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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Nature of Reading Comprehension

Transkerley (1952) stated reading comprehension was the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It means that interaction will make the reader understand what the writer talks about or the writer's messages. Transkerley also says that the readers filter new information against their own background store house of information and life experiences and identify and shift relevant from non- relevant information. Effective readers monitor when the text is not understood or is not making sense and repairs faulty comprehension whenever it occurs.

Burnes (1991) said comprehension is developmental both in terms of stages and in terms of intellectual demands. Readers begin to comprehend written text when they are presented with their first reading task. Smith (1999) defined reading comprehension is a complex instruction of language, sensory perception, memory, and motivational aspect. It means that the communication between the writer's language and the reader's background knowledge is needed in the process, also in reading.

Sweet and Snow (2003) stated reading comprehension is as the process of simultaneously extracting and constructing meaning. Furthermore, Burnes (1985)

measured reading comprehension as the reader interacts with the message encoded in the text to generate an understanding of an author's message.

Grabe (2009) defined reading as a central comprehension of thinking process. Reading is also a cognitive process that consists of reader and the text. This statement is supported by Kalayo who has said that reading is letters, words, sentences, and paragraph that encode meaning.

Reading comprehension can be achieved with the assistance of cognitive reading strategies. Reading comprehension has been defined in many different ways over the past years. It has been said that the main reason for reading is to get the correct interpretation of a message from a text; the message that the writer intended the reader to receive (Gilakjani & Ahmadi, 2011). This definition gives a narrow view. It does not take into account the elements that are necessary for comprehension to be successful. One must be competent in the language the text is in and also must be able to use reading strategies. The causes underlying the phenomenon of struggling readers differ and they are very complicated. Three of these causes are:

- 1) It may be that the learner comes to school with little or no background knowledge (the learner may have limited schemata),
- 2) She struggles to link past learning with new learning (had engaged in cramming and pass-rote learning),
- 3) It might be that some students are English learners with little proficiency in oral English learning as a second, third or foreign language.

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The students learn English but they are not competent in the language (Herczog& Porter, 2012). Hence, reading alone is not enough as an exercise but comprehension is a key.

Herczog and Porter (2012) state that decoding only signifies half of the reading framework. According to them, a balanced reading instruction extends to comprehension as well. They further argue that “comprehension of instructional text requires a higher level of skills, including an understanding of academic language and strategies to make meaning of academic text” Herczog and Porter (2012). Zhang (1993), on the other hand, states that reading comprehension is a cognitive process. For one to be able to read and correctly interpret the text, that is decoding the text correctly, the reader will need to apply cognitive skills and strategies. Skills and strategies are, therefore, very important in the process of reading comprehension. Several studies have been conducted over past years which indicate the significance of reading comprehension and they have illustrated a direct relation between strategy use and reading comprehension performance (Yussof, *et al.*, 2012). This suggests that reading comprehension requires reading strategies. The reader must use strategies to improve his chances of comprehension.

According to Yussof *et al.* (2012), reading comprehension is a dynamic and constructive meaning making process, involving reader-text interaction. It is a complex activity between the reader and the text, with the reader attempting to derive the meaning from the text. The process is not only of decoding the words but also of interpreting the text successfully. Snow and Sweet (2003:1) define

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reading comprehension “as the process of simultaneously extracting and constructing meaning”. Words cannot just be read, the reader has to extract clues from the text to be able to come up with the meaning of what has been read. They elaborate that the comprehension process involves three crucial aspects, the reader, the text and the activity. Researchers have indicated and acknowledged that reading comprehension is a multi-faceted aspect, and as such, there are multiple definitions of what makes efficient reading comprehension (Kendeou, Papadopoulos, and Spanoudis (2012).

According to Kendeou *et al.* (2012), a general element is that reading comprehension includes the making up of a sound mental representation by the reader in his or her mind. With this mental representation the reader is able to engage in an activity or assessment task such as answering open-minded questions, recalling the text, filling the blank by applying the knowledge acquired from the text (Kendeou *et al.*, 2012). Although comprehension of a text is complex, reading comprehension strategies can assist the reader. Hasan (2003) points out that, efficient readers who use strategies perform better than those who do not. Efficient use of reading skills by learners has been linked to academic success (Merisuo-Storm, 2010). When it comes to reading comprehension, the use of cognitive reading strategies cannot be ruled out because the strategies lead to efficient reading with comprehension. They help the reader succeed with the job at hand, which is having a meaningful interaction with the text.

The process of comprehension is not as easy as accessing word meaning and combining those words (Moss, Schunn, Schneider, McNamara & VanLehn,

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2011). According to Moss *et al.* (2011), the process of comprehension includes the construction of a mental image representation of a text, referred to as a situational model. The creation of the model needs a lexical process to retrieve the meaning of the word, memory retrieval to expand on the text and create connections to background knowledge and an inferences process to incorporate the present sentence with a prior sentence and prior knowledge. The emphasis is on reading comprehension strategies because of their ability to improve and enhance the reader's understanding of the text (Moss *et al.*, 2011). Yussof, Jamian, Roslen, Hamzah and Kabilan (2012) define strategy as a flexible system or plan employed by the reader in the effort to comprehend the text. According to Ozek and Civelek (2006), reading strategies can be classified into two classes namely, cognitive and meta-cognitive reading strategies.

From the nature of reading comprehension above, it can be concluded that reading comprehension is the process to gain information from words, sentences, and paragraph that encode meaning.

2.1.1 Nature of Reading

Reading is one of the important skills in learning English, besides speaking, writing and listening. The readers need a skill when they read a text because without skills the readers get difficulties to comprehend the text. Reading is a complex process involving a network of cognitive actions that work together to construct meaning. According to Caroline T. Linse (2005), reading is a set of skills that involves making sense and deriving meaning from the printed word. In

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the other words, reading is process to gain information that the writer wants to express from the text.

The National Council of Teacher of English (NCTE) Commission on Reading (2004) has said that reading is complex, purposeful, social and cognitive processes in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text and their knowledge of culture to construct meaning. Reading is not a technical skill acquired once and for all in the primary grades, but rather developmental process. A readers' competence continues to grow through engagement with various types of text and wide reading for various purposes over a life time.

Thorndike (1917) characterizes reading as reasoning. By this, he means that many of the strategies by which readers resolve matters of meaning approximate to a logical process of deduction and inference, and that good readers are those who can think clearly. Those persuaded of the value of teaching critical reading will very probably feel a need to test such abilities. However, test constructors should know to what extent they wish to assess reading ability, and to what extent they wish to distinguish this from other cognitive abilities. It is at least intuitively possible to make a distinction between the ability to read and the ability to think critically. However, the attempt to gain a picture of somebody's reading abilities uncontaminated by other cognitive variables to keep reading separate from reasoning is fraught with difficulties (Alderson, 2000).

Sweet and Snow (2003) define reading comprehension as the process of simultaneously extracting and constructing meaning. Furthermore, Burnes (1985)

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measures that in reading comprehension the reader interacts with the message encoded in the text to generate an understanding of an author's message.

Grabe (2009) claims reading is a central comprehension of thinking process. Reading is also a cognitive process that consists of reader and the text. This statement is supported by Kalayo who has said that reading is letters, words, sentences, and paragraph that encode meaning.

From the nature of reading above, it can be concluded that reading is process to gain information that the writer wants to express from the text. Reading is also an act of communication in which information is transferred from a transmitter to a receiver

2.1.2 The Types of Reading

There are four main types of reading techniques; Skimming, Scanning, Intensive, and Extensive. The last two main types are explained below.

a. Intensive Reading

Brown (2007) explains that intensive reading calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like. He draws an analogy to intensive reading as a zoom lens strategy. Intensive Reading, sometimes called narrow reading, may involve students reading selections by the same authors or several texts about the same topic.

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Intensive reading has several characteristics. It makes intensive reading different from extensive reading. The characteristics of intensive reading according to National Foreign Language Resource Center (2002) are stated below:

- a) Usually classroom based

The activities of intensive reading mostly happen in the classroom because the students need to fully concentrate on what they are reading. Reading intensively outside of classroom may sometimes happen but the location should be quiet enough to avoid impaired concentration on students.

- b) Reader is intensely involved in looking inside the text.

In doing intensive reading, students would be very attentive to the text because they must get as much information as possible. They also have to repeatedly read the text in order to understand the information implied from the text.

- c) Students focus on linguistic or semantic details of a reading.

Intensive reading would make students focus on linguistic or semantic details. The students would more focus on the meaning of each word to clearly understand the text.

- d) Students focus on surface structure details such as grammar and discourse markers.

It is also really important for the students to pay attention to surface structure details such as grammar and discourse markers due to small differences in those things will form different meanings.

- e) Students identify key vocabulary.

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Students should identify key vocabulary of each sentence to know in general what the text tries to explain to the students. Students will need dictionary to look for the words they do not understand.

- f) Students may draw pictures to aid them (such as in problem solving).

Students may draw pictures or make summaries of the text they are reading to aid them understand the text easier and know the main points clearer.

- g) Texts are read carefully and thoroughly, again and again.

Students will read the text again and again to really understand the explicit and implicit information of the text

- h) Aim is to build more language knowledge rather than simple practice the skill of reading.

Reading intensively means to read something carefully and repeatedly. It aims to build more knowledge about the language rather than a simple practice. It can be concluded that intensive reading will be beneficial for students in developing their language knowledge.

According to the explanations above, it can be inferred that in doing intensive reading, students have to focus on the text so that students can understand implicit and explicit information of the text. Students should read the text carefully and try to comprehend the text to the fullest so that students can answer the questions the text provided well.

b. Extensive Reading

According to Bamford (1984) extensive reading is reading (a) of large quantities of material or long texts; (b) for global or general understanding; (c)

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with the intention of obtaining pleasure from the text. Further, because (d) reading is individualized, with students choosing the books they want to read, (e) the books are not discussed in class.

In this type, the students can read faster because they do not have to really pay attention to the details as long as students know what the main idea of the text is. The students can also enjoy the text because extensive reading is more about getting pleasure instead of deep comprehension.

The type of reading to the context of this study is Intensive Reading, because students have to pay attention to grammatical forms, discourse markers, and other surface structure details. The students should comprehend the text to the fullest and at the end of reading activities, students will be given a test regarding to the text or topic they have learned.

2.1.3 The Component of Reading

According to King and Stanley (1989), there are five components in reading comprehension which should be focused on comprehending text, as follow:

a. Finding Main Idea

Main idea is the main topic that is being discussed in a paragraph. Main idea is also fundamental idea. It describes the content of paragraph. Main idea helps the reader to understand not only ideas but also their relative significance, as expressed by author.

b. Finding Factual Information

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Factual information is the important information about the reality that is described from the text. We can find the factual information in every paragraph.

c. Guessing Vocabulary in Context

Difficult word or unfamiliar word is the word the difficulty to be understood. We can guess the difficult word from the context clues. The context can give us the meaning not only familiar words, but also unfamiliar words.

d. Reference

Reference is the word that represents another word. It is issued to avoid the repeated word. We can find it in the beginning the middle, or the end of the sentence. Reference words are usually short and frequently pronouns, such as it, she, he, this, they, them and so on.

e. Making Inferences

Inference is a skill where the reader has to able to read between lines. King and Stanley divide into two main attentions, draw logical inferences and make accurate prediction.

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2.1.4 Reading Comprehension Strategies

The use of comprehension strategies in the teaching of reading is important. It influences students' comprehension. In relation to the use of reading comprehension strategies, Zimmerman and Hutchins cited in Moreillon (2007) proposed seven strategies. Some of them are as follows.

a) Activating or building background knowledge

Activating background knowledge refers to students recalling what they know about the topic of a text before reading and during reading for learning the content as fully as possible and linking the new content to prior understanding (Guthrie and Taboada, 2004). When the reader can connect what he or she is reading to something already known, background knowledge is being utilized to make sense of the new information.

b) Using sensory images

Sensory experience is a significant aspect of reader's background knowledge. When we think about our sensory experiences, we are creating representations of those experiences in our memories (Marzano in Moreillon, 2007). In this strategy, the use of senses (sight, hearing, touch, taste and smell) in understanding texts plays an important role. Inviting students to close their eyes and imagine the text as it is read aloud, and then asking them to share the pictures in their heads, is the basic technique used to teach visualization.

c) Questioning

Questioning refers to students asking or writing self-initiated questions about the content of a text, before and during reading, to help them understand the

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text and the topic. Students' reading processes change dramatically when they pose questions about the topic of a book or text before reading. Their questioning serves several roles in the comprehension process. If they are students' personal questions, they come from the students' knowledge. They flow out of personal experiences and represent those experiences as the students encounter new ones (Guthrie and Taboada, 2004)

d) Making prediction and inferences

Predictions are educated guesses about what will happen next based on what is known from reading the text; prediction can also involve readers' background knowledge. Inferences require that readers go beyond literal meaning; they use the print and illustrations plus their prior knowledge and experience to interpret the text. Through these processes, readers find clues or connecting points, make predictions or inferences, and draw conclusions. These conclusions or interpretations are a critical part of reading comprehension. Readers who make predictions and inferences before, during, and after they read are actively engaged in the meaning-making process.

e) Determining main ideas

Main ideas are the foundation on which the details rest. Readers must learn how to prioritize information as an essential skill in reading comprehension as well as in information literacy. They can use main ideas to develop their schemas and to shore up their ability to store and recall information.

In addition, Brown (1995) states there are two skill categories of reading comprehension. They are as follows:

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a. Micro skill of Reading Comprehension

The Micro skill refers to producing the smaller chunks of language, such as;

- a) Discriminate among the distinctive graphemes and orthographic pattern of English
- b) Retain chunks of language of different lengths in short-terms memory
- c) Process writing at an efficient rate of suit the purpose
- d) Recognize a core of words, and interpret order patterns and their significant
- e) Recognize grammatical word classes (noun, verbs, etc.)
- f) Recognize that a particular meaning may be expressed in different grammatical forms
- g) Recognize cohesive devices in written discourse and their significance for interpretation

b. Macro skill of Reading Comprehension

The macro skill implies the reader's focus on the larger elements such as;

- a) To obtain information for some purpose or because we are curious about some topic
- b) To obtain instruction on how to perform some task for our work or daily life
- c) To keep in touch with friend by correspondence or to understand business letter

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In other hand, the reading comprehension will be easy to achieve if the reader can apply this process. Skilled reader may employ one type of processes more than the other when the situation allows them to do this without affecting their comprehension

2.1.5 Teaching Reading

Teaching reading is very important to be considered seriously both by teachers and students. It is very important because without a good way of teaching, there will be no good result of students' achievements. During teaching reading process we must pay attention about the principles of teaching reading.

According to Harmer (2001), there are six principles of teaching reading, they are:

- 1) Reading is not passive skill.

It means that reading needs an action, not only keep silence and sit. Teacher should involve and make sure the students understand what they read. The students also have to be very active and involve with the text.

- 2) Students need to be engaged with what they are reading.

The teacher should also be smart in choosing the books or topics they are going to discuss. The books or the topics should be closed to the students so that the students engage with the topic.

- 3) Students should be encouraged to respond the content of a reading text, not just the language.

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The teacher should make sure that the students not only read the text but also understand the content of the text. Students should know what the point of the text is so it would be easier for them to comprehend the text.

- 4) Prediction is major factor in reading.

Predicting what the topic is, how the text would be developed, etc, are important activities. Because through the predicting activities, the students think hard and curious about their own predictions whether those are true or not.

- 5) Match the task to the topic.

The teacher should match the task to the topic so the students will not be confused about the task and they can enjoy the task because it relates to the topic.

- 6) Good teacher exploits reading texts to the full.

A good teacher would exploit reading to the full. Because, the teacher should master the text she or he gives before asking the students to totally understand the text.

2.1.6 Metacognitive Reading Strategy

The basic function of meta-cognitive strategies is to monitor or to control cognitive reading strategies. This involves thinking about the learning process preparation for learning, observation of the learning outcomes or comprehension as it takes place and lastly, the self-evaluation process after the task is completed (Ozek & Civelek, 2006). The definitions of meta-cognition by Hamdan, Ghafar, Siles and Atah (2010) consist of the followings:

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- 1) meta-cognition theory deals with what is termed cognitive self-knowledge; this simply refers to what one knows about one's state of mind.
- 2) It also involves the awareness of the learners and their controlling process during learning.

These definitions suggest that meta-cognition is concerned with the cognitive awareness of the individuals as they read. One has to think about what one is learning and constantly keep analyzing one's cognitive state. Mehrdad et al. (2012) emphasize that "successful comprehension depends on directed cognitive effort referred to as meta-cognitive process". This is the effort by the reader who is willing or prepared to use reading strategies. During reading, it is said that the metacognitive process is conveyed through strategies which are procedural, purposeful, willful, and important as well as effortful (Mehrdad, 2012). Sheorey and Mokhtari (2001) maintain that in order for the reader to accomplish the task of reading with comprehension the reader must use meta-cognitive knowledge and must apply strategies consciously and deliberately.

According to Merisuo-Storm (2010), meta-cognitive simply means "to think about thinking". It means that the readers' awareness and control of reading strategies that they employ when reading a text in order to meaningfully understand the meaning and to attain information from the text. The use of a meta-cognitive strategy is often activated by the readers as they constantly assess their own state of thinking and reading. This process occurs when readers are slow themselves down when reading a topic not understood. Skillful readers always to

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skim read the text before the actual reading and then they will activate their prior knowledge to make predictions.

Metacognition is an integral aspect of Double Entry Journals, because from this strategy students learn to become aware of their thinking while they are reading. When students use this strategy, they learn to think about and monitor their own reading. When beginning of Double Entry Journals, the teacher is the leader and facilitator of all aspects of the strategy. The teacher slowly gives more and more responsibility to the students, eventually removing himself/herself and allowing the students to support each other and themselves (Pilonieta & Medina, 2009).

2.2 The Nature of Double Entry Journal Strategy

2.2.1 Definition

Double entry journals strategy is one of the strategies that can be used for reading. It enables students to record their responses to text as they read. The students write down phrases or sentences from their assigned reading and then write their own reaction to that passage. The purpose of this strategy is to give students the opportunity to express their thoughts and become actively involved with the material (Joyce, 1997)

A double-entry journal (DEJ) is a reader-response log that provides a structure for students to monitor and document their understanding of science texts. The DEJ provides students with an organizational tool that suggests corresponding categories of information that the students extract from the text,

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rearrange, paraphrase, and use to reflect on their understanding. The variety of DEJ structures allows teachers to focus students' reading on an important idea or skill that is particularly relevant for a given text (vocabulary, main ideas with supporting ideas, relating information in the text to prior knowledge, etc.), thus coupling the DEJ (and students' attention) to the targeted content learning goal.

Weaver (2004) states that double entry journal can improve students' comprehension, vocabulary, and content retention. This interactive strategy activates prior knowledge and present feelings, and promotes collaborative learning. It fosters the connection between reading and writing and students are able to "reply" to the author as they write their responses .

Journal writing has always been a time-honored method of recording one's thoughts or feelings. Similar to this is the Double-Entry Journal strategy, encourages students to record their thoughts or responses to a text they have read. The act of expressing and recording enables students to connect and interact with the reading in turn enhancing their comprehension of the content.

This strategy comprises of a two-column journal. Textual information that requires further questioning, clarification, expansion or understanding, like a quote, phrase, sentence or even a concept is written down in the left column. The students have to analyze this information and note their reflections, reactions, ideas or analysis in the right column.

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2.2.2 Procedures

According to McLaughin and Allen (2000), there are six steps of double entry journal strategy as follows:

- 1) The teacher provides students with a Double Entry Journal sheet
- 2) The teacher begins by explaining and modeling to use a Double Entry journal, encourages text-self, text-text, and text-world connections.
- 3) Students read or listen part of a text
- 4) The teacher asks students to select a key event, idea, word, quote, or concept from the text and write it the left column of the Double Entry journal sheet
- 5) In the right column of the Double Entry Journal, students write connection/responses/personal experience to the item in the left column. Teacher can use the journals/article for small group discussion.

2.2.3 Incorporating the Double-Entry Strategy in the classroom

- a) Application of this strategy, first starts with its introduction. Teachers can introduce, model and explain the uses and guidelines of the strategy to their students. As an easy way of creating the journal, fold a paper lengthwise, to demonstrate the two columns. Title the left column as “Text notes” and the right column as “Impressions/Reflections.” Select a passage in a text and demonstrate the strategy by writing down a quote on the left column and entering a comment, idea, connection or reflection on the right.
- b) The teacher divides the whiteboard into two columns and engage the students in the strategy as a group. Ask one student to be the reader,

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reading through the selected passage. During a pause in the reading, ask the students to list any sections of the text that was unfamiliar, caught their interest or made an impression and write them down in the left column. Encourage students to discuss and write down their impressions or reflections of the specific text in the right column.

- c) Once students have a grasp on the strategy, teacher divides them into groups and have them fill out a Double-Entry Journal page by brainstorming together. At this point you can point out that students can relate the text to either self (text-to-self), another reading portion or text (text-to-text) or to the world around them (text-to-world.)
- d) After filling out their journal, students can transfer the information by presenting and discussing their journals collectively with the class. Teacher can also ask them to rationalize how one or more of the connections helped them understand the text better.

The Double-Entry Journal strategy can also be used in the following ways:

- a) As a study guide especially when learning new and specific information such as vocabulary and events
- b) As a closure activity to help students reflect on the information they have read
- c) As a quick assessment tool to understand the reading comprehension of the students

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2.2.4 Types of Journals

Journals are collections of personal writing about or around a topic or general theme. Entries should be made on a regular basis – daily or frequently – and are usually kept together in a notebook or folder.

The formula according to Staton, Shuy, Petton, & Reed (1987) have defined journals as a log (or account”) of one’s thoughts, feelings, reactions, assessments, ideas, or progress toward goals, usually written with little attention to structure, form, or correctness. Learners can articulate their thought without the threat of those thought being judged later (usually by the teacher).

Sometimes journals are rambling sets of verbiage that represent a stream of consciousness with no particular point, purpose, or audience. Fortunately, models of journal use in educational practice have sought to tighten up this style of journal in order to give them some focus (Thistlethwaite, 2000), such as:

a) Personal Journals/Diaries

Personal journals in which learners reflect their own experiences can be written or dictated to a scribe and can include drawing as well as writing. If young children keep a diary, parents should also keep one in order to model the process for children. Entries in personal journals can be good first drafts for teaching the writing process.

b) Dialogue Journals

Dialogue journals are kept by two people (teacher and learner, or child and parent) in which a written conversation over a variety of topics

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takes place. Learners write informally about a topic of interest, a concern, a book they are reading, or a topic they are studying.

c) Response Journals/Reading Journals:

In Reader-Response Journals, learners are asked to respond to some experiences and can take a variety of forms: (1) Noting new vocabulary words (2) Writing about the character they identified with (3) Making predictions about what might happen next (4) Writing about the part they liked (5) Writing about how the reading made them feel (6) Writing about what they would have done in the particular situation described (7) Writing about how they could use what they just read about

Entries may be open ended or directed, e.g. what advice teacher would give the character, what teacher thought will happen if this story is continued, or how the character is like me.

d) Double-Entry Journals

For a Double-Entry Journal, learners divide their journal paged into two parts. In the left-hand column, they write quotes or notes from their reading. In the right-hand column, learners write their response or reaction to the information they have written in the first column.

e) Learning Logs

Learning Logs are journals in which students reflect on learning experiences they take part in. They can respond to questions they have

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about the experience or content, reflect on how well they understand the presentation, connect the material to their own lives, or comment on their interest in the content.

2.2.5 Advantages of Double Entry Journal Strategy

According to Joseph Bruch and Francisco Jimenez (2009) in their website, there are four benefits of double entry journals:

- a. Double entry journals are tools that help students read “texts and events” and then reflect on and make meaning of them.
- b. Double entry journals are one of the most simple and direct ways to teach students to read (or view, or listen to) text carefully. By reacting to specific lines (or details) and ideas as they go, the students engage in the kind of close analysis of the text necessary for articulating that text’s overall “message”
- c. Reader response strategies like double entry note-taking help students practice the habits of good reader by slowing down the reading process and demanding that they become aware of the “conversation” they are having with themselves about what a respond emotionally, ask questions, make predictions, and connect the text to their own lives.
- d. The strategy supports English language learners in numerous ways. As the read and select their quotations, they are improving reading

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comprehension skills. As they write and then share their responses, they are engaging in conversational as well as.

Joyce (1996) mentions some benefits of double entry journal as follows:

- a. Students make their own meaning of information in the non-threatening conditions. They can reflect their own ideas while interacting with the information. As a result, they feel free to use any words or phrases that best reflect their ideas.
- b. Teacher becomes partner with the students in the learning process. In traditional classrooms, students frequently look at the teacher as the threatening individual who assigns the grade. Their success or failure depends on teacher's evaluation. Through the use of Journal Entry Strategy, teacher becomes partner with the students. They work as a team as they develop their ideas.
- c. Journal Entry strategy is concrete evidence of students learning. Teacher keeps students' journal on file. When parents ask about their children' progress, teacher can show theirs with teacher's comments. With Journal Entry Technique, the students and teacher are held accountable for their share of the learning process.

The application of the Double-Entry Journal strategy facilitates collaborative learning and helps students to:

- a) Build students' vocabulary



- b) Learn new concepts
- c) Express, justify or rationalize their opinions using evidence from the text
- d) Understand the reading material
- e) Activate their prior knowledge and link it to new information
- f) Interact and connect with the text as students are given the opportunity to “respond or reply” to the author through their responses

2.2.6 Example of Double Entry Journal Strategy

Quotations	Reflections
"To be awake is to be alive." (from the chapter "Where I Lived and What I Lived For")	I think that you can go though your whole life asleep if you don't stop and think about what you're doing. It's important to make conscious choices, especially when you're my age.
"I should not talk so much about myself if there were anybody else whom I knew as well. Unfortunately, I am confined to this by the narrowness of my experience." (from the chapter "Economy")	I disagree with what Thoreau says here. I think that you can know another person as well as you know yourself. I know my best friend as well as I know myself. Sometimes, I don't think I know myself well at all.
"Say what you have to say, not what you ought. Any truth is better than make-believe." (from the Conclusion)	Sometimes it is difficult to tell the truth because you don't want to hurt a person's feelings or because it's hard for you to admit something. It was hard for me to tell my dad that I didn't want to go to the same college he did, but I was glad that I told him afterwards.

2.3. The Nature of Prior Knowledge

2.3.1 Definition

When we talk about prior or previous knowledge, we refer to all of the experiences readers have had throughout their lives, including information they

have learned elsewhere. According to Dochy (1992) Prior knowledge is defined as a multidimensional and hierarchical entity that is dynamic in nature and consists of different types of knowledge and skills. Prior knowledge has long been considered the most important factor influencing learning and student achievement. The amount and quality of prior knowledge positively influence both knowledge acquisition and the capacity to apply higher-order cognitive problem-solving skills.

Other researchers state that teaching students the strategies of reading comprehension can increase their ability to comprehend texts. It is noted that poor readers when teaching the strategies of reading comprehension and with the use of their prior knowledge improve better. (Walraven *et al.*, 1993). It is argued that there is a relationship between reading comprehension and prior knowledge.

Many researchers agree that prior knowledge effectively increases reading comprehension although it sometimes in certain texts it creates a kind of biasness (Johnston, 1984). Prior knowledge is important in creating a kind of interest, or may be sometimes such interest creates a kind of prior knowledge; anyhow such a kind of prior knowledge increases students' ability of comprehension (Baldwin *et al.*, 1985).

According to Baldwin (*ibid.*), students performed better when they read about something they have prior knowledge and interest, both of prior knowledge and interest have additive effects on reading comprehension, although they noticed is not high.

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Prior knowledge increases reading comprehension by giving an immediate and effortless access to some information which is not clear or even missed out, and to relate ideas together. Such a prior knowledge facilitates our ability to predict to read fluently; and henceforth, to comprehend better (Ozuru *et al.*, 2009).

In fact, many researchers agree on the importance of prior knowledge in facilitating reading comprehension although different studies showed different results. For example Ozuru *et al.*, (2009) found that prior knowledge was more significant factor than reading skill on reading comprehension. While Baldwin *et al* (1985) showed that there is an effect of prior knowledge on reading comprehension but not that big one. Carrell and Wise (1998) also found that the effect of prior knowledge on reading comprehension is insignificant. The prior knowledge did not statistically show significance. Difference between high and low prior knowledge was only .25 (the difference between $M = 6.23$ and $M = 5.98$) on an 11-point scale (0–10). On the other hand Chen (2008) in his PhD thesis found that there is statistically high significance of prior knowledge on reading comprehension. The mean scores of students who were given the chance of previewing the target passage and who are culturally familiar with the reading passage at times 1 and 2, were 9.70 and 9.35 respectively. On the other hand those students who were not provided preview or given a culturally familiar reading passage were 6.75 and 5.85 at times 1 and 2 respectively.

Prior knowledge is what a person knows about the content (Marzano, 2004). Meanwhile, Swales (1990) stated that prior knowledge is supposed to consist of two main components: “our assimilated direct experiences of life and its

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manifold activities, and our assimilated verbal experiences and encounters. Teachers can help the students make the transition from the unfamiliar by tapping learners' prior knowledge.

The terms background knowledge and prior knowledge, according to Chen (2008), are in general used interchangeably. The knowledge about the world and the understanding of it, which the students have retrieved through their daily experiences such as riding in cars or buses, playing with other children and adults, and talking to others help them to make a meaningful interpretation of the texts that they read (Chen, 2008). Reading has been argued to be an interactive process. Some definitions of reading comprehension center on the interaction between the text and prior knowledge (Tarchi, 2010). Researchers, such as Applegate, Quinn and Applegate (2002), state that the principle of reading is the skill of integrating past experience and prior knowledge with the text. Tarchi (2010) states that research on the strategies of reading comprehension, it is often prior knowledge that becomes the most important one. The ability to construct the main idea from the given text may be influenced by the background knowledge of the reader of the content domain of the text (Afflerbach, 1990).

Prior knowledge acts as a lens through which we view and absorb new information. It is a composite of who we are, based on what we have learned from both our academic and everyday experiences. (Kujawa and Huske, 1995). Students learn and remember new information best when it is linked to relevant prior knowledge. The teachers who link classroom activities and instruction to prior knowledge build on their students' familiarity with a topic (Beyer, 1991) and

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enable students to connect the curriculum content to their own culture and experience.

In order to understand linked discourse, one must be able to infer that which was not presented in the text. This can be done by linking the dots of the text or by using additional background knowledge to grasp the text (Lipson, 1982). Lipson (1982), states that some authors expect readers and speakers (excluding listeners) to fill-in and connect information in some-what predictable manners. Decisions on what to fill-in and how to connect chunks of the text are made on the source of verbal knowledge, knowledge of text structure, knowledge about social interaction and human intentionality and knowledge of underlying relations. The reader has to bring this knowledge to the task in hand and the learning would be preceded by the context of the prior knowledge structures.

According to Fisher and Frey (2010), background knowledge is the most important aspect of acquiring new knowledge. A study of students' reading comprehension discovered that the two strongest predictors of success in reading comprehension are background knowledge and vocabulary, and the two have indirectly paved a way to pursue ways in which a learner would employ problem-solving strategies when they lose the meaning (Fisher & Frey, 2010). They further argue that the most well-known impact of background knowledge is its effective influence on one's ability to understand the text. Alfassi (2004) states that the wider one's background knowledge is the simpler it will be for them to grasp the meaning or obtain new information that the text is offering. In addition, prior knowledge has been said to be a multi-faceted construct. The difference of

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construct is mainly between topic knowledge, the depth of an individual's knowledge on certain subject matters and also the breadth of knowledge of an individual on a specific subject area (Tarchi, 2010).

The skill of using prior knowledge may lie in one's ability to activate the relevant knowledge with regard to the text in hand and knowing which background knowledge to apply will be effective. Prior knowledge or background knowledge is widely.

According to Rumelhart (2004), there are four types of prior knowledge that a reader may access when trying to comprehend, or make meaning from a text. These types contain "specialized knowledge about some aspects of the reading process").

1. Syntactical knowledge (grammar/structural knowledge),
2. Semantic knowledge (meaning/context/domain-specific),
3. Orthographic knowledge (spelling)
4. Lexical knowledge (words themselves/meaning/vocabulary)

Background knowledge is described as "an individual's life experiences and the knowledge of the world acquired through his life" (Pour-Mohammadi & Abidin, 2011:239). According to this definition, background knowledge does not only apply to books that one has read but also involves taking into account real life experiences. There are apparently six dimensions of background knowledge which are as follows:

- (1) dynamic,
- (2) available before a learning task,

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- (3) structured,
- (4) multiple,
- (5) both explicit and implicit and
- (6) conceptual and meta-cognitive.

The argument has been based on the notion that background knowledge helps not only excellent readers but also poor readers. Simply put, it implies that a higher degree of background knowledge may help one to overcome linguistic insufficiencies (Pour-Mohammadi & Abidin, 2011:239).

Cognitive strategies have been defined as mental and behavioral activities that include re-reading, activating background knowledge, as well as adjusting one's reading speed (Van Keer, 2004:38). Reading comprehension is said to be a cognitive processing through which one can apply background knowledge to the comprehension of a text. The use of prior knowledge has been emphasized a key of comprehending and interacting with a text. Van Keer (2004:38) reports on a survey that was conducted on a group of college students to test their application of prior knowledge. The assessment was on how prior knowledge affected the participants' performance on Nelson-Denny Reading Tests. Two groups, an experimental group and a control group, were formed. The experimental group had time to be exposed to background knowledge and topics which would be encountered in the actual texts to come. The results revealed that the experimental group outperformed the control group, proving that prior knowledge can be used as an essential reading strategy (Zhang, 1993).

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Besides the aforesaid reading strategies, there are others that can help a learner achieves proficiency in reading as well as understanding a text. These strategies can be applied to all reading situations, whether one is reading a text in English or in other languages. According to the linguistic interdependence principle (Williams & Snipper, 1990:42), children begin to master reading in one language, they will also learn to read easily in other languages, because they have already acquired the background information on the process and tools of reading which they can use when reading in the other languages.

Meanwhile, Adams (2012) stated prior knowledge as a reader's background knowledge of the grammar and vocabulary. This knowledge is used to bring the written word to life and to make it more relevant in the reader's mind

2.3.2 Prior Knowledge of Vocabulary

Vocabulary is one of the language elements that has an important role in learning language. The next paragraph would present definitions of vocabulary from several resources. Napa (1991) says vocabulary is one of components of the language and there is no language without words. It can be assumed that vocabulary is the component of the language in form of word in which it make language meaningful because without vocabulary speaker cannot convey meaning and communicate with each other.

Vocabulary is one of the important elements to be acquired by the language learners. According to Penny (2000), vocabulary can be defined roughly as a language user's knowledge of word. In other words, vocabulary helps

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language learners to be able to understand reading text easily. Without knowledge about vocabulary the students would be difficult to understand the text.

Haycraft (2001) divides the vocabulary into two types, active and passive vocabulary. He categorized the active vocabulary as the words that should be used in writing and speaking. Then, passive vocabulary means the word that used to comprehend a text in reading and listening.

Vocabulary is an important aspect to be mastered by the students in learning reading. It is very useful to make students be able to construct the sentences, to express their idea, and to think well. Besides that, according to Nation (1990), vocabulary is clearly an important skill in reading. The students have to master vocabulary because vocabulary is an important aspect that makes them success in reading.

In addition, Polly (2005) states that students with good vocabulary knowledge are relatively easier to achieve higher standards of language, which then facilitates their life-long learning about the world. In contrast, students with poor vocabulary knowledge find it more difficult in their learning. Therefore, poor vocabulary knowledge is a hurdle for students because it hinders and delays their speed of learning a language.

The opinion above is supported by Wainwright (2006), he also states that vocabulary is an important factor in reading, he has said that the larger vocabulary the easier it is to make the sense of text, without vocabulary, it is difficult for students to obtain any kind of news and information that stated in any printed material. By having number of vocabulary, this kind of difficulty can be solved.

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According to Nation (1990), vocabulary is clearly an important skill in reading. The students have to master vocabulary because it will help them to succeed in reading. So, it is impossible for students to understand the passage without mastering vocabulary. It is clear that the students' vocabulary is needed to face the difficulties in learning English, especially to understand reading materials.

There are some types of vocabulary in English. Fries (1974) classifies English words into four groups, namely:

a. Content words

Content words represent the name of objects or things that are the concrete nouns (dog, motorcycle, and box) action down by with those things, that is: verb (drive, hit, push); the qualities of these things that is adjective (charming, beautiful, heavy, tall); and the indication such meanings as frequency, degree, manner and place, that is adverbs (carefully, here, now).

b. Function words are those words, which are used as means of expressing relation of grammar/structure. Such as conjunction (and, however, but), article (a, an, the), auxiliaries (do, does, did).

c. Substitute words

Substitute words are those which represent individual things or specific action as substitutes for whole from classes of words, that is, indefinites (anybody, anyone, somebody, and everybody).

d. Distributed words

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Distributed words, those are distributed in use according to grammatical matter as the presence or absence of negative, such as, any, either, and neither.

Based on the theories above, it can be inferred that vocabulary is a set of words that is used to make communication among people that contain useful ideas, information, and meaning. Without mastering a large number of vocabularies, it is difficult for a learner to study and use the language. It means that learning vocabulary plays an important contribution especially in reading. The more words people learn, the more ideas they have. Therefore, people can communicate with others effectively. and if the students know a lot of vocabulary, they may able to comprehend the text easily.

2.3.3 Prior Knowledge of Grammar

Grammar is one of language components. It refers to pattern of form and arrangement by which the words put together and it must be learnt if the language will be used. Someone who uses language has to know the grammatical of the language. River (1969) says that it is more effective to produce utterance based on the basic structure they construct new utterance. It is clear that grammar is one of important roles in reading, if they understand about the grammar, they can catch the meaning easily. There are several reasons that learn about grammar, some of them are that grammar helps with understanding what makes sentence and paragraph clear, interesting and precise. It names the type of words and word

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groups that comprise sentences in English. It lets us understand that all language and all dialects follow grammatical patterns.

An English lesson for high senior high school is different from the previous school levels. Learning English for senior high school students should be more comprehensive and more emphasis on the ability to construct English sentences with appropriate grammatical. Students should be able to master grammar such as past tense, present tense, present continuous tense. Besides that, students should be able to identify adjective clauses, verb, and other adverb connectors, because it is step learning English as a second language.

There are three grammar points that should be mastered by senior high school students based on Curriculum 2013:

1. Subject-verb agreement

The rule is singular subjects go with singular verbs and plural subjects go with plural verbs. The only verb form that is affected by this rule is the third person simple present; but since this verb form is the students use most in their studies, it is essential that the students master the subject -verb agreement rule as quickly as possible.

2. Correct word class (noun, verb, adjective, and adverb).

Words must be used in their correct form according to what they are doing in the sentence. A word being used as a subject or object must be in noun form, a word being used to describe a noun must be in adjective form, a word being used to qualify a verb must be in adverb form.

3. Verb tense consistency

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It means that all of the verb tenses must be the same. For example, when you are describing something that is happening now, stick to the present tense, and when you are describing something that happened in the past, stick to the past tense. Present tenses: present simple, present continuous, present perfect. Past tenses: past simple, past continuous, past perfect.

Harmer (1999), states knowing about grammar offers people potentially unlimited linguistic creativity. Knowledge of the regularities can function as a machine to generate potentially enormous number of original sentences. In addition, knowledge of grammar is also important because it can function as an advance organizer. In the process of acquisition, advance organizer plays a crucial role because the learner should master grammar knowledge subconsciously, organize and notice the input exposed to them.

Larsen-Freeman (2001) states grammar is about form and one way to teach form is to give students rules, however grammar is about much more than form, and its teaching is still served if the students are simply given rules. Besides, Richard and Renandya (2002) state the role of grammar is perhaps one of the most controversial issues in language teaching.

From the above statement, the writer assumes that grammar is an important factor to be learnt. Grammar cannot be separated from language, because if the students do not have a good mastery in grammar they also cannot master the language. Grammar is partly the study of what form or structures are possible in a language.

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Meanwhile, Fromkin and Rodman (1983) state that to understand the nature of language learner must understand the nature of this internalized, unconscious set of rules which is part of every grammar of every language. That's why grammar plays very important roles for people who want to learn another language. Nunan (2005) described grammar as the ways in which units of language (principally, but not exclusively, words) combine together to form sentences. If the students understand the text, the researcher only knew that grammar is a means to combine words into sentences.

From the description above, grammar has some rules that students can use it to form a sentence from some words. The students who can use grammar properly can be called as people that have good English. Grammar has important role in learning English, so it also has a big influence to reading comprehension ability. The students who want to get a text message have to know about how the text is formed or they will not be able to have a complete understanding about what the writer means. If they do not master grammar well, they will have difficulty in mastering reading comprehension too.

2.3.4 Components of prior knowledge

Tarchi (2010) suggests that prior knowledge comprises two main components namely, domain and topic knowledge. Gilakjani and Ahmadi (2011) also state that prior knowledge should comprise two main components. These are 'assimilation of direct life experiences and its manifold activities, as well as

assimilated verbal experiences and encounters”. Surber and Schroeder (2007), on the other hand, argue that there are at least three crucial ways to look for prior knowledge. The two ways distinguished by Tarchi (2007) and Gilakjani and Ahmadi (2011) classifies prior topic knowledge and prior domain knowledge. Topic knowledge may come from a single text whereas domain knowledge may come from various multiple sources that one has been exposed to for some time (Tarchi, 2010). Topic knowledge further constitutes two sub-components that describe the growth of comprehension, that is, knowledge of facts and knowledge of meaning. Ozuru, Dempsey and McNamara (2009) speak of topic-relevant prior knowledge. According to them, this refers to the “the reader’s pre-existing knowledge related to the text”.

The above authors have stated that there is an empirical evidence which indicates that the reader’s prior knowledge facilitates and enhances text comprehension, especially that of expository materials. A third possible way of viewing prior knowledge may result from general knowledge. This might be the general knowledge that the reader has of a text structure. These factors of prior knowledge represent the knowledge that the learner takes with to the task (Surber & Schroeder, 2007). Tobia (1994) also distinguishes between topic knowledge and domain knowledge. Topic knowledge refers to prior awareness of content that is closely linked to the material covered in a specific text or a portion of instructional material. Domain knowledge, on the other hand, concerns with the awareness of general information in a field, although it might not even be specifically indicated in a particular passage. For example domain knowledge

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will be having knowledge about the politics of the world and how they operate. This will make it easier for one to be able to understand texts that are on politics by applying prior knowledge that one has accumulated on politics.

2.3.5 Activation of prior knowledge

According to Closs (2006), activation of prior knowledge constitutes a great deal of the reading comprehension procedure. Teachers should try to activate as much prior knowledge as they can before reading the text, permitting students to employ prior knowledge as they read. Furthermore, they need to teach students how to distinguish between useful prior knowledge to any general prior knowledge (Closs, 2006). Brooks, Hamann and Vetter (1997) state that brainstorming, predicting, pre-reading, questioning and talking about the topic are efficient strategies to effectively activate background knowledge. It is helpful to think aloud and read aloud, together with the teacher, activating schema and connecting to other schema. This allows the readers to use the information while they read (Closs, 2006). Reading comprehension has been described as the process of deducing meaning from written texts. For this to happen, the words in the text and their meanings must be reachable to the reader. In addition, readers must as well teach themselves to use comprehension strategies, which also include accessing and utilizing background knowledge when reading a text. The reason for this is that, using prior knowledge is considered as one of the most crucial comprehension strategies that students or learners need to excel in to become proficient and excellent readers (Chen, 2008).

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2.3.6 Models of Prior Knowledge

According to Biggs J, (2003), there are two models of prior knowledge, they are as follows:

a) Declarative knowledge

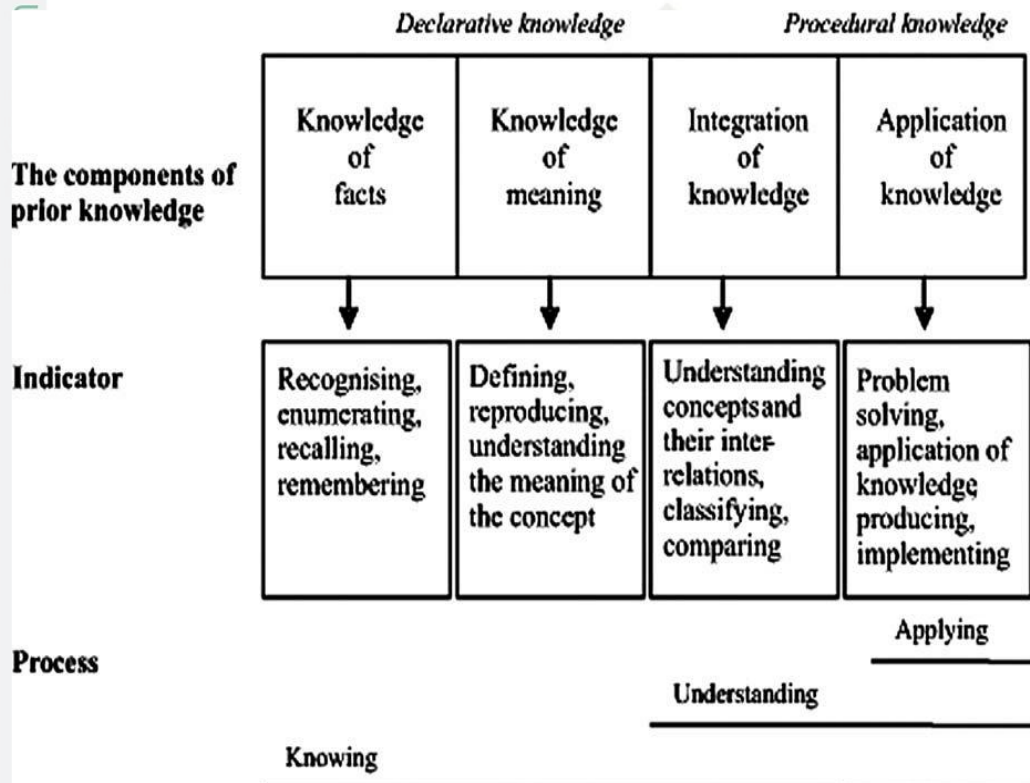
At the lowest level, prior knowledge may consist of declarative knowledge, which is the knowledge of facts and meanings that a student is able to remember or reproduce. This type of declarative knowledge is often referred to as “knowing about” or surface learning. Declarative knowledge can also be described as rote learning or “knowledge-telling” which may include many facts and details that do not form an integrated whole. The students who have declarative knowledge are able to answer fairly simple reproduction tasks that do not require an ability to integrate or apply knowledge.

b) Procedural knowledge

On the other hand, it is characterized by an ability to integrate knowledge and understand relations between concepts and, at the highest level, apply this knowledge to problem-solving. It is often referred to as “knowing how” and is closely related to higher-order cognitive skills (Dochy,1992)

A previous study found that prior knowledge that mainly consisted of declarative knowledge did not contribute to student achievement (Hailikari, Nevgi & Lindblom-Yla 'inne, 2007). On the other hand, the students who had a more integrated prior-knowledge base and were able to operate on higher levels of procedural prior knowledge at the beginning of the course were more likely to be

successful. These results emphasize the importance of recognizing students' prior-knowledge base at the beginning of the learning process. Therefore, the focus should not only be on what students know but also on how well they know it (Biggs J, 2003).



The model of prior knowledge. (Copyright 2007. Hailikari, Nevgi & Lindblom-Ylaine.)

2.4 Recount text

2.4.1. Definition

According to Anderson (1997) a recount is a piece of text retells past events, usually in the order in which they happened. It has a purpose in which it gives the audience a description of what occurred and when it occurred. Knapp

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and Watkins (2005) also say that a recount is a sequential text that does little more than sequencing a series of events. It is the simplest type of narrative genre. A recount is different from a narrative text in terms of the problems in the sequence of events. Another view comes from Recount can be in the form of letters, newspaper reports, conversations, speeches, television interviews and eyewitness account.

2.4.2. Generic Structure of Recount Texts

It is a point when writers try to create a piece of a recount text. Anderson (1997) states that a recount text has three main parts:

- (1) Orientation. It gives background information about who, what, where, and when.
- (2) A series of paragraphs. It consists of paragraphs which retell the events in the order in which they happened.
- (3) Conclusion (optional). It is a paragraph that contains a personal comment.

In conclusion, a recount text tells the reader what happened in a past. It begins with an orientation which tells the reader who was involved, what happened, where this event took place and when it happened. Then, the sequences of events are described in some sort of order e.g. time. Last, it may be a reorientation at the end which summarizes the event.

2.4.3. Language Feature of Recount Text

- 1) Introducing personal pronoun e.g. I, we, she, he

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- 2) Using chronological connection e.g. Then, first
- 3) Using linking verb e.g. was were, saw, heard
- 4) Using action verb e.g. look, go, change
- 5) Using simple past tense

2.4.4 Example of Recount Text

My Experience with Taufik Hidayat

Orientation:

Last sunday, there was Thomas cup badminton championship between Indonesia and China. It was held on Istora Senayan Gelora Bung Karno. I went to Istora Senayan Gelora Bung Karno with my Bbrother, Andi.

Events:

Before entering Istora Senayan Gelora Bung Karno, we looked the bus that took Indonesian badminton team players. I saw Taufik Hidayat, Muhammad Ahsan, Hendra Setiawan, Hayom Rumbaka, Angga Pratama, Rian Agung, Simon Santoso, Sony Dwi Kuncoro and the other Indonesian badminton players in that bus. They were very handsome. Then, we followed that bus to main-entrance. I found that Taufik Hidayat left from the bus. When we wanted to get close to Taufik Hidayat, a security guard held me back. But, I thought that security guard was familiar because He was my old friend when I was senior high school, he was Andre. After that, he let me in, finally i could meet Taufik Hidayat and got his signature.

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Reorientation:

Then, I went back to my seat at the Istora stadium to support Indonesian team. The supporters were very crowded. They shouted “IN-DO-NE-SI-A” during the match.

2.5 Related Studies

To see whether there are relevant researches related to the title discussed, there are several related studies about the variables used in this study

- 1) Toni Roltgen (2010) conducted a study entitled ‘*Will Reciprocal Teaching and Double Entry Journals Increase the Comprehension of My Struggling Seventh Grade Student?*’. The purpose was to determine whether RT and DEJ would increase students’ comprehension. The participant consisted of fourteen students; seven girls and seven boys. All three of his students had been diagnosed with ADHD and one additional student had been identified as gifted .The study was conducted over four weeks in a regular classroom setting. Each reading strategy was introduced and modeled extensively by the teacher before the students were required to perform in a group setting or individually. Their progress was monitored by observations, graphic organizers, reading and pre- and post-test. To conclude, reciprocal teaching and Double Entry Journals taught students to find out the main ideas in their reading and focus on how to summarize information. Therefore, it

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appeared that direct instruction of these two strategies had a positive impact on student learning.

- The similarities with this research are: 1) similar strategy by using double entry journal strategy, 2) similar skill which is reading comprehension. While the differences are: 1) Roltgen's research use two strategy Double entry journal strategy and Reciprocal teaching while this research only use DEJ strategy, 2) the participant of Roltgen's research students have been diagnosed with ADHD and participant of this research normal students, 3) the subject of Roltgen's research is seven grade students and this research eleven grade students
- 2) A paper by Amanda French and Jenny Worsley (2009) entitled '*Double entry journals: developing an embedded programme of writing development for first year Early Childhood Studies degree students*'. Although this is still a work in progress, it is clear from the data so far collected that the project provides suggestions for how lecturers can embed writing activities into subject specific modules. At the same time, the importance of writing development to the whole learning process has been positively highlighted for staff and students alike. The focus of this paper was the use of double entry journals (DEJs). These were intended to help restructure writing as an ongoing process of practice, feedback and discussion for staff and students within the HE discourse. Each intervention provided lecturers with situated possibilities for expressing and discussing the purpose of any

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written assignment. On a practical level, they also allowed lecturers to scaffold students' responses to their written assignments before they handed in their first piece of assessed work.

The similarities with this research are: 1) the use of similar strategy which is Double entry journal strategy. While the differences are: 1) the use of different skill, this paper uses Writing and this research uses Reading 2) the use of different participants.

- 3) A paper by Devita Sarma and Rusdi Noor Rosa (2014) entitled '*Teaching Writing a Descriptive Text by Using Double Entry Diary to Junior High School Students*'. Junior School Students still have difficulties in writing descriptive text. The aim of this research was to describe how the implementation Double Entry Diary Strategy, where the students asked to complete the two columns in the left and right, it consisted of their opinion about the things, by applying this technique, the students' writing skill would be improved in describing and organizing their idea.

The similarities with this research are: 1) the use of similar strategy, 2) the use of similar participant which is high school students. While the differences are: 1) Sarma's paper uses Reading and Writing and this research only uses Reading, 2) Sarma's paper uses descriptive text and this research uses recount text.

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- 4) A journal by Bahrin Amin (2012) entitled '*Double Entry Journal Technique for the Students' Reading Comprehension*'. The objective of the research was to determine the improvement of the students' reading comprehension using double entry journal technique at the second year students' of SMA Neg. 1 Pasui. This research was a classroom action research that consisted of two cycles, the mean score of the students' reading comprehension for diagnostic-Test was 5.95 which was categorized as poor classification. While the mean score of the students' reading comprehension in cycle I was 6.39. It was higher than the students' D-Test. But the result was still not significant, because it was still categorized as fair and under the KKM 60. So the research was continued to the cycle II and the mean score of the students' reading comprehension of cycle II was 6.82. Having analyzed the data, it could be stated that the students' reading comprehension at the second year in class XI of SMA Neg.1 Pasui was poor level before applying the double entry journal technique, but after applying the technique in the second cycle, the students' reading comprehension was classified as good categories.

The similarities are: 1) the use of similar strategy which is double entry journal, 2) the use of similar subject which is high school students. While the differences are: 1) the difference of research design, 2) The difference of students' grade.

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- 5) Dian Khairani, Ismail Petrus, & Dinar Sitinjak (2016) conducted a study entitled '*Using Double Entry Journals to Improve Reading Comprehension and Descriptive Writing Achievements*'. This research aimed at investigating whether or not there were significant differences in reading and writing achievements between the eighth graders who were taught by using Double Entry Journals and those who were not. Sixty students were purposively chosen as the subjects and divided into experimental (N= 30) and control groups (N= 30). The data were collected by means of tests and questionnaire and statistical analysis. The results showed that the t-value of the students' reading comprehension achievement in the experimental group was 11.575, and the t-value between the two groups was 5.982. Meanwhile, the t-value for writing achievement in the experimental group was 4.429, and the t-value between the two groups was 1.345. The contributions of each aspect of reading comprehension and writing were also presented. The results indicated that Double Entry Journals were mostly effective for improving reading comprehension achievement but were not effective for writing.

The similarity of this research is: 1) the use of similar strategy, while the differences are: 1) Khairani's research uses Reading and Writing and this research only uses Reading, 2) Khairani's research uses descriptive text and this research uses recount text, 3) Khairani's

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research uses the eighth grade students and this research uses the eleventh grade students

- 6) Abdullah Hasan, Rizky Gushendra and Ferry Yonantha (2017) conducted a study entitled '*The Influence of Prior Knowledge on Students' Listening and Reading Comprehension*'. The research aimed to investigate the influence of prior knowledge on students' listening and reading comprehension at the tenth year of MAN 1 Pekanbaru. This study was a correlational research that involved 75 respondents as a sample from 150 students of the tenth year of Science classes as the total population. The research findings revealed that the mean score of students' prior knowledge was 73.41 and was categorized as "Good", their listening comprehension was 68.13 and was categorized as "Good", and their reading comprehension was 70.67 and it was also categorized as "Good". It can be seen that the value of Sig. (2-tailed) was $0.000 < 0.05$. Lastly, for the third hypothesis, the value of significance was $0.000 < 0.05$. It means H_a was accepted. Then, it was generated that there was a significant influence of prior knowledge on both students' listening comprehension and reading comprehension.

The similarities are: 1) the use of prior knowledge, 2) the use of Reading Comprehension, 3) the use of similar subject which is high school students, while the differences are 1) the difference of using strategy, 2) Hasan's research uses Listening and Reading Comprehension and this research only uses Reading Comprehension.

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- 7) Nouredin Mohamed Abdelaal & Amal Saleh Sase (2014).
'Relationship between Prior Knowledge and Reading Comprehension'.

This study investigated the relationship between prior knowledge and reading comprehension in the second language among postgraduate students in UPM. Participants in the study were 20 students who had the same level in English as a second language from several faculties. On the basis of a prior-knowledge questionnaire and test, students were selected; they were asked to sit a two-passage reading comprehension exam. According to the questionnaire and the short prior quiz, the students had high prior knowledge in one of the two passages, and low prior knowledge in the other. The result showed significantly high relationship between the high prior knowledge and reading comprehension. However, the results showed significantly low relationship between low prior knowledge and reading comprehension. Yet the performance of students in a reading comprehension with high prior knowledge was significantly better than reading comprehension with low prior knowledge.

The similarities are: 1) the use of prior knowledge, 2) the use of Reading Comprehension, while the differences are: 1) the difference of students' grade, 2) the difference of collecting the data.

- 8) Telle Hailikari, Nina Katajavuori, and Sari Lindblom-Ylänne (2008).
'The Relevance of Prior Knowledge in Learning and Instructional Design'. The objectives of this study were to determine how different

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types of prior knowledge (declarative and procedural) impact student achievement and how prior knowledge assessment could be used as an instructional design tool. A questionnaire was developed based on the prior-knowledge model, which distinguished between declarative and procedural knowledge. One hundred fifteen pharmacy students were tested prior to beginning 4 successive basic science courses and then prior to beginning a pharmaceutical chemistry course. Regression analysis was used to determine which type of knowledge was the best predictor of student achievement. The 4 course instructors were interviewed and their comments analyzed. The result showed that Prior knowledge from previous courses significantly influenced student achievement. Procedural knowledge was especially related to student achievement. Instructors and students had mainly positive reactions towards the prior-knowledge tests. In conclusion, Students' prior knowledge should be taken into consideration in instructional design and curriculum planning. Furthermore, the results of prior-knowledge assessments may be used as a tool for student support in addressing areas of deficiency.

The similarity is: 1) the use of prior knowledge, while the differences are: 1) the difference of data collection, 2) Hailikari's research uses pharmacy's students and this research science' students.

- 9) Eid Alhaisoni (2017).conducted a research entitled '*Prior Knowledge in EFL Reading Comprehension: Native and Nonnative EFL Teachers*'

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Perceptions, Classroom Strategies and Difficulties Encountered'. This study investigated the perceptions of EFL native and nonnative teachers about the role of the prior knowledge in EFL reading comprehension, the instructional strategies used to activate students' prior knowledge, and the difficulties encountered when activating students' prior knowledge. Sixty-three EFL teachers in the preparatory year at Aljouf University participated in the study. The data were collected through a questionnaire and an observation checklist. The results showed a very strong agreement of the role of prior knowledge in text comprehension. Furthermore, teachers expressed strong agreement on the teacher's role in fostering text comprehension with the use of students' prior knowledge mainly by asking questions before, during and after reading, and providing students with suitable prior knowledge if they lacked it. The findings also showed that brainstorming strategies, audiovisual aids and questioning were very popular strategies used by the teachers. The results also revealed that teachers attributed the difficulties in activating their students' prior knowledge to the students' low level of reading, and limited linguistic competence. In light of the findings, some implications for EFL teachers, in-service teacher training, and for curriculum development were offered.

The similarities of this research are: 1) the use of prior knowledge, 2) the use of reading comprehension, while the differences are: 1) the

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use of different subject, Alhaisoni's research uses university students and this research uses high school students, 2) the difference of data collection, 3) the difference of purpose of the research.

In line with those related studies, there were two studies using classroom action research design. First by Dian Khairani, Ismail Petrus, & Dinar Sitinjak (2016) entitled *Using Double Entry Journals to Improve Reading Comprehension and Descriptive Writing Achievements*. Second by Bahrun Amin (2012) entitled *Double Entry Journal Technique for the Students' Reading Comprehension*. Then, there are two papers, first paper written by Amanda French and Jenny Worsley (2009). The title was *Double entry journals: developing an embedded programme of writing development for first year Early Childhood Studies degree students* and second paper by Dian Khairani, Ismail Petrus, & Dinar Sitinjak (2016) conducted a study entitled *Using Double Entry Journals to Improve Reading Comprehension and Descriptive Writing Achievements*.

Besides, there are two comparative studies, the first conducted by Toni Roltgen (2010) entitled *'Will Reciprocal Teaching and Double Entry Journals Increase the Comprehension of My Struggling Seventh Grade Student* and second by Sri Rahayu Putri (2017) entitled *'A Comparative Study on the Use of Field Trip and Double Entry Strategy on Students' Writing Ability at SMP Nurul Falah Pekanbaru'*. While, the design of this research was an experimental research

2.6 Operational Concept

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To avoid misunderstanding and misinterpretation because the theoretical concept is still an abstract form, we need operational concept. It is necessary to clarify briefly the variable used in analyzing the data

In this research, there were three variables; two of them were independent variables. The first independent variable in this research was Double Entry Journal (DEJ) strategy. The second independent variable was prior knowledge, and one dependent variable was reading comprehension.

1. Indicators of Double Entry Journal Strategy as Variable (X₁) are:

- a. The teacher provides students with a Double Entry Journal sheet and begins by explaining and modeling to use a Double Entry journal
- b. Students read or listen part of a text.
- c. The teacher asks students to select a key event, idea, word, quote, or concept from the text and write it the left column of the Double Entry journal sheet.
- d. In the right column of the Double Entry Journal, the students write connection/responses/personal experience to the item in the left column. Teacher can use the journals/article for small group discussion.

2. Indicators of students' prior knowledge as variable (X₂) are:

- a. Knowledge of grammar
Focus on the use of subject-verb agreement, correct word class and verb tenses consistency.
- b. Knowledge of vocabulary

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Focus on the use of content word, distributed word, function word and substitute word

3. Indicators of reading Comprehension as Variable (Y)

- a. The students are able to identify the factual information of the text
- b. The students are able to identify the main idea of the text
- c. The students are able to identify the meaning of word in the text.
- d. The students are able to identify reference of the word
- e. The students are able to identify the inference

2.7 Assumption and Hypothesis

2.7.1 Assumption

This can be assumed that the students' reading comprehension levels are various, and there are many factors influencing students' reading comprehension. Then, it assumes that the greatest factor which makes students in the first year students at SMA As-Shofa Pekanbaru reach good reading comprehensions is method that is used by the teacher.

2.7.2 Hypotheses

The hypotheses are the null hypothesis (H_0) and alternative hypothesis (H_a). Testing hypothesis was applied if null hypothesis was refused, and the alternative hypothesis was accepted. In this study, three hypotheses were formulated as follows:

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Hypothesis 1: Ho1: There is no significant influence of double entry journal strategy toward reading comprehension at SMA As-Shofa Pekanbaru

Ha1: There is a significant influence of double entry journal strategy toward reading comprehension at SMA As-Shofa Pekanbaru

Hypothesis 2: Ho2: There is no significant influence of prior knowledge toward reading comprehension at SMA As-Shofa Pekanbaru

Ha2: There is a significant influence of prior knowledge toward reading comprehension at SMA As-Shofa Pekanbaru

Hypothesis 3: Ho3: There is no significant influence of double entry journal strategy and prior knowledge toward reading comprehension at SMA As-Shofa Pekanbaru

Ha3: There is a significant influence of double entry journal strategy and prior knowledge toward reading comprehension at SMA As-Shofa Pekanbaru.



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