

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the following topics: (1) The importance of reading; (2) The nature of reading comprehension; (3) The role of teacher in teaching reading; (4) KWL Strategy; (5) Descriptive text; (6) Empirical review

2.1 The Importance of Reading

Nowadays, reading is very important for all people in general and students in particular. Rubin (1993:2) stated that today everyone is expected to learn to read, and it is essential for survival. Our world is a complicated and competitive one; to say on it comfortably, we need understanding. To understand more than our individual experiences can teach us, to deal with modern society and technology, that is, on term better than those of primitive man- we must be able to get and give information. As Nuttall (2005:9) stated, “one reason for reading is that we want to understand others people idea; if we were to identical, there would be no point in most communication.

2.2 The Nature of Reading Comprehension

Comprehension means understanding. Duffi (2009:18) said comprehension is: Proactive: because a reader must be actively thinking and constantly monitoring the meaning, tentative: because predictions made in one moment may change in the next moment, personal: in that meaning resides in the reader’s interpretation, which in turn is controlled by his or her prior

knowledge, transactive: because the reader's background interacts with the author's intention, thoughtful: because you must always analyze the clues the author provides, imagistic: because (in narrative text particularly) you use the author's descriptive language to create a picture in your mind of what is happening, Inferential, because the reader can only make a calculated guess about the author's meaning since the author was operating from one set of experiences and the reader from another, reflective, in that good readers evaluate what they have read and determine its significance and/or how it can be used after finishing reading. It is true that said by Richard (1999:2); reading comprehension as the goal of language study, they have also reflected changes in theories of nature of language and language learning. For most second language learners who are already literate in a previous language, reading comprehension is primarily a matter of developing appropriate and efficient comprehension strategies. Students have good comprehension skills when they considered as active reader, with an ability to interact with the words by understanding meaning completely and the concept behind it.

According to Byrnes (1998) reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text present letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is. Furthermore she stated that reading is an activity with a purpose. A person may read to gain information or verify existing knowledge, or in order to critique a writer's idea or writing style. The purpose for reading and the type of text determine the specific knowledge, skills, and strategies that readers used to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension result when the reader knows which skills and strategies are appropriate for the type of the text, and understands how to apply them to accomplish the reading purpose.

Klingner et al (2007:8) stated that reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi component, 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).

Furthermore, Irwin in Klingner et al (2007:9) describes five basic comprehension processes that work together simultaneously and complement one another: microprocesses, integrative processes, macroprocesses, elaborative processes, and metacognitive processes.

2.2.1. Microprocesses

Microprocessing refers to the reader's initial chunking of idea units within individual sentences. "Chunking" involves grouping words into phrases or clusters of words that carry meaning, and requires an understanding of syntax as well as vocabulary. For example, consider the following sentence: Michelle put the yellow roses in a vase. The reader does not picture yellow and roses separately, but instead immediately visualizes roses that are the color yellow. The good reader processes yellow roses together. Selective recall is another aspect of microprocessing. The reader must decide which chunks of text or which details are important to remember. When reading only one sentence, it is relatively easy to recall details, but remembering becomes more difficult after reading a long passage. For example, the reader may or may not remember later that the roses were yellow. To some extent, whether this detail is remembered will depend upon its significance in the passage. In other words, does it matter in the story that the roses were yellow, or is this just an unimportant detail.

2.2.2. Integrative Processes

As the reader progresses through individual sentences, he or she is processing more than the individual meaning units within sentences. He or she is also actively making connections across sentences. This process of understanding and inferring the relationships among clauses is referred to as integrative processing. Sub skills involved in integrative processing include being able to identify and understand pronoun referents and being able to infer causation or sequence.

2.2.3. Macroprocesses

Ideas are better understood and more easily remembered when the reader is able to organize them in a coherent way. The reader does this by summarizing the key ideas read. He or she may either automatically or deliberately (subconsciously or consciously) select the most important information to remember and delete relatively less important details. The skillful reader also uses a structure or organizational pattern to help him or her organize these important ideas. More proficient comprehenders know to use the same organizational pattern provided by the author to organize their ideas (a story map that includes characters and setting/problem/solution in a narrative or a compare-and-contrast text structure for an expository passage).

2.2.4. Elaborative Processes

When we read, we tap into our prior knowledge and make inferences beyond points described explicitly in the text. We make inferences that may or may not correspond with those intended by the author. For instance, in the two sentences provided above about Michael, we do

not know why he was afraid. But we can predict that perhaps he was worried that someone had followed him home, or maybe a storm was brewing and he was concerned about strong winds. When making these inferences, we may draw upon information provided earlier in the text or upon our own previous experiences (perhaps at some point the reader was followed home and hurried inside and quickly shut and locked the door). This process is called elaborative processing.

2.2.5. Metacognitive Processes

Much has been made of the importance of metacognition, that is, thinking about thinking. Metacognition is the reader's conscious awareness or control of cognitive processes. The metacognitive processes the reader uses are those involved in monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The metacognitive strategies the reader uses include rehearsing (repeating information to enhance recall), reviewing, underlining important words or sections of a passage, note taking, and checking understanding.

2.3 The Role of Teacher in Teaching Reading

Teacher is the important element of reading class, as stated by N'Namdi (2005:9) that teachers are those directly responsible for creating and applying various techniques and strategies that lead to reading comprehension. They should, therefore, be aware of the factors and stages of development that affect a child's ability to read. Teachers must also be aware of the reading process in order to teach certain concepts appropriate to the child's maturity and ability.

2.3.1 The Procedure of Teaching Reading Comprehension

The teaching reading encompasses the actual moment-to-moment techniques, practices, and behaviours that operate in teaching in language. It concerns the teaching activities that are integrated into the lessons and used as the basis for and learning (Richards, 1999:26). The activities in reading class are commonly divide into three categories, there are pre-reading, whilst reading and post reading. According to Sadoski (2004:83) For each individual lesson, the teacher's guide will generally include pre-reading activities (e.g., new vocabulary to be introduced), during-reading activities (e.g., a purpose for reading to be assigned), and post-reading activities (e.g., comprehension questions and model answers).

2.3.1.1 The pre-reading

In Sadoski's opinion (2004:83) in pre-reading activities used for introduce new vocabulary. Pre reading activities used for introduce the topic of the text given and increase student motivation to learn the reading text materials. Teachers can fill this activity with give some question which have relation with the topic chosen, or introduce the title of text and invite students to discuss it together.

2.3.1.2 The whilst reading

Furthermore Sadoski (2004:83) says that the during-reading or whilst reading activities used to explain the purpose for reading to be assignment. This is a main activity in teaching reading. This activity aims to make students achieve comprehension on the content of the text given. This activity can divide in two parts there is surface problem and deep problem. On surface problem, we can give factual question about the content of text, finds certain information

on the text (scanning), get the general descriptive about the content of text (skimming). While on deep reading we can give some difficult question, like question which started with why or how. We can also give some statements and then student response it with “true” or “false” and give the reason.

2.3.1.3 The post reading

The post reading activities is the last of teaching reading activities. In post reading activity the teacher give comprehension questions and model answers (Sadoski, 2004:83). In this part can fill with other activities which to be related with the content of text, for example speaking, writing or other.

2.4 KWL Strategy

KWL charts help students to be active thinkers while they read (Carr & Ogle, 1987), giving them specific things to look for and having them reflect on what they learned when they are finished reading. When students set their own purposes for reading, they are more motivated and active as readers. Each student has a schema, or a framework for how they view the world. Accessing a student's prior knowledge is the first step in integrating new concepts into their existing schema. KWL charts help activate background knowledge and provide an opportunity for students to set their own learning objectives.

According to Ogle in Willis (2008:133), the process of KWL in reading can be explained as follow: Step K-What I know. This opening step has two levels of accessing prior knowledge. The first is a straight forward brainstorming of what the students knows about the topic for reading. During this step the teacher's role is to record whatever the students know about the

topic on the board or an overhead projector. The critical component here is to select a key concept for the brainstorming that is specific enough to generate the kinds of information that will be pertinent to the reading. Step W-What do I want to learn? As students take time to think about what they already know about the topic and the general categories of information that should be anticipated. Not all students agree on the same pieces of information; some information is conflicting; some of the categories have had no particular information provided. All this pre-reading activity develop the students' own reasons for reading, reading to find answers to questions that will increase their reservoir of knowledge on this topic. Step L-What I learned. After completing the text, direct the students to write down what they learned from reading. Have them check their questions to determine if the text dealt with their concerns. If not, suggest further reading to fulfill their desires to know.

According to N’Namdi (2005:54), Information processing involves a chart that can be started before any reading activity. Pupils begin by stating what they know on a chart, either individually or as a class, what they already know and what they want to know or learn from the text they are going to read. _is activity helps pupils set a purpose for their reading. A chart design called the KWL (know – want - learn) can be used by the teacher on the board or by pupils individually. After the activity is completed they will write in what they learned, which may or may not be the information that they wanted to learn prior to the activity.

Table 1.1
An adapted KWL design (Ogle, 1986).

WHAT I <u>KNOW</u>	WHAT I <u>WANT</u> TO KNOW	WHAT I <u>LEARNED</u>
<i>Students list everything they think they know about the</i>	<i>Students tell what they want to know about the</i>	<i>After students have finished reading or studying a topic, they list</i>

<i>topic of study.</i>	<i>Topic</i>	<i>what they have learned. They can also check the W column to see which questions were answered and which were left unanswered</i>
------------------------	--------------	---

2.5 Descriptive Text

According to Wignel and Gerot in Mursyid (2005:4), descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report which describes things, animals, persons, or others in general.

2.6 Empirical Review

Another research relevant of this study is research conducted by Putri Dian P.K in the thesis “Improving reading comprehension through K-W-L strategy at the Eighth grade students of SMP N 1 Amlapura in academic year 2012/2013. Result of this study also showed that K-W-L technique can improve on students’s reading comprehension and also more effective in teaching descriptive text comprehension achievement. Group of students taught by K-W-L strategy get higher achievement in teaching comprehension descriptive text than those taught by direct instructional method.

This previous research of teaching reading comprehension through KWL strategy is able to improve the reading comprehension from lower score to highest score, furthermore the result shown changing learner behavior from teacher centered into students active process. Students indicate more active to learn reading because the steps in KWL strategy guide them to access what they know, decide what they want to learn, whether it is likely to be in the passage, and decide what yet needs to be done after reading.

