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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Concept of Reading

###### a. Definition of Reading

According to Grabe (2009, p. 15), reading is a central comprehension of thinking process. Reading is also a cognitive process that consists of reader and the text. This statement is also supported by Kalayo (2007, p. 114) that reading is letters, words, sentences and paragraph that encode meaning. Teixeira (2012, p. 1), stated that reading is a key language skill that has a significant place in the teaching and learning of foreign languages. This skill allows students to have access to ideas that is communicated by people in different locations and eras, give them the opportunity to broaden their horizons and increase their knowledge.

According to Nunan (2003, p. 68), reading is a fluent process of reader combination of word recognition; intellect and emotion interrelated with prior knowledge to understand the message communicated". It means that the participants or the readers transfer meaning from the text and give assessment from the text to understand the message communicated. So, reading is thinking process of transferring information from the text to the reader. Thus, reading needs knowledge to comprehend the text. According to the Longman Dictionary of American English in Brunner (2011, p. 41), reading is defined as "the activity of looking at and understanding written words." From the teaching perspective,

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the emphasis should be on the word *understanding*. Without understanding, there is no *reading*.

### b. The Importance of Reading

Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader, which enhances the knowledge acquired consistently. The habit of reading also helps students to receive new words and phrases that they come across in everyday conversations. The habit can add the information available on various topics. It helps students to stay in-touch with contemporary researchers as well as those from the days and makes students aware to global issues.

According to Barth (2012, p. 3), reading is both directly and indirectly connected to later educational achievement and it is critically important to a students' growth across all subject areas. Failure to achieve reading comprehension has also been linked to other factors that have an impact on academic success. Reading helps them catch in hand what is going on around them. Generally, reading texts are good sources and wealth choices for self improvement and motivation. They have a great contribution towards proficient achievement. In addition, they are informational and reliable for what we may query for a long time without satisfactory answers.

Furthermore, Brath (2012, p. 4 ) also stated reading is essential to success in school, work, and society. A students' ability to make sense of grade level texts can ensure either success or failure in school, depending on the students' ability to comprehend. Comprehension is a complex process, in which many factors play a



role, including the active process of the interaction between the reader and the text, the understanding of the language and vocabulary in the text, and the learning and use of specific strategies for comprehension.

Harrison in syaputra (2014, p. 96) stated the importance of reading in relation to human development. Reading determines how the students are able to think that it has a fundamental effect on the development of imagination, and thus exert a powerful influence on development of emotional and moral as well as verbal intelligence and therefore on the kind of person they are capable of becoming. Thus, reading needs knowledge to comprehend the text. Because, by getting knowledge the reader can get information from the texts.

### c. Teaching Reading

The goal of teaching reading is to make the readers able to get the ideas, the information and able to comprehend the text that they read. It means if the reader reads the text, they will be able to get the information from the text and they are able to synthesize and evaluate the information that they get from the text. Klinger (2007, p. 5) stated that there are some instructional components that contribute the most to improved effect sizes in reading comprehension that include: teacher and students questioning, interactive dialogue between teachers and students and students with other students, controlling task difficulty and scaffolding instruction, elaboration the steps or strategies and modeling the teacher, small group instruction, and use of the cues to help students remember to use and apply what they learn.

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According to Idham (2014, p. 97), “teaching reading basically aims to; Development of reading skills, study skills, comprehension skills, introduction (or practice) of an important/new genre, e.g. poem, flowchart, etc, make a creation of a new interest or chasing in on current interest so that pupils will read more, the ironing out of old (bad) habits, e.g. word by word reading, the development of flexible reading strategy. In conclusion, teaching reading will be easy if the teacher knows which skill and strategy that are appropriate for the students to get ideas, information from the text, and they are able to evaluate the information that they get from the text.

## 2. The Concept of Reading Comprehension

### a. Definition of Reading Comprehension

According to Transkerley (2003, p. 108), reading comprehension is 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 reader filters 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.



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### b. The Component of Reading Comprehension

There are some components in reading comprehension skill. The components have their own characteristic. King and Stanly (1998,p.331) stated that there are five components that may help to read carefully.

#### 1) Finding factual information

Factual information requires readers to scan specific detail. The factual information questions are generally prepared for students and those which appear with WH-question word. There are many types of questions: reason, purpose, comparison, etc in which the answer can be found in the text.

#### 2) Finding main idea

According to Elizabeth Chealse (2001, p.16), the main idea is the overall fact, feeling, or idea the author wants to convey about the subject. Main ideas are general enough to encompass all of the ideas in the passage. They also make an assertion about the subject that the rest of the passage develops and supports. Main ideas are often stated in topic sentences. In longer texts, each paragraph has a main idea (though it may not be explicitly stated), and each main idea works to support the overall main idea of the passage. In other words, the main idea provides the reader with different clues. The most of the common place of main idea and the clues that each offers the reader about paragraph development and organization are discussed. Sometimes,



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the main idea of the paragraph that we can find is in the first sentence, last sentence, middle sentence, or in the first and last sentence.

### 3) Identifying the topic

According to Katheleen (1992, p. 168), a paragraph can be defined as a group of related ideas. The sentences relate to one another in the sense that each is about common person, place, thing, or idea. This common subject or idea is called the topic. Topic is what the entire paragraph is about.

### 4) Finding the meaning of vocabulary

According to Katheleen (1992, p. 324), your vocabulary defines and describes you by revealing a great deal about your level of education and your experience. The reader could develop his or her guessing ability to the word which if it is not familiar with him or her, by relating the close meaning of unfamiliar words to the next and the topic of the text that is read. The word has been nearly equivalent meaning when it has it or nearly the same meaning as another word.

### 5) Identifying reference

Reference is the relationship which holds between word and things: words refer things. This references can help the reader understand the reading.

In conclusion, reading comprehension is the ability to read the text and understand the meaning of the text. Students' reading comprehension can be influenced by the use of effective strategy for teaching and learning process.

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### c. Category of Reading Comprehension

Brown (2003, p. 187-188) stated there are two categories of reading comprehension as follows:

#### 1) Microskills for Reading Comprehension:

- a) Discriminate among the distinctive graphemes and orthographic patterns of English.
- b) Retain chunks of language of different lengths in short-term memory.
- c) Process writing at an efficient rate of speed to suit the purpose.
- d) Recognize a core of words, and interpret word order patterns and their significance.
- e) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- f) Recognize that a particular meaning may be expressed in different grammatical forms.

#### 2) Macroskills for Reading Comprehension

- a) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
- b) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- c) Recognize the communicative functions of written texts, according to form and purpose.

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- d) Infer context that is not explicit by using background knowledge.
- e) Infer links and connections between events, ideas, etc; deduce causes and effects; and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- f) Distinguish between literal and implied meaning.
- g) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- h) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts

#### d. The Concept of Recount Text

According to Wardiman (2008, p. 116), recount text is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened. Recount text has three generic structures; Orientation: introducing the participants, place and time, events: describing series of event that happened in the past, and reorientation: a summary statements/ an evaluative comment/ a return to the starting point. There are five characters of recount text; Introducing personal participants, using chronological connection, using linking verb (was, were, etc.), using action verb (look, go, change, etc), and using simple past tense.





Moreover, recount text is a kind of paragraph which retells past event like writer's own experience or others. Recount text has three of the generic structures, they are orientation, it is the introduction of the participants, event is the series of event and reorientation is the summary statements of the story.

### 3. Assessing Students' Reading Comprehension in Recount Text

Assessing comprehension is fraught with challenges, because it can be difficult to determine how much students really know and what they are actually thinking (as we attempted to do in the preceding example). Traditional measures tend to focus on straight recall or literal understandings, but there is much more to comprehension than this. Klingner et al, (2007, p. 14).

Klingner also confirms reading comprehension assessment has different purposes. One of these is to compare students' comprehension levels to those of students in a norming sample. Another is to find out if students have met reestablished criteria for their grade level. A third purpose is to inform instruction by determining when students understand what they read and how efficiently they use which comprehension strategies. Similarly, an important purpose is determining why a student may be struggling.

Understanding the purposes of assessment and approaching the process as a teaching and learning tool can relieve some of this pressure. In line with current trends toward authentic, formative assessment, we embrace the view that appraising students, knowledge and skills is as elemental in the educational process as delivering purposeful instruction Brown (2004, p. 7). Assessment is very important to know the ability of students, and also measure their potential in

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study. To support this statement, Cohen et al. (2007, p. 418) describe the purposes of a test are several, for example to diagnose a students' strengths, weakness and difficulties, to measure achievement, to measure aptitude and potential, to identify readiness for a program.

In this study, the Researcher uses multiple-choice test to assess the students' ability. The researcher thinks that multiple-choice test can be constructed to measure most educational objectives; it is less difficult to construct a test fitting the table of specification by using multiple-choice questions than any other type of question. Furthermore, multiple-choice scoring is fast and can be done by someone not familiar with the subject area.

#### **4. The Factors Influences Students' Reading Comprehension in Recount Text.**

As a kind of text, Recount will be the same as the other text genre. The comprehension occurrence, problem, and factors affecting comprehension and the failure to comprehend are absolutely the same as the other. Comprehension of a text will occur depend on the certain activity of the reader him/self. There are eight factors that may influence the comprehension. They are as follows Westwood, (2008 p.34):

- a. Limited of vocabulary knowledge.
- b. Lack of fluency.
- c. Lack of familiarity with the subject matter.
- d. Difficulty level of the text (readability).
- e. Inadequate use of effective reading strategies.

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- f. Weak verbal reasoning.
- g. Problems with processing information.
- h. Problems in recalling information after reading.

To comprehend, reader must use information, they already posses to filter,interpret, organize and reflect upon the incoming information from the page. Efficient interpretation of the new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting.

Being successful in comprehending a text can be caused by inside or outside factor of the reader. Factors that affect reader's comprehension fall into the following factors:

a. Inside the Reader

The point consists of background that contains knowledge (content and vocabulary), text knowledge (concepts about print, text structure and surface features), metacognitive strategy knowledge (before reading, during reading and after reading) and affective (motivation, interest, skill)

b. Inside the Text

This refers to linguistic complexity (syntax and semantic) and text structure which is commonly included in text readability.



## 5. The Concept of KWL Strategy

### a. Definition of KWL Strategy

K-W-L for the three basic cognitive steps required: accessing what I Know, determining what I Want to learn, and recalling what I did Learn as a result of reading. To facilitate both the group process and to instill in students the concreteness of the steps, we developed a worksheet that each child uses during the thinking reading process.

KWL charts help students to be active thinkers while they read Carr & Ogle (1987), giving them specific things to look for and having them reflect on what they learned when they are finished reading. When students set their own purposes for reading, they are more motivated and active as readers. Each student has a schema, or a framework for how they view the world. Accessing a student's prior knowledge is the first step in integrating new concepts into their existing schema. KWL charts help activate background knowledge and provide an opportunity for students to set their own learning objectives.

According to Ogle (1986, p. 565), the process of KWL in reading can be explained as follows: Step K-What I know. This opening step has two levels of accessing prior knowledge. The first is a straight forward brainstorming of what the students know about the topic for reading. During this step the teacher's role is to record whatever the students know about the topic on the board or an overhead projector. The critical component here is to select a key concept for the brainstorming that is specific enough to generate the kinds of information that will be pertinent to the reading. Step W-What do I want to learn? As students take time



to think about what they already know about the topic and the general categories of information that should be anticipated. Not all students agree on the same pieces of information; some information is conflicting; some of the categories have had no particular information provided. All this pre-reading activity develop the students' own reasons for reading, reading to find answers to questions that will increase their reservoir of knowledge on this topic. Step L-What I learned. After completing the text, direct the students to write down what they learned from reading. Have them check their questions to determine if the text dealt with their concerns. If not, suggest further reading to fulfill their desires to know.

According to Brunner (2011, p. 64), KWL strategy facilitates activation of background knowledge and provides important information to the teacher about what the students know or don't know about the topic to be studied. This strategy also helps students organize their thoughts prior to reading, provides a structure for students predictions related to the reading and presents a purpose for completing the reading task that is, to answer the questions from the middle column.

#### **b. The Use of KWL Strategy in Teaching Reading**

KWL is an instructional scheme that develops active reading of expository texts by activating learners background knowledge Ogle, (1987, p. 570). It provides a structure for recalling what learners know about a topic, noting what they want to know, and finally listing what has been learned and is yet to be learned. Learners begin by brainstorming everything they Know about the topic.

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Purpose of The KWL (Know, Want, Learn) strategy provides a structure for activating and building prior knowledge, establishing a purpose for reading and for summarizing what was learned. The strategy can help students reflect and evaluate their learning experience, as well as serve as a useful assessment tool for teachers. According to Brunner (2011, P. 65), the Benefit of KWL strategy are; Provide a structure and purpose for reading, activates background knowledge of the students, provides critical information for teacher about students, preconceived knowledge, takes little teacher preparation, straightforward easy to explain and understand, helpful tool for students to use when reading independently, can be done (individually, in small group, or with the whole class), good activity for a substitute teacher.

According to Burke (2005, p. 16), KWL guides students through their reading material. Although the process begins as a before reading activity, its primary purpose is to develop a framework which students can use as they read.

## 6. Teaching Reading of Using KWL Strategy

- a. Teacher chooses text, such as recount text. Teacher gives text material to the students (personal copy) then teacher asks the students to read the title of the text and tell them about the text.
- b. Teacher gives chart to the students, it consists of K, W, and L column and asks the students to make a list in the chart.
- c. K (What I Know)

Teacher Prepares questions in advance to help students brainstorm their ideas. Prompt students what they already know. Require that

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students explain their associations. Explaining associations helps students provide specific details and requires them to put some thought into their answers. Teacher might ask them, what they think of that.

## d. W (What I Want To Learn)

Teacher asks the students predict what additional information they are likely to need (want to know) .Explain that want is best defined as what they need to know or learn. Ask alternate questions in order to prompt students responses. Questions may include: what the students want to learn about the topic?Refer back to the K section of the chart.

## e. L (What I Learned)

Teacher asks the student to read the text and after reading teacher asks the students and teacher reminds students that they should try to answer their W questions as they fill in the L column. Encourage students to write any new and interesting information that they learned. Suggest students search in other sources for the answers to questions that are left unanswered in the text.

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

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**Table II.1**  
**PROCEDURES OF KWL STRATEGY**

PROCEDURES	PRINCIPLES
a. Teacher chooses text, such as recount text. Teacher gives text material to the students (personal copy) then teacher asks the students to read the title of the text and tell them about the text.	The most important object in reading activity is text. According to Anderson (2003, p. 1), text is something constructed when a person speaks or writers to communicate a message. Based on the definition above, the importance one from reading is the reader must understand what the author's message from the text.
b. Teacher gives chart to the students, it consists of K, W, and L column and asks the students to make a list in the chart.	According to Carr & Ogle, (1987), KWL charts help students to be active thinkers while they read, giving them specific things to look for and having them reflect on what they learned when they are finished reading. When students set their own purposes for reading, they are more motivated and active as readers.
c. Teacher Prepares questions in advance to help students brainstorm their ideas. Prompt students what they already know. Require that students explain their associations. Explaining associations helps students provide specific details and requires them to put some thought into their answers. Teacher might ask them, what they think of that.	According to Isaksen, (1998), brainstorming is probably one of the most well-known tools for creative thinking. By brainstorming, the students are easy to learn and have potential to dramatically improve group idea generation and enjoyment with the activity itself and it is also supported by Rossiter & Lilien, (1994), say that the use of brainstorming instruction is essential to the production of a large number of good ideas.
d. Teacher asks the students to predict what additional information they are likely to need (want to know) .Explain that want is best defined as what they need to know or learn. Ask alternate questions in order to prompt students' responses. Questions may include: what the student want to learn about the topic? Refer back to the K section of the chart.	Prediction allows students to think about what might happen before it actually happens. They could be a clues that help we predict about what we want know or predict additional information that we want to know. Hence, predicting is the way to understand what is being written through text clues.
7. Teacher asks the student to read the text and after reading teacher asks the students reminds students that they should try to answer their W questions as they fill in the L column. Encourage students to write any new and interesting information that they learned. Suggest students search in other sources for the answers to questions that are left unanswered in the text.	Reading is an action to get meaning of the text or an activity to comprehend the text. According to Nunan (2003, p.68), reading is a fluent process of reader combination of word recognition; intellect and emotion interrelated with prior knowledge to understand the message communicated". The purpose of language learning is communication; students need how to answer the question based on the text. While, Mcwhorter (1986) states that questioning help someone keep her/his mind on reading and increases the students recall.





## B. Relevant Research

According to Syafi'i (2013, p. 94), relevant research is required to observe some precious researches conducted by other researchers in which they are relevant to our research. This research is relevant to the other researches.

First, a research was conducted by Ernita entitled "The Use of KWL Plus Strategy to Improve Reading Comprehension of The Second Year Students of SMP N 12 Pekanbaru". Design of the research was a classroom action research that was intended to know whether or not KWL – Plus strategy can improve the ability of the students in comprehending reading text. The researcher was helped by a collaborator and used observation sheets and field notes as the instruments of the research. Result of this study showed this strategy could improve the ability of the students in comprehending reading text. The aspects of reading evaluated were finding factual information, main idea, supporting idea, reference, and the meaning of vocabulary .

Second, the research was conducted by Putri Dian entitled " Improving Reading Comprehension through KWL Strategy at The Eighth Grade Students of Smp N 1 Amlapura in Academic Year 2013/2014. This study applied a Classroom Action Research design that involved two cycles. Each cycle consisted of two sessions. Each cycle applied systematic procedures such as: planning, action, observation and reflection. Result of this study also showed that K-W-L strategy could improve students' reading comprehension and also be more effective in teaching Descriptive text comprehension achievement. Group of students taught

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by K-W-L strategy got higher achievement in teaching comprehension descriptive text than those taught by direct instructional method.

The difference between this present research and their researches is in the text used and research design. In this research the researcher used Recount text but, both of the researches conducted by Ernita and Putri Dian used Descriptive Text. And the design of this present research was quasi-experimental research that used pre- test and post test. But, Research design for both of the researches conducted by Ernita and Putri Dian was a classroom action research. The similarity of the research is the variable X which is KWL strategy and Variable Y is Reading Comprehension.

### C. The Operational Concept

In order to clarify the theories used in this research, the researcher would like to explain briefly about the variables of this research. This research is an experimental research which focuses on gaining the effect of KWL reading strategy on students' reading comprehension. Therefore, in analyzing the problem in this research, there were two variables used, variable X and variable Y. Variable X was KWL reading strategy. KWL reading strategy was an independent variable. It refers to the teacher's strategy in teaching reading. Then, variable Y was students' reading comprehension, it was the dependent variable.

Variabe X : KWL reading strategy Klinger et al (2007, p. 120).

Indicators :

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1. Teacher chooses text, such as recount text. Teacher gives text material to the students (personal copy) then teacher asks the students to read the title of the text and tell them about the text.
2. Teacher gives chart to the students, it consists of K, W, and L column and asks the students to make a list in the chart.
3. Teacher Prepares questions in advance to help students brainstorm their ideas and after that teacher asks the students to make list everything they think they know about recount text.
4. Teacher asks the students to predict what additional information they are likely to need (want to know) .Teacher asks the students to tell what they want to know about recount text.
5. Teacher asks the students after finishing reading or studying a recount text, they list what they have learned. They can also check the W column to see which questions are answered and which are left unanswered.

Variable Y : Reading Comprehension of Recount Text syllabus, (2006)

Indicators :

1. Students identify factual information from recount text.
2. Students identify the topic in recount text.
3. Students identify the generic structure in Recount text.
4. Students find out the meaning of vocabulary in Recount text.
5. Students identify word reference in Recount text.

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## D. The Assumption and Hypothesis

### 1. The Assumption

In this research, the researcher assumed that the better using KWL Strategy in teaching English especially in reading comprehension is the better achievement in reading comprehension at the Eight Grade of SMP Negeri 2 Bagan Sinembah Rokan Hilir Regency.

### 2. The Hypothesis

$H_0$  : There is no significant difference of students' reading comprehension between those who are taught by using KWL Strategy and those who are not taught by using KWL Strategy at the eight grade of State Junior High School 2 Bagan Sinembah Rokan Hilir regency.

$H_a$  : There is a significant difference of students' reading comprehension between those who are taught by KWL Strategy and those who are not taught by using KWL Strategy at the eight grade of State Junior High School 2 Bagan Sinembah Rokan Hilir regency.

$H_0$  : There is no significant effect magnitude of Teaching English using KWL Strategy on students' reading comprehension at the eight grade of State Junior High School 2 Bagan Sinembah Rokan Hilir regency.

$H_a$  : There is a significant effect magnitude of Teaching English using KWL Strategy on students' reading comprehension at the eight grade of State Junior High School 2 Bagan Sinembah Rokan Hilir regency.