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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Nature of Reading

Reading is not only a way to derive an information but also a process of pervasive activity. To find out the information of reading text, the reader should have a good comprehension. Moreillon (2007:10) states that reading is making meaning from print and from visual information. In other word, to derive knowledge of the language allows readers to identify the printed words and sentences. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read. Furthermore, Murcia (2001: 187) states that reading is assumed to be the central means for learning new information and gaining access to alternative explanations and interpretation.

Reading is dealing with language messages in written or printed form, it involves processing language messages, hence knowledge of language. Widdowson in Liu (2010) defines reading as the process of getting linguistic information via print. By talking about getting information, actually the information can be of any kind that is encoded in language. So reading is the process of receiving and interpreting information encoded in language form via the medium of print.

Futhermore, Barton in Bell (2005:1) explains that reading is dynamic process in which the reader works actively to construct meaning from the material. It other words, reading is a complex process where the readers' final purpose of intention is acquiring the meaning of the reading material. By reading

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the cognitive will encourage whole materials that the reader reads. According to Bernhardt, taking a cognitive perspective means examining the reading process as an intrapersonal problem-solving task that takes place within the brain's knowledge structures. As a social process, Bloome & Greene in Liu (2010:153) argue that reading is used to establish, structure, and maintain social relationships between and among people. Reading, as a social activity, is related to particular contexts, as Wallace in Liu puts it as readers we are frequently addressed in our social roles rather than our personal and individual ones.

Richards said that reading receives a special focus on teaching (2002: 273). It means the most important goals is written text serves various pedagogical purposes. Furthermore,, reading is a skill which is highly value not only for the students but also for teachers.

However reading is one of the most important academic tasks faced by students furthermore, Burnes (1985:52) states that there are several levels of comprehension:

1. Four linguistic levels of analysis

It includes comprehension at the world level, at the sentence level, at the paragraph, at the whole text level.

2. Traditional levels of comprehension

The best known description of the traditional levels of comprehension is probably the taxonomy of reading comprehension.

Literal: Literal comprehension requires the recognition or recall of ideas, information and happenings that are explicitly stated in the material read.

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Inference: Inferential comprehension is demonstrated by students when they use a synthesis of the literal content of a selection, their personal knowledge, intuition and imagination as a basis for conjectures or hypothesis.

Evaluation: Evaluation is demonstrated by students when they make judgments about the content of a reading selection by comparing it with external criteria, for example, information provided by the teacher on the subject, authorities on the subject or by accredited written sources on the subject or by accredited written sources on the subject ; or with internal criteria, for example, the reader's experiences, knowledge, or values related to the subject under consideration.

Appreciation: Appreciation has to do with students' awareness of the literary techniques, forms, styles, and structures employed by authors to stimulate emotional responses in their readers.

Then, Burnes (1985: 46) stated that reading comprehension is a reading, thinking activity and such relies for its success upon the level of intelligence of the reader, his or her speed of thinking ability detect relationship. It means that, in reading comprehension, the readers have to involve their intelligence.

In addition Sweet Anne (2003) stated that reading comprehension entails three elements: (1) The reader who is doing the comprehending (2) The text that is to be comprehended (3) The activity in which comprehension is a part. Asih Windar (2008) moreover a reading comprehension is very important for students because in fact the textbook for most science and technologies are written

in English. This means that learners are expected to be able to understand English textbook that they are reading.

Reading comprehension is a complex process in which the readers try to reconstruct messages from the writer. It is an interaction between the reader and the author. Comprehension will occur if the textual information activities expectation about what is in the text, and interactive process will continue until the reader is satisfied with the match between his/her background knowledge.

According to Grellet (1985: 5) Reading involves a variety of skills. The main skills of reading are listed below:

- a. Recognize the script of a language
- b. Deducing the meaning and use of unfamiliar lexical item
- c. Understanding stated information when not explicitly stated
- d. Understanding the conceptual meaning
- e. Understanding the communicative value (function) of sentences and utterance
- f. Understanding relations within the sentence
- g. Understanding relation between parts of a text through lexical cohesion devices
- h. Interpreting text by going outside it
- i. Recognize indicators in discourse
- j. Identifying the main point or important information in a piece of discourse
- k. Distinguish the main idea of supporting detail

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- l. Basic reference skill
- m. Skimming
- n. Scanning to locate specifically required information
- o. Transcoding information to diagrammatic display
- p. Extracting salient point to summarize (the text and idea etc)
- q. Select extraction of relevant points from a text

Moreover, Grabe (2009:8) states that several purposes of reading namely reading to search information, reading for quick understanding, reading to learn, reading to integrate information, reading to evaluate, critique and use information, and reading for general comprehension (in many cases reading for interest or reading to entertain). It means that, the people read in order to gain information, to derive enjoyment, and to enhance the knowledge of the language being read.

Then, Nunan (1999: 251) also states there are seven main purposes for reading, such as: (1) To obtain information for some purposes or because we are curious about some topics, (2) To obtain instructions on how to perform some task for our work or daily life and knowing how an appliance works, (3) To act in a play, play game, and do puzzle, (4) To keep in touch with friends by correspondence, (5) To know where and when something will take place or what the text is talking about, (6) To know what is happening or has happened as reported in newspapers, magazines, reports, etc), (7) To read for enjoyment or excitement.

In addition, Guy (1993) claims that reading is the recognition of printed or written symbol that serve as stimuli to recall meanings. It shows that reading

requires the ability to recognize symbol or printed words and to construct a meaning from a text. The symbols which have their own meaning and require to be comprehended by the readers. Pressley (2000:56), claims reading is a means of language acquisition of communication and sharing information and ideas. Reading is complex cognitive process of decoding symbols for the intention of deriving meaning (reading comprehension) and construction meaning. In doing so, students must know how important reading influences their comprehension of a text because reading is as one of the important skills which are needed by students from elementary school to university.

In addition, Johnson (2008: 3-4) cites that there are four definitions of reading:

1. Reading is the practice of using text to create meaning. The two keys words here are creating and meaning. If there is no meaning being created, there is no reading taking place.
2. Reading is a constantly developing skill. We get better at reading by practice, like any skill. If we do not practice, we will not get better.
3. Reading integrates visual and non-visual information. During the act of reading, the visual information found on the page combines with non-visual information contained in your head to create meaning.
4. Reading is the act of linking one idea to another. Putting ideas together to create a sensible whole is the essential part of reading. It is not necessary to know every word in order to read.

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Based on the above definitions, the aim of reading process is to understand the meaning that is informed by the researcher to the reader. The reader tries to interpret word per word, sentence per sentence based on its context and clues given by the researcher on the text. In the process of getting idea of the text, the reader uses his skills to recognize the language or genre of the text. Even though reading is an acquired skill and not a natural process, most people do become fluent readers, but with a lot of work. Learning to read is a long, gradual process that begins in infancy. Everyone should work hard to reach the target and it would be easier for the future.

By reading any languages it means poses a challenge, even though reading English is particularly difficult. Reading English is further complicated by its orthography of the spelling words. In some languages, such as Spanish, one letter has one sound. In English, one letter can represent several different sounds, depending on its placement in the word. It is understandably difficult to figure out the sound symbol relationship when the sound of a particular letter changes in words that have the same root but different suffixes (Wolfe, 2004:3)

The process is what we usually mean by reading: the interaction between a reader and the text. During that process, many things happen. Not only are readers looking at print, decoding the marks on the page, deciding what the marks mean and how they relate to each other, readers are also thinking about what they are reading: what it means to them, how it relates to other things they have read, to things they know, and to what they expect to come next in the text (Liu, 2010:153).

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Inspecting the product of reading is an alternative approach to examining the process of reading. It is sometimes considered that, although different readers may engage in very different reading processes, the understandings they end up with will be similar. Although there may be different ways of reaching a given understanding, what matters is not how a reader reaches that understanding, but what understanding a reader reaches. The problem of potentially infinite variation in reading processes is then reduced by a focus on what one has understood (Liu,2010:163).

Product is easier to investigate than process, although it is not without problems. Liu (2010:154) states that there are some reading models:

a. Bottom – up Model

A bottom-up reading model is a reading model that emphasizes the written or printed text, it says that reading is driven by a process that results in meaning (or, in other words, reading is driven by text) and that reading proceeds from part to whole. Bottom up focuses on direct instruction of phonics, such as identifying features of letters, like curves and straight lines, to recognize them. From there students will begin combining letters to read and write words. They then become familiar with spelling patterns and learn to read sentences, paragraphs and longer texts.

The bottom up model uses phonics as its core, believing readers first process and understand sounds in speech and move on to understand letters, then words, then longer sentences. Eventually, they build comprehension skills as they grow as readers. The bottom-up perspective, functions in sequences as follows.

First, the grapheme information enters through the visual system and is transformed at the first level from a letter character to a sound, that is, from a grapheme representation to a phonemic representation. Second, the phonemic representation is converted; at level two, into a word. The meaning units or words then pass on to the third level and meaning is assimilated into the knowledge system. Input is transformed from low-level sensory information to meaning through a series of successively higher-level encodings, with information flow that is entirely bottom-up, no higher level processing having influence on any lower level processing. This process is also referred to as data-driven.

The weaknesses of the bottom-up model in which processing is seen as proceeding only in one direction, so this implies that no higher level information ever modifies or changes lower level analysis. In some cases, readers are able to identify a word correctly only by employing higher level semantic and syntactic processing.

b. Top-down model

Top-down reading model is a reading approach that emphasizes what the reader brings to the text, it contends that reading is driven by meaning and proceeds from whole (text) to part (words). It is also known as concept-driven model. The top down reading model is based on the philosophy that the brain and reader are at the centre of understanding and succeeding. This method argues that readers bring an understanding to the print, not print to the reader. In other words, the experiences a reader has will help him or her to read, decode and make sense of text.

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This model does not focus on phonics and decoding, but instead, it allows children opportunities to read real books and make sense of them. Finally, the top-down method utilizes making sense of grammar and text clues to figure out unknown words. The focus in a top down model is not on phonics instruction but rather on getting students to read complete sentences, paragraphs, and books. This model relies on children mastering skills through experience.

And then, what readers bring to the text separately in terms of both their prior knowledge of the topic and their knowledge about the language assists them in predicting what the upcoming words will be. Readers sample the print, assign a tentative hypothesis about the identity of the upcoming word and use meaning to confirm their prediction. If meaning is constructed, readers resample the text and form a new hypothesis. So the readers need a briefly sample the marks on the page in order to confirm word identity.

This is evident of this model that the flow of information proceeds from the top downward so that the process of word identification is dependent upon meaning first. So the higher level processes embodied in past experiences and the reader's knowledge of the language pattern interact with and direct the flow of information, just as listeners may anticipate what the upcoming words of speakers might be. The top-down model centres upon the assumption that good readers pass the letter sound correspondence when they read because they read so quickly. That is, because good readers read at a faster speed, they do not depend upon the phonemic code.

c. Interactive Model

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Interactive model combines features of both other models - students interact with both phonics and text. Teachers using the interactive model use both instruction methods relying on phonics and a student's experiences with text, believing that each are necessary for understanding. In classrooms using the interactive model, students receive direct instruction on the sound/symbol relationship in phonics alongside instruction in comprehension and reading strategies. Neither the bottom-up nor top-down model of the reading process totally accounts for what occurs during the reading process.

Problems in both the bottom-up and top-down models can be reduced with this model. That is, bottom-up models do not allow for higher-level processing strategies to influence lower-level processing and top-down models do not account for the situation in which a reader has little knowledge of a text topic and, therefore, it cannot form predictions. Interactive model assumes that a pattern is synthesized based on information provided simultaneously from several knowledge sources.

Christina and Marry (2005: 64) states that reading is the individuals' activity to get excellent information and unless there are contextual constraints on the teaching situation. Nuttal (1982: 4) states that reading is an activity done to exact (to correct in every detail) meaning from writing. It is the way for the reader gets message from a text by having interaction between perception of graphic symbols that represent language and the reader's language skills, cognitive skills and the knowledge of the world.

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Reading is an interaction and a thinking process of transferring printed letters into meaning in communicating of message between the writer and the reader. It means that the readers have to discover ideas from the text based on their background knowledge about the texts. The readers also should pay attention about supporting ideas in the text. It will be useful for them to understand the content of the text as whole. Therefore, the readers should be the active reader to get the factual information of the text.

Many types of reading may occur in a language classroom and one of the way in which these may be categorized, as suggested by Brown in MacLeod (2012) can be showed as follows:

a. Oral

The first distinction that can be made is whether the reading is oral or silent. Oral reading provides a window for the listener to understand the integration of skills that the child uses to read. Children who read accurately, quickly, and in phrased units, often do better on assessments of reading, their attitudes toward reading are more positive, and they are more likely to read for pleasure.

b. Silent

Within the category of silent reading, one encounters intensive and extensive reading. Silent Reading Comprehension is what we mean when we talk about a person's reading ability. It is the end result of the reading process, when all of the components interact successfully. Silent Reading Comprehension is also what is usually measured by standardized tests.

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Reading activities can be done at any places that the reader feel comfortable to read and of course any reading text. In order to acquire reading skills the students should read different kinds of reading text such as intensive reading, extensive reading, reading aloud, and silent reading as below:

1. Intensive Reading

Intensive study of reading texts can be a means of increasing learners' knowledge of language features and their control of reading strategies (Nasution 2008:25). It means that it can improve their comprehension skill and it will fit into the language focused learning stand of a course. The classic procedure for intensive reading is a grammar translation approach where the teacher works with learners, using the first language to explain the meaning of a text, sentence by sentence.

In addition, Anderson (2001:5) states that writes that Intensive reading is generally at a slower speed and requires a higher degree of understanding to develop and refine word study skills, enlarge passive vocabulary, reinforce skills related to sentence structure, increase active vocabulary, distinguish among thesis, fact, supportive and non-supportive details, provide sociocultural insights.

2. Extensive Reading

Mikulecky (2008:3) states that extensive reading is a highly individualized approach to reading improvement. Students select their own books and read at their own pace. The teacher should guide students to select books at a level of comprehension that allows for "comprehensible input" (Krashen). The emphasis

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is on the quantity of books read and the students' enjoyment of their books. Students are never tested formally on their extensive reading.

Moreover, Helgesen (2005:1) explains that Extensive reading is an important aspect of any English as a Foreign/Second Language reading program. Extensive Reading can be defined as: Students reading a lot of easy, enjoyable books. Each element of this definition includes elements which contrast ER with skills-based methodologies that focus on skimming, scanning, main idea identification and the like.

3. Reading Aloud

Wilson (2006:6) states that Reading aloud has a remarkable effect on children. It enhances children's skills, interests and development in many ways that reach far beyond just improving their own reading interests and abilities. It means that reading aloud is usually used to check the pronunciation of the students. Furthermore, reading aloud is an important strategy for developing print awareness for the students. Teacher can ask each student to read a text and give them a score to show their progress.

Harmer (2010: 11) states that the weakness of reading aloud can be described that oral reading is not very authentic language activity. While one of the students in reading, other can easily lose their attention. Since the activity is only aimed to check the pronunciation, the main purpose of reading may be neglected.

In addition, Snow claims that reading aloud stimulates listening skills, (2005:51). It can help to familiarize pupils with the language of books and

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patterns and it improves listening skills and provides examples for children in pronunciation and expression.

4. Silent Reading

Silent reading is the opposite of reading aloud. Silent reading is a private experience that plays out in our imagination. Although we might primarily read for content, recent human brain neuron imaging and neuronal recording work is revealing the inner processes at play. Some of these involve experiencing voices.

In addition, Taylor (2001:3) said, a reasonable definition of fluency in silent reading is the ability to read with sustained attention and concentration, ease and comfort, at adequate reading rates and with good understanding. One is then led to ask what factors permit sustained attention and ease and comfort in reading.

2.2 Reading Comprehension

Reading comprehension involves understanding vocabulary, see in the relationship among word and concepts, organizing ideas, recognizing the author purpose, making judgment and evaluating. Nunan (1991:92), In other words, the reader could develop her guessing ability to the word which is not familiar by relating the close meaning of unfamiliar to the information and the topic of the paragraph.

In other words, the readers can choose one of them which depend on how deep the comprehension that the readers need. Skimming, scanning, extensive reading and intensive reading can be used to read a text to get information. Buehl (2009:5) explains seven characteristics of thinking (comprehension process) that should students do in engaging understanding:

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1. *Making connection to prior knowledge* – Reading comprehension results when the readers can match what they already know (their scheme) with new information and ideas in a text.
2. *Generating question* – Readers pose questions to themselves as they read. Asking question is the art of carrying on an inner conversation with an author, as well as an internal dialogue within one self.
3. *Creating mental images* – Comprehension involves breathing life experience into the abstract language of written texts. Reader use visual, auditory, and other sensory connections to create mental image of an author’s message.
4. *Making inferences* – Much of what is to be understood in a text must be inferred. Authors rely on reader to contribute to a text meaning by linking their background knowledge to information in a text
5. *Determining importance* – Our memories quickly overload unless we can pare down a text to its essential ideas. Readers strive to differentiate key ideas, themes, and information from detail so that they are not overwhelmed by facts.
6. *Synthesizing* – Proficient read glean the essence of a text (determine importance) and organize these ideas into coherent summaries of meaning. They make evaluation, construct generalizations, and draw conclusions from a text.
7. *Monitoring reading and applying fix-up strategy* – Readers “watch” themselves as they read and expect to make adjustments in their strategies

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to ensure that they are able to achieve a satisfactory understanding of a text.

Futhermore, Grabe & Stoller (2002) defines comprehension as processing words, forming a representation of general main ideas and integrating it into a new understanding. It suggests that comprehension is achieved when a reader successfully extracts the useful knowledge from a text and constructs it into a new understanding of their own. Furthermore Day and Park (2005) also propose several types of comprehension, as follows:

1. Literal comprehension is to have a straightforward understanding meaning of a text, such as vocabularies and facts, which is not explicated in that text.
2. Inferential comprehension is to conclude information from a text and build new information which is not explicitly stated in text.
3. Reorganization is rearranging information from various parts of a text in order to get new information.
4. Predictive comprehension is integrating reader's understanding of a text and their own knowledge about that text in order to determine what might happen next or after it is finished.
5. Evaluative comprehension is like inferential comprehension. The difference is that evaluative comprehension requires readers' comprehensive judgment about some aspects in a text and ability to redevelop an understanding by using related issues.

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6. Appreciative or personal comprehension is reading in order to gain an emotional or other value response from a text, and it demands reader to respond a text also with their feelings.

Moreover Sweet Anne (2003) stated that reading comprehension entails three elements: (1) The reader who is doing the comprehending (2) The text that is to be comprehended (3) The activity in which comprehension is a part. Asih Windar (2008) moreover a reading comprehension is very important for students because in fact the textbook for most science and technologies are written in English. This means that learners are expected to be able to understand English textbook that they are reading. Furthermore, reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. Blanton (2005: 31).

Based on Mikulecky and Jefries (1996:14), reading comprehension is the learning process to think in new ways about what you are reading. In other words, reading comprehension is the connections between the reader's knowledge and what they read. In addition, there are five aspects in processing of reading comprehension. They are; finding factual information, finding main idea, finding the meaning of vocabulary in context, identifying reference, and making reference. There are some indicators of reading comprehension which have to comprehend in reading comprehension (Wagner and Tannenbaum, 2007), they are:

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a. Main idea

The main idea of a passage or reading is the central thought or message. In contrast to the term topic, which refers to the subject under discussion, the term main idea refers to the point or thought being expressed. The difference between a topic and a main idea will become clearer to you if you imagine yourself overhearing a conversation in which your name is repeatedly mentioned. When you ask your friends what they were discussing, they said that they were talking about you. At that point, you have the topic but not the main idea. Undoubtedly, you wouldn't be satisfied until you learned what your friends were saying about this particular topic. You would probably pester them until you knew the main idea, until you knew, that is, exactly what they were saying about your personality, appearance, or behavior. The same principle applies to reading. The topic is seldom enough. You also need to discover the main idea. Reading concerns with meaning to a greater extent than it is with form. An efficient reader understands not only the ideas but also their relative significance as expressed by author, in other words, some of ideas are super ordinate while other subordinate.

b. Factual Information/ Details

Factual information is textual documents. Factual information can be found in documents in human language, from many sources, on many topics: general news, business, science/medicine, etc. There are some ways to find the factual information/ details which are Entities and Names, persons, organizations, locations, artifacts, medicines/drugs, diseases, etc. There are some cases can be contained factual information which are find all persons related to person X, find

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all companies related to company Y, find all diseases in country Z, It also has Relationships and events, how entities relate to each other, organizations employ people, how they interact and who was affected, how, when, where. Factual information requires readers to scan specific details. There are many types of question of factual information such as; question type of reason, purpose, result, comparison, means, identify, time, and amount which most of the answers can be found in the text.

c. The meaning of vocabulary in context

They may decode the words reasonably well, but not attend to the passage's meaning - reading failure is often the result. Reading failure occurs, not because students can't read the words, but because they can't comprehend the meaning of the passage, and don't have the strategies to construct meaning from unfamiliar text. By not attending to the meaning of difficult words students often fail to acquire new and difficult words, and thus fail to add to and build their vocabularies. Their vocabularies remain poor, which is compounded when they read other new and difficult material.

Comprehension Vocabulary knowledge is fundamental to reading comprehension; one can't understand text without knowing what most of the words mean. A wealth of research has documented the strength of the relationship between vocabulary and comprehension. The proportion of difficult words in a text is the single most powerful predictor of text difficulty, and a reader's general vocabulary knowledge is the single best predictor of how well that reader can understand text (Anderson &Freebody, 1981).

Increasing vocabulary knowledge is a fundamental part of the process of education, both as a means and as an end. Lack of adequate vocabulary knowledge is already an obvious and serious obstacle for many students, and the number of such students can be expected to rise as an increasing proportion of our students fall into categories considered educationally at risk. At the same time, advances in knowledge will create an ever-larger pool of concepts and words that a person must master to be literate and employable. It means that the readers could develop their ability in guessing the word which is unfamiliar with them, by relating the close meaning or unfamiliar words to the text and the topic of the text that is read. The words have the same meaning as another word.

d. identifying references

Reference is concerned with a relationship that obtains between people, objects or places indicated mostly by the nominal group or the adverbial group and their other guises expressed through personals, demonstratives or comparatives on next mention at different places across the text. Also, Thompson (2004: 180) states that reference is the set of grammatical resources that allow the speaker to indicate whether something is being repeated from somewhere earlier in the text (i.e. we have already been told about it), or whether it has not yet appeared in the text (i.e. it is now to us)". There are two general types of reference: exophora and endophora. The first kind of reference is known as exophoric (pointing outwards) whereas the second is endophoric (pointing inwards). Exophoric reference links the language to the external context, whereas endophoric reference signals how the messages fit specifically into its textual

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context: the meaning that is being repeated has already been mentioned earlier in the text. Most cohesive, endophoric, reference is anaphoric (pointing backwards). Less often reference may be cataphoric (pointing forwards): this signals that the meaning of the reference item will not be specified until further on in the text (Thompson, 2004: 181). In the exophora reference the identity of the reference item is recovered from outside the text in the environment, but in the endophoric reference it is recovered from inside the text. This is why both exophora and endophora are associated with the context of situation with the latter being verbal and included in the text under examination while the former being non-verbal and excluded from the text. Recognizing references words or phrases to which they refer will help readers understand the reading passage. English students might learn many rules for the sentences. Reference words are usually short and are frequently pronouns, such it, she, he, this, those, and so on.

e. Making Inference

Making inferences is often described as making a logical guess or reading between the lines. Making an inference is a lot like the chemical process of forming a chemical compound when two elements combine and form a new substance. Readers make inferences when they are able to take their own experiences and combine them with information they gather from what they read. The result is that they create new meaning or draw a conclusion that isn't explicitly stated in the reading (Zweirs, 2005).

Furthermore, Elizabeth S. Pang (2003: 14) states that reading is a skill that will empower everyone who learns it. They will be able to benefit from the store

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of knowledge in print materials and, ultimately, to contribute to that knowledge. Good teaching enables students to learn to read and read to learn. Comprehension is the process of deriving meaning from connects to the text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one.

In addition, there are several skills in comprehending of reading such as: main idea (topic), expressions/idioms/phrases in context, inference (implied detailed), detail (scanning for a specifically stated detail), excluding facts not written (unstated details), supporting idea(s), and identifying meaning synonym, or opposite. It can be inferred that students have to master some skills in reading such as getting the main idea, contextual expression, implied meaning, supporting details, and finding the words with similar and opposite meaning. Brown (2001:187)

Then, Longman (1988:152) point out that characteristic of comprehensiveness judges the extend that a model can be applied to various targeted process of reading, that is different readers in different reading contexts. It address the problem unsolved in many models, that is for different types of readers for different purpose of reading, and for different types of the text the process of reading in terms of strategies and skills may be applied.

Based on Ghanni in Yulias (2009), there are five skills should effort by the reader in understanding reading comprehension, namely:

1. Decoding the meaning of the words from the context. Decoding the meaning of the words in context means analyzing the words and the phrase

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in the text. So, the reader can identified the function and types of the words.

2. Understanding the forms and the meaning of non-idiomatic phrase and infinitive phrase.
3. Understanding the sentence meaning through syntactical structure this theory is the application of grammar theory.
4. Recognizing and understanding rhetorical structure. Rhetorical structure is framework of context that related to the topic and the purpose of the writer and reader.
5. Critical reading skill consist of:
 - a. Understanding the purpose of the writer.
 - b. Making inference, generalization, and conclusion.
 - c. Evaluating the writer resources.
 - d. Evaluating the written and the language expression of the writers.

However reading is one of the most important academic tasks faced by students furthermore, Burnes (1985:52) states that there are several levels of comprehension:

3. Four linguistic levels of analysis

It includes comprehension at the world level, at the sentence level, at the paragraph, at the whole text level.

4. Traditional levels of comprehension

The best known description of the traditional levels of comprehension is probably the taxonomy of reading comprehension. Literal: Literal comprehension

requires the recognition or recall of ideas, information and happenings that are explicitly stated in the material read.

Hierarchy from the least to the most sophisticated level of reading (Ignacio and Alacbay,2011).

a. Literal Level

This level is knowing what is actually stated which includes facts and details, rote learning and memorization. This level involves surface understanding only. At the literal level of comprehension, readers are at the most basic of levels. Readers are building their knowledge but they do not necessarily have command of it. When they first approach brand new information, readers are at the literal level of comprehension.

b. Interpretative Level

The reader gleans what is implied or meant, rather than what is actually stated. This level involves drawing inferences or reading between the lines. Readers tap into prior knowledge/experience and attach new learning to old information. Readers make logical leaps and educated guesses. Readers read between the lines to determine what is meant by what is stated. At this level, readers are attempting to understand what the author meant by what he/she said in the story, paragraph or textbook. It is presumed that they have already memorized certain facts at the literal level and now they are attempting to see the implications of the author's words. At this level, readers are attempting to understand that which they memorized at the literal level of comprehension.

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c. Applied Level

This involves taking what was said (literal) and then what was meant by what was said (interpretive) and then extend (apply) the concepts or ideas beyond the situation. Readers analyze or synthesize information and apply it to other information.

Westwood (2008:33), he mentioned that there are eight factors that may influence the comprehension, such as: (1) Limited vocabulary knowledge, (2) Lack of fluency, (3) Lack of familiarity with the subject matter, (4) Difficulty level of the text, (5) Inadequate use of effective reading strategies, (6) Weak verbal reasoning, (7) Problems with processing information, and (8) Problems in recalling information after reading.

Tankersley states that reading comprehension is influenced by four main factors: (1) Command on the linguistic structure of the text, (2) Adequate vocabulary in content area, (3) Degree of metacognitive control of the text and (4) Adequate domain knowledge. (2005:108-109)

Grellet (2006:4), states there are four main ways how to comprehend reading. They are as follows:

a. Skimming

Skimming consists of quickly meaning one's eyes across a whole essay, article, etc. for exam to get the gist. Skimming gives reading advantage of being able to preview the purpose of the passage, the main topic or message and possibly someone development or supporting idea.

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b. Scanning

The second in the “most valuable” category is scanning or quickly thing for some particular piece or pieces of information in a text.

c. Extensive Reading

Extensive reading is reading longer texts, usually for one’s own pleasure, mainly involves global understanding.

d. Intensive Reading

Intensive reading is reading shorter text to extract specific information. This is more an accuracy activity involving reading for detail.

In doing so, the readers can choose one of them which is depend on how deep their comprehension that they need. Skimming, scanning, extensive reading and intensive reading can be used to read a text to get information.

Buehl (2009:5) explains seven characteristics of thinking (comprehension process) that should students do in engaging understanding:

1. Making connection to prior knowledge – Reading comprehension results when the readers can match what they already know (their scheme) with new information and ideas in a text.
2. Generating question – Readers pose questions to them as they read. Asking question is the art of carrying on an inner conversation with an author, as well as an internal dialogue within one self.
3. Creating mental images – Comprehension involves breathing life experience into the abstract language of written texts. Reader use

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visual, auditory, and other sensory connections to create mental image of an author's message.

4. Making inferences – Much of what is to be understood in a text must be inferred. Authors rely on reader to contribute to a text meaning by linking their background knowledge to information in a text
5. Determining importance – Our memories quickly overload unless we can pare down a text to its essential ideas. Readers strive to differentiate key ideas, themes, and information from detail so that they are not overwhelmed by facts.
6. Synthesizing – Proficient read glean the essence of a text (determine importance) and organize these ideas into coherent summaries of meaning. They make evaluation, construct generalizations, and draw conclusions from a text.
7. Monitoring reading and applying fix-up strategy – Readers “watch” themselves as they read and expect to make adjustments in their strategies to ensure that they are able to achieve a satisfactory understanding of a text.

In addition, to encourage students' comprehension in reading text, teacher needs to give some relevant questions related to the text and make students to be more understand about the context.

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2.3 Descriptive Text

Kane (2000: 352) states that descriptive text is about sensory experience, how something looks, sounds, tastes. Mainly it is about visual experience, but description also deals with other kinds of perception. Social function of this text is to describe person/people, place, thing, event and etcetera. In other words, descriptive text is to illustrate someone, something, and place. Moreover, it also describes someone or something that involves form, characteristic, quantity, and etc. Based on the explanation above, it can be concluded that there are some indicators of descriptive text which consist of: 1) the social function of the text (to describe a particular person, place or thing), 2) the generic structure of the text (identification: to identify phenomenon to be described, and description: describes parts, qualities. Characteristics), 3) the significant lexico-grammatical features or language features of the text. The characteristics of a descriptive text can be seen from its generic structures and linguistic features. A. Focus on specific participants. B. The use of attributive. C. The use of thinking verbs. D. Use of simple present tense.

There are three kinds of descriptive text:

1. Describing people

Based on Gibbons (1993:24) describing people is one of language functions which is related to learning and developing of cognition, they occur in all areas of curriculum, without it child's potential in academic areas can not be related. It means that describing people is an important language activity that must be done in the class.

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2. Description of place

The description of anything in writing should be clear. Therefore, in describing a room, for example, syafi'i (2007:18) says that there are some consideration that should be taken:

- a. The location of the object in the room should be clear
- b. The details should be arranged logically and sematically so that it is easy for the reader to visualize the description in his mind.
- c. Most important is that there should be a controlling idea, because a strong controlling idea give the text a focus.

3. Description of thing or object

According to M. Syafi'i (2007:17-18), when you describe the way something looks its physical description, you have to describe it according to space and we should arrange your sentence and details cording to the objects being described. Describing thing/object is one way of communicating information. Description begin from the general to the specific, from qualitative description to quantitative to be able to describe thing/object properly a good observation would have to be translated to communicable language communicating as a raccess skill can be done in different ways.

Based on indicators or elements of reading comprehension and elements or indicators descriptive texts that have been explained above, the reseacrher combines those theory become the indicators of reading comprehension of descriptive texts which is consist of; identification of the text, description of the text, meaning of vocabulary in context, inference, reference.

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There are some opinions come from the experts about descriptive texts. Garrot and Wignell (1994:208) said that descriptive text is the text describes a particular person, place, or thing; the person is the text usually describes shap of body, attitude, habit, age, activity and fanily. The place is the text usually describes about location, size, and content. The thing is the text usually describes shape, location, destiny, content, size weight, height, width, and so on. They add the opinion above by stating “generic structures of a descriptive text are identification and description”. Similarly, Cavanagh (1998:15) states descriptive text means the text type to describe something, domeone. Or place. It can describe that descriptive text can occur as standalone text. They are ofetn part of a longer text, such as the description of character or setting in a story or biography. The generic structure of descriptive text otganised to include an introduction which introduces the subject of the description, characteristic features which are the charateristics (e.g physical appearance, qualities, habitual behaviour, significant attributes). There may also some optional evaluation interpreted though the text and an optional concluding comment. Language feature of descriptive text; use of nouns, use adjective, factual, numbering, classifying, use of action vers, use types of figurative language, particularly in literary description.

2.4 Teaching Reading

Teaching is a very complex enterprise, involving a series of decision-making activities that occur across range of ideas, issues, and events (Loughran in Musthafa, 2014:139). Teaching is a theoretical act and theories whether explicitly or implicitly held have powerful effects on what teachers do, how they do it, and

how they determine if they are successful (Beach in Musthafa, 2014: 139). As teaching comprises various demands, many of them are conflicting one another, teaching requires continual decision making: making judgments about what is considered to be appropriate actions in a given situation at a given time. At this juncture, when teachers are faced with choices, teachers' personal professional judgments become paramount in responding to problems at hand (Musthafa, 2014: 139).

Referring on the explanations, teaching is the complex activities which has effects in teacher's decision in creating the materials and the way that teacher uses to make the teaching learning process condition. The teacher is needed to respond the problems and solve the problems that could be faced in the class. It means in teaching, teacher is not only presenting or explaining the materials but needs to be creative in solving any problems that can be faced in the class.

According to Nunan (2003: 68), teaching reading has at least two aspects. Firstly, it can refer to teaching learners who are learning to read for the very first time. Secondly, the aspect of teaching reading refers to teaching learners who already have reading skill in their first language. It means that the readers are demanded to read a lot so that they can have a good skill because in reading, it has two important aspects which should have the readers. It shows that it can conclude that the readers must understand two important aspects to teach, in order the students have a good skill in reading.

Moreover, Richards (2002: 273) says that reading receives a special focus on teaching. There are three reasons for this: Firstly, many foreign language

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students often have reading as one of their most important goals. Secondly, written text serves various pedagogical purposes. Thirdly, reading is a skill which is highly value by students and teachers alike. It means that the reading is a skill that has good assessment for the students and teachers.

Brown (2000:113) states that strategy is a specific method of approaching a problem or task, modes of operation for achieving a particular ends, and planed designs or controlling and manipulating certain information. It means, every teacher should gain which strategy will eligible to be applied in the classroom. Garner in Heisat (2009:311) explains that reading strategy is an action or series of actions employed in order to construct meaning. Furthermore strategy is one of the factors that may contribute to the development of reading comprehension beside the listening comprehension, fluency and decoding (Kirby: 2013:8).

Reading receives a special focus on teaching. There are three reasons for this: Firstly, many foreign language students often have reading as one of their most important goals. Secondly, written text serves various pedagogical purposes. Thirdly, reading is a skill which is highly value by students and teachers alike. Richards (2002: 273). It means that the reading is a skill that has good assessment for the students and teachers.

Reading comprehension needs the strategies to gain the level of reading comprehension itself. Brown (2000:113) states that strategy is a specific method of approaching a problem or task, modes of operation for achieving a particular ends, and planed designs or controlling and manipulating certain information. Garner in Heisat (2009:311) explains that reading strategy is an action or series of

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actions employed in order to construct meaning. Furthermore strategy is one of the factors that may contribute to the development of reading comprehension beside the listening comprehension, fluency and decoding (Kirby:2013:8).

Based on explanation above, the reader needs to use strategies on order to cause them to construct the meaning from the text. If the readers know about lot of reading strategies, it will be easy for them to comprehend the reading material and become the effective reader.

(Viriya&Sapsarin, 2014: 778) Asfor learning strategies, various learners' factors have been identified as factors related to language learning strategies, including language being learned, level of language l, proficiency, degree of meta-cognitive awareness, gender, affective variables such as attitudes, motivation, and language learning goals, specific personality traits, overall personality type, learning style, career orientation or field of specialization, national origin, aptitude, language teaching methods, task requirements, and type of strategy training.

Pearson and Duke, 2002 stated, several studies about teaching reading strategies have been conducted. Reading comprehension involves more than decoding written words, rather than it is a complex process of interpreting text meaning. Researchers indicated that new reading strategies were necessary to prepare proficient readers and to provide them with opportunities of success in their reading lessons and other school subject areas. (Davis & Winek, 1989) & (Weisberg, 1988).

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2.5. KWL-Plus (Know-Want to know-Learn-Plus) Strategy

2.5.1 The Definition

Carr & Ogle (1987) revised the strategy into the KWL-Plus scheme, short for Know, Want, and Learn plus Mapping and Summarizing. These researchers supplemented the traditional K-W-L strategy with mapping and summarization strategies for use in content area texts. And they define KWL-Plus is an extension of the strategy that helps students organize and summarize important information from the text. These additions to the K-W-L strategy were helpful for remedial and non remedial high school students, guiding them in advanced reading (Strangman & Hall, 2009).

KWL-Plus is a reading and thinking strategy which focuses on the student as a learner. It is a highly effective strategy that supports nonfiction inquiry and clarifies thinking. After doing several KWL-Plus activities, learners are encouraged to use it as an independent learning strategy to activate their prior knowledge and also extend their KWL scheme to confirm the accuracy of their prior knowledge and of what they learn. This helps them set a definite purpose for reading and record what they have learned (Conner, 2006).

2.5.2 The Procedure

The strategy is designed to be used by a teacher and group of students working together. The following are the procedures of teaching using KWL-Plus (ogle, 1992):

1. Introduce and explain the strategy to each of the student groups, or even to the group as a whole.

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2. Distribute copies of activity sheet to students, or create a class KWL organizer using chart paper and indicating the three parts by putting a **K** in the first column, a **W** in the second column, and an **L** in the third column. Choose a topic and guide the students in a brainstorming activity to generate ideas regarding what they already know about this.
3. Questioning is an important part of being able to do in depth research on a given topic. Guide students in generating questions they would like answered about the given topic. This becomes the information for the **W** column and students will write these questions in the **W** column. Students should be given text about the topic. They can read the text independently or in small groups. Text should be in manageable segments until the student becomes familiar with the technique. Reading text in segments allows students to become aware of what they are learning as well as what they have not comprehended.
4. As students read the text and encounter new information, they can add questions to the **W** column. Thus, as students proceed through the material, they constantly think about what they read, monitor their learning, and perhaps generate additional questions to guide their reading. As they research with an eye toward answering the questions they have posed, the student should note new information in the **L** column, which identifies what he/she has learned. Students will record the answers to their questions as well as other information they have learned. In many cases, they also find out that what they thought they knew was inaccurate.

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5. Guide students through the process of categorizing information in the **K** column. This allows them to anticipate areas of information they may find in their research. Have students ask themselves what each statement describes. Model the categorization process by thinking aloud while identifying categories and combining and classifying information.
6. The next step could be for students to create a map/web with the information. Through listing and categorizing, the most difficult tasks of constructing a map are already completed. Instruct students to use the article title as the center (big idea) of their map. Categories developed with the KWL-Plus organizer become the map's major concepts, with explanatory details subsumed under each. Lines show the relationship of the main topic to the categories.
7. Guide students in writing a summary of their data. The most difficult part of summarizing has already been completed. Instruct students to use the map as an outline for their summary. The map's center becomes the title of the summary. Students number the categories on the map in the sequence they prefer. Each category forms the topic for a new paragraph. Finally, supporting details in each category are used to expand the paragraph or explain the main idea.

According to Wilhem, Baker and Dube : 2001 in their book 'strategy reading', steps in teaching reading by using KWL-Plus can be seen below:

1. Teacher asks the students to make three columns on a sheet of paper.

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2. Teacher asks the students to rewrite down the conceptual topic of reading or unit at the top of the sheet.
3. The teacher asks the students to contribute what they know (or think they know) about the topic. These contributions will be recorded in the first column 'K' (what we know or think we know)
4. As the class shares this information, encourage students questions. These questions are recorded in the second column 'W' (what we want to know).
5. The teacher asks the students to categories what they know and want to know. You might encourage students to priorities their 'W' column. This then becomes a list of 'categories of information we want to find out about and expect to be able to use'.
6. Let students read a selection about the topic, or conduct their independent research. As they read, encourage them to look for information that helps answer their question or expands their understanding of knowledge categories and general topic.
7. After reading, have the students place the new information. They have discovered under the third column 'L' (what we learned). Students can then code the new information according to the cited knowledge categories. New knowledge categories may then emerge.
8. When KWL grid is complete, ask the students to create a concept map that organizes the information and then write a summary.

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The KWL-Plus strategy initially was introduced with three letters that represent the strategy main components. The first letter, "K" stands for "What I KNOW", "W" stands for "What I NEED to Learn", and finally the letter "L" stands for what I LEARNED. The "K", the first component, is an excellent way to activate the prior knowledge of readers. It raises student's awareness of the target text. Thus, students begin to make connections between their prior knowledge and newly acquired information. (Ogle, 1987). Ogle, finally, added the fourth component with the word "Plus" to include the writing skill by mapping the information and summarizing the text. Writing a review of the mapped information represented in the "Plus" component involves the students in writing a summary in their own language of the text. The "PLUS" engages readers in constructing meaning from text and helps them to become independent readers.

As an alternative, students can write the information they've learned on individual cards rather than on the chart. They can then categorize the cards and place them on a map in appropriate categories. Students can easily sequence cards in the appropriate order to write a summary. After students have become proficient at completing the entire KWL Plus strategy, they can use a short cut and omit the mapping step by using the following procedure:

1. categorize and color code information in the "L" column;
2. use numbers to order the information in each category into a logical sequence for writing
3. write the summary, including a paragraph for each category.

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Although this modification may save time, it can be confusing for students if there is a lot of information in the “L” column. Additionally, it is important for students to see the visual regrouping of information so that the logic and the procedures for structuring information become clear to them.

Evaluate student responses on the KWL chart to determine if the strategy helped students activate background knowledge and set a purpose for reading. Examine the map to see if the strategy helped students organize information. Finally, assess students’ summaries to determine whether the KWL-Plus strategy helped them to accurately record the most important pieces of information about the topic. Ogle (1987) presented that the KWL-Plus strategy is one of the meta-cognitive strategies intended to provide students with better opportunities of comprehending reading texts.

1. Recall what is **known** (K);
2. Determine what students **want** to learn (W);
3. Identify what have **learned** (L); and
4. Map text and summarize information (Plus).

When mapping, learners categorize what they learned. Placing the title at the centre of the map, they form categories as major branches, and add explanatory concepts. When summarizing, learners number the concepts on the map and choose to make them a written summary. The summary becomes a useful summative evaluation learners can use to evaluate their Comprehension (Fengjuan, 2010, 79).

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2.5.3 The Advantages

KWL-Plus strategy could develop students' analytical thinking ability and supported students with deep understanding of the lessons. However, researchers noticed that, KWL-Plus strategy helped students to achieve analytical thinking ability; students could understand how to make the concept of mapping and to make summary with reflection writing. Besides reading comprehension the students also can improve other ability like write the reflections of lesson. Consequently, teachers who were responsible for Social Study, Religion, and Culture should promote the learning approaches which allow students to develop their thinking skills for the benefit of their life in the authentic context.

2.6. KWL (Know-Want to know-Learn) Strategy

2.6.1 The Definition

Stahl (2008: 364) states that KWL is a process during which the teacher generates a discussion about a text topic and uses a chart or worksheet to record students' statements about what they know (K), want to learn (W), and, after reading, what they learned (L). Azhar (2001: 58) defines KWL strategy as one of the strategies that are used in teaching reading. In the KWL strategy, the students are asked to list what they know about the subject and the questions they may have about the subject before reading the text selection. Then, after reading the selection, the students are asked to write what they have learned about the subject. This strategy prompts the students to identify previous knowledge, to consider what they want or need to know and list the useful information learned from the selection during reading.

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KWL strategy is a process during which the teacher generates a discussion about a text topic and uses a chart or worksheet to record students' statements about what they know (K), want to learn (W), and, after reading, what they learned (L). (Stahl, 2008: 364). KWL is an instructional reading comprehension strategy that can be used to assist teachers in activating students' prior or background knowledge of a subject or topic.

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.

2.6.2 The Procedure

According to Ogle (1986:565-566), the process of KWL in reading can be explained as follow:

1. K (What I Know)

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

2. W (What I Want To Learn)

Explain that want is best defined as what they need to know or learn. Ask alternate questions in order to prompt student responses. Questions may include:

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what the student want to learn about the topic. Refer back to the K section of the chart. The teacher asks students what the students want learn about the topic.

3. L (What I Learned)

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

Conner (2006: 2-4) believes that KWL strategy involves the following steps:

1. Selecting text or topic to be taught.
2. Putting the KWL chart on the board or on a transparency. Every single student should have this chart to record information.
3. The teacher asks students about the words, terms, and information related to the subject as a kind of brainstorming. These information and knowledge should be recorded in the column What I Know (K). After students finish, the teacher discusses what students wrote in column (K) with them.
4. The teacher asks the students about what they want to know about the subject and record these questions in column (W), What I want to Know. The teacher asks students to encourage them to generate and record ideas in column (W) such as what you want to learn about this topic?
5. After the students read the text, they write down what they have learned in the column What I Learned (L). Students should look for answers to

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questions that they wrote in the column (W) either while reading or after it. The teacher also encourages his students to write in the column (L) anything they found important to distinguish between their answers to the questions and important ideas.

6. Discussing the information recorded by the students in column (L).
7. Encouraging students to look for answers to the questions they wrote down in the column (W) which the text didn't provide answers for

2.6.3 The Purposes

The 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.

Moreover, Davis and Byu, (2008: 54) maintain that KWL strategy allows students to share what they learn with others, learn that there are many sources where information can be found, and to summarize their findings. Also, Vacca and Vacca (2005) believe that the KWL strategy is useful in developing students' reading comprehension skills.

Conner (2006: 1) identifies the purposes of using KWL strategy, which shows as follows:

1. Elicits students' prior knowledge of the topic of the text.
2. Sets a purpose for reading.
3. Helps students to monitor their comprehension.

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4. Allows students to assess their comprehension of the text.

Provides an opportunity for students to expand ideas beyond the text

2.6.4. The Advantages

This strategy is designed to help students become more involved in reading descriptive material. As a group, students write out and/or discuss what they know, what questions they want answered, and what they have learned from reading the text procedures as follows:

1. Engage students in a discussion of what they as a group already know about the concept being introduced.
2. List what students know in the K column of the chart.
3. Note disagreements and questions in the W column as questions they want to have answered. If necessary, ask students what they want to learn and record responses (as questions) in the W column.
4. Direct students to read text and put down information they learn as well as new questions that rise.
5. Engage students in a discussion of what they have learned from reading. Summarize the discussion in the L column of the chart.

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What We Know (K)	What We Want to Find Out (W)	What We Learn (L)
Students list everything they think they know about the topic of study.	Students tell what they want to know about the topic.	After students have finished reading or studying a topic, they list what they have learned. They can also check the W column to see which questions were answered and which were left unanswered.

According to Burke (2005:16) 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.

1. It helps students to remember, recall and activate their prior knowledge.
2. It connects their previous knowledge with the subsequent knowledge through the strategy chart.
3. It attracts learners and helps them to identify the purpose of studying a given topic.
4. It organizes the thinking process among students through asking questions and answering them.

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5. It affords opportunities for innovation through recalling prior knowledge and formulating it in a new form.
6. It assesses the students' understanding of the subject by discussing learned knowledge and comparing it with the previous learning.
7. It can be used in most disciplines and all levels of study

2.7 Teaching Scheme

Lesson plan was really important in teaching learning process. The writer needed to consider and prepare the steps of teaching process in the form of lesson plan. Before coming to the class, teacher prepared the appropriate teaching material that would be given to the students. At the teaching time, the teacher taught the material prepared by using KWL-Plus strategy to the experimental Group 1 and KWL strategy to the experimental group 2. Finally, teacher gave the students test of reading comprehension, and the procedures can be forwarded as follows:

The first of pre-teaching was greeting and praying then the teacher checked students' attendance list. The next was the teacher had a small discussion about the topic which would be learnt by the students. Furthermore the teacher explained the steps of the strategies. and the last was the teacher explained the purpose of material and activity that would be done by students about solving a problem. The second was whilst teaching that the students met the problem, the teachers introduce the problem. The students explore the unknown and known, the teacher provided the source. The students generated the possible solution, the teacher observes. The teacher considered consequences and most viable solution,

the teacher followed and assessed the progress. The teacher previewed the material or asks the students to read material that includes the words that were going to be discussed. The teacher explained about both the strategies. Then, the teacher showed the students both of the strategies' charts. The next was the teacher explained the students how to fill the charts. The teacher asked the students to making group, which was each group, consist of 5 students. The last was the teacher asked the students to fill the charts based on their experiences. The third was post-teaching; The students gave their performance about what they have learned. The teacher with students gave conclusion about the lesson. The teacher gave students a task or homework. And for KWL-Plus strategy at the end of the lesson the student have to make the map and the summarize of what they have learnt.

2.8 Related Studies

The first is a researcher conducted by Riswanto, Risnawati, Detti Lismayanti (2014), carried out that this research entitled, "The Effect of Using KWL (Know, Want, Learned) Strategy on EFL Students' Reading Comprehension Achievement". There is a fact that most of the Secondary School students are still low in comprehending reading texts. Therefore, the main objective of this study was to see whether the use of KWL (Know, Want, Learned) strategy was effective in improving the students' reading comprehension achievement in learning English as a Foreign Language. Non-equivalent groups pretest-posttest design was used in this study. The population was the eighth grade students of SMPN 4 Palembang in academic year of 2011/2012 with a total

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number of 254 students. Out of this population, 40 students were taken as sample. There were two groups, each of which consisted of 20 students. The data were collected by using multiple choice reading comprehension test. The data obtained were analyzed by using t-test formula. The finding showed that KWL strategy was effective in improving the students' reading comprehension achievement. The effectiveness was indicated by the result of the Stepwise Regression formula that the contribution of KWL strategy on students' reading comprehension achievement was 70.5%.

The second related study is the researcher conducted by Mohammad Hussein Hamdan carried out that this research entitled, "KWL-Plus Effectiveness on Improving Reading Comprehension of Tenth Graders of Jordanian Male Students." The main purpose of the study is to examine the effectiveness of the KWL-Plus strategy on the performance of the Jordanian Tenth Grade male students in reading comprehension. To achieve this aim, the sample of the study was selected from a private school and a public school. They participants were divided into an experiment group and a control group. All the public school students represented the experimental group. Whereas, the private school students represented the control group. The experimental group was taught reading with the KWL-Plus strategy, while the control group was taught with the conventional reading strategies. To collect the data, pre and post reading comprehension tests were administered. The pre-test was conducted prior to the application of the strategy, and the post-test was given to the students in the two groups after the application of the strategy. Data were analyzed by using mean scores, standard

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deviation, t-test and covariance. The findings indicated that the experimental group of the public school scored higher on the reading comprehension post-tests than their peers did in the control group. The researcher concluded that the strategy was effective in improving the reading comprehension performance and recommended that the strategy should be integrated into the English curriculum of the Jordanian schools.

The third is conducted by Vijaya Kumari S.N and Jinto M carried out a research entitle” Effectiveness of KWL Metacognitive Strategy on Achievement in Social Science and Metacognitive Ability in Relation to Cognitive Styles”. At St. Ann’s College of Education, Mangalore, Karnataka, India. Highlighting the importance of knowledge of learners’ Cognitive Styles in planning educational programme, the paper presents the findings of an experimental research undertaken to study the effect of KWL Metacognitive Strategy on Achievement in Social Science and Metacognitive Ability of Secondary Standard Students. Pre-test Post-test single group design has been followed in the study. The experimental treatment was teaching Social Science through KWL Metacognitive Instructional Material in Social Science developed by the authors. Metacognitive Ability and Achievement in Social Science were measured by administering ‘Metacognitive Inventory’ and Achievement Test in Social Science respectively. Data were analysed applying ‘t’ test and ANOVA. Findings of the study revealed that KWL Metacognitive Strategy is significantly effective in enhancing the Academic Achievement and Metacognitive ability of Secondary School students. Study also revealed that KWL Metacognitive Strategy is equally effective on

Achievement in Social Science and Metacognitive Ability of the students with Systematic, Integrated, Intuitive and Undifferentiated Cognitive Styles. Based on the findings of the study recommendations are made to introduce Metacognitive Strategy in Secondary School as a regular feature of Pedagogy.

The fourth research was conducted by Mona Roozkhoon¹, Mohammad Sadeh Bagheri² & Mortaza Yamini³ that entitled, "Evaluating KWL Charts Strategy in relation to Iranian EFL Learners' Comprehension of Culturally Unfamiliar Texts." This study was designed to examine the effects of using KWL charts strategy on EFL learners' comprehension of culturally unfamiliar texts. For this purpose, forty two intermediate EFL learners were participated in the present study; all participants were female and native speakers of Persian in Bahar Languge School in Shiraz. The participants were divided into two groups: Group 1 as the experimental group and Group 2 as the control group. Group 1 learned reading sections through using KWL charts and group 2 learned reading in a traditional way (e.g., through questioning and summarizing, etc.). The participants were given a pretest in order to check their reading comprehension before the treatments. After the pretest, group one learned reading sections in their instructional book (Summit 1 A) through employing KWL charts as a prereading strategy. Moreover, group two did not receive any treatment. Then, the posttest was given to the participants to see whether the application of KWL charts had any effect(s) on EFL learners' comprehension. The result of study showed that there was no significant improvement on EFL learners' performances on reading quizzes while using KWL charts and KWL charts did not have any positive effect

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on Iranian EFL learners' comprehension. The findings of this study can be useful for English teachers, researchers, and learners. The results of this study refer to the importance of reading strategies and their impacts on students' performances in reading classes. Reading strategies can be considered as a means of helping instruction, enhancing students' reading skill, and facilitating collaboration and interaction within class through making beneficial class discussion and sharing new information. Nowadays, reading skill is instructed through outdated tactics in Iran. So, the results of this study offer new and novel tactics for improving teaching method in educational settings such as schools and institutes.

The fifth is a research conducted by R. John Pieter Simarmata carried out a research entitled, "Reading Comprehension Skills With Semantic Mapping And K.W.L. Strategies". There are so many activities that can be done to make the students understand about the text that the students read. One of the activities is using semantic mapping. Semantic mapping: mind mapping, idea mapping, word webbing, etc. is a term which describes a variety of strategies designed to show how key word or concept are related to one another through graphic representations. Mapping is also an effective technique for teaching reading skill and textual patterns of organization. This study investigated the effectiveness of semantic mapping and K.W.L. strategy, on reading comprehension in English. Description of the K-W-L technique; K=what you know; W= what you want to know; L= what you have learned. It is specified for reading comprehension passages because reading skill is not easy matter for students. So, English learners

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are instructed on how to apply semantic mapping strategy as well as K.W.L. strategy to their reading process in pursuit of gaining reading comprehension skill.

The sixth is conducted by Abdullah Hasan M. Abdulrab carried out that this research entitled, "Effectiveness Of KWL-Plus Strategy On Acquisition The Concepts In Science And Attitude Towards Science For Eighth Grade Students".

Problem statement: The purpose of this study is to determine the effectiveness of KWL-Plus strategy on acquisition the concepts in science and attitude towards science for eighth grade students. **Approach:** The experimental design is carried out on two classes in girls' school, Ibb city, Yemen. One class (n = 42) was assigned as an experimental group and the other (n = 39) was assigned as a control group. The two groups are pre-tested prior the implementation. At the end of the study, post- test is given. Teaching and learning process is carried out for five weeks. Data are analyzed using the t-test to determine performance by comparing the scores mean of the post test for treatment and control groups. **Results:** The results of this study showed that KWL-Plus strategy improves students' acquisition the concepts in science and their attitude towards science.

Implication: The researcher concluded that KWL-Plus is an effective approach, which science teachers need to incorporate in their teaching.

The seventh is conducted by Tran Thi Thanh Dieu that entitled, "Trying K-W-L Strategy on Teaching Reading Comprehension to Passive Students in Vietnam. "KWL strategy helps teachers activate learners prior knowledge called schema, concerning a topic or subject and it promotes research, active reading and inquisition since Schema theory can be a very useful theory which helps us

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understand how our brain processes information. Therefore, no one can deny that K-W-L strategy can promote active learning. Active learning has become an important factor of education success and it involves other activities that learners do together in class apart from simply listening to lectures. Studies show students comprehend the topics better and also retain them for long if they can actively react to course material or lecture. That means K-W-L fosters active learning through enabling instructors to better assess their student learning levels during the course. In addition, KWL strategy also encourages academic success since learners learn actively using the K-W-L. It is likely that they will become even more connected to class and the topics or subject matter. They will therefore interact with class members and teacher, increasing their chances for academic success. Furthermore, this also enhances their probability of staying in school and graduating. The great relationship between faculty and students as an essential part of K-W-L fosters student retention in school. Last but not least, K-W-L strategy enhances learning as the prior knowledge has usually has a huge effect on learner performance. In other words, there is also a well-recognized relationship between learning comprehension and prior knowledge. Regardless of the ability of a student to read, high prior understanding of a certain subject area normally means better scores. Moreover, high prior understanding is also associated with enhanced learner interest in specific topics. In short, the use of K-W-L charts is particularly beneficial like a pre-reading strategy and it also serves like a test of what learners have studied during a certain study unit. K denotes what the learners know while W signifies what they desire learning, with the L standing for the knowledge

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gained by the learners as they research or read. To sum up, following the proverb: "Seeing is believing", this research tried to prove the effect of the treatment. It also suggested a way to control a reading class, to create an interesting and exciting atmosphere. Hopefully, this research will be one way of motivating teachers to overcome the difficulties when teaching reading, and provide students opportunity to practice and improve their reading skill. Moreover, the treatment will be one of the ways to improve students' all basic skills in learning a language (reading, speaking, listening and writing); not only in English but also in all the languages they have opportunity to study, including their mother tongue to be successful in communication, especially in the process of globalization.

The eighth is conducted by Wachira Kotano and Ninmanee Pitak that entitled "The Learning Activities to Develop the Analytical Thinking Ability and Learning Achievement by KWL-Plus in Social Studies Subject for Mathayomsuka 1, Rongkam School, Kalasin Province" The purposes of the present study were to 1) learning activities of grade VII, Rongkham school by using KWL- Plus, 2) develop analytical thinking ability of grade VII, Rongkham school by using KWL- Plus resources so that 80% of them made a analytical thinking score of 80% or better and 3) develop the students' learning achievement of grade VH , Rongkham school by using KWL- Plus resources so that 80% of them made a learning achievement score of 80% or better. The target group consisted of 44 grade VII students in Rongkham school, kalasin province during the second semester of the 2011 academic year.

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The ninth The study followed action research procedures for which 3 categories of research tools were used, 1) action tool which consisted of 10 lesson plans and took 15 teaching periods to complete, 2) reflection tool which consisted of a behavior observation form, a student interview form, and end—of-spiral quizzes, and 3) evaluation tool which actually was a analytical thinking ability and actually was a learning achievement test. The collected data were analyzed by means of finding arithmetic mean and percentage. The findings: The learning activities by using KWL- Plus in social studies subject that developed consisted with 4 processes are Know, What to know, Learned and Plus amount 3 learning spirals. Results of each spiral were then used for adjusting the successive spirals to make learning activities more effective so as to enhance the students' learning achievement and analytical thinking ability. There are 39 students that was 88.64 % which better than the prescribed criterion was 80%. And there can analytical thinking were in level 3 that mean they could evaluate and conclude the events. Results of the students' learning achievement showed that 83.86% of the full marks so mean passed the prescribed criterion were 80%. The quantity of students who passed the prescribed criterion was 37 students or 84.09% which better than the prescribed criterion was 80%.

The last, Abdel Rahman Mohammad Ateya Abdal Rahim The Effectiveness Of KWL Strategy On Palestinian Eleventh Graders' Reading Comprehension, Vocabulary And Its Retention And Students' Attitudes Towards English. The Results Of Each Hypothesis Were Statistically Analyzed Using Different Statistical Techniques. The Results Were As Follows: 1. The Results Of



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The First Hypothesis Proved That There Were Statistically Significant Differences At (0.05) Between The Mean Scores Of The Experimental Group Subjects And That Of The Control Group Subjects In The Post Reading Comprehension Test In Favor Of The Experimental Group. 2. The Results Of The Second Hypothesis Proved That There Were Statistically Significant Differences At (0.05) Between The Mean Scores Of The Experimental Group Subjects And That Of The Control Group Subjects In The Post Vocabulary Test In Favor Of The Experimental Group. 3. The Results Of The Third Hypothesis Proved That There Were No Statistically Significant Differences At (0.05) Between The Mean Scores Of The Experimental Group Subjects In The Post Vocabulary Test And That Of The Delayed Vocabulary Retention Test. 4. The Results Of The Fourth Hypothesis Proved That There Were Statistically Significant Differences At (0.05) Between The Mean Scores Of The Experimental Group And That Of The Control Group In The Post Application Of The Attitude Scale Towards English In Favor Of The Experimental Group. 5. The Results Of The Fifth Hypothesis Proved That There Were Statistically Significant Differences At (0.05) Between The Mean Scores Of The Experimental Group Subjects And That Of The Control Group In The Delayed Vocabulary Retention Test. 6. The Results Of The Sixth Hypothesis Proved That There Were Statistically Significant Differences At (0.05) Between The Mean Scores Of The Experimental Group Subjects In The Pretest And That Of The Post Reading Comprehension Test In Favor Of The Post Test. 7. The Results Of The Seventh Hypothesis Proved That There Were Statistically Significant Differences At (0.05) Between The Mean

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Scores Of The Experimental Group Subjects In The Pretest And That Of The Post Vocabulary Test In Favor Of The Post Test. 8. The Results Of The Eighth Hypothesis Proved That There Were Statistically Significant Differences Between The Mean Scores Of The Experimental Group Subjects In The Pre Application And That Of The Post Application Of The Attitude Scale Towards English In Favor Of The Post Application. 9. The Researcher Also Used The Effect Size Techniques To Measure The Effectiveness Of KWL Strategy On Students' Achievement In Reading Comprehension Skills, Vocabulary And Its Retention And Their Attitudes Towards English Language. The Statistical Results Indicated That The KWL Strategy Had A Clear Effect. 10. According To The Statistical Results, It Was Concluded That There Was A Positive Effect Of Using KWL Strategy On The Eleventh Graders' Achievement In Reading Comprehension Skills, Vocabulary And Its Retention And Students' Attitudes Towards English Language.

Based On The Findings Of This Study, The Following Results Were Observed:

1. There Are Statistically Significant Differences At ($\alpha = 0.05$) Between The Mean Scores Of The Experimental Group Subjects And That Of The Control Group Subjects In The Post Reading Comprehension Test In Favor Of The Experimental Group.
2. There Are Statistically Significant Differences At ($\alpha = 0.05$) Between The Mean Scores Of The Experimental Group Subjects And That Of The Control Group Subjects In The Post Vocabulary Test In Favor Of The Experimental Group.
3. There Are No Statistically Significant Differences At ($\alpha = 0.05$) Between The Mean Scores Of The Experimental Group Subjects And That Of The Control Group Subjects In The Pre Reading Comprehension Test In Favor Of The Experimental Group.

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0.05) Between The Mean Scores Of The Experimental Group Subjects In The Post Vocabulary Test And That Of The Delayed Vocabulary Retention Test. 4. There Are Statistically Significant Differences At (0.05) Between The Mean Scores Of The Experimental Group And That Of The Control Group In The Post Application Of The Attitude Scale Towards English In Favor Of The Experimental Group. 5. There Are Statistically Significant Differences At (0.05) Between The Mean Scores Of The Experimental Group Subjects And That Of The Control Group In The Delayed Vocabulary Retention Test. 6. There Are Statistically Significant Differences At (0.05) Between The Mean Scores Of The Experimental Group Subjects In The Pretest And That Of The Post Reading Comprehension Test In Favor Of The Post Test. 7. There Are Statistically Significant Differences At (0.05) Between The Mean Scores Of The Experimental Group Subjects In The Pretest And That Of The Post Vocabulary Test In Favor Of The Post Test.

Based on the the similarity of study is used KWL-Plus Strategy(X1) and KWL (X2) and some variabels are the same as this reasearch that the dependent variable is reading comprehension (Y). However the difference of this study is the first, third, fourth, fifth and eighth and tenth journals are experimental designs and the second journal is as action research as the research design and the seventh journal is survey research. whereas this research is used comparative design. The sample and population as general also different with this research and most of the journal above have different variable.

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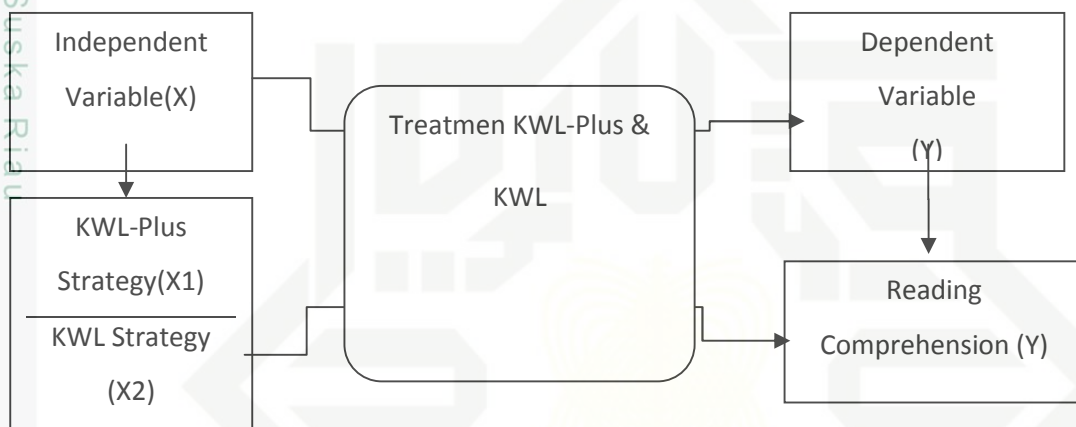
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2.9. Operational Concepts and Indicators

2.9.1 Operational Concepts

The operational concept in this research can be seen on the table below as a main element to avoid misunderstanding and misinterpretation study.

Table 2.1



2.9.2. Conceptual Frameworks

a. Indicators of KWL-Plus (Variable X1)

1. Teacher asks the students to make three columns on a sheet of paper.
2. Teacher asks the students to write down the conceptual topic of reading or unit at the top of the sheet.
3. The teacher asks the students to contribute what they know (or think they know) about the topic. These contributions will be recorded in the first column 'K' (what we know or think we know)

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4. The teacher asks students to shares information, encourage students' questions. These questions are recorded in the second column 'W' (what we want to know).
 5. The teacher asks the students to catogorize what they know and want to know.
 6. The teacher lets students read a selection about the topic.
 7. The teacher asks students to place the new information after reading text.
 8. The teacher asks the students to create a concept map that organizes the information and then write a summary when KWL grid is complete.
- b. Indicators of KWL (Variable X2)
1. Teacher selects a text or a topic to be taught.
 2. Teacher puts the KWL chart on the board.
 3. Teacher asks students about the words, terms, and information related to the subject as a kind of brainstorming.
 4. Teacher asks the students about what they want to know about the subject and record these questions in column (W).
 5. Teacher asks students to read the text then they write down what they have learned in the column What I Learned (L).
 6. Teacher discusses the information recorded by the students in column (L).

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7. Teacher encourages students to find the answers to the questions in the column (W).

c. Indicators of Reading Comprehension

1. The students' ability to find out main idea
2. The students' ability finding factual information/details
3. The students' ability finding the meaning of unfamiliar vocabulary in context
4. The students' ability identifying references
5. The students' ability making inference

2.10.Assumption and Hypotheses

2.10.1.The Assumption

This research, is assumed that using KWL Plus and KWL Strategies are good for the students to increase their ability and capability in reading comprehension.

2.10.2. The Hypotheses.

- Ho 1: There is no significant difference on students' reading comprehension pre-test mean scores between and experimental group by using KWL-Plus Strategy and control group by using KWL strategy.
- Ha 2: There is a significant difference on students' reading comprehension between pre-test and post-test means score in the experimental group by using KWL-Plus strategy.

- Ha 3: There is a significant difference on students' reading comprehension between pre-test and post-test mean score in the control group by using KWL Strategy.
- Ha 4: There is a significant difference on students' reading comprehension between post-test mean score in experimental group by using KWL-Plus Strategy and control group by using KWL strategy.

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