CHAPTER II

REVIEW OF RELATD LITERATURE

In this chapter, the theory and other relevant information will be discussed. They are very important to be basic theory of teaching reading. Hence, the writer wants to elaborate about literature review of reading, reading comprehension and KWL strategy for teaching reading comprehension.

A. Theoretical Background

1. Reading

a. Definition of Reading

Anderson and his colleagues (1985) in *A Schema Theoretic View of Basic Processes in Reading Comprehension* define reading is the process of constructing meaning from written text. It is complex skill requiring the coordination of a number interelated sources of information. They assume that the meaning contracted from the same text can vary greatly among people because of differences in the knowledge they posses. Harmer in 2001; states that reading as being "an exercise dominated by the eyes and the brain, the eyes received and the brains then has to work out the significant of the messages", he suggest that reading is the process of cooperation between eye and the brain work in getting the message or getting information from reading text. According to Linda (2005) reading is a complex process involving a network of cognitive actions that work together to construct meaning. Reading is an interactive process that goes on between the reader and the text. A reader in reading term will use his knowledge, skills, and strategies to

determine what the texts is. It means, the reader tries to recognize the words he meets in print and finds the meaning of the written text. So, reading brings a maximum of understanding to the authors' message.

Reading is a thinking process. The act of recognizing word requires interpretation of graphic symbols (Burns 1984: 10). Reading may be defined as the meaningful interpretation of printed and written verbal symbols. For the beginner, reading is concerned mainly with learning to recognize the printed symbols that represent language and to respond intellectually and emotionally when being asked about the content of the text he has read. The reasoning side of reading becomes increasingly important as word recognition is mastered. As proficiency in reading increases, individuals learn to adapt their reading strategies in accordance with the purpose for reading and the restriction imposed by the material. The nature of reading task, therefore, changes a learner's progress to the more nature levels (Albert J. Harris & Edward R. Sipay p.13).

Based on the theories above, it can be concluded from the definitions of reading above that reading is one of skills in English which is needed in the process of interpretating the graphic symbols and written symbols and reading is not only using eyes but also the brain in order to be able to understand the meaning from the text.

b. The Purpose of Reading

The main purpose of reading is to get and collect information, exploring the content, and understand the meaning of reading. According to Grabe and

Stoller (2002:19) "Reading is always purposeful not only in the sense that readers read in the different way based on the reading purposes, but also in the sense that any motivation to read a given text is triggered by some individual purpose or task, whether imposed internally." The purpose of reading (Grabe and Stoller: 2002:13)

1) Reading to search for simple information and reading to skim

2) Reading to learnt from the text

3) Reading to integrate information, write and criticize text.

4) Reading for general comprehension

c. Technique of Reading

Reading needs technique, it is very important way in teaching reading comprehension. By applying techniques, the learning process will be easier, especially for teacher in giving the material. Furthermore, the teacher can establish the well-organized learning with the aim to make students more active and motivate in learning. According to Grellet (1981) in "Developing Reading Skill" that the techniques of reading are as follows:

1) Skimming : quickly running one's eyes over a text to get the gist of it.

2) Scanning : quickly going through a text to find a particular piece of information.

3) Extensive reading :reading longer texts, usually for someone"s own pleasure. This is a fluency activity, mainly involving global understanding.

4) Intensive reading :reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail.

2. Reading Comprehension

a. Definition of Reading Comprehension

According to Mc. Neil reading comprehension is acquiring information from context and combining different elements into a new whole. It is a process of using one's existing knowledge to interpret text in order to construct the meaning. Mc. Neil defines reading comprehension as the process simultaneously extracting and contracting meaning through interaction involvement with written language (1992. p. 16). That consists of three elements: the reader, the text, and the activity or purpose for reading (Snow Catherine and Chair, 2002, p. 11. In reading, comprehension is essential part because without comprehension the reader cannot get the information and feel difficult to understand the massage from what they read. Comprehension is a process, like Anderson states in Klinger (2007) reading comprehension is the process of constructing meaning by coordinating a number of complex processes that Include word reading, word and world knowledge, and fluency. Katharine (2001) also said that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It means that comprehension is essential and comprehension is a process to construct the meaning from what the readers read.

Based on the definition above, reading comprehension is getting the information from text by interpreting the context. While doing reading

comprehension, it is necessary to use the reader's previous knowledge, beacuse it plays an important roles in process of comprehending.

b. Reading Comprehension Process

Reading comprehension is an activity, there are some process in doing activitiy. When students try to understand the text, there are ongoing process in their brain, as Oakhil explains the process of reading comprehension as follows:

1) Activating word meaning

When the students reading the text of foreign language, it is impossible for such a student can know the meaning of the whole text. However, one can take the meaning of the text of some of the words that can be understood. Some words that are understood by the reader, can help the reader to understand the text.

2) Understanding sentences

3) The reader will need to identify the structure of the sentence to interpret how words are related, and to connect sentences one another.

4) Making inferences

Readers need to make inferences when reading, for connecting the ideas from the text, and to link information in the text to what they already know.

5) Comprehension monitoring

If we misread or lost word in the text, so that the text does not make sense, we tend to re-read that section to see if we made a mistake. Or, if

we do not know the meaning of some words in the text. We might try to deduce what it means from another word. In addition, our monitoring skills may signal that there is missing links in the text, which requires inference.

6) Understanding text structure

Understanding the structure of reading is very important to help readers identify the main idea of the text is read.

3. Descriptive Text

a. Definition of Descriptive Text

Pardiyono (2007:2-3) classifies the text into eleven types, they are; description, recount, narration, procedure, explanation, discussion, exposition, news item, information report, anecdote, and review. However in this study, the text will be focused on the descriptive text.

According to Pardiyono (2007:33-34), description is a type written text, which has the specific function to give description about an object (human or non-human).

b. Generic Structure of Descriptive Text

Pardiyono (2007:33-34) states that a descriptive text has a structure a shape or a pattern. They are:

1) Identification

Identification is as first step to begin write a descriptive text. Identification consists of introduction of something that will be described.

2) Description

This step is as second step or last step of making a descriptive text. Description consists of detail description about object that is meant on identification.

3) Language Features of Descriptive Text

According to Pardiyono (2007:34), the language features used in descriptive text are:

a) Use of declarative sentences

b) Use of conjunction

Using conjunction is to create a coherent text

c) Use of simple present tense

Tense used in descriptive text is present tense, because it tells about a facts, general accepted-facts, or reality. The formula of present tense is: S + V1 … or S + to be (is/am/are)...

d) Use of adjective, verb, noun, adverb

4. Know-Want-Learn (KWL) Strategy

a. Definition of Know-Want-Learn (KWL) Strategy

Know-Want-Learn (KWL) is one of many strategies that are rarely used in the process of teaching and learning English in the classroom. KWL derives its name from its activity, they are Knowing, Wanting, and Learning. There are many experts have delivered many definitions about KWL.

May (2006: 184) stated that she referred to this strategy as schema matching. Ogle's KWL strategy is a form of schema matching that teaches

children to ask specific questions before they read informational material: 'what do I know about this topic?' and 'what do I want to find out?' and it teaches children two other questions right after reading: 'what did I learn?' and 'what do I still need to learn?'. She also stated that KWL is an instructional reading strategy that is used to guide students through a text. Students begin by brainstorming everything they Know about a topic. This information is recorded in the K column of KWL chart. Students then generate a list of questions about what they Want to Know about the topic. These questions are listed in the W column of the chart. During or after reading, students answer the questions that are in the W column. This new information that they have Learned is recorded in the L column of the KWL chart (Ogle, 1986).

According to Car and Ogle (2013) KWL is acronym of Know Want and Learn. Know Want Learn (KWL) is a reading-thinking strategy, focuses on the student as a learner who asks questions and thinks about ideas while reading. The title is derived from the three principal components of KWL that are known as determining what students want to learn, and identifying what is learned plus mapping text and summarizing information. The mapping helps pupils remember the information about text that they have read. The mapping that they make is based on the column L in KWL Chart.

b. The Use of Know-Want-Learn (KWL) Strategy

KWL is an instructional scheme that develops active reading of expository texts by activating learners‟ background knowledge (Ogle 1987:

570). It provides a structure for recalling what learners know about a topic, noting what they want to know, and finally listing what has been learned and is yet to be learned. Learners begin by brainstorming everything they Know about the topic. The relevant information is recorded in the K column of the KWL scheme (Table 1). Learners then generate a list of questions about what they Want to know about the topic. These questions are listed in the W column. During or after reading, learners answer these questions. What they have learned is recorded in the L column.

Purpose of The KWL (Know, Want, Learn) strategy provides a structure for activating and building prior knowledge, establishing a purpose for reading and for summarizing what was learned. The strategy can help students reflect and evaluate their learning experience, as well as serve as a useful assessment tool for teachers.

KWL instructional scheme

K (What I Know)	W (What I Want to learn)	L (What I Learned)
Students list everything they think they know about the topic of study.	Students tell what they want to know about the topic.	After students have finished reading or studying a topic, they list what they have learned. They can also check the W column to see which questions

		were answered and which were left unanswered.

The procedure of KWL strategies include three steps. First, provide students with the opportunity to brainstorm and list the ideas in the K items and details that they already know about a topic. Second, they review the topic again and consider what they still want to know. They list these items in the W section of the chart. Items should be listed as questions. Third, as they read or after they read, students add details that they have learned while reading. They list these items in the L section of the chart. The activities of KWL strategy:

1) K (What I Know)

Prepare questions in advance to help students brainstorm their ideas. Prompt students what they already know. Require that students explain their associations. Explaining associations helps students provide specific details and requires them to put some thought into their answers. Teacher might ask them, what they think of that.

2) W (What I Want To Learn)

Explain that want is best defined as what they need to know or learn. Ask alternate questions in order to prompt student responses. Questions may include: what the student want to learn about the topic. Refer back to the K section of the chart. The teacher asks students what the students want learn about the topic.

3) L (What I Learned)

Remind students that they should try to answer their W questions as they fill in the L column. Encourage students to write any new and interesting information that they learned. Suggest students search in other sources for the answers to questions that were left unanswered in the text.

Successful learners link prior knowledge to new information, then reorganize it to create own meaning and learning. KWL strategy helps students do this; it provides a framework that students can use to construct meaning from new material. It is a literacy strategy that teachers can easily modify to meet students" learning needs at any level and in any content area.

B. Previous Research Findings

There are some research finding related with the effect of using Know-Want-Learn (KWL) strategy on students' reading comprehension the details are explained as follows:

Research relevant to this study is research conducted by Sri Wulandari in the thesis entitled "The Effect Of Using Know-Want To Know-Learned (KWL)

Strategy On Students' Reading Comprehension To The Eighth Grade Students Of MTs Ma'arif Balong In Academic Year 2016/2017." The design of this research was quantitative research. This research was pre experimental research. The problem statement is " Is there any significant difference on students' reading comprehension before and after using Know-Want to Know-Learn (KWL) strategy to the eight grade students of MTs Ma'arif Balong in academic year 2016/2017?" The main objective of this study is to know whether there is any significant difference on students' reading comprehension before and after using Know-Want to Know-Learn (KWL) strategy to eight grade students of Ma'arif Balong in academic year 2016/2017. The researcher employed one group as pre test and post test design. The rsearcher used simple random sampling as technique in choosing the sample. The populations were 47 students and sample was 25 students. Techniques of data collection applied by the researcher were documentation and test. Then, the researcher used SPSS 16 programs for Windows to calculate the data and to analyze the data the researcher employed T-test formula. The result showed that there was a significant difference on students' reading comprehension before and after using Know-Want to Know- Learned (KWL).

Anothere research elevant of this study is research conducted by Novita Ayu Nia Wati in thesis "The Use Of Kwl (Know-Want-Learn) And Metacognitive Strategies To Improve The Students' Reading Comprehension." This research analyze how is the implementation of KWL (Know-want-Learn) and Metacognitive strategy improving the students" reading comprehension, whether the use of KWL (Know-want-Learn) and Metacognitive strategy can improve the students" reading

comprehension or not, and how is the significance of using KWL(Know-want-Learn) and Metacognitive strategy to improve students" reading comprehension of the second grade students of MTs N Ngablak. Nineteen students of the second grade of MTs N Ngablak 2017/2018 were taught by using KWL(Know-want-Learn) and Metacognitive strategy to improve their reading comprehension. The methodology of this research used Classroom Action Research (CAR). There were two cycles to give the students more opportunities to improve their understanding about how to reconstruct and comprehend the passage well and effectively in reads. The results show that the students" reading comprehension improves significantly. The T-calculation results show that the T-calculation of cycle I is 4,57 and cycle II is 5,14.

From the previous above, the researcher tries to conduct the research with the different research design. If the previous studies used pre experimental reseach design and classroom action research as methodology of the research but in this study the researcher uses quasi experimental design as methodology. With the different research design the researcher also provides different statement of the problem. The statement of the problem is "Is there any significant difference on students' reading comprehention before and after being taught by using Know-Want-Learn (KWL) strategy to seventh grade of SMP IT Nurul Fikri Tulungagung?"