CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will present the references from the experts which are useful to give relevant knowledge in the field of the study in the next chapter. The researcher is going to describe some theories and review some relevant research findings.

2.1 Theory of Reading

2.1.1 Understanding of Reading

Reading skill belonging to the activity in a great level that need more concentration and add a good skill of the reader. Reading consistenly build a new knowledge of the readers. Students who have a curiousity in reading, they also can receive a new words, vocabulary, phrase, and also many kinds of text conducting in their daily life. The habit of reading also makes students have a better knowledge to know about various topics and for the more profit of reading, make students aware to the global matter.

Barth (2012:4) said that reading is the activity both directly and indirectly activity to prove individual achievement and it is very important to the student's ability across all the subject of their school area. Improving reading comprehension need the other factor to prove the impact of the academic succes. Curious in reading help students understanding all of the information unlimited on the various material. Beside that, reading helps students get more information of the global area to make them catch in hand what is going on around them. Commonly, reading is one of a good class activity for self improvement and motivation because by read the raeding text, it makes students aware with their social area to give a good contribution in their activement.

Next, Brath also states that reading the substance to get the success in the scool, work, and also the society areas. The students' ability to managing the grade of the text can rise their succes or failed depend in the students' ability of comprehending the text. Reading comprehension is a kind of a complex process with many factors including the interaction between the reader and the text by understanding vocabulary and the language of the text and the learning and use of specific strategies for comprehend the text.

2.1.2 Kinds of Reading Skill

According to Heaton, there are two kinds of reading activities, they are: intensive and extensive reading that will be described in the following text:

a. Intensive reading

   The reader read the whole text to find the detail information focused on the question or the instruction of the text in the classroom area. It usually used in the study activities area as like grammar and vocabulary items.

b. Extensive reading

   The reader should understand the content of the text based on their major to comprehend the event and also the character rather than understanding the specific detail of of the content of the story. Mostly it consider the reading for pleasure.

   Futhermore, through Heaton stated that the purpose of intensive reading is to prove students' accuracy in reading skill and understanding the meaning of the text by guiding how the meaning is produced. Then, the purpose of extensive reading is guide students' fluency and effeciency. In addition, intensive reading means reading for accuracy and extensive reading means raeding for fluency.

2.1.3 Reading Comprehension

Before we talk about reading comprehension, it is better for the writer to define the meaning of comprehension itself. There some definition of comprehension. First comes from Jonn F. Savage and Jean F. Mooney, they define that “Comprehension includes in cognitive activity, the reader have the ability to get the meaning and undersranding well abou the text”. It means that reader who tries to comprehend the text, they should be able to construct the new information stated in the teaxt that they have read.

Futhermore, Lewin conclude that “comprehending the reading text is very crucial and complex activity, there so many problems in the readers idea conducting the message of the text. mostly the reader easy to forget the word or the meaning on every sentences that they have read before. Thus, reading comprehension need more practice and how complicated reading comprehension processed”. That explanation means that there are so many problem conducting reading comprehension in the class area, this activity must be the mind and the eyes work together to create a comprehension. Then, Pamel said that “comprehending the reading text is a good process understanding the menaing and also the message tha tthe writer want to deliver and it stated on the text, means that the reader making meaning from the text”.

The last according to Yetta Godman state that “Without comprehension reading is nit has truly happened, because reading comprehension is understading prase or text”. Usually students has to raed many kind of text but likely they do not understand well abotu the content of the text that they raed, so that reading for comprehension need special skill and has a complex activity.

Raeding comprehension means understanding what has been read on the text. This activity is an active thinking process that depends not only on comprehension

skills but also on the students' experiences and prior knowledge. Comprehesnion skill incudes understanding vocabularya nd connecting word by word and organizing the idea to understand the authors' purpose.

2.2 Students' Question

2.2.1 Understanding of Students' Question

The ability to ask and answer questions is the interest part in teaching learning process. We have to be active rising a question to get a specific information rather than answering the question. The skill of questioning has significant value and it useful in any subject area. Some experts that had been studied about students' question argue about those three parts: 1) asks questions to identify the reason or to investigation: 2) questions are asked to direct the finding for information and to summarize what has been learned 3) the conclusions resulting from the investigations are evaluated using questions. However, using questions to assist students' investigations is a new technique in the schools. In the past, teachers primarily questioned students to do the task of the book content and teacher guide studets to finish their work to see if students were paying attention in class. Now in this era, so many things are changing, the role are so different, the teaching learning process move to individuals range. Students are able to deal their intelegency with their world and their life. If students can analyze their life and the life of others while in the school setting, they will comprehend effectively their reality when they are outside the formal school situation. Education today aims at the creation of a rational setting. A rational being does not mean possess an effective memory. Students must be able to think , react to data, and active in seeking an understanding to problems.

Students' questions have a very significant attention and play a central role in the learning process. Because of this, as students need to plan their questions carefully. This

doesn't mean script writing; that would negative creative activity. However, it doesn’t mean students need to carefully plan their questions by thinking through possible questions which would rise in the class to investigate investigation and a deeper understanding of the concepts being stressed. If the teacher utilizes questions effectively, students will discover that the question is a very valuable learning tool. It is a device through which they can organize their thinking to achieve certain objectives. Students who ask themselves questions as they deal with various learning situations will provide themselves with data and will develop an awareness of where there are deficits in data. If the students essent to rising any question, it means they have a high curiousity ang it is shows the type of knowledge is essential in their learning process.

2.2.2 Types of Students’ Question

Students’ question has some types that will be described in the following section:

Literal questions:

Ones where we can find the answer directly in the text.

To answer them well we need to read the text very carefully and find the exact words that tell us what the questions asks.

Deductive questions:

Ones where the text does not actually tell us, but we can work out the answer directly from information the text gives us.

To answer them well we need to read the text very carefully and work things out from the information we are given (but not make things up of our own).

Inferential questions:

Ones where the text does not actually tell us, but we can work out the answer by considering the hints and clues in the text in the light of our own knowledge and experience.

To answer it well we need to read the text very carefully and draw conclusions of our own from the hints and clues we are given (but not

completely make things up, or jump to conclusions not supported by the text).

2.2.3 The Value of Students' Question

Questioning is a part of a meaningful learning scientific inquiry. The value of students' questions in learning process has been studied by some authors such as Biddulph, Symington, and Osborne (1986) and White and Gunstone (1992). Students' questions can serve different function such as confirmation of an expectation, resolution of an unexpected condition, and filling a gap to have ea new knowledge (Biddulph and Osborne, 1982). Students questioning, particularly at the higher cognitive levels, is also an important aspect of problem-solving (Pizzini & Shepardson, 1991; Zoller, 1987). The source of questions is a gap in the students' knowledge to extend knowledge in some direction. Questions happened spontaneously or in response to stimulation.

Beside helping students learn, students' question also have to guide teachers in their work. Questions indicate that students have been thinking about the ideas presented and have been trying to deliver and link them with other things they know. Teacher can also clarify much about the quality of students' thinking and conceptual understanding (Watts, Gould, and Alsop, 1997; White and Gunstone, 1992), their alternative frameworks and confusion about various concept (Maskill and Pedrosa de Jesus, 1997), their reasoning, and what they want to know (Elstgeest, 1985).

A characteristic of self-directed and reflective learners is their ability to ask themselves questions that help direct learning. These questions could be discuss to the

topic of interest. An evaluative questions that help the learners monitor the status of their understanding. Self-questioning provides learners with a way to test themselves, to help them check how well they are comprehending what has been studied. It is a source of feedback help students redirect their use of learning strategies. Thus, the effectiveness of self-questioning is attributed for both cognitive and metacognitive functions. Self-questioning is also consistent with the view of generative learning (Osborne and Wittrock, 1985) as learners try to shows their prior knowledge and the new information in their attempts to make sense of these ideas and build their personality.

How does students' question facilitate knowledge construction? This is the big question that we find in the class area. Questions, particulary those asked in response to wonderment, stimulate students to generate explanations for things which confused them and to propose solutions of the problems. These questions trigger the use of deep thinking strategies which may not be involved if the questions had not been asked, and thus they play an important role in engaging students' mind more active. Such questions can help learners initiate a process of hypothesize, predicting, thought experimenting, and explaining, then guiding of generative activity, and help them fill the missing pieces of knowledge or solve conflicts in their understanding (Chin and Brown, 2000). When students engage socially in talk and activity about share problems or tasks, an individual's questions also can stimulate another group member to use these strategies and thinking processes. The questions embedded in the discourse of peer groups help learners construct knowledge during the dialogic and dialectic process.

Question production, particularly of thinking or more investigate questions, is not a usual students role. Consequently, in classroom situations, students are often expected to answer questions rather than to ask them. Some students spontaneously ask high quality thinking questions (White and Gunstone, 1992, p. 170). The number and type of

questions that students ask may be influenced by their age, experience, prior knowledge and skills, the attitude of the teacher, teaching style, nature of the topics, reward structure, classroom climate, and social interaction patterns (Biddulph and Osborne, 1982). Furthermore, interesting and productive answers are depend on how good come up questions for causing them (Shodell, 1995). Low levels of questioning and explanation on the part of students have been found to be correlated with lower achievement (Tisher, 1977).

Means that having a question is not easy, it is depend on many factors like their age, skill and prior knowledge, experience, and others. And remember, producting a good answer is cinf from a good question. So it correlate by the level of achievement, high level of questioning means high level in achievement. Then, low level in questioning it is found to be low level in achievement.

2.3 KWL Charts Strategy

2.3.1 Understanding of KWL Charts

KWL stated from (Know, Want to Know and Learned) is the creation of Donna Ogle (1986), is a three-column help capture the before, during, and after components of reading a text selection. K is the first column telling what the students know about the topic before they read. Here, the teacher asks the students to tell the class what they already know. In other words, in this column, the teacher tries to activate students' prior knowledge before they go further. In this section need more skill to have some experience rising the background knowledge. The second column is W. In this column, the students generate questions about the topic. They tell the teacher about all the things that they want to learn from the topic. Then the teacher can determine what they think is important about the topic. Usually this column stated on the question form. The last column is L. Here, after reading the text, the students match what they knew in advance

and what they wanted to know with what they learnt. In addition, this column states for everything that the students have learned about the topic. Using KWL charts strategy in learning process, Ogle (1986) asserts that it helps students become better readers and help teachers to be more active in their teaching. In addition, KWL charts also help students to be active thinkers while they read, giving them specific things to look for and having them reflect on what they have learned when they finished reading. It is also a teaching strategy designed to engage readers connecting prior knowledge with contextual information. It is used to organize, summarize and integrate knowledge acquired from reading.

There are some advantages and disadvantages in the KWL strategy. Ibrahim (2012) listed some advantages of KWL, such as:

1. It is appropriate for all education levels from beginners up to advanced.
2. It can be used for all skills but is most suitable for reading skills.
3. It helps students to monitor their comprehension and knowledge.
4. It encourages students to do critical thinking.
5. It makes teacher and students become more interactive in the teaching and learning process.
6. It sets out a purpose for reading. This means that readers have some ideas about the text before reading the whole text and focus to find the important points whilst reading.

The disadvantages of the KWL strategy are (Ibrahim, 2012:52):

1. It is difficult for students with no prior knowledge.
2. It takes time to complete.
3. It is not effective for reading fiction materials.
4. It is not appropriate for readers who are not active thinkers.
5. Students will give up and get bored easily.

Then, Ibrahim (2012:53) states that some students will find it difficult to complete the KWL sheet on their own by using the steps of KWL. Many students avoid taking the risk of revealing what they know or do not know about the topic. Al-Ataie (2010:384) also mentions that most students use statements not questions in filling the W column. Furthermore, they use their native language when they cannot explain what they want to know in English.

Thus, it is very important for the teacher to introduce what KWL charts is and how to feel KWL sheet. This strategy need much time particulary in activating students' prior knowldge, students' mostly have a good experience. Then, students ough to avoid a risk taking to make a question W column. They have to try making a question to help their understanding about the new topic.

2.3.2 The use of KWL Charts

KWL is an instructional charts that helps students active in reading of expository texts by activating learners' prior knowledge (Ogle 1987: 570). KWL strategy provides a structure for recalling what learners know about a topic, noting what they want to know, and finally listing what has been learned and is yet to be learned. Learners begin by brainstorming everything they Know about the topic. The relevant information is recorded in the K column of the KWL scheme 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.

Purpose of The KWL (Know, Want, Learn) strategy provides a structure for activating and building prior knowledge, establishing a purpose for reading and for

summarizing what was learned. The strategy can help students reflect and evaluate their learning experience, as well as serve as a useful assessment tool for teachers.

Table 1

KWL instructional scheme

K **(What I Know)**	**W** **(What I Want to learn)**	**L** **(What I Learned)**
Students list everything they think they know about the topic of study	Students tell what they want to know about the topic.	After students have finished reading or studying a topic, they list what they have learned. They can also check the W column to see which questions were answered and which were left unanswered.

According to Burke (2005:16) 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. The Procedure of KWL strategies include three steps. First, provide students with the opportunity to 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:

1. K (What I Know)

   Prepare questions in advance to help students brainstorm their ideas. Asks 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. Teacher might ask them, what they think of that.

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 produce student responses. Questions may include: what the student 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.

   Successful learners link prior knowledge to new information, then reorganize it to create own meaning and learning. KWL strategy helps students do this; it provides a framework that students can use to construct meaning from new material. It is a literacy strategy that teachers can easily modify to meet students' learning needs at any level and in any content area.

2.3.3 The Implementation of KWL Strategy in Reading Comprehension

There is a good achievement amount of research investigating the effectiveness of instructional strategies for activating prior knowledge as a means to

support students' reading comprehension. As a whole, the research base provides good evidence to support the use of prior knowledge activation strategies. Prior knowledge activation is regarded as a research-validated approach for improving children's memory and comprehension of text (Pressley & Johnson, 1989).

There are varieties of strategies for helping students to activate prior knowledge: (1) prior knowledge activation through reflection and recording, (2) prior knowledge activation through interactive discussion, (3) prior knowledge activation through answering questions, (4) computer-assisted activation of prior knowledge, and (5) prior knowledge activation through interpretation of topic-related pictures.

According to Ogle (1986), there are some steps that should be considered in using KWL strategy:

1. Choose a text.
2. Create a KWL chart. The teacher should create a chart on the whitekboard or on an the KWL sheet. In addition, the students should have their own chart on which to record information.
3. Ask students to brainstorm words, terms, or phrases they associate with a topic. The teacher and students record these associations in the *K* column of their charts. This is done until students run out of ideas. Engage students in a discussion about what they wrote in the *K* column.
4. Ask students what they want to learn about the topic. The teacher and students record these questions in the *W* column of their charts. This is done until students run out of ideas for questions. If students respond with statements, turn them into questions before recording them in the *W* column.

5. Have students read the text and fill out the *L* column of their charts. Students should look for the answers to the questions in their *W* column while they are reading. Students can fill out their *L* columns either during or after reading.
6. Discuss the information that students recorded in the *L* column.
7. Encourage students to research any questions in the *W* column that were not answered by the text.

As the evaluation for the effectiveness, teachers can compare the students' scores on comprehension questions or skill sheets or reading tests before and after implementation of this intervention. According to Lenski (2004), KWL strategy helps students become good readers by getting them to do many of the things that good readers do. This strategy gets students to read silently with comprehension. In addition, children relate new information to what they already know when they confirm or disconfirm the information in the *K* column. Further, the children learn to set their own purposes for reading when they generate questions for the *W* column. Their reading to answer these questions helps them concentrate while they are reading as they more actively monitor their own comprehension.

The L column affords students the opportunity to summarize what they read. When they put the information in their own words, they better understand what they know and what they do not know. This helps them move into a possible next step which involves having them generate more questions and use a variety of resources to learn more information. Finally, taking this strategy into a publication step helps them organize the information and write it for presentation to others. This strengthnes their learning of the information, involves them in doing what good readers do, and teaches them about their own reading processes.

Based on the statements above, the researcher conclude that using KWL charts strategy helps students to be an active thinker. They read the text with their purpose that stated in the KWL columns. K column to know their previous knowledge. W column to know they curiousity of the text. L column to summarize what they read. Thsi strategy make students to be a good reader to solve their problem in reading activity.

2.4 Previous Studies

There were some relevant previous studies improving the originality of this study. The first research conducted by Putri Dian Purnami Karang (104) who conducted Classroom Action Research entitles "Improving Reading Comprehension Through Kwl Strategy At The Eighth Grade Students Of Smp N 1 Amlapura In Academic Year 2013/2014". She use this strategy in reading comprehension because reading allows students to have access to ideas that is communicated by people in different locations and eras, give them the opportunity to expand and increase their knowledge. She decided to use KWL charts stategy because it can solve students's reading problem in English sunject to understand the meaning of every reading passage. The subject of this study was concentrated on SMP N 1 Amlapura especially on eighth grade A, which has 24 students, is involving 14 females and 10 males in academic year of 2013/2014. The result shows effective and successful the KWL strategy can improve students reading comprehension to the eighth grade students of SMP N 1 Amlapura.

Second reseearch relevant to this study conducted by Panida Samaikomsun in the thesis "The Effect of KWL_Plus Technique on Reading Comprehension of Mattayom Skusa III Students at WATRATCHA-O-ROT SCHOOL" (2012). The participant were 46 students in the ninth grade selected by convenience sampling procedure from 3 existing classes of ninth

grade students. The result of this study revealed that KWL-Plus technique had a positive effect on the mattayom Suksa three students' reading ability.

Another research relevant of this study is research conducted by Rini Marina in the thesis "The Effectiveness of K-W-L (Know, Want to Learn, Learned) Strategy in Teaching Narrative Text Comprehension of SMP Negeri 2 Kalitidu-Bojonegoro. Result of this study also showed that K-W-L technique can improve on students' reading comprehension and also more effective in teaching narrative text comprehension achievement. Group of students taught by K-W-L strategy get higher achievement in teaching comprehension narrative text than those taught by direct instructional method.

Almost all of the previous studies of teaching reading comprehension through KWL strategy is able to improve the reading comprehension from lower score to highest score, furthermore the result shows 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.

From those three researchers mentioned, it shows that those three researchers use the similar strategy to prove students skill of reading comprehension that is KWL charts strategy. Considering the result of those three studies KWL strategy can help students get a good achievement and it shows a positive effect of the academic succes in teaching reading comprehension descriptive text. By using this strategy, this research show the positive effect of KWL charts through students' question in reading comprehension at junior high school. This strategy makes students active and the teaching learning process be alived because the students give a good feedback by rising some questions in reading omprehension activity.

KWL charts strategy guided students to list what their background knowledge, then make their own question and answering the question that they have already made in the last section.