

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Theoretical Framework

##### 1. Reading

###### a. The Nature of Reading Comprehension

Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy used) as well as variables related to the text itself (interest in text, understanding of text types).<sup>1</sup> It means that Reading comprehension involves much more than readers' responses to text. Furthermore, Reading comprehension refers to reading for meaning, understanding, and entertainment.<sup>2</sup> It means that reading not only reads, but also gets meaning, understanding, and entertainment. Different types of reading comprehension are often distinguished, according to the readers' purposes in reading and the type of reading used. The following are commonly referred to:<sup>3</sup>

1. Literal comprehension : reading in order to understand, remember, or recall the information explicitly contained in a passage.
2. Inferential comprehension : reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by

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<sup>1</sup>Janette K. Klingner, et al. *what works for special-needs learners Karen R. Haris and Steve Graham: Teaching Reading Comprehension to students with Learning Difficulties*. New York:the Guildford Press:2007. P. 8

<sup>2</sup>Caroline T. Linse. *Practical English Language Teaching: Young Learners*. New York: The McGraw Hill Companies, Inc. 2005. P. 71

<sup>3</sup>Jack C Richards, et al. *Longman Dictionary of Language Teaching and Applied Linguistics*. Edinburgh Gate: person Education Limite. 1992. P. 306-307

inferring (inferencing) critical or evaluative comprehension : reading in order to compare information in a passage with the reader's own knowledge and values

3. Appreciative comprehension : reading in order to gain an emotional or other kind of valued response from a passage.

Reading is one of the important language skills. Reading is a way to get information and knowledge. Almost every aspect in our life is covered by reading. Every day, we read books, magazines, advertisements, etc. to get information from a book, we need to comprehend it well. Johnson states "reading is practice of using text to create meaning."<sup>4</sup> It means that when we cannot create the meaning, the reading will not happen. Brown also states "Learning a foreign language is long and complex undertaking."<sup>5</sup> It means that we must have high motivation and work hard to achieve it.

Reading is an important activity. Students get many benefits from reading. Reading is not only a source of information and pleasure activity but also as a means of consolidating and extending one's knowledge of language. I.S.P. nation says that reading is a source of learning and a source of enjoyment.<sup>6</sup> Reading can help learners learn new vocabulary and grammar. Reading can also be a source for enjoyment and a way of gaining information in the world.

Meanwhile, the adult's purpose for reading, based on Browne's statement, is purposeful activity which often has an outcome that will help them to fulfill their

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<sup>4</sup>P. Johnson, Andrew. *Teaching Reading and Writing* . New York: Rowman and Littlefield Education. 2008. P. 3

<sup>5</sup>H, Douglas Brown. *Principle of language learning and teaching*, fourth Edition. New York: Addison Wesley longman. Inc, 2000. P.1

<sup>6</sup>I.S.P. Nation. *Teaching ESL/EFL reading and writing*. New York: Routledge. 2009. P. 49

roles in many different areas of their lives.<sup>7</sup> For adult, being able to read individuals the opportunity to become more autonomous, to make choices, to evaluate different points of view, to analyze information, to make informed decisions and to gain access to new idea and opinions. It is clear that the children's purposes in reading are different from adults. Most of the children read the text for pleasure. According to Nunan reading is an interactive process in which the reader engages idea with an author via text.<sup>8</sup> It means that the reader can use reading to learn and to gain information from the world around them.

As explained above, reading can be easier to do if we do it as a pleasure activity. Reading is a process. Kalayo and fauzan say that reading is interactive process that goes on between the reader and the text, resulting comprehension.<sup>9</sup> According to David Nunan, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.<sup>10</sup>it means that we can build meaning of the text if we are combining our background knowledge and information from the text. Ann browns also says that reading is an active and complex process which draw on the application of a number of skills and knowledge about language and print.<sup>11</sup> It means that when we read the text, we should apply our skills to gain the meaning from the text.

## **b. Type of Reading**

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<sup>7</sup>Ann Brown. *Developing Language and Literacy 3-8*. Second Edition. London: Paul Chapman Publishing. 2001. P. 37

<sup>8</sup>David Nunan. *Designing Task for the communicative Classroom*. Cambridge : Cambridge University press. 1989. P. 12

<sup>9</sup>KalayoHasibuan. and M. FauzanAnsyari. *Teaching English as a Foreign language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press.2007.p. 114

<sup>10</sup>DavidNunan. *Practical English language teaching*. Sydney: McGraw Hill.2003.p.68

<sup>11</sup>Ann Brown, Op.Cit., p. 27

According to Patel and Preven, there are four types of reading, they are:<sup>12</sup>

1. Intensive reading

Intensive reading is related to further progress in language learning under the teacher's guidance. intensive reading is reading text or passage in which learner reads the text to get information.

2. Extensive reading

In extensive reading, the reader reads the text for enjoyment. The reader reads what he wants to read. The purpose of the extensive reading is to enrich learner's knowledge.

3. Aloud reading

Teacher must know that the training of reading aloud must be given at primary level because it is the base of word pronunciation.

4. Silent reading

This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information

Based on four types of reading above, the writer concludes that as readers, we should know the types of reading that we use to read. Because each type of reading has different purpose. And from each purpose of reading types, the writer can see that aloud reading is categorized into intensive reading, and silent reading is categorized into extensive reading.

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<sup>12</sup>Patel, M.F and Prevenm.jain.*English language teaching (method, tool, and technique)*.Sunriceplublisher:Jaipur. 2008. P. 117

### c. **The Purpose of Reading**

The aim of reading is comprehension. Comprehension is the center of reading.<sup>13</sup> Comprehension is an important part of reading. To get information in reading, students need comprehension. Students cannot get the meaning of the text if the text is not comprehended by them. Comprehension is a process, not a product. Readers filter understanding through the lens of their motivation, knowledge, cognitive abilities, and experiences.<sup>14</sup> Effective readers have a purpose for reading, and use their background knowledge and experiences to relate to the text: We do not comprehend unless we draw connections between what we read and our background knowledge. Words have to be processed at the “thinking” level before comprehension can take place. The following four important factors that influence reading comprehension are: Command of the linguistic structure of the text, Adequate vocabulary in the content area, Degree of metacognitive control of the text, and Adequate domain knowledge.

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<sup>13</sup>Karen tankersley. *The thread of reading strategies for literacy Development*. United stated of America: ASCD, 2003. P. 90

<sup>14</sup>Karen transkey, *Literacy Strategies for Grades 4-12: Reinforcing the Threads of Reading*. Alexandria, Virginia USA: ASCD. 2005. P. 108

Thomas Barrett in Danny Brassell and Timothy Rasinski's book also has suggested the following three types of action with his three-level taxonomy of reading comprehension.<sup>15</sup>

- a. **Literal Comprehension:** Literal comprehension, the lowest of the three levels, requires a reader to be able to retell or recall the facts or information presented in a text. Names of characters and details of the setting are examples of literal comprehension. The information required for literal comprehension comes largely from the text itself. Recall comprehension can easily be evaluated. In responding to a literal question, the reader either can recall the information from the text or he or she cannot.
- b. **Inferential Comprehension:** Inferential comprehension, the next level, refers to the ability of a reader to take in information that is inferred or implied within a text. If a text indicates that a character is carrying an umbrella while walking down a street on a cloudy day, you can infer that the character is expecting rain. Inferential comprehension is more sophisticated than literal comprehension because it requires the orchestration and manipulation of information from the text as well as information that resides within the readers—their background knowledge.
- c. **Critical Comprehension:** Critical or evaluative comprehension, the third and highest level in the taxonomy, involves making critical judgments about the information presented in the text. Were the characters reputable and honest in their actions? Did the selection offer the reader new information, new insights, or added enjoyment? Were the characters authentic? Was the literary quality of the text high? Answers to such questions require a high level of interaction between information from the text, the reader, perhaps other people with whom the reader has interacted, or even other texts the reader has read. Moreover, in-depth analysis and critical thinking are necessary to make informed judgments and evaluations. Because responses to inferential and critical-level questions are highly dependent on the reader's own background, interest, and disposition, determining a reader's level and the quality of a reader's inferential and critical comprehension is not easy.

In conclusion, three type levels of comprehension are important to the students in comprehending the text. In literal comprehension, a reader is able to retell or recall the facts or information presented in a text. Meanwhile, Inferential and

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<sup>15</sup>Danny Brassell and Timothy Rasinski. *Comprehension That Works : Taking Students Beyond Ordinary Understanding to Deep Comprehension*. Huntington Beach: Shell Education. 2008. P. 17-18

critical are highly dependent in the reader's own background, interest, and disposition, so a focus on inferential and critical comprehension is appropriate. And based on the writer's opinion, the three type levels of comprehension above are important to develop students' reading comprehension on narrative text.

Therefore, Karren R Haris says that comprehension is an active process to which each reader brings his or her individual attitudes, interest, expectations, skills, and prior knowledge (reader context).<sup>16</sup> It means that attitudes, interest, expectations, and prior knowledge are very important toward our understanding of the text. Linda J.Dorn and Carla Soffos also says "comprehension is a complex regulated by cognitive, emotional, perceptual and social experiments." It means that comprehension is not easy to get, but we need some factors to comprehend a text such as cognitive, emotion, perceptual, and social experience.

As stated by Dowson and Bamman, there are five factors which affect the comprehension skill. They are:

d. Intelligence

Students have different intelligence, so it will be possible for them to produce different comprehension.

e. Experience

Students with limited experience may have difficulty in comprehending many ideas and activities with which other students are familiar before they come to school

f. Mechanic of reading

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<sup>16</sup>Haris, Karren R and Steve Graham. *Teaching Reading Comprehension To Students With Learning Difficulties*. New York: The Guilford press.2007.p.12

Comprehension will be easier for the student if they have learned to handle material books properly.

g. Interest and interest span

It is truism that we will respond quickly to what we read if we are interested in the topic or at least familiar with it.

h. Skills of comprehending

The ability to comprehend what we read develops gradually from the simple to the complex skills.

In conclusion, the factor which affects the comprehension skill is the process to get the ability of reading. And the ability of reading itself is used to comprehend what we read to develop gradually from the simple to the complex skills.

**b. Reading Ability**

Reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information.<sup>17</sup> Comprehension occurs when a reader is able to act on, respond to, or transform the information that is presented in written text in ways that demonstrate understanding. The following examples illustrate how readers can show they understand what they read. When a reader is able to engage in an intelligent discussion about a text with others, the reader is demonstrating comprehension of the passage. When a reader is able to relate text to real events, the reader is demonstrating comprehension. When a reader is able to apply information from a text to a new situation, such as fixing an automobile, the

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<sup>17</sup>DannyBrassell and Timothy Rasinski, Op. Cit., P.18



reader is demonstrating comprehension. When a reader is able to transform a narrative story into a poem, play, newspaper article, critical review, insightful essay, entertaining advertisement, visual image, musical score, or dance movement, the reader is demonstrating a sophisticated level of understanding of text.

In English learning, there are some kinds of texts that are taught to the students of Senior High School level. They are narrative, recount, procedure, and analytical expository. Narrative text is story telling; it tells a true story or fiction.<sup>18</sup> Narrative text tells an imaginative story. Narrative text is not fact but only fiction story. This text is one of the text types learned by students in every education level, starting from high schools until university levels. The main purpose of narrative is to entertain and engage the reader in an imaginative experience.

### **c. The Nature of Narrative Text**

Narrative text is story telling; it tells a true story or fiction.<sup>19</sup> Narrative text tells an imaginative story. Narrative text is not fact but only fiction story. The purpose of narrative text is to entertain the reader. According Thomas S. Kane, A narrative is a meaningful sequence of events told in words.<sup>20</sup> Type of narrative text is folktales, fairytales, fable, myth, legend, science fiction, short story, ballads.

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<sup>18</sup>M. syafi' I M. fauzan Ansyari & Jonry Kasdi. *The effective Paragraph Developments : the Process of Writing For Classroom Setting*. Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive. 2007. P. 53

<sup>19</sup>M. syafi' I M. fauzan Ansyari & Jonry Kasdi. *The effective Paragraph Developments : the Process of Writing For Classroom Setting*. Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive. 2007. P. 53

<sup>20</sup>Thomas S. Kane. *The oxford Essential Guide to Writing* . Berkley Books: New York. 2000. P. 366

The generic structures of narrative text :

- a. Orientation: it is about the opening paragraph where the characters of the story are introduced.
- b. Complication: where the problems in the story developed.
- c. Resolution: where the problems in the story is solved

Language feature of narrative text are:

- a. Specific participants
- b. Past tense form; describes thing that happened in the past. Word giving details of people; such as adjective and adverb
- c. Connectors of form, such as last week, then.

Meanwhile, the content of a narrative is usually more familiar. Most researchers on narrative text have focused on teaching students to utilize story structure as an organizing framework for understanding critical aspects of the stories they read. Narrative is stories about past event. In general meaning, narrative text is to amuse the readers/listeners with actual or imaginary experience in different ways. All narrative story do in the past and has happy ending. As mentioned by Thomas S. Kane, A narrative is a meaningful sequence of events told in words . It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). A straightforward movement is from the first event to the last constitutes the simplest chronology.

However, chronology is sometimes complicated by presenting the events in another order : for example, a story may open with the final episode and then flash back to all that precedes it.<sup>21</sup>

Therefore, Stories can be very long and complicated, with many characters, elaborate plots, and subtle interpenetration of character, action, and setting. <sup>22</sup> Many things of narrative that should be known by the English teacher. Because, it is crucial for the teacher in order to make the students easily understand the content of narrative text such as knowing the generic structure, language feature, main idea, characters of the story in narrative text, plot, setting, code, and so on. In teaching narrative text, the teacher should know what indicators that could make the students easily in comprehending narrative text in reading. Moreover, at the first year of MAN KAMPAR , narrative text taught is to get the competence. Here, there are some indicators to get the competence in this school, they are: identifying the topic of the narrative text, identifying the meaning of narrative text, determining the complication of narrative text, identifying the event of narrative text, and the last is to determine the plot of narrative text.

#### **d. Build, Know, Want, Learn, Question (BKWLQ) Strategy in Teaching Reading Comprehension**

##### **a. The Definition of Build, Know, Want, Learn, Question (BKWLQ) Strategy**

Build, Know, Want, Learn, Question (BKWLQ) strategy is an addition of instructional activity KWL for assisting students to develop a framework and

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<sup>21</sup>Thomas S. Kane, Loc. Cit., P. 366

<sup>22</sup>Ibid., P. 367

actively engage the prior knowledge of students in constructing meaning from text that is developed.<sup>23</sup>

BKWLQ is difference with KWL strategy. BKWLQ is The basic instructional activity consists of three parts. First, readers identify what is **KNOWN** about a topic. Second, the readers identify what they **WANT** to know about the topic.<sup>24</sup> On the other hand, KWL strategy is an instructional tool for helping readers engage in active thinking and reading by articulating what they already *know* about a topic (K), deciding on *what* they hope to learn from their reading and inquiry (W), and highlighting and summarizing what they have *learned* (L) after their reading.<sup>25</sup>

In this research, writer decides to use an expanded KWL strategy, called BKWLQ which:

B-Stands for helping students BUILD their prior knowledge

K-Stands for helping students recall what they KNOW about the subject

W-Stands for helping students determine what they WANT to learn

L-Stands for helping students identify what they LEARN as they read

Q-Stands for helping students ask what new QUESTION they have after all

Build, Know, Want, Learn, Question (BKWLQ) is strategy of multi step procedure to lead students through a text. It invites them by engaging them with text.

It interests the students by asking them to fill in the five columns. The five columns

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<sup>23</sup> Ogle, D.1986. Op Cit 39:563-570

<sup>24</sup> Ogle, D.1986 Op Cit 39:572-575

<sup>25</sup> Ogle, D. 1986. Op cit, 39. 563-570.

chart need the students to write down based on the instructional in every column. Each column has different commands.<sup>26</sup>

According to Carr and Ogle, KWL defined as a strategy that requires the students to take a stock of what they know before they dive into reading, the first column is labeled “K” which stands for “Know”. In this column, the students should recall their previous knowledge related to topic given. The “K” column activates the students background knowledge through brainstorming. While students have no idea about what they have to know to understand the topic, the addition of the strategy will solve the problem, “B” for building knowledge provides students with some background knowledge related to the topic by reading related to the topic other than required text. In the B column students describe or draw something about the topic.<sup>27</sup>

Then, the “W” stands for wants, it asks about things that students want to know by reading the topic. In other words, the column invites the students to determine what they want to learn. It aims to develop questions of personal interest. The next column is labeled with “L” which stands for learned. This column is filled during reading where the students the record the information they have gotten. Last, “Q” for Question, students are asked to list new question they have concerning the topic after the initial reading and prior to reading the required text. This inspired question that will lead students into more reading and inquiry.<sup>28</sup>

The chart used can be distributed to the students as a worksheet or can be developed by the teacher on the board. The chart can be shown below:

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<sup>26</sup> Allen, J. (2004). *Tools for Teaching Content Literacy*. Portland, ME: Stenhouse Publishers.

<sup>27</sup> Carr, E., and Ogle, D. (1987). K-W-L Plus: a strategy for comprehension and summarization. *Journal of Reading*.

<sup>28</sup> Ibid

**Table II. 1**

**BKWLQ Chart**

<b>B</b> <b>Build</b> Background	<b>K</b> What do I <b>Know?</b>	<b>W</b> What do I <b>Want</b> tok now?	<b>L</b> What did I <b>Learned?</b>	<b>Q</b> What new <b>Questions</b> Do I have?

## **2. The Procedures of Build, Know, Want, Learn, Question (BKWLQ) Strategy**

Procedures of BKWLQ strategy are:

1. Teacher puts students to be several groups
2. Teacher distributes BKWLQ chart to the students
3. Teacher builds students background knowledge by reading a selection text or telling some information relates to the topic
4. Teacher asks students to fill column “B” after teacher finishes to read a selection text or telling some information related to the topic and let them share to the entire people in their group
5. Teacher shows the topic
6. Teacher lets them discuss what they know about the topic given based on their experience/knowledge of the topic and asks them to write what they know to column “K”
7. Teacher asks the students to identify what things that they want to know from the topic given and ask them to write down it to column “W”
8. Teacher lets the students to read the text individually
9. While and after reading, teacher asks them to place what they learn from the text, whether information or answers of their questions. This stage will fill column “L”
10. Teacher asks students to list new question that comes from the first reading
11. Teacher asks students how this instructional activity may help them to understand the text.<sup>29</sup>

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<sup>29</sup> Carr, E., and Ogle, D. (1987) KWL Plus : a strategy for comprehension and summarization. *Journal of Reading*, 30. 636-640.

## **B. The Relevant Research**

According to Syafi'i, a relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research.<sup>30</sup> In this case, there is one writer concerning to Build, Know, Want, Learn, Question (BKWLQ) Strategy.

1. In 2011, Betty Maria conducted a research entitled "The Effect of KWL (Know, Want, Learn) Strategy on Students' Reading Comprehension of Narrative Text in Grade VIII of MTS Nurul Hidayah Pematang Kayu Arang". She found that the average score of students' reading comprehension of narrative text after being taught by using KWL was 70.19. Thus, it can be concluded that students' reading comprehension of narrative text before being taught by using KWL was categorized into good level.
2. In 2012, Sonya Agustina conducted a research entitled " The Effect of Using KWL-PLUS Strategy Toward Reading Comprehension of the First Year Students at Senior High School 14 Siak Tualang of Siak Regency" she found that the average score of students' reading comprehension taught by using KWL-PLUS strategy of the first year at Senior High School 14 Siak was Categorized into Good level with mean Score 67.6.

## **C. The Operational Concept**

Operational concept is the concept used to give explanation about the theoretical framework to avoid misunderstanding and misinterpretation. In this research, the writer uses several indicators to be operated in the operational concept. In this research, there are two variables, they are Build, Know, Want, Learn, Question (BKWLQ) Strategy as an independent variable symbolized by (X), and students' reading Comprehension as the dependent variable, it is symbolized by (Y).

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<sup>30</sup>M. syafi'i. S. from Paragraph to a Research Report :*A Writing of English for Academic Purposes*. Pekanbaru: Lembaga Bimbingan Syaf Intensive /LBSI. P. 122



1. The indicators of variable X ( the effect of using Build, Know, Want, Learn, Question (BKWLQ) strategy) are as follows:
  - a. Teacher puts students to be several groups
  - b. Teacher distributes BKWLQ chart to the students
  - c. Teacher builds students' background knowledge by reading a selection text or telling some information related to the topic
  - d. Teacher asks students to fill column "B" after teacher finishes to read a selection text or telling some information related to the topic and let the students' share to the entire people in their group
  - e. Teacher shows the topic
  - f. Teacher lets them discuss what they know about the topic given based on their experience/knowledge of the topic and asks them to write what they know to column "K"
  - g. Teacher asks the students to identify what things they want to know from the topic given and asks them to write down it to column "W"
  - h. Teacher lets the students to read the text individually
  - i. While and after reading, teacher asks them to place what they learn from the text, whether information or answers of their questions. This stage will fill column "L"
  - j. Teacher asks students to list new question that comes from the first reading
  - k. Teacher asks students how this instructional activity may help them to understand the text.<sup>31</sup>
2. The indicators of variable Y ( students' reading comprehension ):

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<sup>31</sup> Carr, E., and Ogle, D. (1987). Op Cit

- a. Students are able to identify pronominal references in narrative text
- b. Students are able to identify main ideas in narrative text
- c. Students are able to identify generic structure of narrative text
- d. Students are able to identify language features of narrative text
- e. Students are able to make inference in narrative text
- f. Students are able to identify the purpose of the narrative text.

#### **D. Assumption and Hypothesis**

##### **1. Assumption**

Based on the theories and relevant researches in this research, the writer assumes that using Build, Know, Want, Learn, Question (BKWLQ) strategy in teaching and learning process gives contribution to students' reading comprehension, and teaching strategy can increase the ability in understanding the reading text.

##### **2. Hypothesis**

H<sub>0</sub>: There is no significant effect of using Build, Know, Want, Learn, Question (BKWLQ) strategy toward students' reading comprehension of the first year at MAN KAMPAR of Kampar Regency

H<sub>a</sub>: There is a significant effect of using Build, Know, Want, Learn, Question (BKWLQ) strategy toward students' reading comprehension of the first year at MAN KAMPAR of Kampar Regency