CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature. It discusses the definition of reading, teaching reading, recount text, story mapping technique, KWL technique and previous study.

A. Reading

1. Definition of Reading

Reading means processing the meaning of the text by the process of interacting with the printed matter (Alderson, 2000: 1). Nunan (2003) stated that reading is a fluent process in which readers examine information offered in a text and their prior knowledge to get the meaning of the text. In reading, the reader involves the skill of recognizing words. The reader gets the meaning of a text by using the right strategy, which leads him to become a fluent reader.

According to Cameron (2001:101), reading is the active process of understanding the word or code and the message being conveyed through the text. Reading is an activity that receives meaning and information from written texts. When someone reads a text, they understand both the words and the meaning of the text.

Reading is a process carried out by someone by looking at reading and processing information in the reading that is in the brain, there is reading in the heart without sound, and the tone is also read by making a sound (Audina dkk., 2020: 95). Reading is gathering information to understand the meaning or origin of

the text being read. Reading is an important language skill because texts provide knowledge, experience, and information.

Sweet and Snow (2003: 1) define that reading comprehension is the process of extracting and constructing meaning simultaneously. The reader learns how print represents words and is involved in the exact and effective translation of print to sound (extracting) and developing a representation of the information supplied, which invariably necessitates a new build, which implies combining new and old knowledge (constructing meaning).

Lems and Soro (2010: 170) in Apsari and Yana (2015: 220) stated that Reading comprehension is the ability to build meaning from a given written text. It is considered a dynamic process in which the reader "constructs" meaning from the information provided by the text. Because students' success is dependent on their ability to read, reading comprehension becomes a priority for them. Students will have difficulty progressing if their reading comprehension is weak. However, students with excellent reading comprehension skills will do better in the classroom.

2. Purpose of Reading

According to Grabe (2009: 8), as cited in Syahfutra and Niah (2019: 125), there are several purposes for reading, including finding information, learning, integrating information, evaluating, criticizing, and using information, and reading for general understanding (in most cases), reading for interest, or reading for entertainment.

People who read comic books or novels for fun are an example of reading for pleasure (Syahfutra and Niah, 2019: 125). People are reading traffic signs to know where to go because they need to know how to operate them is an example of reading for need. Rivers and Temperley, in Nunan (1989: 33-34), students read for a variety of reasons: (1) to gain information for some purpose or because they are intrigued about a topic. (2) to obtain instructions on how to read. (3) To act in a play, play a game, or answer a puzzle. (4) To write with friends or comprehend business letters, (5) to be aware of when or where something will occur or what is accessible, (6) to be aware of what is occurring or has occurred (as reported in newspapers, magazines, reports). (7) For the sake of fun or excitement. To put it another way, when a reader engages in reading activities for a specific reason, that purpose also drives the reader to the vital goal of reading comprehension.

B. Teaching Reading

The section discussion about teaching reading in general, teaching reading in senior high school, and problem in teaching and learning reading.

1. Teaching Reading

According to Harmer (2007: 23), teaching is not a simple process, but it is important and can be quite rewarding when we observe our students' growth and understand that we helped a part in making it happy and enjoyable. The role of a teacher in the classroom is to motivate students by building effective classroom procedures, supporting critical reading, and creating a positive atmosphere for reading practice. The purpose of reading must be decided by the teacher.

According to Robert (2004:2), teaching refers to improving student achievement by using the results that are important for their success in the future. Chaudron (2004) stated that Learning English is challenging for Indonesian students because the spelling, sound, pronunciation, vocabulary, and culture of English and Indonesian are different. It is not easy to teach reading because the teacher should invite students to read the text and think about how they will understand all components of English in it.

Teaching is an activity that involves transferring knowledge to students and helping and motivating them to learn (Audina dkk., 2020: 97). Teaching is art; the teacher must have art to make students enjoy learning or make the class enjoyable. A good teacher needs to explain understanding strategies and teach students when and how strategies should be used.

2. Teaching Reading in Senior High School

The changes offered in Curriculum 2013 are learning that includes attitudes, knowledge, and skills competencies, which are then developed into core competencies and basic competencies of the 2013 curriculum. The 2013 curriculum offers to learn through a scientific approach whose stages start from observing, asking, exploring, associating, and communicating. To fulfill the demands of the 2013 curriculum, English teachers must be more creative and innovative in their teaching and learning methods (Nainggolan, 2018: 193). English teachers must be able to effect change in the classroom. They must replace the traditional teaching method, in which the learning material is concentrated on linguistic structure (grammar). Following the demands of the 2013 curriculum, English must be taught

or centered on language competency as a communication tool for communicating ideas and information.

The demands of the 2013 curriculum demand the creativity and ability of teachers to implement curriculum theory into the classroom, especially in the process of teaching and learning (Nainggolan, 2018: 193). In addition, the teacher's pedagogy, understanding of learning materials, and curriculum are among the success factors in teaching and learning. Students are required to develop a habit of reading, understand the meaning of the text, and interpret what they have read in their language through reading comprehension activities. Teaching reading comprehension must enable students to become independent readers as the purpose of teaching reading itself.

Secondary school reading aims to improve students' ability to read texts effectively and efficiently. According to Ariwiyati (1997) in Pranata (2019: 43), The specific purpose of reading is to enable students to develop basic comprehension to read and understand texts of a general type. Second, encourage students to read to advance their knowledge. Third, determine the purpose of reading. Next, students must adjust their reading techniques. Last, improve your critical reading abilities.

3. **Problem in Teaching and Learning Reading**

According to Wallace (1992), Surong (2002), and Li-Juan (2007), there are three main challenges that teachers faced when teaching reading. The first problem was vocabulary-based teaching (Surong, 2002; Li-Juan, 2007). The teacher's delivery, in this case, focuses primarily on vocabulary. Teachers, as a result, are

unclear about the complexity of the reading process. The second problem is that teachers rarely come down to study their students' needs, analyze them, and adjust their teaching methods accordingly (Li-Juan, 2007). Here, the teacher follows the text's natural process and exercises their perceptual experiences as a guide. The text is then used only for their benefit rather than to educate students on reading effectively. Last, there is a lack of theoretical knowledge of EFL. It can influence situations where teachers have inadequate knowledge of preparing classes in an orderly and systematic manner (Wallace: 1992). As a result, the teacher often sits at the table, reads the entire text that will be taught, and looks up all the words and expressions in the dictionary.

C. Recount Text

According to Hartono (2005), recount text falls into the genre of stories to retell past events for informational or entertainment purposes. Recount text is written to relate to the experience of several related events (Knapp, 2005: 224). A recount is a text recalling past events or past experiences based on personal experiences of the author's history. Students were assigned to write this type of text because it allows them to freely explore stories based on their personal experiences and then write their ideas.

The purpose of a recount is to inform and entertain the reader. To achieve these goals, the text must have several steps, including an orientation that informs the reader about who is involved, where, when, and how, and a retelling of events in chronological sequence (Derewianka, 1990) in Sonia (2016: 8). A recount text is

a text that retells past events, usually in the sequence in which they occurred. It starts by telling the reader who was involved, what happened, where the event occurred, and when it occurred (Derewianka, 1990) in Sonia (2016: 8).

Mukarto et al. (2007) stated that the generic structure of recount texts generally divided into three parts. The first is orientation, which gives background information about the story from the reader. The first paragraph mentions who, what, where, when, and how. The second is a series of events. It describes what happened by telling a series of events in chronological order. The final part is reorientation, which includes a type of conclusion with comments or summaries or an evaluation of the story's topic.

D. Story Mapping Technique

The section discussion about definition of story mapping technique, the advantage and disadvantage of story mapping, and teaching procedures by using story mapping technique.

1. Definition of Story Mapping

According to Davis and McPherson (1986), in graphic form, story mapping displays the whole story and the relationships between the story's basic components. Sorrel (1990) also states that story mapping is a conceptual schema technique that involves teaching the reader the relationship between the story's parts and placing the story's basic elements in the schema to attract the reader's attention. Chang & Chen (2002) stated that by mapping the text, students can use it as a reading guide and identify the key ideas quickly.

Annisa and Octavia (2020:21) state that story mapping is a strategy for helping students understand the relationships between different parts of a book. Story mapping is a reading teaching technique that involves students drawing maps, such as circles and branches, that divide stories into specific elements, such as problem, objectives, setting, actions, and results.

2. The Advantage and Disadvantage of Story Mapping

Sholichah (2017: 43) suggests story mapping technique has various advantages; the first is that it can effectively help students organize information from reading materials. Students can remember detailed information from the reading material when they are trained to look for keywords in each paragraph and write down information from those keywords. Second, using story mapping to reduce student boredom is a good idea. Third, using the story mapping technique to increase students' reading comprehension is an effective way to use it.

Anggraeyni (2015: 5) stated the following are some of the disadvantages of using a story mapping technique: the first teacher will be busy planning the class. The second student will take a long time to understand the story map's steps. As a result, teachers should assist students in time management.

3. Teaching Procedures by Using Story Mapping Technique

Sundari, Zulaikah, and Andriani (2019: 53-54) stated that using the following story mapping method to teach reading comprehension: First, the teacher has the students read a text silently. Students currently read the material silently for seven minutes while moving their lips. Second, the teacher instructs the students to stop reading after seven minutes and delivers the worksheet (story map) to each student.

The main ideas and details are included in the worksheet. Third, the teacher asks the students to count to form groups. Students in groups are expected to determine the text's main idea and details individually. They then had a group discussion about it. They then represented the information by inputting it into their workbooks.

E. KWL Technique

The section discussion about definition of KWL technique, the advantage of KWL technique, and the procedures of KWL technique.

1. Definition of KWL Technique

According to Ogle (2008: 49), KWL technique is a reading technique that teachers employ to lead students through texts. Students started by brainstorming all of their knowledge about the topic. Column K in the KWL diagram contains a record of this information. Then, after considering what they want to know about the topic, students formulate a list of questions. These questions are listed in column W of the figure. Students answer column W questions during or after reading. Column L of the KWL chart contains the new information that was found.

According to Ogle (1986), students use their background knowledge to create predictions about what they expect to find in reading materials and take notes on what they learn. Peregoy and Boyle (2001: 70) in Ria and Ilma (2017: 101) stated that Know-Want-Learn (KWL) is a reading teaching strategy that uses graphic controllers to activate students' background knowledge, support students in defining reading objectives, and monitor reading comprehension.

The Know, Want, Learned (KWL) technique offers students a reason to read and allows them to participate actively before, during, and after they read (Maulida and Gani, 2016: 55). It enables students to use their background knowledge to define their own learning goals. It provides a framework for activating and expanding prior knowledge and setting reading and summarizing goals.

2. The Advantage and Disadvantage of KWL Technique

There are several advantages and disadvantages to the KWL strategy. Ibrahim (2012) mentions several advantages of KWL, as follows: first, it is suitable for students at all academic levels, from beginning to advanced. Second, it can be used for any skill, but it works best for reading. Third, it enables students to keep monitor of their understanding and knowledge. Fourth, encourage students to think critically. It also makes the teaching and learning process more interactive between teachers and students. Lastly, it establishes a reading objective. It means that the reader has several ideas about the text before reading it entirely and concentrates on finding the key points as they read.

Ibrahim (2012: 52) stated that the disadvantage of the KWL strategy are: first, it makes it difficult for students who do not have prior knowledge. The second takes a long time to finish. The third is ineffective while reading fiction. Next, it is not suitable for readers who are not active thinkers. The last students will easily give up.

3. The Procedure KWL Technique

Ogle in Abdulrab (2015) stated that the following are the steps of learning using KWL: first, introduce and explain the strategy to each group of students or a

group of students as a whole. Second, divided the student activity sheet into three sections by writing K in the first column, W in the second column, and L in the third column on the student activity sheet. Choose a topic and guide students through brainstorming activities to develop ideas about what they already know about it. Students will then record their ideas in column K. Students tell the teacher what background knowledge they have orally, and the teacher puts it in the third column K on the blackboard. Guiding students in creating questions to get them to think, ask probing questions. This is the information for column W, and students will write in the blanks with their answers. Text on the subject should be provided to students. They have the option of reading the text alone or in small groups. The text should be maintained until the student learns the technique. Students can be aware of what they have learned and what they have not understood by reading textbooks. Students next read the text and look for new information. They get the option of adding questions to column W. Students to continue to read, think about what they are reading all the time, keep track of their progress, and can come up with new questions to guide their reading. Students should write new information in column L, which specifies what they have learned, as they check to answer questions that have been asked. Students will keep records of their responses to their questions and other new information. They also know, in many cases, that what they think they know is incorrect. Fifth, guide students through the process of categorizing in column K. This allows them to predict information they may come across in their study. Students should consider what each statement means.

Thinking aloud while identifying categories, combining and classifying information is the process of categorizing strategies.

F. Previous Study

The research takes some previous studies. The first study is conducted by Sholichah (2017). This study aims whether the story mapping technique can help students with mild mental retardation improve their reading comprehension skills. The findings of this study revealed a statistically significant effect between before and after the test. In other words, there is a significant difference after being taught using story-mapping strategies.

There is a similarity and difference between the previous studies conducted by Sholichah (2017) and this study. The similarity of this research is the research design, namely quasi-experimental. The difference in this research is the type of text, this is using narrative text, and the researcher is using recount text. Then, the education level, this is using Junior High School, and the researcher is using Senior High School.

The second study is conducted by Sundari, Zulaikah, and Andriani (2019). The purpose of this study is to see if there are any significant differences in reading comprehension teaching between students who are taught using story mapping strategy and students who are not taught using story mapping strategy at MA Subulussalam OKU Timur tenth-grade students. The findings of this study suggest that the story mapping technique is effective in teaching reading comprehension to MA Subulussalam OKU Timur tenth-grade students.

There is a similarity and difference between the previous studies conducted by Sundari, Zulaikah, and Andriani (2019). The similarity of this research is the research design, that is quasi-experimental. Then, the grade of the research, that is the tenth grade of Senior High School. The difference between this research is the type of text, this is using descriptive text, and this research is using recount text.

The third study is conducted by Yunda, Komariah, and Burhansyah (2017). The purpose of this study is whether using the story mapping technique can help students write recount texts. According to this study, the students' writing abilities improved significantly after they were taught utilizing the story mapping technique. As a result, story mapping can be one of the alternate teaching techniques for writing.

There is a similarity and difference between the previous studies conducted by Yunda, Komariah, and Burhansyah (2017). The similarity of this research is the type of text, that is recount text. The difference in this research is the skill of language, this previous study is using writing skill, and this research is using reading skill. The next difference is research design, this is using pre-experimental type of one group pre-test post-test design, and the researcher is using quasi-experimental. Then, the education level, this previous study is using Junior High School, and the researcher is using Senior High School.

The fourth study is conducted by Millah (2018). This study aimed to determine whether the story mapping strategy could improve students' reading comprehension by finding the main idea and describing the improvement, and describing the classroom situation when the story mapping strategy is applied. The

students' reading comprehension in finding the main idea increased as a result of using the story mapping strategy.

There is a difference between the previous studies conducted by Millah (2018). The difference in this research is research design, this is using CAR, and the researcher is using quasi-experimental. The type of text, this previous study is using narrative text, and this research is using recount text. Then, the grade of the research, this uses the eleventh grade, and this research is using the tenth grade.