

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature. It discusses the definition of reading, teaching reading, KWL Strategy, QAR Strategy, descriptive text and previous study.

A. Reading Skill

This section discusses about definition of reading, and the purpose of reading.

1. Definition of Reading

Reading is one of the skills in learning a language other than listening, speaking, and writing. According to Johnson (2008:4) in Kusumaningrum & Widiyanto (2018), "Reading is a skill that is constantly evolving. It is mean, when people read with practice, they are driven by skill to increase a knowledge." Reading has good benefits for a reader. Reading can add knowledge to their lives because reading gives them a sufficient understanding of everything. Reading can also relax and enrich the reader's mind because reading activities can provide more lessons. Reading is one of the critical competencies to get a message or get to know and apprehend the which means of the text brought by the author. According to Grabe (2010:4) in Kusumaningrum & Widiyanto (2018) "reading is something of us take without any consideration." It means that once a person desires to read, they will get studying or understanding delivered to others. Further, studying can open a much broader perspective.

Reading does not only mean understanding the meaning of words or recognizing new English vocabulary but also understanding the content of information or written messages contained in a text explicitly and implicitly. According to Nuttal (1996) in Baqi, (2019) reading is a process of interaction between language perception and the reader's language competencies, cognitive skills, and knowledge of the world. According to Johnson (2008) in Kurnia and Erawati, (2018), reading is defined as the usage of text to create that means. There are two keywords in reading, particularly "create" and "meaning." while there is no means made, there is no analyzing activity. An educator ought to take note of the text given to students. The reader ought to be suitable to the cause of reading, the extent of reading ability, and the type of reading being taught. After that, there will be studying significant activities. According to Merisuo and Storm (2012) in Baqi, (2019) reading comprehension is a complicated system in which the reader constructs that means by interacting with the text using prior knowledge and experience and information discovered in the text.

2. The Purpose of Reading

According to Grabe and Stoller (2002) in Kusumaningrum & Widiyanto (2018), "reading always has a motive not most effective inside the feel that the reader reads in different methods based at the purpose of studying but also within the sense that each motivation to examine a particular text is caused by several people. desires or responsibilities, whether or not internally imposed." The purpose of reading is to seek simple information by skimming, learning from texts,

integrating information, writing and criticizing texts, and for general understanding (Grabe and Stoller, 2002) as cited in Kusumaningrum & Widiyanto (2018).

Based on Hedge (2001) as cited in Ria & Ilma, (2017), there are seven purposes in reading evolved into a framework for text choice with intermediate excessive-school or grownup students. They are as follows: getting information, finding and curiosity about a topic, following instructions, pleasuring and amusement, maintaining in contact, knowing what became occurring inside the world, locating out when and in which.

B. Teaching Reading

This section discusses about definition of teaching reading, and the problem in teaching and learning reading.

1. Definition of Teaching Reading

According to Harmer (2007) in Ariyana & Nanda, (2017), teaching is not always an easy process, but it is essential. It may be very profitable when we see the progress of our students and know that we are helping to lead them to happiness and excitement. In teaching reading, the teacher's duty in assisting students in obtaining those dreams is to motivate reading to select or grow appropriate assignments, arrange effective classroom techniques, inspire important reading, and create a supportive surrounding for working towards reading in the classroom. The teacher has to decide what the motive of reading will be.

Teaching reading is described as a process of teaching about understanding a fact and the sequence of possible causes and effects in a text and understanding

the ideas of a text. Reading is a technique to determine what the reader's brain, feelings, and beliefs pour into reading. reading is a way that readers use to interpret the printed word (Syafi'i et al., 2020). In other words, teaching reading makes it easier for students to understand the texts they read well. Teaching reading in schools, especially on the junior high school level, is now not on the preliminary reading degree. The cause of reading, the shape of the reading, and the reading style taught are better. Therefore, the educator wishes to recognize how they may teach the skill.

2. The Problem in Teaching and Learning Reading

Students confront various problems when it comes to teaching and learning reading. First, there were issues with the pupils themselves, such as a lack of vocabulary and a lack of desire to learn English. Second, the problems come from the effect of the teachers themselves. One of the factors that affect the achievement of learning objectives, according to some teachers, is the use of tactics that do not follow the students' level. It makes students bored, uninterested, and unmotivated to learn, and the classroom feels empty. If the method is appropriate for the student's level and needs, the classroom atmosphere will change, and students will be more engaged in the learning process.

Yadav, (2014) in Solikhah, (2018) problems in teaching reading pertain to the subsequent, for that reason doing the task is boring, namely literacy in general phrase listing vocabulary, complicated vocabulary phrases, educational vocabulary, the complexity of grammar, irrelevant texts, the complexity of the academic reader,

reading habits, and way of life, lack of schema activation, loss of motivation to read, and insufficient education in teaching reading.

C. KWL Strategy

This section discuss about definition of KWL strategy, the advantage and disadvantage of using K-W-L strategy, and the steps of implementation KWL strategy.

1. Definition of KWL Strategy

KWL is teaching and getting to know strategy using three organizer columns: What I Know, What I Want To Know, and What I learned. KWL (know, want to know, learned) strategy enhances students' reading comprehension. It will deliver significant outcomes for students or no longer. The KWL strategy calls for students to understand what they know, what they want to know, and what they learn about a subject in a text. Know-want-learned (KWL) is a teaching method that activates learners' functional knowledge to build engaged reading texts. It provides a framework for remembering what students know about the subject. Take notes on what they want to learn, and develop a list of what they have learned and what they have not learned sooner or later. Learners begin by jotting down their knowledge about the topic in a brainstorming session. Column K of the know-want-learn (KWL) scheme contains valuable statistics. Students then make a list of questions they have regarding the subject. At some point during or after analyzing, those questions are indexed in column W, and students respond. Finally, column L can be used to record what they have learned.

The KWL (Know, Want, and Learn) learning strategy was developed by Ogle in 1986, as cited in Kusumaningrum & Widiyanto (2018), this strategy aims to facilitate students' thinking procedures to be more creative and essential. This strategy can be illustrated with the aid of a straightforward graph along with three columns. The primary column is called "k," because students already recognize the topic inside the reading. The second column is called "W," which students will analyze from the task. The third column is known as "L," which means what has been learned from the reading topic. According to Blachowicz and Ogle (2008) in Usman et al., (2018), KWL is an activity wherein the teacher directs active readers to interact with the reading text. These activities system all of the statistics and information that students ought to assist their friends in companies to construct excellent getting to know conditions and communicate the effects of their readings. In different words, this approach stimulates students to set off their previous understanding while reading and be creative.

2. The Advantage and Disadvantage of Using KWL Strategy

According to Ibrahim (2012) in Kusumaningrum & Widiyanto (2018), there are several advantages to the use of the KWL strategy, namely: appropriate for all levels of education from novices to superior, can be used for all skills however most suitable for studying abilities, honestly helps students to monitor their understanding and knowledge in reading, encourages students to suppose critically, make teachers and students greater interactive inside the teaching and mastering manner, set reading desires. It method that the reader has some thoughts or a top-

level view of the text before reading the entire text and specializes in finding the critical factors even as reading the text.

According to Ibrahim (2012) in Kusumaningrum & Widiyanto (2018), there are a few disadvantages to using the KWL strategy, specifically: it is difficult for students who do not have prior information of reading, takes a long term to complete the task, is not sensible for reading fiction material, is not suitable for non-readers active thinkers, students will fast surrender and get bored.

3. The Steps of Implementation KWL Strategy

According to Ogle (1986) in Kusumaningrum & Widiyanto (2018), several steps should be considered in using the k-W-L strategy: choosing text, making KWL charts wherein the teacher has to make a chart on the blackboard, and students also make it in a book. Then the teacher asks the students to decide the words recognize and write inside the "K" column. Then, the teacher asks students to write down what they want to know from the text and write it in the "W" column. Then students read the text sufficiently to find solutions to their questions and learn and write in the "L" column. According to Jennifer (2006) in Husnaini, (2018), there are several steps in using the KWL strategy: first, deciding on the text. Second, create a KWL chart. Third, ask students to brainstorm words, terms, or terms related to a subject. Fourth, ask students what they would like to learn about the topic. Fifth, ask students to examine the text and fill in column L in their chart. Sixth, discuss the facts students recorded in column L. seventh, inspire students to research every question in column W which the text does not answer.

D. QAR Strategy

Question-Answer Relationship (QAR) is a questioning strategy to encourage students to understand a text and answer comprehension questions, developed by Raphael (1982) as cited in Arisman et al., (2021). Question-Answer-Relationship (QAR) strategy is a strategy that connects a question to the textual content, using the reader's background understanding or direct context clues and information protected within the text read. QAR is a reading strategy where students can categorize comprehension questions and get the records they need to answer any questions.

According to Raphael (2005) in Aziz & Yasin (2017), there are several categories of QAR strategies. The first category is within the book query, which includes proper there and thinks and search questions. the second category is in my head questions which consists of author and me and on my own. The function of right there may be a query is the questions and answer usually have the similar wording, and there may generally be one proper answer. The characteristic of think and search Questions is the questions and answers have a unique language, and the solutions are usually quick. The function of the author and Me is the solution does not lie immediately in the textual content. The feature of on my own is it calls for the reader to consult the passage.

The QAR strategy has several steps in it is an application in the classroom; namely, the first step introduces a strategy that shows the relationship between questions and answers. This enlarged chart can be hung in class to refer to it. The second step, give the text to students and ask them to read it themselves. Third step,

the teacher provides a model of how each level of QAR questions can be identified and answered step by step in reading comprehension using text. The fourth step, ask students to work in pairs to answer the following questions by determining which QAR level.

E. Descriptive Text

Descriptive text is a type of text used to describe real objects such as people, places, and things. This may help the readers recognize greater actual about the actual object. Then descriptive text consists of identification and outline. Identity is the procedure of the way an item is to be described. Then, description is a process of a way to describe the object. According to Knapp and Watkins, (2005) in Fitriani et al., (2019) descriptive text is a form of text used by any writer or person to explain a thing, person, animal, location, or occasion to the reader or listener.

According to Gerot and Wignell (1994) in Jayanti, (2019), introduced that there are generic structures of descriptive text: identity and outline. In identity, students will discover the phenomenon or problem to be described. Students will describe the parts, features, and particular traits of an object defined even as the description. Further, they explain the grammatical capabilities of the descriptive textual content. Related to the concept, those are several signs of descriptive text in English, specifically generic structure (identification and description) and grammatical features (language features, vocabulary, and mechanics).

Regarding it is linguistics features, Knapp and Watkins (2005) in Noprianto, (2017) state that descriptive text employs a few linguistics functions: recognizing

unique individuals as the primary character. Use present demanding as dominant tenses, declare that descriptive literature uses a few linguistic functions, including distinguishing unique individuals as the main character. Use the present demanding tense as the dominating tenses. Regularly use linking verbs or the relational system (is, are, has, have, belongs to) to classify and characterize the player's look, traits, and components or functions. Use movement verbs and the material and behavioral systems to provide further details on the participants' actions and behaviors in the text. When describing feelings, use an intellectual verb or a cerebral tone. To provide a more amazing complete description of the topic, use adjectives and adverbs to feature records to nouns (participants) and upload statistics to verbs (activities). Use adverbial phrases to give more information about a manner, an area, or a period, and from time to time.

F. Previous Study

The previous study is conducted by Syafi'i et al., (2020), the purpose of this research is to enhance the student's ability in reading so that they can study the text effectively and correctly. This research indicates that implementing the know-want-learned (KWL) strategy successfully improves students' reading comprehension.

There is a similarity and difference between the previous studies conducted by Syafi'i et al., (2020) and this study. The similarity of this research is the research design, namely quasi-experimental. The difference in this research is the purpose of improving students' reading comprehension skills, while the researcher is to know the effectiveness of KWL in teaching reading comprehension skills. Then,

the place of the research SMP Negeri 14 Palu, while the researcher in SMPN 1 Plosoklaten. Then, the class of the research is eighth grade, while the researcher is seventh grade. Then, the type of text in this research is a narrative text, while the researcher is descriptive text.

The second is conducted by Kusumaningrum and Widiyanto (2018), the objective of this study is to find out how students' reading skills are taught using the K-W-L strategy, how students' reading skills are taught without using the K-W-L strategy, and what the big difference is between how students' reading skills are taught using the K-W-L strategy and how they are taught without using the K-W-L strategy. The results show that using the K-W-L strategy to teach reading skills to eighth-grade pupils at SMPN 1 Pecangaan Jepara is effective. As a result, there is a considerable difference between developing students' reading skills using the K-W-L strategy and not utilizing it. Furthermore, students who were taught using the K-W-L strategy scored higher than those who were not.

There is a similarity and difference between the previous studies conducted by Kusumaningrum and Widiyanto (2018) and this study. The similarity of this research is research design, namely quasi-experimental, and type of text, namely descriptive text. The difference is the class of the research is eighth grade, while the researcher is seventh grade. Then, the place of the research SMP N 1 Pecangaan Jepara, while the researcher in SMPN 1 Plosoklaten. Then, the research is different between improving students' reading skills taught with and taught without using the K-W-L strategy, while the researcher is to know the effectiveness of KWL in teaching reading comprehension skills.

The third is conducted by Farha and Rohani (2019), the objective of this study is to see how effective it is to use the KWL strategy to improve students' reading comprehension of report text in eleventh graders at SMA Negeri 1 Bae Kudus during the 2018/2019 academic year and to see if there is a significant difference in student satisfaction between those who use the KWL strategy and those who use the brainstorming strategy. As a result, prior knowledge is necessary for reading comprehension of text. The KWL strategy effectively teaches reading comprehension of report text to eleventh graders at SMA Negeri 1 Bae Kudus. Furthermore, it has a fantastic effect on students' reading comprehension of report text.

There is a similarity and difference between the previous studies conducted by Farha and Rohani (2019) and this study. The similarity of this research is research design, namely quasi-experimental. The difference in this research is the type of text, namely a report text, while the researcher is descriptive text. Then, the class of the research is eleventh grade, while the researcher is seventh grade. Then, the place of the research SMA Negeri 1 Bae Kudus, while the researcher in SMPN 1 Plosoklaten.