CHAPTER II

LITERATURE REVIEW

This chapter several theories through reviewing some literatures related to research. The theoritical build up as follow:

A. Reading

1) Definition of Reading

In daily life, reading skills play an important role in facilitating people to understand the written materials. They can get a lot of information from various resources in order to enrich their knowledge by reading. But unfortunately the people find many problems in reading.

Reading is one of language skills that students need to master. Riswanto (2014) English teacher assume that students would comprehend the material by reading, some students with good comprehension use strategies in reading to learn new idea, get deeply involved in what they are reading and apply their knowledge to solve. In other words, reading is transfer meaning from mind to mind/the transfer of message from the writer to the reader. It involves some effort to understand what a text tells about. It is like the communication between reader and the text then transfering the meaning of the content to our brain.

There are two process of a written text, they are word recognition and comprehension. According to (Elizabeth S. Pang, 2002), reading is about understanding written texts. Word recognition is the process of getting how written symbols correspond to one's spoken language while comprehension is the process of making the meaning of words, sentences and connected text. He adds

his statement that the reader who has background knowledge, grammatical knowledge, vocabulary, experience with text and other strategies can help them understand the written text.

In addition, (Sata, 2016) say that the reading is a process. It is starts from viewing the text, representation and ends with certain ideas or meaning about messages intended by the writers. It means reading is an interacting process with the language in the printed page. This printed page should be understood by the students. It makes students easy to representation the result.

Based on the definitions above, reading is important to people's life, and reading is understanding written texts. And reading is process of making the meaning of words, sentences and connected with text that can be called comprehension. Furthermore, Reading is followed by comprehension, because a reader has to comprehend what he/she reads to get information from a text or a book. And, Reading comprehension is the process of understanding the message that author is trying to convey.

2) Purpose of Reading

According to Harmer (1998) cited in (Nurul Aryanti, 2016), suggested that there are two main purposes for reading:

a. Reading can be an exposure to English for language students. At the very least, some of the language functions such as vocabulary, grammar, punctuation, and the way to construct the sentences, paragraphs and texts, stick in the students' minds by a reading text as part of the process of language acquisition. For example, students obtain instructions on how to

perform some tasks for daily life by reading an English text related to the topic.

b. Good reading texts can attract students' interest to stimulate discussion and excite imaginative responses, and fascinating lessons. The students can gain enjoyment and excitement by reading english texts. For example, when they need to play a game, act in a play, or do a puzzle, they have to read the instructions first. Besides, the students can find some information about what is happening or what has happened.

There is another purposes of reading, according to (Nunan, 1989), there are seven (7) some purposes for reading, those are:

a. To gain some information for something purpose or because we are curious about some topic.

b. To obtain instructions on how to perform some task for our work or daily life (e.g. knowing how an appliance works)

c. To act in play, play a game, and do a puzzle

d. To keep in touch with friends by correspondence / to understand business letters

e. To know when or where something would take place or what is available

f. To know what is happening or has happened (as reported in newspapers, magazines, reports)

g. For enjoyment or excitement.

3) Technique of Reading

Technique is very important way in teaching reading comprehension. It is because by applying techniques, it can make the teachers easier to give material. Furthermore, the teacher can establish the well -organized learning with the aim to make students more active and motivate in learning. According to Grellet (1981) cited in (Plana, 2018) the techniques of reading are as follows :

a. Skimming is quickly scanned the text to to understand the point.

b. Scanning is quickly search the text to find more specific information.

c. Extensive reading means read longer texts, usually for someone's own pleasure. It is a fluency activity, involving global understanding.

d. Intensive reading is read shorter texts, to extract specific information. This is more an accuracy activity involving reading for more detail.

4) Principles for Teaching reading

According to (Harmer, 2001) the principle of reading instruction includes:

a. Reading is not a passive skill or passive activity. To be successful in reading, students have to understand what the words mean, understand the arguments.

b. Students should to be include what they are reading. In lessons students who are not follow the reading text and they are not actively interested in what they are doing. Which it is not useful for them.

c. Students need to be encouraged to respond the content of a reading text not only in language. It is significant to study reading text for the way they use

language, the number of paragraphs they contain and how many times they use relative clauses.

d. Teacher should match the task with the topic. By deciding about what reading text the students are going to read. Moreover teacher needs to choose good reading tasks.

e. As a good teacher, they should exploit reading text completed. They integrate the reading text into interesting class sequences, and using the topic for discussion

B. Reading Comprehension

1) Definition of Reading Comprehension

Comprehension is the reading process which is the key of reading success. In reading, there are process happens concurrently to draw understanding of what readers read about. If the readers do not comprehend the reading material well, the information would be not longest in memory. When memorizing the definition of word or phrase, readers may get difficult to remember because they do not understand what they read about, the only memorize the word without understand the meaning. The more you read, the more you understand.

It is very important to talk about reading comprehension. Reading comprehension is very importance for everyone who wants to enlarge their knowledge and information. Sometimes some learners feel difficult to comprehend the text that they have read, so they get nothing from the text. So the teachers have to be more concern about the problem. According to Snow (2002) reading comprehension defined as a process of simultaneously extracting and

constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.

In conclusion reading comprehension is the core of reading and the act of combining information in a passage with prior knowledge in order to construct meaning with own version. The readers must work with an extra effort when they read for comprehending because is not simple process.

2) The Strategies for Reading Comprehension

The strategies used by the students must be different with each other. There are some strategies in reading comprehension according to (Brown, 2000):

a. Identify the purpose in reading

By identifying the purpose in reading before reading a text, it make the readers know what they are looking for.

b. Using efficient silent reading technique

This strategy can help learners to be efficient readers, reading speed is usually not much of an issue for all but the most advanced learners.

c. Skimming the text for main ideas

Skimming consist of quickly running one's eyes across a whole text (such as an essay, chapter, or article) for its gist. Skimming gives readers the advantages of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.

d. Scan the text for specific information

Scanning is quickly searching for some particular piece or pieces of information in a text. The purpose of scanning is to extract specific information without reading through the whole text.

e. Use semantic mapping or cluster

The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos.

f. Guess

In this strategy the students try to guess the meaning of the words when they are not certain or they do not know the meanings of the words.

3) Principles in Teaching Reading Comprehension

In teaching reading, the teacher cannot directly just teach reading to the students by giving texts and asks them to understand it. There are some principles which have to be considered by the teacher. As it is proposed by (Harmer, 1998) there are six principles in teaching reading, those are:

a. The teacher should cover all the things that the students can work out with the text. The teacher has to discuss the whole text, study the language, give additional tasks to the students

b. The teacher has to make the students enjoy reading the passage. To make students interested in reading is important. When the students do not enjoy reading, they would get nothing.

c. The teacher needs to understand that reading is not a passive skill. Reading is an active activity. When the readers read a text, they must do other activity, not just read a text at glance.

d. The teacher has to match the tasks to the topic. Tasks are one of ways to check the ability of the students in comprehending a text. Good tasks are those are suitable for the topic being discussed. Tasks can be made by questions.

e. The teacher needs to encourage the students in responding to the content of a reading text, not just to the language being used in the text. The students have to respond to the meaning of the text and express their feelings about the topic of the text.

f. The teacher should emphasize that prediction is a major factor in reading. Prediction is one of the strategies in reading comprehension. Before the students come into the text, they can do prediction by looking at the title of the text. The title sometimes gives clues at what the text is about. By doing this, the students would be actively start the process of reading. Indeed, the teacher should give clues to make the students comprehend the text easily.

C. Descriptive Text

1) Definition of Descriptive Text

There are many kinds of reading text; descriptive, recount, narrative, report, procedure, explanation, argumentative, persuasive, exposition and many others. one of genres that Senior High School students learnt is Descriptive Text. According to Wardani (2014) Descriptive text is a text that gives us information

about particular person, place, or thing. So we can conclude that, Descriptive text is the text that wants you to describe the picture/place/thing. In other words, this text tells what you want to retell.

According to Shinoda (2008), descriptive text is a written English text which describes an object. The object can be abstract or concrete object. It can be a person, or animal, or tree or a house or camping and the other topics. Based on description above, descriptive is a text that describe concrete or abstract object based on fact. In addition, Adjectives are used to describe the characteristic of the object in order to give factual image to the reader. The people, place and thing described in the six selection that follow varied as widely as the distinctive style and perpectives of the author/the writer.

Based on the explanation above, descriptive text is a text that explains whether a person or an object is like, then described into sentences. And descriptive text has purpose that want you to retell.

2) Purpose of Descriptive Text

Every text types have a number of characteristics that make it different from other text types. A text has a specific purpose, the generic structure and also language features. According to Anggun (2016) that the purpose of descriptive text is to give information, describe a person, place or the other object. It can be concluded that the purpose of descriptive text is to draw the subject in written form, to entertain the reader and to tell the detail information.

3) Structure and Language Feature of Descriptive Text

According to Hammond (1996) cited in (Siregar, 2017) descriptive text has two generic structures, namely identification and description. Identification is the person, thing or place to be described. The description is describing parts, qualities and characteristics of the object. The example of descriptive text showed on the following column.

Table 2.1
Example of descriptive text

Kim Namjoon	
Kim Namjoon was born in Ilsan, South Korea, 12 September 1994. His nickname is Namjoon and Real Me (RM). He is the leader of famous Male Kpop BTS	**Identification**
RM has white skin, dark brown eyes. His height is about 181. He has IQ 148, he looks intelligent and humorous person. He was a speaker at the United Nation in 2019. He loves to composer a song, and read books.	**Description**

Besides the social function and generic structure, descriptive text also has language features that support formed a descriptive text. (Peter, 2000) state that the language features usually found in a descriptive text are;

a. Focus on specific participant. In describing something in written descriptive must focus only one subject.

b. The use of simple present tense. In which usually found the passive voice in the descriptive text especially when describes about particular place.

c. The use of attributive and identifying processes. It is about the use of have and has.

d. The use of frequent epithets and classifiers in nominal group, like attractive and beautiful.

From the explanation above, we can conclude that there are some requirements dealing with the language features of descriptive text. A descriptive text must have specific characters: using simple present tense, using attributive and identifying processes, focusing on specific participant, and using descriptive adjective to build up nominal group.

D. Know-Want-Learnt (KWL)

1) Definition of KWL

There are many kinds of reading techniques that applied in reading text to help students esier to comprehend the text. It depends on students' purposes and interest. One of the techniques is Know, Want, and Learn (K-W-L) strategy. K-W-L (Ogle, 1986) is a process in which the teacher models and guides active engagement informational texts. It is a group process using the knowledge and information students bring to help each other build a better starting place for learning and share the result of their reading.

According to Rahmawati (2018) K-W-L is an instructional reading strategy that is used to activate the students' background knowledge, and the aim of this strategy is to facilitate students' thinking process. As we know by using Know-Want-Learn (KWL) strategy, the teacher can help the students recall the information stored in their mind. Know-Want-Learn (KWL) strategy can assist

students in setting purposes for reading. By the use of Know-WantLearn strategy, the teacher can encourage the students to determine why they are reading a specific text.

K-W-L stands for; **what I know**, **what I want to know**, and **what I have learned**. The purpose of K-W-L strategy is provides a structure for activiting and building prior knowledge, establishing a purpose for reading and for summarizing what was learned. So, this strategy may evaluate their learning experience, as well as serve assessment tool for the teacher. K-W-L guides students thought their reading material.

2) The Procedure of KWL

According to (Ogle, 1986) KWL is an instructional chart that develops active reading of expository texts by activating learners background knowledge. It provides a structure for recalling what learners know about the topic, what they want to know, and finally listing what has been learned. Learners begin by brainstorming everything they Know about the topic. The relevant information is recorded in the K column of the K-W-L chart. 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.

According to Rahayuningsih (2014), 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. Goal of K-W-L strategy provides a structure for activating and building prior

knowledge, establishing a purpose for reading and for summarizing what was learned.

The Procedure of Know-Want-Learn (KWL) strategies include three steps. *First*, provide students with the 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.

The activities of KWL strategy as follows :

1. K (What I Know) Prepare questions in advance to help students brainstorm their ideas. Ask 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.

2. 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.

3. L (What I Learned) Remind students that they should try to answer their W questions as they fill in the L column. Encourage students to write any new and interesting information that they learned. Suggest students search in

other sources for the answers to questions that were left unanswered in the text.

3) The Advantages and The Disadvantages of K-W-L

Every strategy definitely has the advantages and disadvantages to be used in teaching and learning process. It applies as well in Know-Want-learn(KWL) strategy. According to Amumpuni (2014), there are six advantages of KWL strategy. Those are:

a. Appropriate for all education levels.

b. Can be used for all skills but it is most suitable for reading skill.

c. Helps students to monitor their comprehension and knowledge.

d. Makes teacher and students become more interactive in the teaching and learning process.

e. Increase students' writing, speaking, and listening ability

f. Increase students' vocabulary

On the other hand, the disadvantages of Know-Want-Learn (KWL) strategy based on (Amumpuni, 2014) are selection of the text, it becomes difficult when teacher does not understand what students want. Teacher should spend more time to study the students' word in order to get know them well.

E. Previous Study

The first research has been done by Limayanti (2014) from Institut Agama Islam Negeri (IAIN) Bengkulu Indonesia under the title "The effect of Using KWL (Know, Want, and Learned) Strategy on EFL Students' Reading Comprehension Achievement", the researchers used quasi experimental method

with the T-Test, and they divide 40 students into 2 group. That is experimental group and control group, each group consist of 20 students. In this research found KWL technique is effective in improving students reading comprehension achievement. Besides, the students in experimental group were enthusiastic, more active and enjoy with teaching learning process that use KWL technique.

The second research has been done by Katmono (2012). This research used three research instruments. Those are observation check list, questionnaire, and test. This research was conducted in two cycles. Based on the result of this research, the implementation of K-W-L strategy can improve students' reading skill. It was seen from the lowest score in cycle 1 is 73.59 became 80.39 in cycle 2 The score of cycle 3 was 78.80. The questionnaire result showed that students enjoye and became more active during teaching learning process. It can be seen from the lowest percentage in cycle 1 is 55.09 become 76.32. This researcher gives suggestion that English teachers can use K-W-L Strategy as an alternative strategy in teaching reading.

Another study conducted by Mantra (2016) with implementing KWL strategy for speaking skill, He used CAR as his method to analyze, and the other study is conducted by Herlina (2013) that use KWL strategy for writing skill. From those studies, this study tries to find out that whether KWL strategy is appropriate or not for teaching reading skill. The study limits to discuss descriptive text.

The first difference between this previous study and this research is the research design, a lot of previous study used CAR as their method, but for this

research was used quasi experimental. The previous study uses observation check list, interview and questioner as an instrument, but for this research would use test. And the other differences is in previous study only focus in achievement in reading comprehension and KWL strategy for teaching writing and speaking skill, but for this research focus on teaching reading of descriptive text.