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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is the process to get information or idea from written text. Then, the information or idea that reader takes is very useful in life. It can be as the reader knowledge. However, in learning process reading is one of the ways for students get success in learning English. When students read more books, it means that the more knowledge or information that students get for life.

According to Johnson (2008, p.3), reading is the practice of using text to create meaning. The points are creating and meaning. If the reader can't catch the meaning of the reading, it means that there is no process of reading taking place. In addition, Browne (2007, p.46) stated that reading is skillful and fluent readers can read and do read. They know how to read a range of different types of texts using a variety of strategies. They can apply phonic strategies, word recognition, and grammatical knowledge, the meaning of the text and their knowledge of the world and life experience as they are reading in order to get pleasure and information from texts.

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Furthermore, according to Danielle (2007, p.3), reading is an extraordinary achievement when one considers the number of levels and components that must be mastered.

Based on the fact, it is clear that the purpose of reading itself is to get new information, to translating the symbols of written text to the oral text, and to enhance new knowledge. Reading more is the best way to increase our knowledge. Reading is also used to enhance our vocabulary. This helps us understand words better, remember them longer and use them correctly.

2. Concept of Reading Comprehension

Reading comprehension is one of the aims of reading. Reading comprehension is the ability to read text, process it and understand its meaning. According to Danielle (2007, p.4), Comprehension is not always effortless and fast. In addition, according to Klinger et.al (2007, p.8), reading comprehension involves much more than readers' responses to text.

Furthermore, according to Snow (2002, p.11), reading comprehension is as the 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

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- b. The text that is to be comprehended
- c. The activity in which comprehension is a part.

In considering the reader, the researcher includes all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Text is broadly construed to include any printed text or electronic text. In considering activity, we include the purposes, processes, and consequences associated with the act of reading. Anderson in Klingner (2007, p.3) stated that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, world knowledge, and fluency. The students must be able to understand the meaning of each word and also what the text is about.

Based on the explanation above, reading skill is important to be mastered by students. They have to know the process to get the purpose and the meaning of the text

3. Assessing Reading Comprehension

The teacher can measure the students' knowledge or skill by their score. Assessing is the way to give their score. Assessing the students should be appropriate with the guidance of syllabus or theory to achieve the goal of learning process. In line with the statement above, Brown (2003, p.189) classified four types of assessing reading:

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a. Perceptive

This type refers to the components of discourse such as letter, words, punctuation, and other grapheme symbol.

b. Selective

The assessment of this type involves the recognition of lexical, grammatical, or discourse features of language within a very short stretch a language.

c. Interactive

This type of assessment involves the stretch of language of several paragraphs. Also, reading is a process of negotiating meaning. It means that the reader brings a set of schemata to understand the text.

d. Extensive

The type of this assessment refers to the text that is more than one page. It includes the article, essay, technical report, short stories, and book.

Based on the explanation above, it can be conclude that the eighth grade students of State Junior High School 5 Kampar Kiri Hilir are including into selective type. On the other hand, Hughes (2003) stated that there are many techniques that can assess the students' comprehension, but the researcher used multiple choices as the instrument to measure the students' reading comprehension of narrative text.

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4. Teaching Reading Comprehension

Lems, Miller and soro (2010, p.172) stated that reading comprehension requires the use of strategies before, during, and after reading. It means that in teaching reading, as a good teacher should use these stages to help the students in comprehending the text. The stages in teaching reading as follows:

a. Before reading

Guidance before reading prepares the reader to enter the text with some clear purpose and a plan of action in mind. At this stage the teacher may, for example, activate students, prior knowledge related to the topic, pre-teach some difficult vocabulary to be encountered in text, encourage students to make predictions about information that may be presented, remind students of effective ways processing and remembering information, and alert them to look out for certain points.

b. During reading

Guidance during reading encourage the student to look for cause and effect relationships, compare and contrast information, respond critically to information given, check for understanding, and highlight main ideas.

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c. After reading

The teacher may help students review information, summaries, and retell, check for understanding and encourage critical reflection and evaluation.

According to I. S. P. Nation. (2009, p.6), the following principles can guide the design and practice of a reading program:

1) *Meaning-focused Input*

- a) Practice and training in reading should be done for a range of reading purposes. A reading course should cover these purposes—reading to search for information (including skimming and scanning), reading to learn, reading for fun, reading to integrate information, reading to critique texts, and reading to write.
- b) Learners should be doing reading that is appropriate to their language proficiency level. The course should include reading simplified material at a range of levels, particularly extensive reading of graded readers.
- c) Reading should be used as a way of developing language proficiency. Learners should read with 98 percent coverage of the vocabulary in the text so that they can learn the remaining 2 percent through guessing from context.

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2) *Meaning-focused Output*

- a) Reading should be related to other language skills. The course should involve listening, speaking and writing activities related to the reading.

3) *Language-focused Learning*

- a) Learners should be helped to develop the skills and knowledge needed for effective reading. The course should work on the sub skills of reading and the language features needed to read, including phonemic awareness activities, phonics, spelling practice, vocabulary learning using word cards, and grammar study. Some of this can be done through intensive reading.
- b) Learners should be given training and practice in a range of reading strategies. These strategies could include—previewing, setting a purpose, predicting, posing questions, connecting to background knowledge, paying attention to text structure, guessing words from context, critiquing, and reflecting on the text.
- c) Learners should be given training and practice in integrating a range of strategies. Learners should be familiar with a strategy package procedure like reciprocal teaching or concept-oriented reading.

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d) Learners should become familiar with a range of text structures, such as those used in newspaper reports, stories, recounts and information reports.

4) *Fluency Development*

a) Learners should be helped and pushed to develop fluency in reading. They need to read material that is very familiar and contains noun known language features. There should also be speed reading practice in word recognition and in reading for understanding. These can include activities like speed reading, repeated reading, paired reading, scanning, and skimming.

b) Learners should enjoy reading and feel motivated to read. Learners should have access to interesting texts and be involved in activities like listening to stories, independent reading, and shared reading (blown-up books). Native-speaking children like to read scary books, comics and cartoons, books about sports and magazines about popular culture (Worthy, Moorman and Turner, 1999). These are not usually found at school.

c) Learners should read a lot. This can be monitored and encouraged through the use of extensive reading and issue logs.

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5. The Nature of Narrative Text

According to Syafi'i (2014: 51), narrative is storytelling that displays emotion that tells a true or fiction story. So that the result is to make the reader fun and even to write. So that, the purpose of narrative is to make reader fun or amuse when reading the story. Furthermore, according to Richards and Schmidt (2010, p.384), narrative is the written or oral account of a real or fictional story; the genre structure underlying stories. Common forms of narrative text which are studied in high school are:

a. Legend

A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history.

b. Fable

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters that speak and act like human beings.

c. Science fiction

Science fiction is fiction based upon some imagined development of science or upon the extrapolation of a tendency in society.

So, based on explanation above, it can be concluded that narrative is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience.

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Dealing with this, Hasibuan and Ansyari (2007, p.130) stated that the social purposes of narrative text are to amuse, create, stimulate emotions, motivate, guide and teach the readers. Narrative text is organized in some generic structures, those are:

- a. Orientation: introduce main which the characters and setting of time and place. Usually answers the questions who? When? Where?
- b. Complication or problem: at this stage the main characters get some problems and they find ways to solve the problems.
- c. Resolution: it is the resolution of the complication/problem. The complication may be resolved for better or worse/happily or unhappily. These add and sustain interest and suspense for the reader.

There are several language features of Narrative text that are:

- a. Focus on specific and usually individualized participants.
- b. Use of relational process and mental process.
- c. Conjunction, saying verbs, noun and adjectives.
- d. Use of past tense.

Based on the explanation above, it can be concluded that narrative text tells a story, entertains the audience, makes the audience think about an issue, and also teaches them a lesson. Narrative text involves imaginative thoughts and fictive stories to present a touch story by showing sequence of events. It spreads the sequences one by one to get an awesome story. In short, the narrative is a text focusing specific participants. Its social function is to tell stories or past events and

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entertain the readers. Narrative uses conflicts among the participants, whether the natural conflict, social conflict or psychological conflict. In some ways the narrative text combines all these conflicts.

6. Concept of K-W-L-M Technique (*Know-Want to Learn-Learned-to Learn More*)

As mentioned above, the reading comprehension needs a technique or strategy to gain the level of reading comprehension itself. One of the techniques that can be used in order to case the students to comprehend the reading material is K-W-L-M techniques. K-W-L-M technique is adapted from K-W-L teaching technique. According to Conner in Emaliana (2013, p.128) K-W-L Technique is used to guide students through text.

K-W-L-M technique stands for *Know, Want to learn, Learned and to learn More*. Students begin by brainstorming everything they *Know* about a topic. This information is recorded in the *K* column of a KWLM chart. Students then generate a list of questions about what they *Want to Know* about the topic. These questions are listed in the *W* column of the chart. During reading, students answer the questions that are in the *W* column. This new information that they have *Learned* is recorded in the *L* column of the K-W-L-M chart. *To learn more* is written on the post reading activity to list some additional information that students want to learn more and how to access the information. The information is listed on *M* column.

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Emaliana (2011, p.134) states that K-W-L-M technique assists lectures in helping students to comprehend reading texts through the charts that include columns for each of activities on activating students' prior knowledge, expressing students' curiosity, explaining information gotten and extending information on the topic. Vacca and Vacca cited in Emaliana (2013, p.134) noted that K-W-L as a meaning-making technique engages students in active text learning. In addition, according to Ruddell in Emaliana (2013, p.134) K-W-L technique is clearly designed to assist students throughout the learning event (before, during, and after reading).

K-W-L-M technique is a good activity for generating many questions about an informational topic. This technique encourages students to think about what they know about the topic, predict what they think they will learn or generate question, reflect on what they learn and perhaps question and research further.

K-W-L-M technique is primarily intended for reading materials that the individual is having difficulty in understanding. The reading technique K-W-L-M is proposed by Emaliana. Emaliana (2011, p.7) said that based on the process of applying the technique, the teaching session divided into three phases. They are:

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a. *Pre-reading activities*

- 1) The teacher and students create K-W-L-M charts.

Topic/ Title: _____

K (What I know)	W (What I want to know)	L (What I learned after reading the text)	M (To learn more)

The teacher should create a chart on the blackboard, an overhead transparency or a LCD projector. In addition, the students should have their own chart on which to record information.

- 2) Students are asked to brainstorm words, terms, or phrases they associate with a topic. The lecturer and students record these associations in the *K* column of their charts. This is done until students run out of ideas. Engage students in a discussion about what they wrote in the *K* column.
- 3) Students are asked to mention what they want to learn about the topic. The lecturer and students record these questions in the *W* column of their charts. This is done until students run out of ideas for questions. If students respond with statements, turn them into questions before recording them in the *W* column.

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b. *While-reading activities*

- 1) Students are assigned to read the text and fill out the L column of their charts. Students should look for the answers to the questions in their W column while they are reading. Students can fill out their L columns either during or after reading.
- 2) Students discuss the information that they recorded in the L column.

c. *Post-reading activities*

- 1) The teacher should encourage students to search any questions in the W column that are not answered by the text. This information is put on M column. It can be the guide for other some follow up activities like finding the main idea of the paragraphs or classifying the organization of the text.

7. The Procedures of K-W-L-M Technique

The procedures of K-W-L-M Technique are as follows:

- a. The teacher and students create K-W-L-M charts.
- b. Students begin by brainstorming everything they *Know* about a topic. This information is recorded in the *K* column of a KWLM chart.
- c. Students then generate a list of questions about what they *Want to Know* about the topic. These questions are listed in the *W* column of the chart.

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- d. The Students are assigned to read the text and fill out the L column of their charts either during or after reading.
- e. The Students discuss the information that they recorded in the L column.
- f. The teacher should encourage students to search any questions in the W column that are not answered by the text. This information is put on M column. It can be the guide for other some follow up activities like finding the main idea of the paragraphs or classifying the organization of the text.

8. The Advantages of K-W-L-M Technique

There are some advantages of K-W-L-M Technique, they are:

- a. Students will become familiar with general content of the material as this technique elicits students' prior knowledge of the topic of the text.
- b. This technique helps students to monitor their comprehension and assess their comprehension of the text.
- c. This technique employs student centered strategy, for the students are actively involved in reading activities.
- d. This technique can be an exercise for a class, study group, or individually.
- e. This technique provides an opportunity for students to expand ideas beyond the text because this technique utilizes reading based activities that can initiate other language skills activities.

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In conclusion, K-W-L-M technique is a useful technique that can help students to comprehend the content of reading text. So, the writer used this technique to give the solutions to the students' reading comprehension.

B. The Relevant Research

According to Syafi'i (2015, p.103), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research being conducted. There are some researchers that have been conducted and they are relevant to this research paper, such as:

1. A research by Mo'minah Mahmmoud Abu Youniss

The research was conducted in 2013 entitled: The Effectiveness of Using (K.W.L) Strategy on Developing Reading Comprehension Skills for the Eighth Graders in Khanyounis Governorate School. In her research there was effectiveness of K-W-L Strategy on students reading comprehension. The results indicated that K.W.L strategy had a clear effect. According to the statistical results, it was concluded that there was a positive effect of using K.W.L strategy on the eighth graders' achievement in reading comprehension skills. It also presented suggestions and recommendations for further studies. Such suggestions were expected to be beneficial for course designers, teachers of English eighth grade, supervisors, students, educators and parents. They could help improve teaching English language, in general and reading comprehension skills, in particular.

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2. A Research was conducted by Nurul Husna

In 2012, Nurul Husna conducted a research entitled “The effect of using KWL Technique toward students’ reading comprehension at SMAN 1 Batipuh.”. In her research, she found that KWL Technique was effective to improve students’ reading comprehension. Referring to the comparison between pretest and posttest means of experimental group, there was improvement of the score of reading skill where the pretest score was 63.53 and the post test score was 76.28. It means that KWL Technique can give significant improvement to students reading comprehension.

Furthertmore, the present research that was conducted by the researcher has differences. The writer uses K-W-L-M technique on students’ reading comprehension at eighth grade of State Junior High School 5 Kampar Kiri Hilir Regency.

The Operational Concept

The Operational concept is a main element to avoid misunderstanding and misinterpreting in a specific study as a concept that is still operated in an abstract from the research planning which should be interpreted into particularly words in order to be easy to measure.

There are two variables in this study namely: variable (X) is called dependent variable, and variable (Y) is called independent variable. So, the operational concept of this research can be seen in the following indicators:

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1. Using K-W-L-M Technique as the X variable, the indicator are (Emaliana: 2011, p.7):
 - a. The teacher and students create K-W-L-M charts.
 - b. The teacher asks students to brainstorm everything they know about a topic such as words, terms, or phrases they associate with a topic. This information is recorded in the *K* column of a KWLM chart.
 - c. The teacher asks students to mention what they want to learn about the topic. These questions are listed in the *W* column of the chart.
 - d. The teacher asks students to read the text and fill out the *L* column of their charts either during or after reading.
 - e. The teacher asks students to discuss the information that they recorded in the *L* column.
 - f. The teacher asks students to search any questions in the *W* column that are not answered by the text. This information is put on *M* column. It can be the guide for other some follow up activities like finding the main idea of the paragraphs or classifying the organization of the text.
2. The students' reading comprehension of narrative text as the Y variable (Syllabus of the Eighth Grade Students of SMPN 5 Kampar Kiri Hilir), the indicator are:
 - a. The students are able to identify the main idea of the narrative text.
 - b. The students are able to get the antonym/synonym of the word.

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- c. The students are able to identify word reference from reading narrative text.
- d. The students are able to identify the generic structure of the narrative text.
- e. The students are able to analyze the moral value in narrative text.

D. The Assumption and Hypothesis**1. The Assumption**

In this research, the researcher assumes that the students who are taught by using K-W-L-M Technique will have better reading comprehension achievement. Furthermore, the better, implementation of K-W-L-M Technique in reading subject, the better students' reading comprehension of narrative text.

2. The Hypothesis

Based on the assumption above, hypotheses for this research can be formulated as follows:

H₀₁ : There is no significant difference between students' reading comprehension of narrative text taught using and taught without using K-W-L-M technique at the eighth grade of State Junior High School 5 Kampar Kiri Hilir.

H_{a1} : There is a significant difference between students' reading comprehension of narrative text taught using and taught without using K-W-L-M technique at the eighth grade of State Junior High School 5 Kampar Kiri Hilir.

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H₀₂ : There is no significant effect between students' reading comprehension of narrative text taught using and taught without using K-W-L-M technique at the eighth grade of State Junior High School 5 Kampar Kiri Hilir.

H_{a2} : There is a significant effect between students' reading comprehension of narrative text taught using and taught without using K-W-L-M technique at the eighth grade of State Junior High School 5 Kampar Kiri Hilir.