

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous of the Studies

Research relevant to this study is research conducted by Iva Emaliana in the thesis entitled “The Use Of KWL Plus Strategy To Improve Reading Comprehension Of The Second Year Students Of SMP N 12 Pekanbaru”. Result of this study showed this strategy can improve the ability of the students in comprehending reading text. The aspects of reading evaluated were finding factual information, main idea, supporting idea, reference, the meaning of vocabulary.<sup>11</sup>

Another research relevant of this study is research conducted by Rini Marina in the thesis “The Effectiveness of KWL (Know, Want to Learn, Learned) Strategy in Teaching Narrative Text Comprehension of SMP Negeri 2 Kalitidu-Bojonegoro.”<sup>12</sup> Result of this study also showed that KWL technique can improve on students’ reading comprehension and also more effective in teaching narrative text comprehension achievement. Group of students taught by KWL strategy get higher achievement in teaching comprehension narrative text than those taught by direct instructional method. Both of this study teaching reading comprehension through KWL strategy is able to improve the reading comprehension from lower

---

<sup>11</sup> Iva Emaliana, *The Use Of KWL Plus Strategy To Improve Reading Comprehension Of The Second Year Students Of SMP N 12 Pekanbaru* (Bengkulu : English department .STAIN. 2012)

<sup>12</sup> Rini marina. *The Effectiveness of K-W-L (Know, Want to Learn, Learned) Strategy in Teaching Narrative Text Comprehension of SMP Negeri 2 Kalitidu-Bojonegoro.*

score to highest score, furthermore the result shown changing learner behavior from teacher centered into students active process. Students indicate more active to learn reading because the steps in KWL strategy guide them to access what they know, decide what they want to learn, whether it is likely to be in the passage, and decide what yet needs to be done after reading.

In addition, the similarities between the previous studies with the writer are use KWL strategy, and the differences between the previous studies with the writer are objectives of the study. The objectives of the study in previous study to measure the effect of using KWL (know, want, learned) strategy on EFL student's reading comprehension achievement. Then, the differences between the previous studies is about methodology of the research, the previous studies used action research as methodology of the research. The writer use quasi experimental as methodology in this research. And the last the differences is about the materials, the writer use short functional text about invitation.

## **B. Reading**

### **1. The Definition of Reading**

Reading is about understanding written text. This skill is dominated to exercise the eyes and the brain. Reading consists of two related processes, word recognition and comprehension. As the one of four skills that learned at the school, reading becomes one of the important skills to be comprehended by the students.

According to Silberstein on her book, *Techniques and Resources in Teaching Reading*, "Reading is a complex information processing skill in which

interacts with text in order to re (create) meaningful discourse”.<sup>13</sup> Reading is the most important foreign language skill, because the other skills like listening, speaking and writing involving reading as their part of activity. Reading also means as dealing with language messages in written or printed form or it can be stated that reading is the ability to draw meaning from the printed page and can be interpreted the information from the texts appropriately. The best way to understand reading is see it as a process of active guessing and understanding the texts in which the readers use some clues to understand the text. Harmer also stated on his book, “*How to Teach English*,” “reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for English students.”<sup>14</sup> From that definition, it can be concluded that reading is the process of people to learn and to get knowledge by understanding of the text or printed words, in written form and have many purposes which related with other skill in English.

Reading comprehension is considered as the real core for reading process. Durkin assumes that comprehension is the peak of the reading skills and the bases for all reading processes. Teaching students to read with a good comprehension must be teachers’ highest priority.<sup>15</sup>

---

<sup>13</sup> Sandra Silberstein, *Techniques and Resources in Teaching Reading*, (Oxford: Oxford University Press, 1994), p. 6.

<sup>14</sup> Jeremy Harmer, *How to Teach English*, (Harlow: Longman, 1998), p. 68

<sup>15</sup> Riswanto, Dkk. *The Effect of Using KWL (Know, Want, Learned) Strategy on EFL Students’ Reading Comprehension Achievement*. Retrieved from : <http://www.asian-efl-journal.com/04nsl.htm>. On January 30th , 2015. Vol. 4, No. 7(1); May 2014

Reading is an active process. It involves interaction between the reader and the text. According to a research by Pearson, Rochler, Dole, and Duffy on “Developing expertise in reading comprehension”, a good reader usually uses these following skills and strategies: (1) use prior knowledge to make sense of new information (making prediction), (2) ask question about the text before, during, and after reading (reading between lines), (3) draw inferences from text; monitor comprehension (checking and confirming), (4) use fix up strategies when meaning breaks down (guessing meanings from semantic cues, structural cues and visual cues, self correcting), (5) determine what is important (identify main ideas), and (6) determine what is important; and synthesize information to create sensory image.<sup>16</sup>

It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to ones spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. Snow states reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.<sup>17</sup>

Samuels, in duke and pearson state Reading comprehension is a process in which the reader constructs meaning using as the building materials the

---

<sup>16</sup> Ibid .p.3

<sup>17</sup> Ibid p. 3

information on the printed page and the knowledge stored in the reader's head. It involves intentional thinking, during which meaning is constructed through interactions between text and reader. Reading is comprehension. Comprehension is what reading is all about. Decoding without comprehension is simply word barking-being able to articulate the word correctly without understanding its meaning.<sup>18</sup> Effective readers understand and remember what they read. They can summarize and discuss the content and demonstrate their comprehension of the text. They can analyze and evaluate what they have read.

## **2. The Importance of Reading**

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

According to Barth in Dian Purnami mention that reading is both directly and indirectly connected to later educational achievement and it is critically important to a student's growth across all subject areas. Failure to achieve reading comprehension has also been linked to other factors that have an impact on academic success. The habit of reading can add to the information available on various topics. It also helps the readers to stay in-touch with contemporary

---

<sup>18</sup> Duke and Pearson, *reading comprehension : strategies that work*, Michigan State University, 2001. p. 423

information and makes them sensitive to global issues and helps them catch in hand what is going on around them. Generally, reading texts are good sources and wealth choices for self improvement and motivation. They have a great contribution towards proficient achievement. In addition, they are informational and reliable for what we may query for a long time without satisfactory answers.<sup>19</sup>

Furthermore, Brath also states reading is essential to success in school, work, and society. A student's ability to make sense of grade level texts can ensure either success or failure in school, depending on the student's ability to comprehend. Comprehension is a complex process, in which many factors play a role, including the active process of the interaction between the reader and the text, the understanding of the language and vocabulary in the text, and the learning and use of specific strategies for comprehension.<sup>20</sup>

### **3. Kinds of Reading**

Studying about reading cannot be separated by kinds of reading. Because reading skill is trained by studying some texts to get the detail information; short texts, longer texts and complete books. There are two kinds of reading, extensive reading and intensive reading.

#### **a. Extensive Reading**

Extensive reading is a form of learning form meaning focused input. Extensive reading is one kinds of reading with one of the function is to find the general information without any helping from some sources such as dictionary or

---

<sup>19</sup> Putri Dian Purnami Karang, *Improving Reading Comprehension Through Kwl Strategy At The Eighth Grade Students Of Smp N 1 Amlapura*, Denpasar : English Education Study Program Faculty Of Teacher Training And Education Mahasaraswati University. p.11

<sup>20</sup> Ibid. p. 12

others. In extensive reading, reading is a source of learning and a source of enjoyment. It can be a goal in its own right and a way of reaching others goal. Extensive reading provides the conditions for fluency development of a course depending on the level of the books that the learners read. Extensive reading generally involves rapid reading of the large quantities of material or longer reading to understand the whole book. The function of extensive reading is to take general understanding of the text. The reader has to read and understand the content for the meaning.

#### b. Intensive Reading

Intensive reading is the activity of intensive study of the texts that can increase learners' knowledge of language features and their control of reading strategy. Intensive reading focuses on comprehension of particular text and it will be useful when reading other texts. It is also called as a close reading means that when a reader read a short passage he/she must give all the attention into vocabulary, reading text, and organization. According to Nuttall "the aim of intensive reading is to arrive at an understanding, not only of the text means, but of how the meaning is produced".<sup>21</sup>

In intensive work on a reading text, the 'how' is as important as the 'what' which can be used by the students to train the strategy that can go on to use with other text. These are the following aspects which influence the following aspect of intensive reading.

1) Comprehension

In comprehension intensive reading can aim the understanding a particular text.

2) Vocabulary

Learners' attention can be drawn to useful words, underlying the meaning and use of these words for later study.

3) Grammar

Difficult grammatical features can be explained and analysed.

4) Cohesion

Learners can practice to interpreting of the text, what pronouns refer to, conjunction relationships between sentences are, and how different words are used to refer to the same idea.

5) Regular and irregular sound-spelling relations

This can be done by teaching of phonics, spelling rules, and reading aloud.

6) Information structure

Certain texts contain certain kinds of information. Learners can be helped to identify these different kinds of information.

7) Genre features

Intensive reading can focus on how the text achieves its communicative purpose through these features and what this communicative purpose is.<sup>22</sup>

---

<sup>22</sup> Christine Nuttall, *Teaching Reading Skills in a Foreign Language*, (Oxford: Heinemann, 1996), p. 38.



#### 4. The Purpose of Reading

Reading is one of the activities that usually do by people in everywhere and every time. Many people have different purposes when they are reading a text or a book, it can be for searching information or for reading pleasure. Because of this condition, the purposes of reading are become complex and vary. Many experts have different idea about definition and explanation of reading.

As Jo M Don ough and Christopher Shaw in their book quote usefully classifies reading into:<sup>23</sup>

- 1) Getting general information from the text
- 2) Getting specific information from a text
- 3) For pleasure or for interest

McDonough and Shaw divide the purpose of reading above, getting general it is mean that the reader want to know about the information from that book in generally. The reader wants to know about all of the important information from that book/ text. While, getting specific information means that the reader want to know the detail of the text, to know when or where something happen, to know what is happening or has happened in detail information which written in the text. The last is reading for pleasure or interest, in this purpose the reader just want to feel relax and for their enjoyment in leisure time.

William Grabe and Fredricka L. Stoller state in their book about the purposes of reading as follows:<sup>24</sup>

---

<sup>23</sup> Jo McDonough and Christopher Shaw, *Materials and Methods in ELT: A Teacher's Guide*, (Oxford: Blackwell Publishing, 2003), p. 90.

- 1) Reading to search for simple information and reading to skim
- 2) Reading to learn from texts
- 3) Reading to integrate information, write and critique texts
- 4) Reading for general comprehension

#### **4. Teaching Reading**

As teachers of English as a foreign language, we are often tempted to teach reading in order to improve the student's mastery of English, to enable them to develop their reading skill. The teacher should know the rationale of the nature of reading and its implication in teaching techniques. They should also be able to employ certain techniques to improve the student's reading ability.

Comprehending a text is an interactive process between the reader's background knowledge and the text. By guessing readers predict the content of the text. This means that their background knowledge is important to help understand the text. By using a KWL strategy in different phases of our teaching, we can monitor our students' reading process: Before reading, ask students to complete the "I know" column. After students have completed the "I know" column, ask students to complete the "What I want to know" column. After reading, ask students to complete the "What I have learnt" column. The KWL strategy combines pre-reading, during reading and post-reading to help students get a better grasp of the book or text. Pre-reading strategy connects students to the text before they begin reading. Whereas, during-reading and post-reading

---

<sup>24</sup> William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, (Harlow: Longman, 2002), p. 13

strategies keep the students engaged with the material in the text.<sup>25</sup>

### C. KWL Strategy

KWL is strategy that helps students to collect everything they know about the topic to be read before they come in to the reading assignment. Moreover, Shelly, asserts that the KWL strategy, designed in a three-column format, requires students first to list what they already know about a topic (calling attention to prior knowledge) second, to write what they would like to know about a topic (tapping student interest and providing purpose for reading) and third, after reading and discussion, to list what they learned and would still like to learn (making connections between questions asked and information encountered).<sup>26</sup>

KWL for the three basic cognitive steps required: accessing what I Know, determining what I Want to learn, and recalling what I did Learn as a result of reading. To facilitate both the group process and to instill in students the concreteness of the steps, we developed a worksheet that each child uses during the thinking reading process.<sup>27</sup> KWL Strategy help students to be active thinkers while they read giving them specific things to look for and having them reflect on what they learned when they are finished reading. When students set their own purposes for reading, they are more motivated and active as readers. Each student has a schema, or a framework for how they view the world. Accessing a student's prior knowledge is the first step in integrating new concepts into their existing

---

<sup>25</sup> Putri Dian Purnami Karang, *Improving Reading Comprehension Through Kwl*. . p. 15

<sup>26</sup> Mo'minah Mahmmoud Abu Youniss, *The Effectiveness of Using (K.W.L) Strategy on Developing Reading Comprehension Skills for the Eighth Graders in Khanyounis Governorate Schools*, thesis, Gaza : Uniniversitas Al- azhar, 2013. p. 49. t.d.

<sup>27</sup> *Comprehensive Instructional Strategy*. Izisa@verizon.net, on January 2015, p. 3

schema. KWL charts help activate background knowledge and provide an opportunity for students to set their own learning objectives.

According to Ogle, the process of KWL in reading can be explained as follow: Step K-What I know. This opening step has two levels of accessing prior knowledge. The first is a straight forward brainstorming of what the students knows about the topic for reading. During this step the teacher's role is to record whatever the students know about the topic on the board or an overhead projector. The critical component here is to select a key concept for the brainstorming that is specific enough to generate the kinds of information that will be pertinent to the reading. Step W-What do I want to learn? As students take time to think about what they already know about the topic and the general categories of information that should be anticipated.<sup>28</sup>

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

---

<sup>28</sup> Ogle, D. (1986). *K-W-L: A teaching model that develops active reading of expository text*. *The Reading Teacher*, 38,P. 564-570.

## 1. The Use of KWL Strategy in Teaching Reading

KWL is an instructional scheme that develops active reading of expository texts by activating learners' background knowledge.<sup>29</sup> It provides a structure for recalling what learners know about a topic, noting what they want to know, and finally listing what has been learned and is yet to be learned. Learners begin by brainstorming everything they Know about the topic. The relevant information is recorded in the K column of the KWL scheme (Table 1). Learners then generate a list of questions about what they Want to know about the topic. These questions are listed in the W column. During or after reading, learners answer these questions. What they have learned is recorded in the L column.<sup>30</sup>

Table 2.1. KWL instructional scheme ( worksheet)

K (What I Know)	W (What I Want to learn)	L (What I Learned)
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.

<sup>29</sup> Ibid. P. 570

<sup>30</sup> Teaching reading viewing( comprehension strategies and activities in 1-9 years)  
Retrieved from : <http://en.bookfi.org/s/?q=kwl+strategy&e=1&t=0>, on February 18<sup>th</sup>, 2015.

The 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.

The Procedure of KWL strategies include three steps. First, provide students with the opportunity to brainstorm and list the ideas in the K items and details that they already know about a topic. Second, they review the topic again and consider what they still want to know. They list these items in the W section of the chart. Items should be listed as questions. Third, as they read or after they read, students add details that they have learned while reading. They list these items in the L section of the chart.

## **2. The Procedures of KWL Strategy in Teaching Reading**

The procedures of KWL Strategy in teaching reading base on Youniss as following :<sup>31</sup>

First: Before Reading

1. Selection of the reading passages to be a sample of the study.
2. Description of the KWL strategy K= what we know, W= what we want to know, and L= what you have learned. The teacher starts to talk about comprehension strategy to help the students understand a reading passage, and this strategy is called KWL
3. Creating a KWL chart. The teacher prepares a chart on the blackboard or on an overhead projector.
4. Labeling the columns according to Conner, as follows:

---

<sup>31</sup> Mo'minah Mahmmoud Abu Youniss, *The Effectiveness of Using (K.W.L) Strategy*, p.40

Column 1 K, column 2 W, column 3 L. he states that at this step, the teacher asks his/her students to brainstorm words, terms, or phrases they associate with a topic. Both the teacher and the students record these associations in the K column of their charts. This is done until students run out of ideas. The students will be engaged in a discussion about what they write in the K. in column K (What I Know) the teacher should be 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.

#### Second: While Reading

1. The writer as a teacher, begins to read the passage and gives the meaning of difficult word and she asks her students to put stars above the questions which the passage answers in W column. column 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: what the students 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.
2. Students should check the answers to the questions in their W column and then they can fill L column.

#### Third: After Reading

1. The students fill out the L column of their charts. In addition they answer the W column questions, the teacher increases students' motivation to write in L column the interesting ideas they come up with, and they can put a check mark to the information that answers questions from the K column and put a star next to the ideas that are interesting to them. As for the questions that are not answered in the passage, the teacher encourages the students to consult other resources to search for answers. Keep the students focused and interested during reading, and gives them a sense of acquired information when they fill in the L column after reading.
2. The writer and the students discover some interesting information which they did not know before. They usually select the unanswered questions in W column to find another resource in order to cover the topic completely. Since E-learning is a modern technology and a good tool used in learning to save time and efforts, the researcher asks her students to search in the internet about the unanswered questions for the next class to motivate and encourage them toward modern resources, and enrich their knowledge as much as possible.
3. Another column is added; how to find out unanswered question as homework for the next day. They should answer the questions which are found in textbook.

### **3. Benefits of KWL Strategy**

According to Anderson & Pearson in Youniss, KWL encourages EFL students to think more actively about what they are reading and, therefore, improve their comprehension abilities in general and perhaps learn more about



what they are reading, KWL also helps teachers to activate a learner's prior knowledge concerning a topic or subject and it promotes research, active reading and inquisition. The use of KWL is particularly beneficial like the pre-reading strategy and it also serves like a test of what learners have studied during a certain study unit.<sup>32</sup>

### **5. Purposes for Using KWL Strategy**

KWL strategy serves several purposes to elicit prior knowledge of the topic, to set a purpose for reading, to monitor comprehension, to assess comprehension of the text and expand ideas beyond the text. In addition, KWL strategy can help students reflect and evaluate their learning experience, as well as serve as a useful assessment tool for teachers. Adapted from Ogle's KWL initiates active engagement in the reading/learning task. The strategy creates an instructional framework where students list (1) what they know, (2) what they want to find out, (3) and (4) record what they have learned or still want to learn. This activity can be used individually, in small groups, and with whole class activities. Moreover, Ebrahimi in Youniss maintains that KWL is developed to encourage purposeful reading activity by activating and organizing students' prior knowledge.<sup>33</sup>

It is clear that the KWL strategy helps students individually or in small groups to connect what they already know about a given subject, to what they want to know about them, and then finally what they have learned about the

---

<sup>32</sup> Ibid, p.42

<sup>33</sup> Ibid, p. 44

subject. Students connect their new learning to their previous knowledge, thus ensuring that the new knowledge will be retained.

## **6. The Advantages and Disadvantages of KWL Technique**

According to Szabo in Kuller in Karang the KWL presents a before-during-after strategy for students in helping with comprehension strategies.<sup>34</sup>

- a. Students can get started by brainstorming any prior knowledge they may have on the topic which then helps them develop a curiosity on the subject and gets them interested in learning more about it.
- b. This chart also helps them decide what they would like to learn about the subject which gives them the self motivation to read and make up their own questions.
- c. It helps with self-monitoring of comprehension because it allows them to identify what they understood.
- d. This chart also gives an opportunity for students to expand on their ideas and formulate new ones.

While according to Kuller in Karang, some disadvantages of this method are:<sup>35</sup>

- a. That it does not encourage asking questions while reading and the fact that some of background information may not be correct.
- b. It also does not help with growing vocabulary because if a student does not know what a word is, they may just skip it and go on. There is also no encouragement for addressing emotional experience while they read. This

---

<sup>34</sup> Putri Dian Purnami Karang, *Improving Reading Comprehension Through Kwl....*p. 18

<sup>35</sup> Ibid.p. 18

can be prevented by having the students talk about these instances or even finding the vocabulary words they do not know and writing them down so they can figure out the meanings.

#### **D. Assessment of Reading Comprehension**

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

Klingner in Karang also confirms reading comprehension assessment has different purposes. One of these is to compare students' comprehension levels to those of students in a norm sample. Another is to find out if students have met reestablished criteria for their grade level. A third purpose is to inform instruction by determining when students understand what they read and how efficiently they use which comprehension strategies. Similarly, an important purpose is determining why a student may be struggling.<sup>36</sup>

Understanding the purposes of assessment and approaching the process as a teaching and learning tool can relieve some of this pressure. In line with current trends toward authentic, formative assessment, we embrace the view that appraising students' knowledge and skills is as elemental in the educational process as delivering purposeful instruction.

---

<sup>36</sup> Putri Dian Purnami Karang, *Improving Reading Comprehension* Denpasar : English Education Study Program Faculty Of Teacher Training And Education Mahasaraswati University. p. 16

On the other hand Pang in Karang, states there are two forms of reading assessment. The first is to find out how well children are reading in order to help them improve (diagnosis). Diagnostic assessment is about giving feedback and assistance to learners. The second is to measure how much progress has been made. Both forms of assessment are needed for effective reading instruction. In beginning reading, assessment is normally done by listening to students reading aloud. Teachers assess word recognition and fluency in this way. Beyond this stage, assessment should focus primarily on text comprehension.<sup>37</sup>

Assessment is very important to know the ability of students, and also measure their potential in study. To support this statement Cohen describe the purposes of a test are several, for example to *diagnose* a student's strengths, weakness and difficulties, to measure *achievement*, to measure *aptitude* and *potential*, to identify *readiness* for a program.

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

---

<sup>37</sup> Ibid p.17

## E. Short Functional Text

### a. Definition of short functional text

Functional Text or factual text is a short text that contains the command, direction, something to do or not to do that can be a prohibition, invitation, Greeting Cards, short message, shopping list, warning (notice), announcement, and others that contain meaning and use in everyday communication. While the essay texts in the form of descriptive, narrative, recount, report, and the procedure is a lengthy text that can be categorized into Long Functional Text (The term is not raw / not commonly used)<sup>38</sup>

Short Functional text is a transcription that meant to help the reader to accomplish an everyday task. Based on Halliday and Hasan states, a text can be said as functional. By functional, it means that language in a text is doing something in a context.<sup>39</sup> Examples of functional text might include a recipe for cooking; directions to a location; a memo notifying of a change in a company's address, or a store's opening time; a schedule of event times and locations during a seminar; a directory of addresses, phone numbers or e-mail addresses; directions on a test; a menu from a restaurant; a pamphlet notifying the public of a grand opening, store closing, or a foreclosure; or a how-to manual just to name a few.

---

<sup>38</sup>[http://www.smpn1depok.com/mediapembelajaran/daryanto/kelas8/bahasainggris/materi1/short\\_functional\\_text.html](http://www.smpn1depok.com/mediapembelajaran/daryanto/kelas8/bahasainggris/materi1/short_functional_text.html).

<sup>39</sup> Halliday and Ruqaiya Hasan, *Bahasa, Konteks, dan Teks; Aspek-aspek Bahasa dalam Pandangan Semiotik Sosial*, Terj. Asrudin Barori Tou, (Yogyakarta: Gadjah Mada University Press, 1994). p. 13.

Mark in Anjani state functional text is used for everyday information. Its presents information or ideas and aim to show, tell or persuade the audience.<sup>40</sup> It is called functional because it helps you function in your day-to-day life. For example, if you want to make chocolate chip cookies, you will read a recipe. If you want to know my friend's phone number, you will look in a phone book. If your English teacher gives a test, you will need to read the directions.

#### b. Kinds of Short Functional Texts

Anjani mention there are some kind of short functional texts :<sup>41</sup>

##### 1. Announcement

Announcement is an important or official statement that informs people about something.

##### 2. Advertisement

Advertisement is a picture and/or set of words used to persuade people buy a product or use of service, or that gives information about a job that is available.

##### 3. Greeting Cards

A greeting card is a card, with a picture in front and a message inside, that you send to someone on their birthday or on a special occasion/holiday.

##### 4. Short Message

A short message is a written piece of information that you send/leave to another to another person.

---

<sup>40</sup> Sari Anjani , *The Effectiveness Of Using Authentic Materials Towards Students' Reading Comprehension Of Short Functional texts*, Jakarta : Hidayatullah State Islamic University,2014. p.26

<sup>41</sup> Ibid. p. 14- 20

## 5. Notice

A notice is a sign or printed statement that gives information or a warning to people.

## 6. Caution

A caution is a warning or piece of advice telling you to be careful.

## 7. Postcard

A postcard is a card that can be sent in the post without an envelope, especially with a picture on it. It is used for sending a short message. The message in a postcard usually consists of several parts:

- a) Opening (greeting/salutation)
- b) Body (the message)
- c) Pre-Closing (it may be the conclusion of the message)
- d) Closing (the writer's regard and signature)

## 8. Shopping list

A shopping list is a list that you make of all the things you want to buy when you go shopping

## 9. Food Label

A food label can be found on the back of most food products. This label gives information about the products, and can be useful if one is trying to eat healthy or one needs to avoid anything one is allergic to.

## 10. Invitation Cards

An invitation card is used to invite someone to attend the event. Invitation is one of functional texts which should be understood by students of high school.

Functional text is one of three areas of learning English in high school curriculum. We often see or read invitation for birthday party, farewell party, engagement party, wedding party, anniversary, promotion, etc.<sup>42</sup>

An invitation card should give more information about:

- a) The name of the event
- b) When the event will be held
- c) Where the event will take place
- d) Additional information (e.g., dress code, RSVP)

When we take a look on several invitation which are close to our life, we will find 2 types of Invitation. As many typical printed or spoken documents, invitation can be:

- a) Formal Invitation : This type of invitation has a meaning official senses. It is written by institution or company. Due to its formality, such typical invitation seems to tie the people whom are invited.
- b) Informal Invitation: this kind of invitation is found a lot in social interaction. The informal invitation can be written or spoken and commonly given or addressed to family member, friend, mate etc.<sup>43</sup>

---

<sup>42</sup> Ibid. p.20

<sup>43</sup> Ibid. p.21.



