CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides the literature review related to this study. This includes: reading, reading comprehension, recount text, and KWL (Know, want, and Learned).

A. Reading

It described the definition of reading, types of reading, strategies of reading, approaches in reading, principles for teaching reading, and the techniques in teaching reading.

1. The Definition of Reading

There are four skills in English, they are: speaking, listening, reading and writing. All those skills are very important for English learner. Each skill has different function in English. So, it is better for English learners to master all of those skills. One of those skills is reading.

Definitions of reading appear in various perspectives. Primarily, reading is a means of communicating information between the writer and the reader. Collins and Collins (1998:8) says "reading is a mental process. Although the eyes are involved in sending information about print to the brain, the brain

performs the real act of reading. The mental process we call "reading" has two parts: word recognition and comprehension. To perform the act of reading is to recognize words in print and to comprehend their collective meaning. One without the other is not reading. When a student correctly pronounces the words of a sentence in print but does not understand anything about their collective meaning, he has fallen short of reading.

According to Mukhroji (2011:57) reading is a process of translating graphemic strings into spoken words in the beginning of learning to read. Reading refers to the process of saying printed words into a representation similar to oral language either silently or aloud. Reading as the meaningful interpretation of printed written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbol that represents language and reader's language skills and the knowledge of the world. In the process the readers tries to recreate the meaning intended by the writer.

Rumelhart (in Mukhroji, 2011:57) states "reading is a process of understanding written language. Since reading is a process, it starts from viewing the linguistics surface representation and ends with certain ideas or meaning about messages intended by the writers". Reading involves an interaction between thought and language. It means that the reader carries to the task a formidable amount of information and ideas, attitudes and beliefs. This knowledge joined with the ability to make ability predictions, determines the expectation of the readers.

Paren and Jain (2008:113) states that:

"Reading is an activity process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update her/his knowledge. Reading is most useful and important skill for people. Reading is sources of joys. Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language".

The advantages of reading not only help the students to get the knowledge and wisdom from the cultural of heritage, but are also very helpful in passing for leisure period (Parel and Jain:2008,114). Leisure hours are not only, during the activity period of life but also, more significantly, during the period when man has retired from activity life. Therefore the learner of English must know reading English. The education of a child is imperfect. Unless he supplied every things needed with the ability of reading. Gray (in Parel and Jain: 2008, 114) states "reading is a form of experience. Reading brings us in contact with the minds of great authors, with the written account of their experiences. This recorded lines and the advancement by them in various fields.

According to Harn (2007:99) reading is useful for language. Provided that students more or less understand what they read, the more they read, the better they get it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. According to Grellet (1981:4) there are two main reasons for reading, firstly reading for pleasure, and secondly reading for information (in order to find out something or in order to do something with the information you get). Reading is most useful and important skill for people. Reading is source of joys. Good reading is that

which keep students regular in reading which provide him both pleasure and profit. Reading is the most important activity in any language class.

Parel and Jain (2008:114) states that

"Reading is not only a source information and pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind and gain and understanding of the foreign culture. Reading is certainly an important activity for expanding knowledge or activity.

Based on explanation above, can be concludes that reading is a process to convey the message or information. By reading, the reader will know what they read and challenged to response the ideas of the writer. In order to make the messages or information that comes from the writer can be understood and comprehended easily by the reader.

2. Types of Reading

According Parel and Jain (2008:117) there are four types of reading, there are Intensive Reading, Extensive Reading, Silent Reading and Aloud Reading.

   a. Intensive Reading

Intensive reading is related to further progress in language learning under the teachers' guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing. The material selected should parallel and the type of material the advance student would enjoy.

Intensive reading is text reading or passage reading. In this reading the learners read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learners needs book to acquire knowledge is the kind of intensive reading. There are few characteristics of intensive reading:

1. This reading helps learner to develop active vocabulary.

2. Teacher play main role in this reading.

3. Linguistic items are developed.

4. This reading aims at active use of language.

5. Intensive reading is reading aloud.

6. In Intensive reading speech habit are emphasized and accent, stress, intonation and rhythm can be corrected.

b. Extensive Reading

The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading can be made the basis for oral report, to the rest of the class, or full class discussions. It may be the source for written compositions in which students deal with specific issue arising from the material in the book. On occasions, the class may divide into groups to read interrelated materials. Each group may prepare some part of the project on some present a group repots to the rest of the class. This type of class project gives a point and purpose to extensive reading by building reading practice into a matrix of purposeful activity.

Extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. Usually people read for to keep them update.

Few characteristics of Extensive reading:

1. It helps learners to develop to active vocabulary.

2. Extensive reading is silent reading.

3. In extensive reading the subject matter is emphasized.

4. In the extensive reading the learners play the main role because they ask for measures.

5. In extensive reading the idea can be developed.

6. The aim of extensive reading is to enrich the learners' knowledge.

7. Through extensive reading the good reading habit can be developed.

c. Aloud Reading

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of word pronunciation. What the teacher can do for better and effective teaching of reading as under:

1. The material which teacher present before students should be according to previous knowledge of the students or related to their own experience.

2. The teacher should emphasize on the stress of learners.

3. The teacher should be very careful while process of reading is going on. If any mistake is committed by learners, be should correct it. Correction should be friendly and productive.

4. The teacher should care about all readers. Should also draw his attention toward weak readers.

5. While teacher present model reading, this model reading should be according the level of readers, so that readers could understand it very well and pronounce very well.

d. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enable to read without any audible whisper.

Teaching reading is very important skill because this is stage where the knowledge of learners starts to flight. How teacher can make the teaching reading by silent reading effective:

1. Teacher should tell about the topic first to the learners, should motivate the learners. The teacher should not read first but should allow the students to read the text.

2. Teacher should not allow the student to murmuring while reading.

3. The subject matter should be interested and effective and selected from the reading material developed for it.

4. Eclectic approach can be used by teacher for better comprehension and understanding.

3. Strategies of Reading

Reading may be defined as decoding and attaining the meaning as result of the interplay between perceptions of graphic symbols that represent a language and the memory traces of readers' experiences. Reading may be both a process and a product. A process is a method, a movement toward an end that is accomplished by going trough all necessary steps. According to Mukhroji (2011:61), a product is the consequence of utilizing certain aspects of a process in an appropriate sequence. Reading is not only receiving meaning in a literal sense, but it is also bringing the one's entire life experience and thinking power to bear to understand what the writer has encoded.

The purposes of the reading cannot be separated from comprehension. Each purpose will determine what to achieve after reading process. Reading comprehension requires the ability to perceive the exact nature of the passage being read or communicated. Based on Mukhroji (2011:61), there are strategies in reading, that involved bottom-up strategies, top-down strategies, and interactive strategies are discussed here.

a. Bottom-up Strategies

Mukhroji (2011:61) states that the states that the bottom-up strategies of reading assume that process of translating print to meaning to meaning begin with print. The process is initiated by decoding graphic symbol into sounds. Therefore, the reader first identifies feature of letter; link these features together to recognize letters; combine letters to recognize words; and then proceeds to sentences, paragraph, and the text level processing.

According Alderson (2000:16) bottom-up strategies are series models, where the reader begins with the printed word, recognizes graphic stimuli, decodes them to sound, recognizes word and decodes meanings. Each component involves sub processes which take place independently of each other, and build upon prior sub processes.

The process of deriving meaning from print in bottom-up strategies is trigged by graphic information embedded in print. By applying the bottom-up strategies, readers start to process the text from the low linguistic level to the higher one. According to Mukhorji (2011:61) the readers start from identifying to recognize words; and then proceeds to the proceeds to the proceeds to the phrase, sentence, paragraph, and then text level processing. The understanding is constructed based on the visual data that are on the page. It triggers from one linguistics step after another, beginning with the recognition of the letters and continuing to words-by-words, sentences-by-sentences until reaching the top-the meaning of the text being read.

The bottom-up strategies are also used by the readers when they feel the text being read is difficult. The difficulty of the text can be about the language and contents of the text. When the language text is felt difficult, readers start to identify the words meaning. Then, they combine the word meaning to get the understanding of the phrases, sentences, and paragraph until reaching the entire meaning of the text.

　　b.　Top - Down Strategies

According to Cahyono and Widiati (2011:51) Top-down strategies views reading as a process of reconstructing meaning and it stresses comprehension of units of meaning larger than words and phrase. The process of delivering meaning of the text in top-down strategies starts from the reader's prior knowledge and experience to the print. By top-down strategies, reader starts to process the text by applying the higher level stage. In this case, readers start with hypothesis and predictions and attempt to verity them by working down to print stimuli. By having the prior knowledge and experience, readers can make hypotheses and prediction about what they are going to find in the text. Thus, the process of text understanding by these strategies triggers from readers too the text.

Readers usually use top-down strategies when they have background knowledge and sufficient language competence about the text being read, and when the cues in the text can activate the content schemata. Although reader have sufficient knowledge about the topic and can understand the meaning of every word in the text, they may still have difficulties to

understand the text if there are no cues in the text that can activate a certain content schemata. In other words, the understanding of text based on the top-down strategies, readers must have background knowledge. And language competence as well as readers' understanding about the cues that are on the print that can activate the content schemata.

    c. Interactive Strategies

The interactive strategies of reading assume that the process of translating print to meaning involve making use of both print and prior knowledge. The process is initiated by making prediction about the meaning and or by decoding graphic symbols. Interactive strategies in reading require both bottom-up and top-down strategies combination. Readers in understanding a text use these two strategies interactively and simultaneously.

According to Mukhroji (2011:63), the interactive strategies suggest that the process of reading is initiated by decoding letters and words and words and words and by formulating hypotheses about the meaning. Readers in understanding a text starts at the first by processing the visual information that exist in the text. In getting understanding interactively, readers use various sources of knowledge simultaneously to interpret the graphemic information that exist in the text. In understanding a text, readers apply more interactive strategies than two other strategies. In the attempt of getting meaning, readers cannot just rely on visual information. The knowledge is applied interactively.

4. Approaches in Reading

The range of approach of teaching reading in the classroom any includes several aspects within the skills to whole language instructional continuum. A major approach should meet two basic criteria: observable in actual classroom and derived from theoretical base that is to-down, bottom-up, or interactive. Adhering to these criteria, there are four major approaches to teaching to the teaching of reading: perspective approach, basal reading approach, language experience approach, and literature based approach.

a. Prescriptive Approach

According to Mukhroji (2011:64) perspective approach is a kind of individualized instruction which is often favored by the teachers who devote large chunks of the reading period to work on phonic. They focus on sound-letter relationship instruction. This approach of teaching reading has come to mean two very different approaches to teachers.

b. Basal Reading Approach

Basal on Mukhroji (2011:64) states, basal reading is kind of approach occupying the central and broadest position on the reading instructional continuum. This approach uses basal readers to teaching reading. Basal reading program comes to the closest to an eclectic approach. That is, within the basal reading program itself some elements of the other approaches are incorporated.

c. Language Experience Approach

Language experience approach needs students to experience reading as rewarding and successful process. It is difficult to assemble an adequate supply literature for the wide range of abilities found in every classroom, especially if some students are not proficient in English. This approach is tied closely to an interactive or top-down theory of reading. It is considered a kind of beginning reading approach although strategies of teaching are often connected to writing process.

d. Literature-Based Approach

Literature-Based Approach is also named a whole language approach in which students engage in reading for enjoyment and for the purpose of locating information, rather that in order to earn a good grade. Mukhroji (2011:65) states that literature-based approach is an approach that the teacher uses to provide individual students interesting and enjoyment. In this approach, teachers encourage their students to personally select books that they want to read and then share and compare insight gained. Reading instruction emanates from assumption about the reading process is interactive and top-down.

5. Principles For Teaching Reading

According to Nunan, D (2003:74) there are some principles for teaching reading:

a. Exploit the reader's background knowledge

b. Build a strong vocabulary base

c. Teach for comprehension

d. Work on increasing reading rate

e. Teach reading strategies

f. Encourage readers' to transform strategies into skill

g. Build assessment and evaluation into your teaching

h. Strive for continuous improvement as a reading teacher

6. Techniques in Teaching Reading

Psycholinguistically, reading is viewed as an interactive process between language and thought. There are three kinds of activities involved in relation to the reading class activities: pre-reading activities, during/whilst reading activities, and post-reading activities.

a. Pre-reading Activities

Pre-reading activities are instructional activities carried out before students conduct the real reading activities. In pre-reading activities, activation is concerned with the students' background knowledge, objectives of reading class, learning activities, and motivating the students. In this stage, teachers try to activate the students' schemata related to the topic or explaining briefly the contents of text.

Pre-reading is to tell students the purposes of reading and learning. Pre-reading is also to motivate the students. Motivation in reading attracts

students' attention to the text. The activities of pre-reading are activities aiming at facilitating the students' understanding about the text.

    b. During/whilst Reading Activities

During/whilst reading activities are the activities that reader does while reading takes place. Mukhroji (2011:69) mentions that while reading includes : (a) identify the main idea, (b) finding detail the text, (c) following a sequence, (d) inferring from the text, and € recognizing the discourse patterns.

During/whilst reading activities are instructional activities that are going on while reading activities are happening. According to Greenwoon (in Mukhroji; 2011), five activities to do in while reading. First, readers identify main idea of the text, through giving a title, selecting the most appropriate title, and identifying topic sentence through skimming. Second, readers identify main idea of the text and finding specific information. Third, readers follow a sequence by relating items in particular order or process. Fourth, readers infer from the text by trying to understand the text using their schemata and experience. Fifth, readers recognize the discourse patterns to understand the text using their schemata and experience.

Mealey and Nist (in Mukhroji: 2011:69) suggest questioning techniques and guides as strategies during reading activities. Questioning technique involves prompting the retrieval of prior knowledge, focusing attention on checking literal meaning. Inferring and applying comprehension of information, and predicting possible test items. Questioning in reading

activity is also useful to guide and focus students' attentions and performance. In addition, the questions also activate students' background knowledge. Finally, predictions at the time of reading are useful to get the students involved with the text.

c. Post-reading Activities

Post-reading activities are the activities conducted by a reader after reading. In post-reading activities, students do post-test questions, feed back. The post-questions are more effective in incidental comprehension and the objective, since information of both greater and lesser importance is learned.

Post-reading activities are instructional activities that the students and teacher do after reading take place. According Mukhroji (2011:70) point out that post-question, feedback, and group and whole class discussions are activities that can be done in the phase of post-reading activities. The activities functions check students' comprehension about the text being read. The post-questions after reading class activity are very important since information of both greater and lesser important is learned. Besides asking question, summarizing the contents of the text is also applicable to the students.

The activity of post-reading can also be in the form of discussion. This discussion can be in a group or whole-class discussions. The discussion may depend on the class size. If the is big, it will be better to have group discussion. If the class is small, it will better to have whole class discussion.

B. Reading Comprehension

It will describe about the definition of reading comprehension, reading comprehension skills, strategies for reading comprehension, and the testing reading comprehension.

1. The Definition of Reading Comprehension

It is very important to talk about reading comprehension. Reading comprehension is very importance for everyone who wants to enlarge their knowledge and information. Sometimes some learners feel difficult to comprehend the text that they have read, so they get nothing from the text. So the teachers have to be more concern about the problem. Based on McNeil (in Mukhroji: 2011:57) comprehension is making sense out of the text. As the result of interaction between the perceptions of graphic symbols that represent language and the readers' prior knowledge. Reading comprehension, therefore, is a process of getting information from context and combining disparate elements into a new whole. It is a process of using reader's exiting knowledge to interpret text in order to construct meaning.

According to Chaterine (2002:11) reading comprehension defined as a process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements:

a.   The reader who is doing the comprehending

b.   The text that is to be comprehended

c.   The activity in which comprehension is a part

Reading comprehension requires the reader to combine the meanings of a number of words in his working memory until he can think about their collective meaning (Davin and Ann, 1998:9). To illustrate this idea, read the sentence fragment in the first textbox, and then read the entire sentence as it appears in the second textbox. The relevant prior knowledge that is brought together with the literal meaning of the words in the first textbox may lead to several different interpretations. Without the missing words, it is impossible to fully comprehend the meaning of the entire sentence. Reading the complete sentence shows that accurate comprehension can occur only when the reader has all of the meanings held in working memory. The process of reading needs to be considered in the broader context of education.

According to Nunan D.(1991:72) reading is usually conceived of as a solitary activity in which the reader interacts with the text in isolation and understand the text that they have to read. The understanding that result is called reading comprehension. Reading perceives a written text in order to understand its contents or silent reading. A formal definition of reading comprehension may see unnecessary because the term is use to widely and is meaning is assumed to be generally understood. Teacher think of reading comprehension as what students are thought to do in reading interaction during

the early school years and as reading capacities they are expected to display thought out the middle and high school years.

From the combination of theories above, it comes to the conclusion that reading comprehension is the process of understanding a certain text with the ability to find main idea, identify detail information, identify word meaning based on the context, understand sentence meaning, find reference, identify text organization, and identify communicative purpose text. Reading comprehension involves as least two persons: the reader and the writer. The process of comprehending involves decoding the writer's words and then using background knowledge to construct and approximate understanding of the writer's message.

2. Reading Comprehension Skills

According to Khoiriyah (2010:2) to make it easy to understand the text or materials of reading, you need some reading skills. There are various of reading skills. These skills can help you understand and remember what you read. They are:

  a. Recognizing the letters of alphabet

  b. Reading group of letters as words

  c. Understanding the meaning of punctuation

  d. Understanding the meaning of vocabulary items

  e. Understanding the grammar of a sentence

    f.   Understanding the relationship between sentences and clauses in a text

    g.   Recognizing the organization of the text

    h.   Recognizing the effect of style

    i.   Making inferences and references

    j.   Reading longer text (extensive reading)

    k.   Reading for detail

    l.   Previewing and Predicting

3.   Strategies For Reading Comprehension

There are ten strategies for reading comprehension, each of which can be applied according to Brown (2000:306):

    a.   Identify the purpose in reading

    b.   Use grapheme rulers and patterns to aid in bottom-up decoding (especially for beginning level learners).

    c.   Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced level)

    d.   Skim the text for main ideas

    e.   Scan the text for specific information

    f.   Use semantic mapping or clustering

    g.   Guess when you aren't certain

    h.   Analyze vocabulary

    i.   Distinguish between literal and implied meanings

j. Capitalize on discourse markers to process relationship

4. Testing Reading Comprehension

According to Fries and Manuel (1961: 234) there are testing of reading comprehension:

a. General technique

The general technique to test reading comprehension consist of presenting to the student passages containing reading problems and testing his comprehension of the passages precisely at those points at which the problems are crucial.

b. Pre-reading technique

With students for whom the graphic representation will be a heavy learning problem one may need to test their ability to identify the graphic symbols themselves without going through the full of process reading.

c. Reading technique for beginners

Beyond identifying the graphic symbols on this pre-reading level the student's problem at the elementary level becomes one of identifying and understanding words and sentences through their graphic representation.

d. Reading techniques for intermediate and advanced students

Since we were testing complete linguistic comprehension, the type of items that presents several multiple-choice items for each passage read is well-adapted to our purpose

C.   Recount Text

It will describe about the definition of recount text, generic structure of recount text, and the linguistic features of recount text.

1.   The Definition of Recount Text

According to Anderson and Anderson (1998: 24) a recount is a piece of text that retells past events, usually in order in which they occurred. It's purpose is to provide the audience with a description of what occurred and when it occurred. The aim of the text is retell the past event or to tell someone's experience in chronological order. Recount text is a text written to retell for information or entertainment. This type of text is not only used at school but also at other media written and electronic, it's used in many real social contexts. Example of recount texts include: eyewitness accounts, newspaper reports, letters, conversations, television interviews, speeches, journal, sport report, biography, autobiography, diary.

2.   Generic Structure of Recount Text

According to Anderson and Anderson (in Cahyono, 2011:15) the generic structures of recount text generally consist of:

a.   Orientation

Orientation takes in the First paragraph that give background information about who, what, where and when. And it is also introducing the participants, place and time.

b. Event

Tell what happened and in what sequence and describing series of event that happened in the past. A record of events usually recounted in chronological order, named; event 1, event 2, event 3.

c. Re-orientation

Re-orientation it is consist of optional-closure of events/ending. It's concluding paragraph that may include a personal comment of the writer to the story (not always necessary)

3. The linguistic features of recount text

The linguistic features of recount texts as stated by Anderson and Anderson (in Cahyono: 2011:16) are:

a) Proper nouns to identify those involved in the next

b) Descriptive words to give details about who, what, when, where, and how.

c) The use past tense to retell the event

d) Words that show the order of events (for example, first, next, then)

D. KWL (Know, Want, and Learned)

It will described about the definition and the procedures of KWL (Know, Want, and Learned).

1. **The Definition of KWL (Know, Want, and Learned)**

KWL was first introduced by Donna M.Ogle in 1986. It is a group process using knowledge and information students bring to help each other build a better starting place for learning and share to result or their reading. According to Carr and Ogle (in Buehl 2001:75) KWL is a technique that helps students activates what they already know before they begin a reading assignment. According to Region XIV Comprehensive Center (1995:11) K-W-L is a strategy that models the active thinking needed when reading text. The letters K, W, L stand for three activities students engage in when reading to learn: recalling what they KNOW, determining what they WANT to learn, and identifying what they LEARN as they read. KWL is the method can be used as an introductory strategy in order to document their present level of knowledge and what gaps may exist in that knowledge, to structure progress in their learning and to analyses what new information has been learned after research (Northern Ireland Curriculum, 2000:44).

The KWL technique can help the teachers engage their students from beginning of a reading lesson by activating prior knowledge and keep students interested, which is very important as they think about what they have learned. KWL strategy by nOgle developed a teaching strategy/model in order for the teacher and the students to graphically organize information based on what students KNOW about a topic, what they WANT TO KNOW about a topic, and what was LEARNED after reading about the topic (K-W-L).

The KWL strategy is designed for teachers to effectively respond to students' knowledge when they read expository material, but can also be used for narrative material that comes under the heading of genres such as myths, poems, haikus, etc. It also encourages students to become involved in active thinking and cooperative learning with their classmates. The main purpose of the KWL Teaching Strategy is to elicit students' prior knowledge of the topic of the text, set reading goals (for what they want to know), and monitor their comprehension of the topic *after* reading the text.

KWL strategy is designed to help students develop a more active approach to reading expository material. Teachers first model and stimulate the kinds of thinking needed for learning and then give students individual opportunities to list what they know, what questions they want answered, and what they have learned from reading the text. In this way, the benefits of group instruction are combined with individual student commitment and responsibility. The strategy was developed to translate current research findings about the active, constructive nature of reading into an instructional lesson format. In classroom testing,

KWL has been shown to be an effective tool to help students become more active thinkers and to help them remember better what they read. It has also been useful in helping teachers better communicate the active nature of reading in group settings. And also, will help them make predictions about what they will be reading through the generation of question they would like to have

answered, helps students to organize what they have learned when they are finished reading.

2. The Procedure of KWL (Know, Want, and Learned)

According to Ogle (1986:565) the procedure of K-W-L have three basic cognitive steps required: accessing what I Know, determining what I Want to learn, and recalling what I did learn as a result of reading.

There are the procedures of KWL (Know, Want, and Learned) technique:

a. Teacher needs to create a KWL chart to guide the students. This can be done on large chart or on the chalkboard. It is very simply, just divide the space into three columns and label them "Know", "Want to Know", "Learned". In this step, the teacher takes a role as an organizer as well as the controller. The teacher explains what the students will do in every column and give information needed to make sure that the students understand the activity.

KNOW	WANT TO KNOW	LEARNED

Figure 2.1

b. After making the chart, the teacher gives the students the topic and asks the students what they know about it. Generate as many ideas as possible relying on the students' prior knowledge. Record all the ideas in the first column. This is a brainstorming activity, which is considered as a great way to begin a reading lesson because it engages all the students, including the silent ones who may not be talking but in listening to their peers. The teacher should also provide some words or terms to help if they can't find ones related to the topic given.

c. One the "K" column is complete with all possible ideas, the teacher together with the students categorizes the information. This step will help the students to structure the content for the next step that is formulating questions to be investigated that bring more meaning and clarify to the topic.

d. Teacher asking the students to write down things they want to know about the topics or generating questions they want to answer as they read the text. These questions they want to answer as they read the text. These questions become the basis for "W" (what students want to learn). Questions may be developing from information gleaned in the preceding discussion and from thinking of the major categories of anticipated information. This process helps the students define their purpose independently for reading.

e. After filling the column, the students are asked to share and discuss their ideas. This is an excellent opportunity to model and show the students the value of inquiry. It is possible that the students do not know what they should ask or what they want to know. To anticipate this condition, the teacher should also provide some questions to guide the students. Doing the K and W column, the teacher takes a role a source. This role is important in these steps because the teacher's questions and information actually will also lead the students to understand what is discussed in the text that they are about to read.

f. The teacher asks the students to look for the answers of the questions in their W column while they are reading. Students can fill out their "L" columns either during or after reading. As they read, students should note new information in L column. This will help them select important information from each paragraph and it provides a basis for future reference and review. After filling the column, the teacher will help and guide students to classify the information into classes. The first one is information needed to answer the question from "W" column and the second one is new information found in every paragraph. In this step, the teacher's role is more as a participant.

g. Students discuss what they have learned from the passage. Questions develop before and during the reading should be reviews to determine how they were solved. If some questions have not been answers, students can be guided to seek further information in appropriate materials. In this

step, the teacher will be an assessor who gives feedbacks and do some corrections so that the students will get better understanding about the text.