

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter covers previous study, the nature of reading comprehension, the types of reading, the process of reading, teaching reading, factors affecting reading comprehension, the problem of reading comprehension, level of comprehension and K-W-L strategy.

#### **A. Previous Study**

There are some related literatures to this study are reviewed as means to clarify the present study these previous studies gave a view about the issues that were discussed.

First of all, Zhang Fengjuan studied about The Integration of the Know-Want-Learn (KWL) Strategy into English Language Teaching for Non-English Majors.<sup>1</sup> The result of this study is that KWL strategy motivates active learning and instructing on the parts of both learners and instructors. This study made contributions as follows:

1. It illustrated a detailed process for integrating the KWL scheme into ELT for non-majors.
2. It shows that such integration involves efforts on the part of both learners and instructors.

KWL can work as a very effective strategy in attaining the ultimate goal of all-round development in learners' listening, speaking, reading, writing and

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<sup>1</sup>Zhang Fengjuan, The Integration of the Know-Want-Learn(KWL) Strategy into English Language Teaching for Non-English Majors *Chinese Journal of Applied Linguistics (Bimonthly)* Vol. 33 No. 4: Soochow University 2010, p.83

interpretation abilities. KWL is an effective instructional strategy worthy of our attention.

The second, Eviani Damastuti and Sugini studied about Implementation of the strategy KWL (Know-Want to know-Learned) Through The Increase in Intensive Reading skills Class III student learning disabilities, SDN Manahan Surakarta, academic year 2011/2012.<sup>2</sup> The results showed an increase in reading ability is significantly intensified by applying the strategy KWL (Know-Want to know-Learned), from the initial conditions which amounted to 75% in cycle I and cycle II by 25% of cycle I. Based on the research results can be concluded that the implementation of the strategy KWL (Know-Want to know-Learned) can improve the reading skills of students disabilities intensively studied class III of SD Negeri Manahan Surakarta in the academic year 2011/2012.

The third, Anne Crout Shelley studied about Revisiting the K-W-L: What we Knew; What we Wanted to Know; What we Learned.<sup>3</sup> The result of this study is true that teachers today are encouraged to use a variety of materials in their classrooms in order to better accommodate the individual needs, interests, and abilities of their students. However, this trend does not negate the value of traditional textbooks. Helping our students learn to use textbooks effectively provides them with a tool for independent learning. The K-W-L is one strategy, among others, that should be taught and should be taught thoroughly. The K-W-L

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<sup>2</sup>Eviani Damastuti and Sugini, *Implementation of the strategy KWL (Know-Want to know-Learned) Through The Increase in Intensive Reading skills Class III student learning disabilities, SD N Manahan Surakarta, academic year 2011/2012*: Surakarta, Ippm Journal, 2011, p. 1

<sup>3</sup>Anne Crout Shelley, *Revisiting the K-W-L: What we Knew; What we Wanted to Know; What we Learned*, READING HORIZONS, 1997, volume 37, #3, p. 241

helps to make textbooks as well as other materials meaningful. It encourages students to make connections between prior knowledge and new information thus facilitating the construction of meaning. In this paper, we have provided some insight into the factors that may require some fine tuning of the K-W-L procedures in the classroom, particularly taking into consideration the students' sometimes limited background knowledge. Considering these and other relevant factors, any teacher can engage in effective implementation of the K-W-L.

In conclusion, the differences between the previous studies with the writer are related to the approach of the study used. The related study used quantitative and descriptive comparative. Meanwhile, this study is quasi experiment research; it is conducted in the reading by using K-W-L Strategy. The purpose of the study is to measure the effect of K-W-L strategy toward reading comprehension of the seventh grade students at SMP Al-Amin Palangka Raya.

## **B. The Nature of Reading Comprehension**

There are some definitions of reading comprehension given by some expert. Brown states that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.<sup>4</sup> According to Pearson Johnson, reading comprehension is a process of relating the new to the known based on the similar notion.<sup>5</sup>

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<sup>4</sup>H. Douglas Brown, *Teaching by principles: An interactive Approach to Language Pedagogy*, San Fransisco State University, 2001, p. 306

<sup>5</sup>David Nunan, *Language Teaching Methodology: A Textbook for Teachers*. London: International Book Distribution Ltd, 1998, p.67

Smith in Fauziati defines reading more pragmatically as an understanding a message conveyed by the writer through visual and non-visual information. This insight will be the point of departure in the discussion on the theories of reading. Meanwhile, Godman states that based on a modern psycholinguistic perspective, reading is considered as “a psycholinguistic guessing game”. This activity involves an interaction between thought and language. The reading processes are cycles of sampling, predicting, testing, and conforming. By guessing, the readers predict, test, and confirm the content of the text. This implies that the learner’s background knowledge is important to help understand the text.<sup>6</sup>

Reading comprehension is an active process in the construction of meaning. It is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expression that a writer uses to communicate information, ideas and viewpoints.<sup>7</sup> 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).<sup>8</sup>

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<sup>6</sup>Endang Fauzi, *Teaching English as a Foreign Language*. Surakarta: Muhammadiyah University Press. 2002 p. 139

<sup>7</sup>International Academy of Education, *Teaching Reading: Educational Practices Series-12*, (online), <http://www.curtin.edu.au/curtin/dept/smec/iae> (accessed on Marc 20th, 2014)

<sup>8</sup>Janette K. Klingner, Sharon Voughn, Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, New York: The Guilford Press, 2007, p.8

Based on the definition above, it can be inferred that reading comprehension is a process of understanding written text that involves both perception and thought. Related to the study, the students read and understand texts by involving their word knowledge. Besides, their knowledge about the text types and the strategy used also help them to understand the text.

### **1. Reading Concept**

There are different reading definitions given by linguistics which indicate the similar sense of meaning. Some defined that reading is a comfortable activity for relax time, some others state that reading is a valuable learning activity where knowledge and science are required to be acquired by the students academically.

According to Rubin reading is the bringing of meaning to and the getting of meaning from the printed pages while Simanjutak states that reading is the process of putting to reader in contact and communication with ideas. Widdowson in Rubin states that reading is not a reaction to text but an interaction between writer and reader mediated through the text. It is clear that reading is a fundamental requirement that can influence the student's achievement in studying English through reading, we can broaden our horizon of thinking.

Anthony states that teaching English as a foreign language to the second language learners requires the learners to be able to use this language to in daily, interaction either in the classroom learning process that are well known as in formal communication, but we can deny that we have not yet achieved the goal of teaching English as a foreign language.

In teaching reading English teacher should introduce other materials as an alternative to give variation to the student in teaching and learning process. These materials can be a form of media that can create a comfortable atmosphere to interest and stimulate the student in the classroom learning process.

Learning English could be fun for the students who learn another language. In this case, teachers of English should have a good preparation in teaching. It is very essential for the teachers to create a good classroom atmosphere and to avoid the students from getting bored. According to William in Rahman, teaching must be learned in such a way that learning becomes interesting.

A wide selection material will be interesting if the material is humorous. Sudjoko in Hamka says that humor can entertain, humor also can help some one to comprehend any complex matters. Because the importance of humor in learning and teaching, the writer offers the use of a kind of humor. Which is funny (Written humor) in teaching reading . Reading is an active in which the reader must make an active contribution by drawing upon and using concurrently various abilities he has acquired. In addition, reading is concerned mainly with learning to recognize the printed symbols that represent language and to respond intellectually and emotionally when being asked about the content of the she/he has read.

## 2. Factors That Affect Reading Comprehension

Many factors affect a child's ability to comprehend text. These include:<sup>9</sup>

- a. Motivation/purpose/goals/engagement
- b. Vocabulary/word knowledge/background knowledge
- c. Automaticity of decoding
- d. Fluent reading
- e. Understanding and use of strategies employed by effective readers
- f. The nature of the text itself (difficulty and interest)
- g. The type or genre of text (e.g., fiction, nonfiction, poetry)
- h. The amount of reading done

## 3. Levels of Reading Comprehension

The following are levels of reading comprehension according to Smith and Carnine :<sup>10</sup>

- a. Level of reading comprehension according to Smith and Wayne are:
  1. Literal comprehension; that is the skill of getting primary direct literal meaning of a word, idea, or sentence in context.
  2. Interpretation; that is to identify ideal and meaning that are not explicitly stated in the written text.
  3. Critical reading; that is to evaluate what is read, and examines critically the thought of the writer.

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<sup>9</sup>Duke and Pearson , *ReadingComprehension:Strategies That Work*, 2001, p.423

<sup>10</sup>Paul C. Burns and Friends, *Teaching Readingin Today's Elementary Schools*,Boston: Mifflin Company,2004, p.255

4. Creative reading; that is to apply ideas from the text to new situations and to recombine author's ideas with other ideas to form new concepts or to expand old ones.
- b. Level of reading comprehension according to Carnineare:
1. Comprehension skill for the primary level consists of:
    - a. Literal comprehension; that is to receive information stated in a passage
    - b. Sequencing comprehension; that is to understand several from a passage according to when they happened.
    - c. Summarization; that is to receive information stated in a passage.
  2. Comprehension skill for the intermediate level consist of:
    - a. Inferential comprehension; that is to reveal relationship between two objects or events (stated or not stated).
    - b. Critical reading; that is to identify the author's conclusion to determine what evidence is presented, and to identify family argument.
    - c. Comprehension skill for the advanced level that is the appreciation of the author's work.<sup>11</sup>

#### **4. Part of Reading Lesson**

In contemporary practice, a reading lesson is usually divided into three parts, the pre-reading, while reading, and post reading stages, each of which has its own particular aims and procedure.<sup>12</sup>

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<sup>11</sup>*Ibid*,p.256

Pre-reading stage is used to mobilize existing knowledge. Teacher can do various things in pre-reading stage, such as picture, movies, discussion or word-association activities.

While-reading stage is done to help students to understand the specific content and to perceive the rhetorical structure of the text.

The last stage is post-reading. Post-reading stage has done to review the content of the text. The means of post-reading stage is usually a writing assignment, but other techniques are available, including discussions, debates, or project work.

## 5. Kinds of Reading Strategies

According to Watson, there are some strategies in reading<sup>13</sup>:

### a. Vocabulary knowledge

Vocabulary teaching during intensive reading needs to share the time in the language-focused learning strand of a vocabulary programmed with deliberate learning using word cards, vocabulary strategy training, and vocabulary teaching not related to intensive reading.<sup>14</sup>

### b. Mental imaging

Good readers construct mental images as they read a text. By using prior knowledge and background experiences, readers connect the author's writing with

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<sup>12</sup>Sara Puspita Sari, *The Effectiveness of Pre-reading ...*, p.15

<sup>13</sup>Three Watson, 2002, *Reading Comprehension Skills and Strategies*, USA:Saddlback Educational Publishing,2002,p.4

<sup>14</sup>I.S.P Nation, *Teaching ESL/EFL Reading and Writing*, New York: Routledge, Taylor & Francis Group.2009, p.38

a personal picture. Through guided visualization, students learn how to create mental pictures as they read.

A mental image is the representation in your mind of the physical world outside of you. It is an experience that, on most occasions, significantly resembles the experience of perceiving some object, event, or scene, but occurs when the relevant object, event, or scene is not actually present to the senses. There are sometimes episodes, particularly on falling asleep (hypnagogic imagery) and waking up (hypnopompic), when the mental imagery, being of a rapid, phantasmagoric and involuntary character, defies perception, presenting a kaleidoscopic field, in which no distinct object can be discerned.<sup>15</sup>

#### c. Self-questioning

According to National reading Panel state that self-questioning is simply a process in which students ask and answer questions while reading. Strategically asking and answering questions while reading helps students with difficulties engage with text in ways that good readers do naturally, thus “improving their active processing of text and their comprehension.”<sup>16</sup>

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<sup>15</sup>Edmond Wright, “*Inspecting Images*”, *Philosophy* 58 (223): 57-72,1983, p.68-72

<sup>16</sup>National Reading Panel, *Teaching Children to read: An evidence-based assessment of the scientific research literature on reading and its implication for reading instruction* (2<sup>nd</sup> Edition), Wangshinton DC: National Institute of Child Health and Human Development and U.S Departement of Education, p.51

#### d. Summarizing

An effective summary condenses a reading selection. It concentrates on the author's main ideas, and like a paraphrase, it puts those idea in new words.<sup>17</sup>

According to Leo, there are some guidelines for writing a good summary:

- 1) Make sure you understood what you read
- 2) Collapse list
- 3) Use topic sentences
- 4) Get rid of unnecessary detail
- 5) Check and double-check.<sup>18</sup>

#### e. Semantic mapping

Mapping can be a very effective study technique, especially for students who prefer diagram charts, and picture to large numbers of word. It is also useful for anyone trying to understand both the organization of a reading selection and the main ideas of that selection. Mapping is also helps to activate the prior knowledge so the reader can relate new information to old.<sup>19</sup>

#### f. K-W-L Strategy

Because this study focuses on K-W-L strategy, so this strategy will be explained in the following point specifically.

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<sup>17</sup>Eleanor S Leo, *Powerful Reading efficient Learning*, New York: Macmillan Publishing Company, 1994, p.137.

<sup>18</sup>*Ibid.*,p.172

<sup>19</sup>*Ibid*, p.183

## 6. K-W-L Strategy

### a. The Nature of K-W-L Strategy

K-W-L Strategy has been found by Donna M. Ogle in 1986. Based on her theory, KWL is an instructional scheme that develops active reading of informational texts by activating learners' background knowledge.<sup>20</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.

Despite the research highlighting the importance of this prior knowledge and many calls for more interactive teaching, the reading "scripts" used for teaching children to read in schools too often ignore the importance of what the children bring to read. Teachers are instructed to begin by telling children the gist of what they are going to read about and why they should read this particular information. Even when there are directions for teachers to find out what the children already know about the topic, teachers often overlook this instruction. The most neglected part of reading lessons is that which instructs teachers to elicit children's background knowledge.<sup>21</sup> It is a three-step process, and the first two steps involve oral discussion and in the third step, students either fill out a form

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<sup>20</sup>Zhang Fengjuan, *The Integration of the Know-Want-Learn.....*, p. 78

<sup>21</sup>Donna M. Ogle, *K-W-L: A Teaching Model That Develops Active Reading of Expository Text* Source: *The Reading Teacher*, Vol. 39, No. 6 1986, Published by: International Reading Association p. 564

concerning what I learned or immediately after reading the article there is a discussion.<sup>22</sup>

Step1: What I Know (K). This is composed of two sub-steps. In the first part, there is a straightforward brainstorming of what the group knows about the topic. Teacher activates the background knowledge of the students brainstorming of what they know about the topic and writes all the involvements on the board. Then teacher provides with a K-W-L chart, where K-W-L chart is a three column chart that is used in K-W-L sessions. The chart includes the terms what I know, what I want to know, what I learned. In this part, teacher should select key concept for the brainstorming as specific and pertinent as it is possible. This is necessary to keep responses inside the topic. In the second part, students are asked to categorize their associations and write them to the “Know” column.

Step2: What I Want to Know (W). Using the information that is stated as known, students generate questions they want to be answered about the topic. Some students may be in conflict with other students about some information. This will generate their own reasons to read and they can ask about this challenging information. The questions are written to second column. Want to know part is a group discussion, but before reading students should write their own questions on their worksheets, by doing this, they develop a personal commitment which guides reading.

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<sup>22</sup>Volkan Akyüz, *The Effects of Textbook Style and Reading Strategy on Students' Achievement and Attitudes Towards Heat and Temperature*, A Thesis Submitted To Middle East Technical University, 2004, p.21

Step3: What I Learned (L). Teacher asks students to find whether the text deals with the students' questions. During reading, students write the answers to their questions on their charts. After reading, students discuss what they learned through reading. If students cannot find the information they want to know, teachers suggest for further reading. Each student should have an opportunity to find their questions to be answered or addressed.

In conclusion, K-W-L is a simple, elegant technique. In addition, it is a very flexible technique, therefore, many variations exist. This simple procedure helps teachers become more responsive to students' knowledge and interests when reading the text, material, and it models for students the active thinking involved in reading for information.

b. The benefit and the weakness of K-W-L Strategy

1) The benefit of K-W-L Strategy

The benefit when KWL strategy is applied in teaching reading are:<sup>23</sup>

- a) It enables the students to set their own purposes in reading the text
- b) Filling the columns is effective to help the students understand the reading text
- c) It can motivate the students to take a part in the teaching and learning process
- d) It elicits the students' prior knowledge

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<sup>23</sup>Ferdinand Nicholas Boonde, *Improving the Students' Ability in Comprehending English Text through the KWL Technique (A Classroom Action Research at the Tenth Graders of SMA Negeri 4 Kendari in the Academic Year of 2010/2011)*, unpublished Thesis. Surakarta: English Department Graduate School Sebelas Maret University, 2011. P. 62

- e) It enables the teacher to create an interesting lesson plan
- f) It is more effective when students sit in groups

2) The weakness of K-W-L Strategy

The weaknesses when KWL strategy is applied in teaching reading are:

- a) Students with no prior knowledge will get difficulty to fill the K column
- b) KWL is not suitable for readers who have low thinking level or poor memory
- c) The process takes time
- d) KWL is not appropriate for reading fiction materials.

c. Teaching Reading Process by Using K-W-L Strategy

1) Appropriate Grade Level: the seventh grade students at SMP Al-Amin Palangka Raya.

2) Purpose: Improve Reading Comprehension by activating background knowledge.

3) Description:

The K-W-L strategy stands for what I Know, what I Want to learn, and what I did Learn. By activating students' background knowledge, it improves comprehension of Descriptive text.

4) Materials:

- a) Through the World English for SMP/MTS Class VII by Nanik Retnowati, Publisher: Arya Duta, 2007, Depok: Indonesia

- b) Bahasa Inggris untuk SMP/MTS Kelas VII Semester 2 by Sulistiani,S.S Publisher: PT Pratama Mitra Aksara, Karanganyar: Indonesia.
  - c) Transparency and individual student paper copies of the K-W-L Chart, one per student.
  - d) Worksheet
  - e) Whiteboard
- 5) Procedure/Steps:
- a) "Know" Step:
    - (1) Initiate discussion with the students about what they already know about the topic of the text.
    - (2) Start by using a brainstorm procedure. Ask the students to provide information about where and how they learned the information.
    - (3) Help them organize the brainstormed ideas into general categories.
  - b) "Want to Learn" Step:
    - (1) Discuss with the students what they want to learn from the descriptive text.
    - (2) Ask them to write down the specific questions in which they are more interested.
  - c) "What I Learned" Step:
    - (1) Ask the students to write down what they learned from the reading.
    - (2) Ask them to check the questions they had generated in the "Want to Learn" Step.