



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical framework

1. Reading in Curriculum

School Based Curriculum (KTSP) is a national curriculum that is used by every school in Indonesia. School Based Curriculum (KTSP) is juridical instructed by the Constitution number 20, 2003 about National Educational System and Government Instruction of Indonesia number 19, 2005 about National Educational Standard. The arrangement of School Based Curriculum (KTSP) is focussed to Standard of Content (SI) and Standard of Graduated Competence (SKL) in education which are published through the instruction of Ministre of Education number 22, 2006 and number 23, 2006, also Guidance of School Based Curriculum by Institution of National Educational Standart (BSNP).

Reading in School Based Curriculum expects students to understand the meaning of short functional text and essay in form of narrative, spoofs, and hortatory exposition in daily context to access knowledge which is stated in Standard Competence of English. And in Basic Competence, students are expected to respond the meaning of formal and informal short functional text which uses written language accurately, fluently, and articulately in daily life context and to access knowledge. Not only that, students are also expected to

respond meaning and rhetoric step in essay which uses written language accurately, fluently, and articulately in daily life context and to access knowledge in narrative, explanation and discussion text.

Reading plays an important role in learning. In reading, a reader is actively responsible for making sense of text. It is a complex skill to construct the meaning of the text. Pertaining to idea above, Hudelson in Henle & Henle stated that “An individual construct meaning through a transaction with written text that has been created by the reader’s past experiences, language background and cultural framework, as well as the reader’s purpose for reading” (2001,p,154).

In reference to Grabe in Henle & Henle, within the complex process of reading, six general component skills and knowledge areas have been identified:

1. Automatic recognition skills – a virtually unconscious ability, ideally requiring little mental processing to recognize text, especially for word identification.
2. Vocabulary and structural knowledge – a sound understanding of language structure and a large recognition vocabulary.
3. Formal discourse structure knowledge – an understanding of how texts are organized and how information is put together into various genres of text (e.g., a report, a letter, a narrative).

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4. Content/word background knowledge – prior knowledge of text-related information and a shared understanding of the cultural information involved in text.
5. Synthesis and evaluation skills / strategies – the ability to read and compare information from multiply sources, to think critically about what one reads, and to decide what information is relevant or useful for one's purpose.
6. Metacognitive knowledge and skills monitoring – an awareness of one's mental processes and the ability to reflect on what one is doing and the strategies one is employing while reading.

Based on the statements above, the writer concludes that reading is certainly an important activity for expanding knowledge of language. Reading is a complex skill that can give some advantages because the readers can find everything that they need. Reading also has relation between the author's message and the information that the readers will find.

2. Interest

a. The Definition of Interest

Interest is needed in learning process. It is important because interest can support students' learning process. Learning process will be effective if the students are interested in the material. This statement is supported by some definitions of interest from the experts. In *Exploring*

the Psychology of Interest, According to Izard and Ackerman (2006) interest motivates exploration and learning, and guarantees the person's engagement in the environment. It means that interest will give the students motivation to learn. In other words, someone who likes an activity will give attention frequently accompanied by pleasant feeling, and from it, someone will get satisfaction.

A function of interest in learning according to John Dewey is to unify the person and the activity, and thus to stimulate thoughtfulness. It is persisting tendency to pay attention to and enjoy some activities or content.

b. The Types of Interest

Interest in a subject can promote motivation and learning. The students will learn if they are interested and will not learn or perform well if they are uninterested. Therefore, interest is an important aspect of motivation that influences attention, learning, thinking and performance of the students. There are two types of interest according to Alderman (2004.p,241), they are:

1.) Personal Interest

Personal interest is more stable personal disposition toward a specific topic or domain. It is the individual interest that a student

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brings to the classroom such as space exploration, which is based on a deep level of knowledge.

Personal interest is assumed to be directed toward specific activity or topic. For example: particular interest in sports, science, music, dance, and computers.

2.) Situational Interest

Situational interest is more temporary and specific situation of attention to a topic. It is more contextual dependent or specific than personal interest. It results from some instructional activity used in the classroom that triggers an interest.

Situational interest can be increased by the use of interesting texts, media, presentation, and the like. It may trigger the students' interest in a topic or activity leading to personal interest.

Therefore, situational interest is asserted to be more important for the classroom because teachers have some control over this than on the personal interests students bring with them.

c. Promoting Interest in the Classroom

There are 6 strategies that can be used by teacher to create students' interest according to Schunk, Printrich and Meece (2008.p,220), they are:

- 1) Use original source materials
- 2) Model your own enthusiasm and interest for the content

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- 3) Create surprise and disequilibrium in the classroom
- 4) Use variety and novelty
- 5) Provide some choice of topics based on personal interest
- 6) Build on and integrate students' personal interest in designing lessons

d. Kinds of interest

Interest has big influence on students' learning. According to Slamet in Psikologi Belajar (2011.p, 191), there are 2 kinds of interest, they are:

1) Expressed Interest

Interest can be expressed by showing someone's feeling that he/she likes something more than others. For examples: I like to speak English with the teacher, I would love to speak English with friends, I enjoy to speak English, I am interested in speaking English, and I am happy to speak English.

2) Manifested Interest

Manifest interest is the students' participation in doing an activity. When someone like English, he/she will learn happily and participate in classroom. For examples: I practice to speak English, I ask or answer the teacher's questions in English, I join English speaking activities, I remember and pronounce English words, and I speak English.

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3. Prior Knowledge

According to Schulman (1999.p,12) The terms background knowledge and prior knowledge are generally used interchangeably. *Learners construct meaning out of their prior understanding. Any new learning must, in some fashion, connect with what learners already know, learners construct their sense of the world by applying their old understanding to new experiences and ideas.*

Prior knowledge is also called as relevant background knowledge, or just plain experience, when students make connections to what they are reading as well as listening, their comprehension increases. Prior knowledge of the learners or also known as the mental schemata is one aspect of language processing which enhances the comprehension in learning a language. Brown (2006.p,2) stated that prior knowledge is organized in schemata, generalized mental representations of our experience that are available to help us understand new experience. Steven (1980.p,151-154) defined background knowledge simply as “...what one already knows about a subject...”. Biemans and simon in *A computer-assisted Instructional Strategy for Promoting Conceptual Change* (1996.p,157-176) then, defined background knowledge more complex that background knowledge is all knowledge learners have when entering a learning environment that is potentially relevant for acquiring new knowledge.

Knuth and James in ‘What Does Research Say about Reading?’ in *The Effects of Activating Prior Knowledge Before Reading on Students With and Without Learning Disabilities* (2006.p,1) also described prior knowledge as some life experience, either real or vicarious; previous works; and experience with language. Strongman and hill contended prior knowledge is a term for more specific knowledge dimensions such as metacognition, subject matter, strategy, personal, self-knowledge, and conceptual knowledge.

The EFL and ESL students tend to have difficulty understanding and recalling information contained in spoken and written discourse when they lack familiarity with the topic while language learners do really need to be familiar with and attend to some features of written English because if they do not do so, their reading processes will be negatively influenced and their comprehension much hindered. According to Johnson, Activating the prior knowledge is one of the ways to solve such kind of the difficulty. A person with more prior knowledge is able to comprehend better than a person with less. The idea of prior knowledge is one part of the cognitive model of language processing. That model says when people listen or read, we process the information we hear both top-down and bottom-up. Top-down means using our prior knowledge and experiences; we know certain things about certain topics and situations and use that information to understand. In top-

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down processing, learners use their prior knowledge to make predictions about what they are reading or what they are listening.

According to Clark in educational psychology, understanding students' thinking the issues of prior knowledge is derived in the conceptions about learning and about knowledge. This conception is about the nature of knowledge (such as how complex or how certain knowledge) and how students know that their knowledge is true. Conceptions about how the students know that their knowledge is true includes ideas that something is true only if they have some personal experience that proves it to them or they know because the textbook says so, it means that the students' personal experience will always be involved in the process of making judgment whether something is true or wrong. By using their prior knowledge, the students are easier to examine and accept the new topic or information.

Marzano said that in general, background knowledge can be built into two ways: through direct experiences or through indirect experiences. Direct experiences are including field trips, labs, simulations, and guests' speakers. On the other hand, indirect experiences build the background knowledge by using teacher modeling which shows students how teachers think aloud about content or even during the productive group work when the students discuss their knowledge that they will share their understanding of the world and get a glimpse into the understanding of others. Activating relevant prior knowledge

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by expressing in some form what one already knows about a topic has been demonstrated to be more effective than activating irrelevant background knowledge or not activating any background knowledge at improving text recall/ or comprehensions.

The critical role of prior knowledge plays in language comprehension has been articulated in schema theory. The basic tenet of schema theory posits that written text, or spoken discourse, does not carry meaning in and of itself. Rather, meaning occurs as a result of the interaction between the readers or listeners' prior knowledge about the world and the text of specific materials. Therefore, students can understand that to understand that to comprehend efficiently, they should consider the text as a whole and try to activate their background knowledge rather than paying attention to every single word in the utterance Samian (2012.p,369).

Here, there are several ways to activate the students' prior knowledge based on Strangman & Hall in *Background Knowledge*:

- a. Prior knowledge activation through reflection and recording.

Teacher can do this kind of activation by asking the students to answer a simple question such as, "what do I already know about this topic" orally or on paper is a straightforward way to do this.

- b. Prior knowledge activation through interactive discussion.

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This is where students' reflection on prior knowledge is supplemented with interactive discussion. Teacher can have students in groups that the students can ask one another about what they already know about the topic or they even can share about their friends' prior knowledge.

- c. Prior knowledge activation through answering questions.

Teachers can facilitate students' activation of background knowledge by having them answer questions before and/or while they read new materials.

- d. Activating students' prior knowledge through the K-W-L strategy.

The K-W-L strategy (accessing what I Know determining what I Want to find out, recalling what I did Learn) combines several elements. The students will begin by reflecting on their knowledge about the topic, brainstorming a group list of ideas about the topic, and identifying categories of information. For the next, the teacher helps highlight gaps in students' knowledge and students create individual list of things that they want to learn or they want to answer about the topic and the last, students will read new material and share what they have learned.

4. The correlation between Prior Knowledge and Reading interest

According to Kulikowich & Jetton, it has been shown that both prior knowledge and interest play roles in learning, research into conjunctions of

these two factors has not clarified completely how or to what extent they are correlated in specific domains and interact to contribute to human development see (1994). It is concluded that there is a substantial relationship between prior knowledge and interest. and it is strenghten by Tobias (1994) who said that one of the major problem with the construct of interest is that it is often confounded with prior knowledge.

B. The Relevant Research

According to Syafi'i (2013:94) "relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research". In this research, there are several researches relevant to the research :

1. A research by Juarsih, in 2012 alumnus of State Islamic University of Sultan Syarfi Kasim Riau, conducted "The Correlation between Prior Knowledge and Reading Comprehension of The Second Year Students of SMPN 21 Siak". The design was correlational research. She found that mean of prior knowledge is 67, 8000 and mean of reading comprehension is 64, 4000, and the score of correlation coefficient $0.473 > 0.361$. The result of this research H_0 (Hypothesis Null) is rejected and H_a (Hypothesis Alternative) is accepted in other words, prior knowledge has the significant correlation with reading comprehension at the second year students of SMPN 21 Siak. It can be seen that the sig.(2-tailed) is $0.008 < 0.05$ (Juarsih. "The Correlation Between Prior Knowledge

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and Reading Comprehension at the Second Year Students of SMPN 21 Siak”.

2. The Influence of prior knowledge to the Listening Comprehension of ESL Learner by Tracy Vianney Ano. She had the quantitative research and the students of vocational high school in Bestari Jaya, Selangor were her sample and population. She gave 50 listening questions which were aimed to measure students' reading interest. Then, she used the correlation analysis of pearson product moment. Finally, she found that background knowledge and familiarity improved students' performance in learning comprehension.

There can be seen relevance of the research and this research about prior knowledge. The previous researcher correlated it with reading and listening comprehension while the writer correlates it with reading interest.

C. The Operational Concepts of the Research

The operational concept is the concept used in accordance with literature reviewed in order to avoid misunderstanding in carrying out a research. In the research plan, the writer interprets the concept into particular words to ease the measurement of the research operation.

1. The indicators of Prior Knowledge (variable X) are as follows:
 1. The students are able to identify the familiarity of the question in a sentence
 2. The students are able to analyze the context of the question in a sentence

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2. According to Slamet, indicators of reading interest (variable Y) are as follows:

- a. Expressed Interest (Section I)
 - 1) The students like to read English.
 - 2) The students love to read English with friends.
 - 3) The students enjoy reading English on their book.
 - 4) The students are proud of reading English.
 - 5) The students are happy to read English correctly like their teacher
- b. Manifested Interest (Section II)
 - 1) The students practice to read English.
 - 2) The students do the reading exercise in English.
 - 3) The students join English reading activities.
 - 4) The students remember and read English words.
 - 5) The students read English in the classroom.

D. The Assumptions and the Hypothesis of the Research

1. The Assumptions

By considering a lot of explanation and relevant researches about students' prior knowledge stated above, the writer assumes that the better students' prior knowledge is, the bigger reading interest of the second year students at SMA Negeri 3 Pekanbaru will be.

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2. The Hypothesis

a. Null Hypothesis (Ho):

There is no significant correlation between prior knowledge and reading interest of the second year students at SMA Negeri 3 Pekanbaru.

b. Alternative Hypothesis (Ha):

There is significant correlation between prior knowledge and reading interest of the second year students at SMA Negeri 3 Pekanbaru.