and text comprehension (Singhal, 2001). In addition, according to Thompson (1988), the purpose of reading strategies is to understand the meaning of a given text. One important strategy is to expand vocabulary. According to Fuadi, et.al. (2023) vocabulary is an important aspect in English. The more vocabulary he has, the more ideas he has in language (Adha, et.al., 2021). Utilizing bilingual or monolingual dictionaries, as well as language learning applications, can be very helpful in increasing vocabulary. Stating that reading books or articles can enrich vocabulary (Fuadi, et.al., 2023). Therefore, reading regularly and a variety of text types such as news articles, short stories, and essays will help enrich vocabulary and facilitate comprehension.

Another strategy is to use context to guess the meaning of unfamiliar words or phrases. Holidazia & Rodliyah (2020) argue that, when she enjoys her reading, she tries to capture the meaning of the word from the context of the reading. Often, the meaning of a word can be understood from the surrounding sentences or paragraphs. Nematollahi, et.al., (2017) mentioned that guessing meaning from context and using a dictionary are the most preferred strategies used by successful

students. Readers should be trained to pay attention to contextual clues and use their knowledge of the topic to understand new words.

Using skimming and scanning methods are also useful strategies. Reading techniques or skills can be improved through speed reading, skimming, scanning and slow reading (Sudha & Harinarayana, 2008). Diaz and Laguado (2013) also affirms that the use of skimming and scanning techniques can enhance reading comprehension and improve students' reading skills. According to Liao (2011), skimming is done at a speed three to four times faster than normal reading. While emphasizing Yusuf, et.al. (2017), scanning is to extract specific information without reading the whole text. To apply this strategy effectively, readers need to recognize the structure of the text and know where important information is usually located, such as in the first and last paragraphs or in headings and subheadings.

Another effective strategy is taking notes and summarizing the text. Summarizing is considered one of the reading strategies that allows students to understand the text more deeply, and at the same time, serves as an indicator of comprehension (Pecjaka & Pircb, 2018). When reading English texts, making notes on key points, new words, and important ideas can help readers remember and understand the material better. As asserted by Avila & Barreiro (2021) summarizing helps students to explain the meaning of the information and store the information in long-term memory. In addition, summarizing allows students to distinguish their important thoughts from others and express knowledge in their own words (Biyikli & Dogan, 2015). Summarizing a text in one's own words also helps to strengthen understanding and makes it easier to review the information.

Finally, it is important to develop regular and consistent reading habits, while Bashir and Mattoo (2012) examined that academic achievement depends on the level of students' study habits; thus, reading habits have an effect on future success. Regular reading not only improves reading fluency and speed, but also helps readers become familiar with different writing styles and text types in English.

In conclusion, teaching and learning strategies are very important in developing foreign language reading skills. These strategies include expanding vocabulary, using context to guess word meanings, applying skimming and scanning

techniques, taking notes and summarizing texts to deepen understanding and recall of information and developing regular and consistent reading habits essential for long-term success. With these strategies, readers can improve their comprehension of English texts and overcome reading challenges more effectively.

**C. Pre-Reading Stage**

In this second point, the pre-reading stage discusses the definition of pre-reading, the purpose of pre-reading, types of pre-reading activities, challenges of pre-reading activities, pre-reading strategies, and the last is transferring understanding in pre-reading activities.

1. Definition of Pre-Reading

Pre-reading is an important preparatory stage before individuals start reading the text independently. Azizifar, et.al. (2015) stated that the reading process in teaching reading, teachers must have appropriate steps in teaching reading, there should be a pre-reading step to prepare readers before reading the entire material. This involves a series of activities designed to build the skills and understanding needed to read well. Pre-reading activities have a positive effect on reading comprehension skills (Azizifar, et.al., 2015). Pre-reading is an important preparatory stage that involves a series of activities to build skills and comprehension, thus positively impacting individuals' reading and comprehension abilities before they start reading the text independently.

2. Purposes of Pre-Reading

Pre-reading activities are an important component in the reading process. This activity is carried out before reading the text in full with the aim of helping readers understand the content of the reading better. Sari (2007) emphasized that the aim of the pre-reading stage is to activate or build students' knowledge about a subject. In general, the main purpose of pre-reading activities is to build the reader's schema or background knowledge about the topic to be read.

By carrying out pre-reading activities, readers can activate previously held knowledge about the reading topic. Reutzel & Cooter (2012) emphasize that pre-reading activities must build students' background knowledge about the topics or concepts they will encounter in the reading selection. This helps readers more easily

understand new information obtained from reading with existing knowledge. Pre-reading activities are designed to activate students' existing knowledge and set reading goals (Blachowicz & Ogle, 2017). In short, pre-reading activities help activate readers' prior knowledge and build background knowledge about the reading topic, make it easier to associate new information, and allow readers to make predictions to understand the reading as a whole.

Pre-reading activities also aim to build the reader's motivation and interest in the reading to be read. Markham (2012) emphasized that pre-reading strategies influence student motivation. Reutzel & Cooter (2012) also claim that pre-reading activities build motivation for readers to want to read the text. By knowing a general overview of the reading topic, readers can be more interested and motivated to read the text in its entirety. This is very important because interest and motivation are key factors in an effective reading process.

Overall, pre-reading activities provide significant benefits in helping readers to understand the content of the reading better, relate new information to existing knowledge, and increase motivation and interest in reading. This pre-reading strategy provides students with a better understanding before reading and it will enable them to understand the text effectively (Marinaccio, 2012). Therefore, pre-reading activities are an important stage that needs to be done before reading the text in its entirety.

3. Types of Pre-Reading Activities

This type of pre-reading activity is a series of various activities designed to prepare students to understand the content of the reading before starting the reading activity. This activity includes various activities depending on the subject, student level and also learning objectives. According to Vacca, et.al. (2018) several types of pre-reading activities that are usually carried out include K-W-L (Know-Want-Know-Learn), exchanging ideas, predicting the content of the text based on the title, generating schemes by asking questions, and reviewing things- important thing. In line with this, Blachowicz and Ogle (2017) added that pre-reading activities can include the use of visual aids such as pictures, videos, or concrete objects related to the text topic to build background knowledge and interest. The main goal of pre-

reading activities is to build a strong literacy foundation for students, so that learning goals can be achieved effectively.

Nowadays, there are many types of pre-reading activities. As stated by Carrell at.al. (1989) apart from being effective for vocabulary development, semantic mapping has been proven to be a good alternative to traditional pre-reading and post-reading activities. In this regard, Lazar (1993) also classifies pre-reading activities which are commonly used to activate appropriate knowledge structures or provide knowledge that the reader lacks, such as reviewing, providing background knowledge, asking questions beforehand, exchanging ideas. In an experimental study conducted by Taglieber, Johnson, & Yarbrough (1988), there were three types of pre-reading activities, namely:

a)  Guess the content of the reading from the picture.

b)  Study vocabulary before reading.

c)  Pre-reading questions.

Therefore, the types of pre-reading activities are very diverse and can be adapted to learning objectives so that readers can easily get the essence of the reading.

4.  Challenges of Pre-Reading Activities

Pre-reading activities are an important stage in building understanding of a text or reading. At this stage, readers are expected to be able to activate their knowledge and experience regarding the topic they are reading, but of course all of this has its challenges. Because in learning a language, the ability to understand text and interpret it appropriately is a challenging process (Grabe & Stoller, 2002). According to Lazar (1993) the challenges that students may face in pre-reading activities are regarding motivation, understanding, difficulty making interpretations and inadequate reading strategies. These challenges often cause the goal of implementing pre-reading activities to be hampered.

One of the main challenges in pre-reading activities is a lack of knowledge or experience related to the reading topic. Ningsih (2017) stated that the ability to understand concepts is very important, because students' ability to understand concepts on a particular topic is influenced by students' understanding of concepts

on the previous topic. If readers have little or no prior knowledge about the topic to be read, it is very difficult for them to activate the appropriate cognitive schema. Ulfa (2019), also emphasized that students' lack of understanding of the topics given makes learning outcomes unsatisfactory. As a result, readers may have difficulty making predictions, asking questions, or making relevant connections to the reading.

Another challenge one may face is a lack of motivation or interest in the reading topic. Prasetiya (2021) emphasized that the challenge in pre-reading is the lack of student motivation. Therefore, maintaining student motivation is sometimes a challenge due to the lack of task variety (Sousa, 2012). If readers are not interested in the topic about to be read, they are less likely to engage in pre-reading activities and may not be motivated to activate relevant knowledge or experiences. This can reduce the effectiveness of pre-reading activities in helping reading comprehension.

Apart from that, boring pre-reading activities can hinder the maximum achievement of learning objectives. Unsatisfactory learning results are an indication of learning strategies that are not optimal (Ulfa, 2019). Insriani (2011) also said that boring learning models increasingly make this subject less attractive to students. Boring learning will not be digested well (Misbahudin, et.al., 2018). So important information that should be understood well is actually missed. As a result, the learning objectives designed by the teacher are not achieved optimally, and the teaching and learning process becomes less effective.

To overcome these challenges, efforts are needed both from the reader and from the teacher or instructor to help readers build relevant prior knowledge, increase motivation, and develop the cognitive and metacognitive strategies needed in pre-reading activities. Pre-reading activities will arouse students' interest, awaken previous knowledge, or practice potentially difficult concepts and vocabulary (Febrianti, et.al., 2022). Therefore, a learning approach that is reader-centered and involves interactive activities can help overcome these challenges.

5. Pre-Reading Strategies

Before starting to read a text, it is important to use pre-reading strategies. Budyariesqa & Zuchdi (2018) emphasized that pre-reading activities are useful for

reformulating students' knowledge. As stated by Gumus (2009), with the help of pre-reading activities, teachers can activate their students' background knowledge of a subject and provide background information about the text to be read. By doing this, students will more easily understand and remember the content of the reading.

One effective pre-reading strategy is to examine headings, subheadings, images, and graphics in the text. Reading the title and subtitle is important because the title provides a comprehensive overview of the topic or article to be read, while the subtitle provides more specific information (Nuriadi, 1987). In addition, in the textbook feature strategy, students look at the cover, pictures, charts, and parts of a book that help students know what they are going to read (Marinaccio, 2012). By observing these elements first, students can make predictions about the content of the text and build a conceptual framework for understanding it.

Another pre-reading strategy is to recall the knowledge students have about the topic they will read through mind maps. Budyariesqa & Zuchdi (2018) stated that pre-reading strategies are able to make students understand and connect students' background knowledge with reading texts that contain new information for students. Hamid (2021), pre-reading activities through mind maps require imagination and association to activate the brain in remembering and memorizing. These exercises try to make students familiar with the text (Hamid, 2021). By linking new information with the knowledge students already have through mind mapping strategies, students can more easily understand and integrate new concepts into their cognitive schemes.

In practice, students can combine several of these pre-reading strategies to prepare themselves optimally before reading. Pre-reading strategies are very helpful for students who usually have difficulty reading English (Arneson, 2021). This will help students become more active and efficient readers, as well as improve students' understanding and retention of reading content.

6. Transferring Understanding in Pre-Reading Activities

Transferring understanding in pre-reading activities involves using previous knowledge and experience to assist in understanding the text to be read. According to Anderson and Pearson (1984), the knowledge that readers already have is an

important determinant of understanding. Thus, background knowledge functions as a "conceptual scaffolding" that provides assistance to readers in constructing meaning and interpreting the content and form of unfamiliar texts (Koda, 2005). By transferring understanding well, assisted by the knowledge background they already have, individuals can be more prepared and skilled in understanding complex and diverse texts.

The aim of transferring understanding in pre-reading activities is to help students link new information with the knowledge they already have, so that they can more easily understand the text they are about to read. If the learning objectives that occur ask students to transfer knowledge, the emphasis of the cognitive process shifts towards understanding (Anderson, et.al., 2001). As stated by Nielsen & Cappelen (2014), knowledge transfer is for understanding. These goals help students prepare more effectively for reading, deepen their understanding of the topic, and improve their critical reading skills.

An effective strategy for transferring understanding in pre-reading activities is to use problem-solving activities that relate new material to real experiences or everyday life situations. One strategy that can be used is the use of learning methods that are in line with constructivism theory. Because according to Sundawan (2016), constructivism theory provides students with the opportunity to express their ideas in their own language. Apart from that, this theory provides students with the opportunity to think about their experiences so that they become more creative and imaginative (Sundawan, 2016). Then the next strategy is making mind maps. According to Shodieva (2023), summarizing makes an important contribution for students in transferring and understanding information to long-term memory and researchers show that someone who is successful in reading can have good summarizing skills. By using these strategies, students can better transfer their understanding from pre-reading activities to actual reading, thereby improving their understanding of the text.

Challenges of transferring understanding in pre-reading activities include difficulty in making connections between new information and existing knowledge. Wasito & Kurniawan (2018) claim that students sometimes have difficulty

exploring their initial knowledge. In addition, difficulties can also arise in organizing information effectively in mind maps, making the relationships between these concepts less clear. Students are not used to learning that emphasizes constructing their own knowledge, so students have difficulty (Wasito & Kurniawan, 2018). Another factor is a learning environment that is less supportive. An environment that is less conducive will hinder the learning process (Latief, 2023). By identifying and addressing these challenges, students can improve their ability to transfer understanding in pre-reading activities more effectively.

Supporting factors for transferring understanding in pre-reading activities include several things. First, a comfortable and conducive environment will provide great benefits for improving learning outcomes (Latief, 2023). Use of relevant and effective technological resources to support learning objectives (Sunandi, et.al., 2023). Apart from that, it is an interesting method that can be a bridge to achieving competency (Maesaroh, 2013). By paying attention to these factors, students can more effectively transfer their understanding from pre-reading activities to actual reading.

In conclusion, transferring understanding in pre-reading is an important process that utilizes previous knowledge and experience to understand new texts. The goal is to relate new information to existing knowledge, deepen understanding, and improve critical reading skills. Effective strategies include contextual problem solving and creating mind maps. Challenges include difficulty connecting new information with old knowledge and organizing information. Supporting factors such as a conducive learning environment and relevant technology are essential for the successful transfer of this understanding.

**D. Mind Maps Strategies In Understanding Reading Text**

In the last point, mind maps strategies in understanding reading text contains several points such as the definition and history of mind maps, components of mind maps, benefits of mind maps, techniques for creating mind maps, challenges for creating mind maps, and solutions for creating mind maps.

1. Definition and History of Mind Maps

Mind maps are visual representations of ideas or concepts arranged hierarchically, starting with the main idea in the middle and branching ideas that develop. Mind mapping is a note-taking technique that develops a visual learning style (Fauziah & Alatas, 2016). Mind maps are often used to represent complex information in a way that is easy to understand and remember.

Based on sources taken from Ahlberg's research (2008), in the 1990s, Buzan Organization Limited registered its type of mind map as Mind Map. There is little research on mind maps, although they are very popular. One of the few research reports written by Farrand, Hussain and Hennessy (2002). They found that mind mapping did not help much, but was significant, in remembering facts, memories. Encouraging recall or memory of facts was one of Buzan's main points in the 1970s.

Still in line with Ahlberg's (2008) source, the last published Mind Maps book is Buzan and Buzan (2006). The keywords for this book are the same as before: brilliant thinking, brainstorming, personal style. The dogmatic style of the book is best expressed on page 26: "If you know of any research, experiments, or studies that support any of the points we make in this book, please let us know…" Authors are only interested in results that support their views , not on results that do not support their views.

Then, the Buzan Center web page (2007) informs about a new digital tool (iMindmap), how to create Mind Maps. Compared to the previous version of Mind Map, the active examples presented use verbs from the main word. This is unique in the world of Mind Maps. The use of concept linking verbs is the essence of concept maps.

2. Component in Mind Maps

Mind maps consist of several main components that together form an effective visual structure for organizing and understanding information. The first component of mind maps is the use of very effective keywords (Alawiyah & Ni'mah, 2023). Taadi, et.al. (2019) argue, mind maps use images and keywords. Images or keywords are placed in the center of the page to become the focal point of the entire map.

Then, this main idea branches into sub-ideas or topics that are directly related to the core problem. Mind maps describe a very deep problem with many branches (Taadi, et.al., 2019). These branches are connected by lines or arrows that show the relationship between the ideas. According to Alawiyah & Ni'mah (2023), mind maps use different colors in each branch. Using different colors for each branch or group of branches helps separate information and makes the mind map easier to read and more visually appealing.

Additionally, mind maps often use different shapes and sizes of text to emphasize certain information. Using Mind Map components (keywords written in capital letters, keywords written on curved lines, using symbols, and colors of at least 3 colors) with variations (Taadi, et.al., 2019). Therefore, using capital letters, bold, or italics can also help in organizing and highlighting important information.

In general, mind maps are a flexible and versatile tool that can be adapted to the user's needs and preferences. By using components such as main ideas, hierarchical branches, images, colors, and text variations, mind maps allow users to organize information in a logical and easy-to-understand way, while stimulating creativity and memory.

3. Benefits of Mind Maps

Mind maps offer a variety of benefits that make them a very effective tool for studying, reading, planning and problem solving. According to Hamedi, et.al, (2020), concept mapping or mind mapping has a statistically significant influence on students' reading comprehension. In this regard, Syarifullah (2020) claims that the application of the mind maps model can improve students' understanding. This visualization makes information easier to remember and access, as the brain tends to remember well-organized images and structures more easily than linear lists of text.

In addition, mind maps encourage creativity and critical thinking. According to Syarifullah (2020), one learning model that can activate students is the mind map method. Because a mind maps is a model that will make it easier for students to gain knowledge, skills and critical thinking patterns (Khoiriyah, et.al., 2015). This is especially useful in brainstorming sessions or when planning complex projects.

Mind maps are also very effective in increasing efficiency and productivity. In line with Siswanto's (2018) statement, mind maps are a technique for increasing creativity and productivity that can improve learning. Ikhtiar, et.al. (2017) stated that mind maps make it easier for students to organize observation results in detail. Therefore, mind maps help explain complex ideas to others in a clear and easy-to-understand manner.

Mind maps offer great benefits in terms of improving understanding, encouraging creativity, and increasing efficiency. With their ability to organize information visually and hierarchically, mind maps help users understand and remember information better, while also encouraging creative and efficient thinking. This makes mind maps an invaluable tool.

4. Challenges of Creating Mind Maps

Although mind maps have many advantages, there are several challenges that can be faced when creating and using this tool. One of the main challenges is the need for visual and creative skills. Suratmi and Nofiyanti (2013) added several aspects of concept map assessment, including keywords, the relationship of the main branch with other branches, and design (colors and images). Inappropriate use of visual elements can reduce the effectiveness of mind maps and actually cause confusion (Eppler, 2006). Therefore, choosing the right keywords and structuring them in a meaningful way can be a challenge.

Additionally, mind maps can become too complicated and confusing if not organized properly. According to Novak and Gowin (1984), an effective concept map must be presented in a simple and clear way, so that it is easy for readers to understand. Therefore, creating a mind map that is not too complicated and easy to understand is also a challenge in itself.

Then, each individual's learning style is not always the same, this also becomes a challenge in creating mind maps. Kolb (1984) argued that an individual's learning style can influence the way they process and organize information. Therefore, adapting your mind map to your learning style can be a challenge in creating an effective mind map.

Overall, although mind maps have many advantages, their use also faces various challenges. These challenges include the need for visual and creative skills, the demand for making mind maps as simple as possible and differences in individual learning styles which can be a challenge in creating mind maps. With proper awareness and practice, these challenges can be overcome, allowing mind maps to become an invaluable tool in a variety of contexts.

5. Solution for Creating Mind Maps

To overcome the challenges in creating mind maps, there are several solutions that can be applied. First, consistent and regular exercise can be a promising solution. Buzan (2005) states, the more often you make mind maps, the more skilled you will be at choosing keywords, arranging structure, and integrating visual elements. By continuing to practice, students will find techniques and styles that best suit their needs.

Then to avoid mind maps that are too complicated and confusing, it is important to keep mind maps simple and focused on the essence of the topic being organized. Novak and Gowin (1984), effective concept maps must be presented in a simple and clear way. In line with that, Canas, et.al. (2015) also argue that, although the map is simple, it carries a clear message. In this way, the mind map remains structured and easy to understand, and remains effective in helping organize information.

Collaborative learning can also be an effective solution in creating quality mind maps. According to Okada and Connolly (2008), collaboration in creating mind maps can increase creativity, share perspectives, and improve the quality of the final result. Working collaboratively can express ideas better (Shofiyah, et.al., 2022). Because when working collaboratively, each individual can contribute ideas, knowledge and skills. With feedback and input from other collaboration members, the resulting mind map can be more complete, organized and easy to understand for all parties involved.

By implementing these solutions, the challenges of creating mind maps can be overcome, allowing mind maps to be used more effectively in a variety of

situations. With consistent practice, simple mind maps and effective collaborative learning, mind maps can be a very useful tool for improving understanding.