

CHAPTER II

Review of Related Literature

This chapter consists of theoretical foundation of the research. Those theories were served as a basis in investigating this research. In detail, this chapter describes about reading, consists of definition of reading, aims of reading, types of reading, and teaching Reading. Also, it also explains reading comprehension which consists of definition of reading comprehension and the importance of reading comprehension and teaching reading comprehension. In addition, it explains narrative text consists of definition of narrative, the purpose, the generic structure and language features, also the importance of teaching narrative. K-W-L as the focus of the research is also elaborated in this chapter which consists of the definition, the procedure and the importance of K-W-L technique. Furthermore, previous studies also served to compare this research with another research before.

2.1. Reading

2.1.1 Definition of Reading

There are many definitions about reading. According to Walter R. Hill (in Secondary School Reading process, Program, procedure : 1979- p.4) : “Reading is what the reader does to get the meaning he needs from textual sources. Reading is about understanding written texts. It is complex activity that involves both perception and thought”. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of

perceiving how written symbols correspond to one's spoken language.

Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. Much of what we know about reading is based on studies conducted in English and other alphabetic languages.

Besides, Hudson (1990) defines that Reading is a process that used by the reader to get messages from what the writer want to state in the form words of written language. It is a process that requires the reader to understand groups of written words and looked at short sight, but the meaning can be known accurately. If this can be completed, so the message either stated or unstated can be understood and the reading process can be done well.

Reading actually is a complex process which involves many things, not only spell the writing but also visual activity, thinking, psycholinguistic and Meta cognitive (Crawley and Mountain 1995, in Rahim 2005:2). Besides, Burns and friends (1984:11) states that reading is a complex act that have to be learn and it is as the further learning device. So, the people learn to read and read to learn.

Meanwhile, Emerald V Dechant (in Zuchdi, 2007:21) states that Reading is the process of giving meaning to the written text. A person who is reading, it means that he or she is do an activity in the form of communicating with him or herself through the written symbols to get meaning. The meaning of the text is not only located in the written text but also from the thinking of the reader itself. Thus, the meaning of the text is changeable depend on the reader and different

experience they have which is used to translate those written words. A good reader is a person who can take concepts related to the language and meaning of the text by using fast enough speed (Gusnetti, 1997:13).

From those definitions explained above, the writer could conclude that Reading was an activity which involves sight, thinking, intelligence and comprehension to obtain the meaning or information expressed by the writer from a written text.

2.1.2 Aims of Reading

In reading, a person should have the purpose. The person who had the purpose in reading will find it more easy to understand what they read than the person who did not. In teaching reading in the class the teacher should arrange the purpose of reading by providing particular purposes that will help the students in arranging their own purpose.

There were various purposes of reading. First, Based on Greenal and Swan (1986), the aims of reading are looking for the main ideas, obtaining specific information, comprehend the generic structure of the texts, predicting, checking understanding, concluding, summarizing and understanding ideas related to unknown vocabularies, understand the complex sentences, understand the writer style, assessing the text, reacting to the text and writing summarize from the text.

Besides, Paul S. Anderson (in Widyamartaya, 1992: 90) stated that there are some purposes of reading. They are : 1) Reading for details or facts ,2) Reading to get main ideas ,3) Reading for sequence or organization , 4) Reading

for inference , 5) Reading to classify 6) Reading to evaluate and ,7) Reading to compare or contrast

2.1.3 Types of Reading

Reading could be classified into two types of activities based on its purpose. They are intensive and extensive reading.

a. Intensive reading:

Intensive reading means reading shorter text to extract specific information.

This activity involves reading for detail. The process of scanning takes a more prominent role here than skimming. Reader is trying to absorb all the information given, example: Reading dosage instruction for medicine.

b. Extensive reading

Reader deals with a longer text as a whole, which requires the ability to understand the component part and their contribution the overall meaning usually for one's own pleasure. This is fluency activity, mainly involving global understanding. Example: Reading newspaper, article, short story or novel.

2.1.4 Teaching Reading

In teaching reading, the teacher should have some things. First, teachers must be aware of the progress that students are making and adjust instruction to the changing abilities of students. It is also important to remember that the goal of reading is to understand the text and to be able to learn from them. Reading is

skill that will empower everyone who learns it. They will be able to benefit from the store of knowledge in printed materials and ultimately to contribute to that knowledge. Good teaching will enable students to learn to read and read to learn. There are some instructions which can be used for the teacher in teaching reading. First, the teacher can discuss new words and concepts with students before reading a text is generally helpful. It helps the students to activate prior knowledge and improve comprehension. Then, asking students to tell everything they know about a topic is a useful way to begin to get students to activate their prior knowledge.

Moreover, students should practice their reading more and more, so that their reading ability and their reading experiences will be improved. They may find difficulty and feel bored, but if they keep practicing they will have a good sense of English and will help them to grasp the total meaning of the words. Another thing should be remembered in teaching reading that students should not open dictionary too often because it will slow down their reading rate and can make them bored. If they find new words they should try to guess the meaning by trying to find out any clues words according to the context in the passages.

2.2 Reading Comprehension

2.2.1 Definition of Reading Comprehension

Definition of Reading comprehension actually same with definition of reading because comprehending the content of a reading text is the essence of reading activity. William (1984) stated that reading activity without

comprehension can not be classified into reading activity. Flavel (1984:2) defined reading as a process whereby one look and understands what has been written. Also, Farr and Roger (1989) stated that reading is to comprehend and to assume otherwise to assume that to pronounce word correctly is to read. Those definitions clearly explained that reading activity can not be separated from comprehending the content of the text.

The definition of reading comprehension itself according to Mc Ginnif (1984) : “Reading comprehension is a complex process in which the reader uses their mental content to obtain meaning from written material.” It meant that in reading comprehension the readers will need to use combination between reading material and their prior knowledge connected with the content of the reading material.

Same with Mc. Ginnif, Klein (1988) stated that reading comprehension is the act of using knowledge and skill to process information in the text. This definition is from the reader’s point of view, text and interaction between them. Otherwise, Irwan (1986) defines that comprehension is an active process in which each reader brings his or her individual attitudes, interests, expectations, skill and prior knowledge.

Based on the some definition above the researcher concluded that reading comprehension was the reading process in which the readers have to know, understand, identify and translate information which is contained in the text by connecting to the previous knowledge, looking for relation of the things in the text, summarize the text and reflecting what we have read from the text.

2.2.2 The Importance of Reading Comprehension

In teaching reading comprehension is what reading is all about or an activity to know the writer's point of view and intension about a reading text. Brown (1994:144) states that there are two components in comprehend of written text . The first is creator of the text and second is the understanding of the text.

The teacher had the important role to help the student become an active reader. They should have an obvious direction to achieve his goal which is to improve student's competency in reading. One way to help students is by improve their competence by applying the suitable strategy for them.

There were some method and technique that may prove useful to readers, especially senior high school students in order to increase their reading skill. As Anderson (1996:107-109) says that some specific strategies and techniques for improving comprehension are the following: first, paying attention to words. It means that students should look at all the words carefully because a change in the form of stress can have different meaning. Second, is utilizing context clues. It means that the students should find out the clues of the context in order to gain the full meaning from passage. The third is using five w and one h question in all reading. Such as question who, what when, why, where and how to ask about the text in reading comprehension. Forth is learning phrase in reading text. Fifth, is examining the structure of the paragraph. The last step is summarizing and evaluating.

Considering to the explanation above it could be concluded that comprehending the text is not an easy skill. It combined many aspects such as

language which have many future, background knowledge, conceptual thinking and strategy in reading.

2.2.3. Teaching Reading Comprehension

Teaching reading comprehension was based on a concept of reading as the application of a set of isolated skills such as identifying words, finding main ideas, identifying cause and effect relationships, comparing and contrasting, and sequencing. There are three instruction used in teaching Reading Comprehension. They are mentioning, practicing, and assessing procedure where teachers mentioned a specific skill that students were to apply, had students practice the skill by completing work book pages, and then assessed them to find out if they could use the skill correctly. Instruction will help students learn how or when to use the skills, nor was ever established that this particular set of skills enabled comprehension.

Also, According to Susan Zimmerman and Chryse Hutchins there are 7 keys for teaching reading comprehension:

1. **Activate Metacognition & Schema (Background Knowledge)**

Metacognition are very important for teaching reading comprehension strategies. When we read text and think at the same time, it means that we do real reading or being metacognitive. Schema is the meanings which get from a piece of literature that is intertwined with the meaning bring it. When we read, sometimes we activate schema or build it.

2. **Making Connections**

Students generally make personal connections with the text by using their

schema. There are three main types of connections we can make during reading:

- Text to Self: Refers to connections made between the text and the reader's personal experience.
- Text to Text: Refers to connections made between a text being read to a text that was previously read.
- Text to World: Refers to connections made between a text being read and something that occurs in the world.

3. Creating Mental Images (Visualizing)

This strategy involves the ability of readers to make mental images of a text as a way to understand processes or events they encounter during reading.

This ability can be an indication that a reader understands the text. Some research suggests that readers who visualize as they read are better able to recall what they have read than those who do not visualize.

4. Questioning

This strategy involves readers asking themselves questions throughout the reading of text. The ability of readers to ask themselves relevant questions as they read is especially valuable in helping them to integrate information, identify main ideas, and summarize information. Asking the right questions allows good readers to focus on the most important information in a text.

5. Inferring

Authors do not always provide complete descriptions or detail information about a topic, setting, character, or event. However, they often provide clues

that readers can use to understand the text by making inferences that combine information in the text with their schema.

6. Evaluating (Determining Importance)

Determining importance has to do with knowing why we are reading and then decide what are most critical or important information to understand the overall meaning of a piece of the text.

7. Synthesizing

Synthesizing is the process of ordering, recalling, retelling, and recreating into a coherent whole the information with which our minds are bombarded everyday. Synthesizing is closely linked to evaluating. Basically, as we identify what is the important, we interweave our thinks to form a comprehensive perspective to make the whole greater than just the sum of the parts.

2.3. Narrative Text

2.3.1 Definition of Narrative Text

In Junior High School, students must deal with many kinds of texts, and one of the texts which have to be learnt is Narrative text (2006, KTSP curriculum for Eight Grade Junior High School). According to Potter (2008) Narrative is the representative of event or series of event. Saymor Chatman (1973:31) also define Narrative as a structure which is made up of Narrative statements. Narrative statements have something to do with the story. It always connected with story which shows a set of experience of the world life, it can be an animal or human.

In addition, Grace and Sudarwati state that Narrative text (2004) consist of problems, climax, and solution of problems of actual or imaginary events. Saen and Fuchs (2002) add that Narrative text is written story that is entertaining. In conclusion, Narrative text is a written story which tells about a set of events experienced by animal or human in the world life consisted of problems, climax and solution of the problems aims to entertain the reader.

There are many kinds of Narrative texts. They can be a fairy tale, fable, folktale, legend, science fiction story, mystery story, humorous story, personal experience, biography and many more. However, generally Narrative is categorized into two forms, namely fictional and non-fictional narrative.

Shlomith Rimmon Kennan (1983) defined narrative fiction as the narration of fictional events. Moreover, it is related to event that constitute problem for one or more characters who are motivated to confront the problem and attempt to solve it (Rothery in Tickoo 1995: 285). Therefore, narrative text has sequence of events that are unusual in an entertaining ways.

In addition Gorsky (2008) states that Narrative is “the story of the self” that people use to define who they are. Their history, memories and beliefs are all parts of fictional narrative. Fictional narrative present an imaginary narrator’s account of a story that happens in imaginary world. Fictional narrative appreciated because of its entertainment and educational value, providing a character figure might exist or might have not existed. A Fictional narrative can attract the reader to rise the whole parts of emotions, such as to make our mind confuse, to give us hope, to make us laugh or to let us feel sympathy. For this

reason, fictional narrative text is generally used in the reading activities in the classroom.

On the contrary, non-narrative fiction presents a real life person's account of real life story. It retells a true story in which a series of event come to the life. Based on Humes (2008), unlike novelist, authors of non-fiction narrative must live with the fact that real people and real facts seldom conform very tidily to this convention. Non-narrative fiction may include the author's opinion and feelings.

From those two forms of narrative, narrative fiction is the suitable text that used in teaching reading activity. So, in this research the researcher would use narrative as the main material to facilitate the student's reading comprehension.

2.3.2. The Purpose of Narrative Text

According to Anderson (2003, p.8) a narrative is a piece of text, in doing so entertains or informs the reader or listener. In addition, Potter (2005) stated that the purpose of narrative text is to entertain and bring the reader to an imaginative story. Moreover, based on Gerott and Winnel (1994), the social function of narrative text is to amuse the reader and to deal with actual or vicarious experience in different ways, because narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. In conclusion, the purpose of a narrative text is to entertain the reader through its problem and resolution of the story.

2.3.3. The Generic Structure and Language Features of Narrative Text

In order to understand narrative text, other aspects that have to be known is the generic structure and language features.

According to Garrett and Wignell (1994), the generic structure of narrative text consists of orientation, evaluation, complication, resolution and reorientation.

- 1) Orientation is a set where the participant of the story is introduced. It is also explains character involved, where and where (Grace and Sudarwati :2002)
- 2) Evaluation is a stepping back to evaluate the plight.
- 3) Complication is a crisis arises
- 4) Resolution is the crisis is resolved, for better or for worse.
- 5) Reorientation is a comment or moral value based on what has been learned from the story (optional)

However, the most common structure of narrative text is orientation, complication and resolution. Therefore, on order to make the students easier to understand about narrative text, the researcher will only used these three common structures.

Besides, there are several language features that used in narrative text based on Garrett and Wignell (1994), they are :

1. Focus on specific and usually individualized participants.

For example: Once upon a time there was a boy live **in the village**.

2. Use of material process (action verbs).

For example: He **rushed** down towards the village.

3. Use of relational processes and mental processes / thinking verb.

For example: This **pleased** the girl so much.

4. Use of temporal conjunction and temporal circumstances.

For example: when, after, before and since.

5. Use of past tense. For example: Cinderella **lived** with her stepmother and step sisters.

2.3.4 The Importance of Teaching Narrative

Narrative was one popular and common form of English text which already been introduced since we were children. Narratives had characters and plot with a sequence of events. While most of them are fiction and some are chronicle real-life events. Narratives were written according to forms or story grammars. Story grammar was similar to sentence grammar in that it attempts to explain the various components in a story and how they function. The story grammar included characters, a setting, events, and a conclusion. This conclusion illuminated the theme of the story. As Rosenblatt (in Yimwilai, 1978: 8) explained, most well-written stories, whether simple or complex, had a fairly similar structure, and most children have a basic schema for this structure. Therefore, they could easily understand narrative texts.

Narrative has various purposes as Dietsch (2003) stated that the purposes of Narrative are to reflect, entertain, clarify, or influence. However, using stories or narrative text as a better way to convey the teacher's point or the meaning of what they are teaching. He stated that stories give interesting way of getting students information and stories allow teachers to have something to talk about

with the students. Thereby, it will be tightened the connection between the teachers and students and make the classroom lively.

Narrative texts could be used to improve student's motivation in reading. According to Alderson (in Yimwilai, 2000: 9), what causes difficulty in texts was the way the text is written; it styles or features that make one text different from another. Expository texts are harder to process than narrative texts. The structures associated with stories (story grammars) seem to facilitate comprehension by allowing readers to quickly construct a model of the text. In addition, narrative texts appear to induce visualization in readers as part of the reading process. In the other words, readers could see scenes in their head when they read narrative texts. The visualization helped readers understand texts easier, and readers did not feel discouraged. Furthermore, one purpose of narrative texts is to entertain. Readers enjoyed reading texts and are excited to know what will happen next. In this way, narrative texts could help increase student's motivation.

Moreover, many narratives contained morals and themes. For example, fables are short stories followed by an important moral point. According to Pearson and Fielding (in Yimwilai, 1991: 9), students benefit from reading narrative texts. Therefore, reading instructors could use narratives to teach moral lessons.

In addition, narratives inspired imagination. According to Pearson and Fielding (1991), narratives were written to inspire personal responses. Through stories, readers leave the limits of their everyday lives and travel to the story. In this way, readers learn to represent people, objects, and events in their imagination

(Graesser; Golding; & Long in Yimwilai, 1991: 9). Thus cognitive growth was fostered by an imaginative experience. Students became involved in narratives they read and put themselves in the character's place, asking themselves what they would do if they were the character or sometimes some of them have similar experience.

Based on the explanation above, teaching narrative text in the classroom could give many benefits for the students. Hence, an appropriate teaching technique in teaching reading narrative text would be helpful to improve student's reading comprehension.

2.4. K-W-L technique

2.4.1 Definition of K-W-L technique

K-W-L" stands for what I Know (K), what I Will or Want to learn (W), and what I Learned (L). This technique developed by Donna Ogle (1986). KWL is an instructional scheme that develops active reading of expository texts by activating learners' background knowledge (Bos & Vaughn, 2002). Students' prior knowledge was activated by asking them what they already know; then students set goals focusing on what they want to learn; and after reading, students discuss what they have studied. Students applied higher-order thinking strategies which assist them to build meaning from what they read and help them examine their progress toward their goals. A worksheet was given to every student that includes columns for each of these activities. KWL was intended to be an exercise for students in the form of study group or class that can guide them in reading and

understanding a text. The teacher could adapt the students to work alone, but discussions definitely help. It was composed of only three stages that reflected in a worksheet of three columns with the three letters: K-W-L (Know, Will or want to learn and Learned).

2.4.2 Procedure of K-W-L Technique

Tierny (in Ririn 2008:39-41) explains three big steps of K-W-L technique. The first step is K (know), the second step is W (Will or want to know) and the third step was L (Learned). First, in K (Know) step, the teacher would encourage the students to activate their prior knowledge by asking their opinion and some questions about the theme, title, key words and illustration or picture in the text before reading activity was started. This question aimed to brain-storm the reader in recalling as much as possible their previous knowledge and information related to the topic. The teacher make a table consists of three columns belong to Know (K), Will or want to learn (W) and Learned (L). Then, the teacher guided the students to write all what he knows to answer the question related to the text to be read in K column.

The second, W stands for Will or Want to Learn. This step was to list a series of questions of what the students want to know more of the text based upon what they have not listed in K (Know) column. The teacher identified many kinds of things which interesting for the students, less in understanding and being controversy. The teacher helped students to arrange several questions in which the purpose of the student's reading activity. If the students in a group, they could

discuss it with the group. It would be efficient if the question arranged before reading activity will be started because if it was arranged when the learning process was doing it will need much time. This step guided reading activity to be purposeful reading, in order that the student's think would be more focused on what things they were looking for in the text. Without purposes in reading, student's think would be diverse and difficult to record important information in the text. This step also could be called as step to increase student's curiosity toward information stated by the writer through the text.

Before this step students ask to read the reading text by holding on several questions they made previously. Students needed to be guided the students to be able to identify important information related to those several questions, such as by underline parts considered important. The teacher needed to help the students who get difficulty toward words or phrase used in the text.

The third, L step (What I Learned) the final stage was to answer their questions, as well as to list what new information they have learned. Either while reading or after you have finished, whichever was comfortable for them. It would be continued by asking students to summarize the content of the reading text based on the questions. However, if those several questions had contained problems in the text completely, the answer of them can be summary of the text content if their answer arranged by using complete sentences.

2.4.3. The importance of K-W-L technique

K-W-L technique was expected suitable for teaching and learning process of reading comprehension. It was because the characteristic of this technique which appropriate to solve the student's problems in understanding a reading text. Rahim (2007: 41) stated that K-W-L Technique gives students the purpose of reading and gave active role to the students in the beginning, while and after reading. This technique also helped them think about new information from the text they read. This strategy also could strengthen student's ability in developing questions from various topics. Students also could assess their result study themselves.

In addition, according to Omar Salim Al Khateeb (in *European Journal of Social Sciences – Volume 12, Number 3, 2010*), KWL strategy contributed in improving the reader's comprehension level and in achieving meaningful learning through activating previous knowledge related to the reading text. It gave the reader an opportunity to find real conceptual relations and not random ones with those concepts previously made while building up a cognitive structure. Students were continuously active arranging and organizing what they have learned, in order to make hypothesis and predictions in relation to the text and its objectives. For this purpose, they used different intellectual processes such as: comprehension, interpretation, analysis, evidencing and eliciting in order to take appropriate decisions and accomplish their learning goals. The student actively built up knowledge. This knowledge helped her create a portrait for the world around herself to support her new experience with a meaning and significance.

Hence, KWL strategy called for teaching students how to process the information; and how to think independently and effectively.

Considering on explanation above, we could conclude that there are many advantages given by K-W-L in learning process of reading. By this way, K-W-L Technique was expected could increase student's ability in reading comprehensio

2.5. Previous Studies

There were relevant previous researches to prove the originality of this research. The first research is done by Erna Wahyu Wulandari (2010) who conducted Classroom Action Research entitled Improving Students' Reading Competence Through "Active"(An Action Research At The Second Grade Of SMP 1 Al Islam Kartasura) ACTIVE was the teaching technique proposed by Anderson which was used to help students to become an active reader. ACTIVE actually was an abbreviation that stand for A: Activate prior knowledge, C: Cultivate vocabulary, T: Teach for comprehension, I: Increase reading rate, V: Verify reading strategies, E: Evaluate progress. The result of this study showed that ACTIVE Strategy can improve student's Reading Comprehension.

The second, Omar Salim Muhammad Al-Khateeb (in European Journal of Social Sciences, 2010) also conducting study entitled "The Impact of Using KWL Strategy on Grade Ten Female Students' Reading Comprehension of Religious Concepts in Ma'an City Secondary School for Girl. The design of this study was quasi experimental study which aims to assess the impact that could be attributed to using KWL (Know-Want-Learned) strategy on the reading

comprehension of religious concepts for grade ten female students in Ma'an city compared with the traditional method of teaching. Comparison between the two methods of reading instruction was made. Analysis showed that there was statistically significant differences between average scores of participants in the two groups in favor of the experimental group that using K-W-L. It meant that KWL strategy was more effective in improving the reader's comprehension level and in achieving meaningful learning through activating previous knowledge related to the reading text than traditional method.

The third, Nofriyanti Rizki (2011) conducting the research about Teaching Reading Comprehension through Top-down Strategy to the Eighth Grade Students of SMP Negeri 38 Palembang. Top-down strategy is a process in which readers who have expectation about text information and infer it by using their previous knowledge or experience in understanding a text. This research was experimental research. The objective of this study was to find out whether or not it was effective teaching reading comprehension through top-down strategy. The result of the study showed that it was effective teaching reading comprehension through top-down strategy.

Besides, Tri Frustalia (2012) also conducted a research entitled "Teaching Narrative Reading Comprehension for the Eighth Grade Students of SMP Negeri 33 Palembang by Using KWL". The objective of this study was to find out whether teaching narrative reading comprehension to the eighth grade students of SMP Negeri 33 Palembang by using Know, What to know, and Learn (KWL) technique is effective or not. This study used quasi experimental design. The

population of the study was the eighth grade students of SMP Negeri 33 Palembang in the academic year 2011-2012. The result showed that teaching reading comprehension by using KWL had a significant effect on the students reading comprehension. It showed that there was a significant difference in students' reading comprehension between who were taught using KWL and those who were not. It could be seen from the result of the post test of those groups. The comprehension of the experimental group was higher than the comprehension of control group. From these statements, it could be assumed that it was effective to teach reading comprehension by using KWL.

From four researches mentioned, it could be seen that those researches use similar strategy or technique with the technique which the researcher would use in conducting this research that is K-W-L technique. The similar among K-W-L and those four techniques was the principle of understanding the text by activating student's prior knowledge. Considering the success of those researches, the researcher was interested in conducting the similar research in terms of application of K-W-L technique in reading comprehension. Different with the studies above which were Experimental research, in this study the researcher would conduct a Classroom Action Research. Based on the teacher's problem in teaching reading comprehension, so the researcher used K-W-L technique to improve student's reading comprehension of Eight Grade Student's in SMP Muhammadiyah 8 Benjeng.