

## CHAPTER II

### RIVIEW OF THE RELATED LITERARTURE

This research has some review of the related literature. in this chapter the researcher describes about reading. Reading includes the definition of reading, factor that related with reading, the principle of teaching reading, and KWL (know, want, and learned).

#### A. Reading

Reading defines a fluent process of readers combining information from a text and their own background knowledge to build meaning. <sup>1</sup> To make it more specific, reading is a process of understanding a written language. Because it is a process of understanding the written language, it starts from viewing the linguistic surface representation and ends with certain ideas or meaning of messages intended by the writer.

##### 1. Definition of reading

Reading is making sense out of the text. The text is not viewed as controlling a passive reader, instead, the reader is seen as an active user of language. As a reader reads, the text must be sampled and interpreted through the reader's unique personal background knowledge and experience. The reader is seen as central to the act of

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<sup>1</sup> David, Nunan, *Practical English Language Teaching*, (New York :Mc Graw- Hill/Contemporary Companies, Inc, 2003), 68

reading for he can react to particular pieces of print on a page that may not have connections to larger contexts.<sup>2</sup>

In reading, comprehension is a goal of reading, a reader needs two kinds of information, namely strategic reading and fluent reading. Strategic reading is defined as the ability of the reader to use a wide variety of reading strategies to accomplish a purpose for reading.<sup>3</sup> Good readers know what to do when they encounter difficulties. And fluent reading is defined as the ability to read an appropriate rate with adequate comprehension. Meaning does not rest in the reader nor does it rest in the text. The readers' background knowledge integrates with the text create meaning. The text, the reader, fluency, and strategies combined together defined the act of reading.

## **2. Factor Related to Reading**

In reading activity, reading has some factor related to reading. The factors are the students, text, activity, and instruction. The researcher will describe clearly about the factor related to reading.

### **a. Student**

One of the purposes of reading is to comprehend the information contained in the written materials. To comprehend, a student must have wide range of capacities and abilities.

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<sup>2</sup> John, D, McNeil, *Reading Comprehension New Directions for Classroom Practice*, (Los Angeles University of California, 1992), 16

<sup>3</sup> David, Nunan, *Practical English Language Teaching*, (New York :Mc Graw- Hill/Contemporary Companies, Inc, 2003), 68

These include cognitive capacities (e.g. attention, memory, critical analysis ability, inference, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies).<sup>4</sup>

As a student begins to read and complete whatever activity which is at hand, some of the knowledge and capabilities of the student change. For example, a student might increase domain knowledge during reading. Similarly, vocabulary, linguistic, or discourse knowledge might increase. Fluency could also increase as a function of the additional practice in reading.

Students' memory organization is also a consideration affecting their reading performance. Insufficient readers frequently "have" knowledge they need to understand a text, but do not use it; that is if they are asked about it in the right way, they will be able to recall it, but they do not recall it spontaneously when they should in reading a text assuming such knowledge.<sup>5</sup> Similarly, they may "know" the answer to a reading comprehension question is the couched the right way

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<sup>4</sup> Mukhtar, "*improving Students' Reading Comprehension through a Response Journal*" (Thesis MPd, Universitas Negeri Malang, Malang, 2005), 36

<sup>5</sup> *Ibid*, 37

(prepared for by an appropriate prior sequence of question), but be unable to answer it otherwise

**b. Text**

The features of the text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, students construct different representation of the texts that are important for comprehension. These representation include, for example, the surface code (the exact wording of the text), the text base (idea units representing the meaning), and a representation of a mental modes embedded in the text (Snow,2002).

Snow (2002) also says that the subject of reading materials should be of high interest and relate well to be the background of the reader, since strong semantic input can help compensate when syntactic control is weak. The interest and background knowledge will enable the student to comprehend at reasonable rate and keep him involved the material in spite of its syntactic difficulty. Text can be difficult or easy, depending on factors inherent in the text and the knowledge and abilities of the reader, and on the activities in which the reader in engaged.

**c. Activity**

Alexander (1988) classifies seven activities, which are crucial to good comprehension, namely: establishing the purpose of reading, modifying read and strategies in accordance with different purposes, identifying the important elements of the passage, capitalizing on the logical structure inherent in the material using prior knowledge to interpret new information, showing sensitivity to contextual constrains, evaluating the text for clarity, completeness and consistency dealing with failures to comprehension, and selecting appropriate standards for assessing one's level of comprehension. Any problem dealing with these activities may lead to incomplete comprehension.<sup>6</sup>

Therefore, teachers need to have an awareness to make reading classroom assignment match with the reading purpose, designed classroom tasks various and exciting, and create reading classroom atmosphere relax. In addition, opportunities to engage in meaningful reading activities and tasks should be plentiful, frequent and fun.

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<sup>6</sup> Mukhtar, "improving Students' Reading Comprehension through a Response Journal"(Thesis MPd, Universitas Negeri Malang, Malang, 2005), 38-39

#### d. Instruction

Instruction can be effective in providing students with a repertoire of strategies that promote comprehension monitoring and foster comprehension. Effective reading instruction can develop engaged readers who are knowledgeable, strategic, motivated, and socially interactive. Teachers can help students develop this recognition by providing them with access to multiple sources of reading.

Because meaning does not exist in a text, but rather must be actively constructed, instruction in how to employ strategies is necessary to improve comprehension. To construct meaning, students must monitor their understanding and apply strategic effort. Students who are good comprehenders read for a purpose and actively monitor whether that purpose is being met.<sup>7</sup> To further enhance comprehension, good comprehenders also use strategies that help them retain, organize, and evaluate the information they are reading.

Effective teachers also use a variety of instructional practices that relate more specially to reading comprehension. For example, they help students make

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<sup>7</sup> Mukhtar, "improving Students' Reading Comprehension through a Response Journal" (Thesis MPd, Universitas Negeri Malang, Malang, 2005), 40

connections between texts they read and their personal lives and experiences, use small-group instruction to meet the individual needs their readers, provide their students with practice reading materials at their appropriate reading level, and the effective teachers of young readers also monitor progress in reading by using informal assessments.

### **B. The Principle of Teaching Reading**

There are some principles reading teachers must consider as guidance in designing reading instructions. Harmer(1988) classifies some principles of teaching reading in classroom. They are: encourage students to read as often and as much as possible, students need to be engaged with what they are reading, students should be encouraged to respond the content of a reading text, not just to the language, prediction is a major factor in reading, match the task to the topic, good reading teachers exploit reading texts to the full.<sup>8</sup>

Meanwhile David Nunan, (2003) propose eight principles of teaching reading as follows. They are: exploit the reader's background knowledge., build a strong vocabulary base, teach for comprehension, work on increasing reading rate, teach reading strategies, strategies are tools for active, self – directed involvement that is necessary for developing communicative ability, encourage readers to transform

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<sup>8</sup> Jeremy, Harmer, *How to Teach English*, (New York :Longman, 2007), 101-102

strategies into skill, build assessment and evaluation into your teaching, and strive for continuous improvement as a reading teacher.<sup>9</sup>

### **C. KWL (Know, Want and Learned)**

KWL Strategy gives students the purpose of reading and gives students an active role before, while and post reading. This strategy helps them to think about new information on the receipt. This strategy could also strengthen the ability of students to develop question on various topics. Students also can assess their own learning outcome (Rahim, 2008:41)

Strategy was developed by the Ogle (1986) to help teachers turn on the background of students' skills on a topic. KWL strategy involves three basic steps which lead students in providing a path of what they already know, decide what they them that know, and recall what they learned from reading.

#### **1. The Concept of KWL (Know , Want and Learned)**

KWL is an instructional reading strategy that is used to guide students through a text. The KWL reading strategy combines pre-reading, whiles-reading, and post-reading to help students get better grasp of the book of text. Teachers can use this teaching strategy in any content or subject area. Many students are not active readers and are confused what about they should be thinking as they read. KWL is a strategy that helps

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<sup>9</sup> David, Nunan, *Practical English Language Teaching*, (New York: Mc Graw-Hill/Comtemporary Companies, Inc,2003),74-78



students activate what they already know before they begin reading assignment. Using this strategy will help the students easy to makes prediction about what they will reading through the generation of question they would like to have answered. The strategy also help students to organize what they have learned when they are finished reading (Buehl, 2001:75)

a. Know (K)

The portion of the strategy should focus of what the student already knows about a particular subject. This can be listed on a large sheet of paper or a column on the board. Students should take the time to brainstorm and list as many different aspects of the subject as they can, if the class is planning a field trip so a salt water estuary, the students may know what interest with the environment as well. Listing as many different types of fish and birds, if any are known would be a good step.

b. Want (W)

After the initial brainstorming phrase is done, the instructor often leads a discussion about those various aspects to help build on the next portion of the strategy, which is determining what the students want to know or discover. Without executing the first step properly, this step could go very slowly because the students may not able to even think of what they may want to know. Using the estuary example, students may know there are fish and birds in a general

sense. They may want to know what types of birds and fish, if the birds eat the fish(or vice versa) and if not what each species eat. They may want to know what other land animals may be close by and interact with the ecosystem. These are all goals that could be accomplished on the field trip.

c. Learned (L)

The final portion of the strategy is reviewing what was learned. This may be done immediately after field trip or a later time, after the students have had time to analyze their information and perhaps present an individual report on the trip. Through many instructors may be tempted to skip this step, it offers a valuable review and reinforcement period for the students. In most cases, understanding what was learned involves the instructor reviewing the K and W portions of the process, then asking the students already be aware of this, since the preparation work was done to prepare their brains to cue on certain things during the field trip. Thus, it provides a comprehensive educational strategy.

## **2. The Advantages of KWL Strategy**

KWL can improve the teaching reading process. Because KWL has some advantages in teaching reading. They are: KWL provides teacher with an inventory of students' background knowledge about a topic, students have a structure for making predictions about what they will be reading, students develop self-questioning skills and learn to read

actively to answer their question about a topic, Students are guided into meaningful organization of new information, and students misconceptions about topic are revealed and addressed during instruction.

KWL can be used as a strategy for lessons in social studies, science, math, and other subject areas. So, it can use in some subject. It can be variation from teacher who will teach the subject. The variation of teaching method will not make the students feel bored.

### **3. The Theoretical procedure of Teaching Reading through KWL Strategy**

In teaching reading with KWL method, the teacher should use the procedure of teaching . because KWL have procedure in teaching. The procedure when the teacher taught reading using KWL (Know, Want and Learned) strategy for the experimental groups as follows:

- a. Choose a text. The teacher chooses the text that will give to the student and ask the student read the text.
- b. Create a K-W-L chart. The teacher should create a chart on the blackboard. In addition, the students should have their own chart on their paper which to record the information.

(below is an example of a K-W-L chart)

K	W	L

- c. The teacher asks the students to read the text. Then asks the students write the main topic what they know of a text. Engage students in a discussion about what they wrote in the K column. This is done until students run out of ideas.

K column suggestion for the teacher, they should have some question and strategy to make the students explore their ideas. The teacher has questions ready to help students brainstorm their ideas. Sometimes students need more prompting than, "*Tell me what is the topic tells about?*" to get them started. The teacher encourages students to explain what they known. This is especially important for what they wrote that are vague on unusual. Ask "*What made you think of that?*"

- d. The teacher asks students what they want to learn about the topic. the teacher and students record these questions in the W column of their chart. This is done until students run out of idea questions. If students respond with statement, turn them into question before recording they in the W column.

W column suggestions for the teacher. The teacher asks an alternative question for generating ideas for W column. If, in response to "*What do you want to learn about this topic?*" your students are either having trouble coming up with ideas, or are saying, "*Nothing*" tries asking one of the following questions instead: "*What would you like to learn more about this idea?*".

- e. The teacher asks students read the text and fill out the L column of their charts. Students should look for answer to the question in their W column while they are reading.