

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading Comprehension

Reading is one of the important things that should be developed outside or inside the classroom because reading is one of the parts of language skills. In Indonesia, reading is one skill that students should master it from elementary school until university level. Brown stated there are four skills that the students should master them at the end of their language process; they are listening, speaking, writing and reading.¹ In other words, reading is an essential part of the language.

Reading is an activity that gives more information to the reader. Reading is not passive activity but an active process in which readers relate information in the text to what they already know. According Linda, Reading is a complex process involving a network of cognitive actions that work together to construct meaning.² Reading is an interactive process that goes on between the reader and the text, A reader in reading term will use his knowledge, skills, and strategies to determine what the texts is. It means, the reader tries to recognize the words he meets in print and finds the meaning of the written text. So, reading brings a maximum of understanding to the author's message.

¹ H. Douglas Brown, *Teaching by Principle: an Intractive Approach to Language Pedagogy*, San fransisco state university, longman.1994.p.217

² Linda J. Dorn And Carla Soffos, *Teaching for Deeep Comprehension: a Reading Workshop Approach*. Stenhouse publisher, Portland. 2005. p.6

Understanding is very essential in reading because the purpose of reading is students can comprehend what they read, so that they can get the information. According Nunan, Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension.³ Besides that Nuttal stated that reading is understood to interpret meaning sense.⁴

Furthermore, Brown said that the process of reading should focus on bottom-up and top down, for processing separate letter, word and phrases. Then the reader must develop appropriate content and schemata (background knowledge) and also cultural experience to carry out the interpretation effectively.⁵ Linse stated in the process of reading, he divides three categories of reading models, they are:⁶

a. Bottom up models

Bottom up models typically consist of lower-level reading process. Students start with the fundamental basic of the letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of gramatical structure, sentences, and longer text.

³ David Nunan, *Practical English Language Teaching*. McGraw. Hill Company, New York. 2003. P. 68

⁴ Christine Nuttal, *Teaching Reading Skill In a Forign Language*. McGraw Hill Book Company, New York. 1982. P. 2

⁵ H. Douglas Brown. *Op.Cit*, P.185

⁶ Caroline T. Linse, *Practical English Language Teaching: Young Learners*, McGraw-Hill. New York. 2007.P. 70-72

b. Top down models

Top down models begin with the idea that comprehension resides in the reader. The reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions that are made. A passage can thus be understood even if all of the individual words are not understood.

c. Interactive models

This model combines elements of both bottom-up and top-down models. The reader synthesizes based on information provided simultaneously from several knowledge sources.

In reading, comprehension is an essential part because without comprehension the reader cannot get the information and feel difficult to understand the message from what they read. According to Karen, Comprehension is the center of reading.⁷ Comprehension is a process, like Anderson states in Klinger, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.⁸ Catharine also said that, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement

⁷Karen Tankersley, *Threads of Reading: Strategies for Literacy Development*. Association for Supervision and Curriculum Department, Virginia. 1952. P.90

⁸ Janette K. Klinger, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, The Guilford Press, New York. 2007. P. 2

with written language.⁹It means that comprehension is essential and comprehension is a process to construct the meaning from what the readers read.

Klinger said, Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).¹⁰ The true comprehension means how reader struggle making sense of what the readers read and the connecting the ideas in the text to what readers already know. Like Debra stated, comprehension refers to how struggling readers “make sense” of the written page in any content.¹¹

Based on the definitions above, the researcher concludes that when the readers read a text, they make the connection with the texts. The readers will communicate with the text, they will understand what they read, get the meaning and get the information from the text. Reading comprehension not only knows what each letter of alphabet stands for and the meaning of words, but also knows how to catch the ideas of the text whether it is stated explicitly or not, and should be involving the power of understanding.

The readers should know the components of reading to make them easy to read. According Stanley, the components of reading are finding

⁹ Catherine Snow, *Reading for Understanding toward and R&D Programming Reading Comprehension*. RAND Education, Arlington. 2002.P. 11

¹⁰ *Ibid*, 8

¹¹ Debra L. Cook Hirai, Irene Borego Et Al, *Academic Language/Literacy Strategies for Adolescents*. Routledge, New York. 2010. P. 76

factual information, finding main idea, guessing vocabulary in context, reference and inference.¹² When the readers read the text they should give the attention to the components of reading, so that the readers get the aids of reading comprehension.

Successful comprehension is augmented when students have practice with strategies for monitoring their understanding, increasing their intrinsic interest in the text, and creating goals and purpose for their reading.¹³ The purpose of reading also determines the appropriate approach to reading comprehension. Generally, the purpose of reading is classified into:¹⁴

- a. Getting general information from the text
- b. Getting specific information from then text
- c. Reading for pleasure or for interest
- d. Reading to compare the information with the reader's own knowledge
- e. Reading is as social control.

In constructing the meaning of a text the reader should know the level of comprehension so that. Comprehension need a few process and readers may engage in different types or levels of thinking.

¹² M Stanley And King, *Building Skills for Toefl*. Bina Aksara. Jakarta. 1989. P. 330

¹³ Judy Willis, *Teaching the Brain to Read*. Association for Supervision and Curriculum Development. Virginia. 2008. P. 127

¹⁴ Kalayo Hasibuan And Muhammad Fauzan Ansyari. *Teaching English as a Foreign Language* . Alaf Riau Graha UNRI Press .Pekanbaru. 2007. P. 115

2. The Level of Comprehension.

According to Donna , there are three levels of comprehension. The three levels of comprehension are important and necessary to be fostered. They are¹⁵

a. Literal Comprehension

Literal Comprehension involves the understanding of information stated directly in the text. The primary step in reading comprehension is identifying facts directly stated in the passage. It is seen as the first level of comprehension. It is the simplest form of locating information in texts because the information is stated directly in the text. Questions assessing literal comprehension skills examine how well students can identify and understand information that is directly stated in a text. This idea is supported by Clymer who stated that literal comprehension requires a reader to be able to retell or recall the facts or information presented in a text¹⁶.

b. Inferential Comprehension

Inferential comprehension involves making inferences that bridge the information directly stated in the text with information that the reader already possesses. Effective readers draw on their knowledge to make inferences that fill in the gaps left by the author; ineffective readers fail to do, so It requires relating background knowledge to what is read or applying knowledge about text structure to aid comprehension It refers to

¹⁵ Donna M. Scanlon, Kimberly L. Anderson, Joan M. Sweeney, *Early Intervention for Reading Difficulties*. The Guilford Press, New York. 2010. P. 278

¹⁶ Danny Brassell and Timothy Rasinski, *Comprehension That Works Taking Students Beyond Ordinary Understanding to Deep Comprehension [Electronic Book]*. Shell education, 2008. P. 16

the ability of a reader to take in information that is inferred or implied within the text.

c. Critical Comprehension

Critical comprehension involves evaluating the information in the text relative to what it means to the reader and relative to the intentions, expertise, and/or perspective of the author. Critical comprehension requires readers to make judgments about what they are reading based on an evaluation of several text-grounded factors, the determination that it is fact not opinion, the objectivity of the author, and whether the text is believable.

3. Teaching Reading Comprehension

Reading is a way to understand what the writer conveys to the reader. Reading is centrally a comprehension process.¹⁷ The important point that in comprehending text is related to the goal, it means that the teacher must teach it. Therefore, the student will understand the text.

The following principles can guide the design and practice of a reading Programmed. For another list of principles is as follows:

Principle for Teaching Reading

a. Meaning-focused Input

1. Practice and training in reading should be done for a range of reading purposes.
2. Learners should be doing reading that is appropriate to their language proficiency level.
3. Reading should be used as a way of developing language proficiency.¹⁸

¹⁷William Grabe, *Reading in Second Language; Moving from Theory to Practice* [Electronic Book], Cambridge University Press, USA, 2009, p. 14

¹⁸Nation, I.S.P, *Teaching ESL/ EFL Reading and Writing* [Electronic Book], Rutledge, New York, 2009, p. 6

The teacher should focus on the reading purposes for the learner's reading may to have fun, to learn, to critique the text or to write. In the other hand the learner should be doing reading that is appropriate to their language proficiency level. The learner should read with 98 percent coverage of vocabulary in the text with the teacher.

b. Meaning-focused Output

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

c. Language-focused Learning

- 1) Learners should be helped to develop the skills and knowledge needed for effective reading.
- 2) Learners should be given training and practice in a range of reading strategies.
- 3) Learners should be given training and practice in integrating a range of strategies.
- 4) Learners should become familiar with a range of text structures, such as those used in newspaper reports, stories, recounts and information reports.¹⁹

In language focus, the teacher should help learner to focus in extensive reading or to intensive reading. The teacher should

¹⁹ *Ibid.*,p. 7-8

give training of reading strategy. And then the teacher should help learner to be familiar with a strategy package procedures. And the last, the teacher should help learner to be familiar with a range of text structures such as stories, newspaper report, recount and others.

d. Fluency Development

1. Learners should be helped and pushed to develop fluency in reading.
2. Learners should enjoy reading and feel motivated to read.
3. Learners should read a lot. This can be monitored and encouraged through the use of extensive reading and issue logs.²⁰

The reading comprehension could be developed by helping the teacher to the learners. The teacher should help learner to practice reading speech such as scanning and skimming and others. Then the teacher should help learner become enjoy reading and feeling motivated to read the text such as comics, cartoons, book about sports, and others. And the teacher should monitor and encourage of the learner's extensive reading and issue logs because the learner should read a lot.

The researcher could concluded that there are four principles for teaching reading comprehension. Firstly is meaning focus input, that the

²⁰ *Ibid.*, p. 8

teacher focuses on way that could develop the learner's motivation to reading comprehension in generally. Secondly is meaning focus output, that the teacher focuses on way that related to other language skills. Thirdly is language focus learning, that the teacher focuses on way that help learner to develop the skills and knowledge needed for the effective reading..

There are five basic comprehension processes that work together simultaneously and complement one another: micro processes, integrative processes, macro processes, elaborative processes, and metacognitive processes. We describe each of these next. While reading about these different cognitive processes, keep in mind that the reader uses these different strategies fluidly, going back and forth from focusing on specific chunks of text, as with micro processing, for stepping back and reflecting about what has been read, as with metacognition.

a. Micro Processes

Micro processing refers to the reader's initial chunking of idea units within. "Chunking" involves grouping words into phrases or clusters of words that carry individual sentences meaning, and requires an understanding of syntax as well as vocabulary.²¹ The learner's ideas involve grouping words into phrases from her or his understanding.

²¹ Janett, K. Klingner, Sharon, Vaughn, Alison , Boardman. *Op.Cit.*, p. 9

b. Integrative Processes

As the reader progresses through individual sentences, he or she is processing more than the individual meaning units within sentences.²² He or she is also actively making connections across sentences. This process of understanding and inferring the relationships among clauses is referred to as integrative processing. Sub skills involved in integrative processing include being able to identify and understand.

The learner's individual meaning units are connected among clauses. In this process the learner is able to identify and understand the sentences.

c. Macro Processes

Ideas are better understood and more easily remembered when the reader is able to organize them in a coherent way.²³ The reader does this by summarizing the key ideas read. He or she may either automatically or deliberately (i.e., subconsciously or consciously) select the most important information to remember and delete relatively less important details. The skillful reader also uses a structure or organizational pattern to help him or her organize these important ideas. More proficient who comprehend know to use the same organizational pattern provided by the author to organize their ideas (e.g., a story map that includes characters and setting/

²² *Ibid.*, p. 10

²³ *Ibid.*, p. 11

problem/solution in a narrative or a compare-and-contrast text structure for an expository passage).

In this process, the learner's ideas are better understood and more easily remembered when the reader is able to organize them in a coherent way.

d. Elaborative Processes

When we read, we tap into our prior knowledge and make inferences beyond points described explicitly in the text. We make inferences that may or may not correspond with those intended by the author. This process is called elaborative processing.²⁴

When the learner reads, she or he taps into her or his prior knowledge and make inference beyond point described explicitly in the text.

e. Metacognitive Processes

Much has been made of the importance of metacognition, that is, thinking about thinking. Metacognition is the reader's conscious awareness or control of cognitive processes. The metacognitive processes the reader uses are those involved monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The metacognitive strategies the reader uses include rehearsing (i.e., repeating

²⁴ *Ibid.*

information to enhance recall), reviewing, underlining important words or sections of a passage, note taking, and checking understanding.²⁵

The last and the importance process is metacognitive process. This is the learner's control of process. The learner uses reviewing, recall information and others that is like the Janett's statement.

The researcher can concluded that principle for teaching reading consists of four categories they are Meaning-focused Input, Meaning-focused Output, Language-focused Learning, and Fluency Development. There are five basic comprehension processes that work together simultaneously and complement one another: micro processes, integrative processes, macro processes, elaborative processes, and metacognitive processes.

4. Reading Comprehension on Analytical Exposition Text

An analytical Exposition text is a factual text used to a point of view, or an argument. These types of text can be found in scientific book, journals, magazine, newspaper, articles, academic speech or lectures, research report etc. Analytical exposition is popular among science, academic community and educated people. In addition, an expository text gives information such as: explaining something, giving direction, and showing how to do something to the reader.²⁶ The expository text can be vary in information. The informational texts typically use this pattern and

²⁵*Ibid.*, p. 12

²⁶ M. Syafi'I, M. Fauzan., & Jonri Kasdi, *The Effect Paragraph Development; The Process of Writing for Classroom Setting*, LBSI, Pekanbaru, 2007, p. 62

others like description, comparison-contrast, cause-effect, and problem-solution .²⁷

The Generic Structure of Analytical Exposition Text

Generic Structure is package of events in a text. It will explain how the stages move through to attain the purposes. The generic structure exposition usually has three components: thesis, arguments, and reiteration or conclusion.

- a. Thesis : Introduce the topic and shows speaker or writer's position; outline of the arguments are presented.
- b. Arguments : It consist about point and elaboration point, states the main argument elaboration, develops and supports each point of argument
- c. Conclusion : Reiteration (restatement), restate speaker or writer's position.

The Sample of Analytical exposition

The Importance of English

Thesis: I personally think that English is the world's most important language. Why I think like that?

Arguments :

Firstly, English is an international language. It is spoken by many people in around the world although it is a second language

²⁷ Barbara Moss, *Exploring the Literature of Fac;: Children's Nonfiction Trade Books in the Elementary Classroom*, The Guilford Press, New York, 2002, p. 99

Secondly, English is also the key which open the window to scientific and technical knowledge, which is needed for economic and political development of many countries in the world.

The last, English is top requirement of these seeking jobs. Applicant who master either active or passive English are more favorable than those who do not.

Conclusion : From the fact above, it is obvious that everybody needs to learn English to greet the global era.

The researcher concludes that the analytical exposition text is a part of expository text of informative text. This analytical exposition text will be formed in description. This text has several components, they are thesis, arguments, and reiteration or conclusion that is applied at the second year students of Islamic senior high school Al-Kautsar Pekanbaru.

5. Students' Reading Comprehension in Analytical Text

Students him/herself is the reader. The reader actively interacts with the text. Thus, the students as the reader will absolutely interact with the text. While interacting with the text, the reader commonly uses some reading comprehension strategies. Active readers apply some reading comprehension strategies to comprehend the text including analytical exposition text. Analytical Exposition text is one of the texts that is commonly taught in classroom.

Brown maintained some principal strategies for reading comprehension as follows²⁸:

- a. Identify the purpose in reading a text
- b. Apply spelling rules and conventions from bottom up decoding
- c. Use lexical analysis (prefixes, roots, suffixes, etc) to determine meaning
- d. Guess at meaning (of words, idiom, etc) when the reader is not certain
- e. Skim the text for gist and for main ideas
- f. Scan the text for specific information (names, dates, key words)
- g. Use silent reading techniques for rapid processing
- h. Use marginal notes, outlines, or semantic maps for understanding and retain the information
- i. Distinguish between literal and implied meaning
- j. Capitalize on discourse markers to process relationship

In the learning process, the role of teacher in teaching reading comprehension basically teaches students how to use some certain reading comprehension strategies. Modeling step by step to implement those strategies by the teacher will help the students easily comprehend analytical exposition text. Teaching analytical exposition text will become easy if the teacher teaches the students to apply the reading comprehension strategies. The students categorized to reading comprehension when

²⁸ H. Douglas Brown. Op.Cit., p. 188-189

students understanding the indicators of reading comprehension. The indicators of reading are, identify main idea, identify pronominal references, identify generic structure, infer meaning unknown word and make proportional information inference

6. The Factors Influence Students' Reading Comprehension in Analytical Exposition Text.

There are some factors influenced students' reading comprehension in analytical exposition text. They are internal factor and external factor.

a. Internal Factor

Internal factors means which comes from the reader himself, or usually known as personal factor.

1) Motivation

Motivation plays an important role in comprehending the text. According to Irwin, the students can read with greater comprehension when the students are motivated by teacher to read the text²⁹. Brown divided the motivation theory into two kinds; they are intrinsic and extrinsic motivation. Ginsberg defined, Intrinsic motivation is supported when learners see the focus of causality for learning within themselves, when the act of learning and application of knowledge are considered

²⁹ Judith westphal Irwin. *Teaching Reading Comprehension Process*, Prentice- Hall, New Jersey, 1986, pp. 110

primary, and when the learning context is examined for ways in which the capacities and talents of all learners can be strengthened³⁰.

2) Interest

Interest is being one of the important factors in order to increase the students' comprehension achievement in reading. If one has interest to read, it means that he or she will get a good achievement. On the other hand, if the reader has no any interest to read, it can influence his or her reading comprehension.

b. External Factor

External factors are the factors that come from the outside of the students. The external factors has a close relationship to reading material and teacher of reading. They are related to one another.

1) Reading Material

The student reading in reading depends on the level of the difficulty of the text. Thus, it can influence the students' achievement if the text given is not at the right level of the difficulty of the readers or the students.

2) Teacher of reading

Teacher of reading should be careful in choosing the text and giving the task because they are related to the students' reading comprehension achievements. Besides, the technique is used by the

³⁰ Marge B. Ginsberg and Raymond J. Wlodkowski. *Diversity and Motivation Culturally Responsive Teaching in College, Second Edition (EBook)*. San Francisco, 2009, pp. 266.

teacher of reading is very important because the suitable technique can make the students study be spirit and responsibility.

The external factors has a close relationship to reading material and teacher of reading. The strategy and the method of teaching included to external factor. Know Want Lear (KWL) Plus one of the strategy of reading comprehension. KWL Plus is external factor to increase students reading comprehension.

7. The Nature of Know, Want, Learn (KWL) Plus Strategy

According Kalayo, reading comprehension would be result when the readers know which skills and strategies are appropriate for the type of text and understand how to apply them to accomplish the reading purpose.³¹ In this problem, the researcher will use a strategy because a strategy can help the reader comprehend and take information from what they read. According brown, Strategy is Specific method of approaching a problem or task modes of operation for achieving particular end, planned design for controlling a manipulating certain importation.³² According to Oxford, strategies are divided into two categories, there are: direct and indirect strategies.³³

³¹Kalayo Hasibuan And Muhammad Fauzan Ansyari. *Op.Cit.* P.95

³²H. Douglas Brown,, *Loc.Cit*

³³Depak K. Samida, *Language Learning Strategies*, <http://libro.dobunkyodai.ac.jp/research/pdf/treatises05/01Samidaa.pdf>, retrieved: May 15 2013

The strategies used directly in dealing with a new language are called direct strategies. The three groups that belong to the direct strategies are:

a. Memory

Memory strategies are based on simple principles like laying things out in order, making association, and reviewing.

b. Cognitive.

This strategy is the most popular which is manipulated or transformed by repeating, analyzing or summarizing.

c. Compensation.

The learner uses these strategies to make up for the deficiency in grammar and vocabulary.

Meanwhile, the indirect strategies are used for general management of learning. The three groups belonging to this category are:

a. Metacognitive

This strategy goes beyond the cognitive mechanism and gives learners the ability to coordinate their learning. It also helps them to plan language learning in an efficient way.

b. Affective

The affective factors like emotion, attitude, motivation, and values influence learning in an important way.

c. Social

Social strategies are very important in learning a language because language is used in communication and communication occurs between people. Three sets of strategies are included in this group: Asking Questions, Cooperating with others, and empathizing with others.

KWL Plus is a strategy developed by Car and Ogle. KWL is acronym of Know Want and Learn. Know Want Learn (KWL) plus is a reading-thinking strategy, focuses on the student as a learner who asks questions and thinks about ideas while reading. The title is derived from the three principal components of KWL-recalling what is known; determining what students want to learn, and identifying what is learned-plus mapping text and summarizing information.³⁴ The mapping helps pupils remember the information about text that they have read. The mapping that they make is based on the column L in KWL Chart.

Bailey stated that, KWL Plus is used to extend the KWL chart by including concept mapping and summarization of expository text. First, the strategy requires students to access prior knowledge of the topic and then monitors their understanding while reading.³⁵ The students then reflect on what they read by listing, mapping, and summarizing what they have learned.

³⁴ [http: Electronic Version, *KWL Plus Pdf* 8-1-2013](http://Electronic%20Version,%20KWL%20Plus%20Pdf%208-1-2013)

³⁵ [Http://Www.Sedl.Org/Cgibin/Mysql/Buildingreading.Cgi?Showrecord=11&L=Effectiveness](http://www.Sedl.Org/Cgibin/Mysql/Buildingreading.Cgi?Showrecord=11&L=Effectiveness).

K	What do I know ?"- Students list facts about the concept using their prior knowledge
W	What do I want to know?"- Students build off their prior knowledge to generate questions they have about the topic and would like to find out more information
L	What did I learn ?"- Students write what they learned during the reading while answering any of their questions from the "W" column
Mapping	Students categorize what they listed under the "L" column. They then construct a concept map with their topic in the middle and have similar sub topics grouped together to show a relationship
Summarizing	What did I learn ?"- Students write what they learned during the reading while answering any of their questions from the "W" column.

KWL Plus helps student's active prior knowledge and gives them a chance to reflect on and organize what they have learned from reading about a topic from one several sources. They focus on what is important in the text to develop comprehension.³⁶ It means KWL strategy facilitates to make connection between what students already know and what the text is about that students will be reading, encourage students to write what they want to know about the topic and from what they know and the students will learn about the topic and summarize what the students have read.

³⁶ Kathrine Wiesendanger, *Strategies for Literacy Education*. Merrill Practice Hall. New Jersey. 2001. 120

Accessing prior knowledge and engaging student’s interest before beginning reading activity can improve students’ ability to make associations, clarify understanding, and increase comprehension.

KWL plus strategy is used with small groups. While using the strategy, probing is essential to motivate students. The information on the organizer can be used as a basis for mapping summaries. KWL plus can be used with students any grade level and with varying abilities. The strategy using three- column, each column have category. It makes students easy to make summary from what they read. The students can categorize information what teacher expect to use. The chart of KWL Plus can be shown below:

KWL-Plus strategy sheet

TOPIC		
K (What we need to know)	W (what we want to find out)	L What we learned and still to learn)

Categories of information we expect to use

8. Using Know Want Learn (KWL) Strategy towards Reading Comprehension in Analytical Exposition Text

Know Want Learn (KWL) strategy is a reading comprehension strategy based Know Want Learn (KWL) plus is a reading-thinking strategy, focuses on the student as a learner who asks questions and thinks about ideas while reading. The title is derived from the three principal components of KWL--recalling what is known; determining what students want to learn, and identifying what is learned-plus mapping text and summarizing information.³⁷ KWL activities help students to become better independent reader and encourage students to review their knowledge and obtain the new knowledge. This strategy can be used by students in any grade level.³⁸ The goal of strategy is to aid the students in comprehending reading text.

Reading comprehension refers to reading for meaning, understanding, and entertainment. In addition, reading comprehension is a technique for improving students' success in extracting useful knowledge from text. So, this strategy appropriate to help students' reading comprehension in descriptive text.

Katherin also said procedures for teaching Know Want Learn (KWL) Plus is a three-step procedure used with expository text involving three basic cognitive steps.³⁹ Before reading, teacher leads the activity to recall student's prior knowledge by giving them the topic or text that they

³⁷ [http: Electronic Version, KWL Plus Pdf 8-1-2013](http://Electronic Version, KWL Plus Pdf 8-1-2013)

³⁸ Kathrine D. Wiesendanger, *Loc.Cit*

³⁹ *Ibid. 120*

are going to assign to read. The teacher then examines what the students know and asks them to write in the worksheet 1 column K (know), and asks students to summarize the ideas together. After that the teacher allows students make questions that they need to know more from the text and write questions in worksheet 1 column W (want to know).

While reading activity, the teacher encourages the students to find out the answers from the text. Students answer their questions in worksheet 1 column W (want to know). In the post reading activity, the teacher asks students to write the new knowledge to obtain from the text on worksheet 1 column L (learned). Students discuss and take turns by asking and answering the questions that they cannot find the answers. The student helps one another to summarize the text together. Students write the content in column L for mapping. Students summarize the text based on the map that they make. Making map is the final part of KWL Plus strategy. It helps students to comprehend and see the concept of the text they have read.⁴⁰

B. Relevant research

As matter of fact, there are previous researches regarding the effect of using strategy to help students learning. According Win Zailani, in his research, his focused on the “Application of KWL (Know, Want, Learn) Strategy in Teaching Legend Text to Improve Writing Ability of The Second Year Students at MTS Darul Hikmah Pekanbaru”. His found that

⁴⁰ D. Ogle & E carr, *KWL Plus Strategy for comprehension and summarization, Journal of reading*. 1987. P. 626-631

the mean score of pre-test, post test in cycle 1 and cycle 2 increased. The mean score of pre-test was 38.8 (poor). The mean score of post test in cycle 2 was 61.6 (average to good). The mean score of result of the data was 65.6 (average to good). In this case, the second year students at MTS Darul Hikmah pekanbaru can be reached. The criteria of successful in writing after taught legend text by using KWL (Know, Want and Learn) strategy.

According Agvemi in his research, his focused The Effect of Direct Reading Thinking Activity (DRTA) Strategy toward Reading Comprehension of the First Year Students at SMU 1 Cerenti 2009. His conclude that based on the analysis of data, in T-table at the 5% grade of significant that refers to 2.01. While in the level of significant 1% is 2.68. I can read that $(2.01 < 8.26 > 2.68)$. It means that there is significant Effect of Direct Reading Thinking Activity (DRTA) Strategy toward Reading Comprehension of the First Year Students of SMU 1 Cerenti.

Based on the conclusion of the previous researchers that strategies are influenced and very essential thing to improve students comprehend their learning. Strategies help students to master the material and give the solution or ways to comprehend the lesson.

C. The Operational Concept

In order to clarify the strategy used in this research, the researcher would like to explain briefly about variables of this research. This research is experimental research which focuses on gaining the effect of Know, Want

learn (KWL) Plus strategy towards students' reading comprehension. According to Cresswell, we use an experiment when we want to establish possible cause and effect between our independent and dependent variables.⁴¹

Therefore, in analyzing the problem in this research, there are two variables used, they are :

1. Variable X is Know, Want learn (KWL) Plus strategy. Know, Want learn (KWL) Plus strategy is an independent variable. Know, Want learn (KWL) Plus Reading comprehension strategy refers to the teacher's strategy in teaching reading.

2. Variable Y is students' reading comprehension.

Students' reading comprehension is dependent variable.

Variable X (Independent Variable)

The following treatments are the procedures about the implementation of Know Want Learn (KWL) Plus strategy that can be seen in the following steps:

- a. Teacher gives the text to the students and distributes KWL Plus worksheet.
- b. Teacher brainstorms what they already know about the topic
- c. Students read the text while teacher gives them KWL work sheet
- d. Students write what they know about the topic in K (know) column

⁴¹John.W.Cresswell, *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Pearson Education, New Jersey. 2008.P. 299

- e. Students write questions that teacher gives on worksheet on column W (want).
- f. Students answer the questions that they write on column W (want) to column L (learn).
- g. Students make map and write the information in mapping based on the content of learn (L) column
- h. Students categorize the important informations from the text
- i. The students make summary from what they have learned based on the text.

Variable Y (Dependent Variable)

Based on limitation of the problem above, writer uses expository text. The indicators of variables Y are:

- a. Students are able to identify pronominal references in analytical exposition.
- b. Students are able to identify main ideas in analytical exposition.
- c. Students are able to recognize writer's intention.
- d. Students are able to identify generic structure of analytical exposition text.
- e. Students are able to infer meaning of an unknown word from analytical exposition text.
- f. Students are able to make proportional informational inferences, to answer questions beginning with who, when, what and why.

D. The Assumption and Hypothesis

1. The Assumption

- a. Students' reading comprehension in analytical text taught by using Know Want Learn (KWL) Plus strategy is various.
- b. Students' reading comprehension in analytical text taught without using strategy is various.
- a. The better using Know Want Learn (KWL) Plus strategy, the better reading comprehension in analytical exposition text will be.

2. The Hypothesis

Ho: There is no significant effect of using Know Want Learn (KWL) Plus strategy toward students, reading comprehension of the second grade at Islamic senior high school Al-Kautsar Pekanbaru.

Ha: There is a significant effect of using Know, want, Learn (KWL) Plus strategy toward students' reading comprehension of the second grade at Islamic senior high school Al-Kautsar Pekanbaru.