CHAPTER II

THEORITICAL REVIEW

A. Previous Studies

The previous study that used is by Youniss (2013) with the title is The Effectiveness of Using (K.W.L) Strategy on Developing Reading Comprehension Skills for the Eight Grade in Khanyounis Governorate Schools (2013) from Al-Azhar University-Gaza. In her study, the results revealed that there were statistically significant differences at level (0.05) between the averages of the experimental group and control group on the skills of critical thinking test regarding to the experimental group.

The second previous study is by Bachtar (2012). with the title is improving students achievement in reading through KWL chart for the eight grade students of SMP Negeri 29 Medan. The result of the research is significantly improved, the mean of the pre-test was 398.59, test I was 59.32 and the test II was 77.76. It was found that the application of KWL Chart technique significantly improved the students achievement in reading class.

Those previous study give much input in conducting the research because they have same topic that will be able to improve the researcher about improving students achievement in reading comprehension by using Know-Want-Learn (KWL) technique, especially from the students of VIII B of SMP PGRI Wangon.
B. Reading

1. The Definition of Reading

Reading is one of the four language skills used to get message to delivery by words or written form. It is used to communicate by people of many areas in the world. Into reading readers can improve their knowledge and get new information which can explore their competence. Beside that, reading is part of the language acquisition. Some language experts shared their opinions on reading. In short, reading is one of the factors to get more information’s and also can use as a media to explore students ideas.

Rumelhart in Leu (1987 : 9) stated that reading is the process of understanding written language. It begins with flutter of pattern on the retina and ends (when successful) with a definite idea about the author’s intended message and skill reader must be able to make use of sensory, syntactic, semantic and pragmatic information to accomplish his task. These various sources of information interact in many complex ways during the process of reading.

According to Nunan (1991: 70), reading is a dynamic process in which the text elements interact with other factors outside the text, in this case most particularly with the readers knowledge of the experiential content of the text.

Another definiton is stated by Leu (1987: 9), reading is developmental, interactive, and global process involving learned skills.
The process specifically incorporates an individual’s linguistic knowledge, and can be both positively and negatively influenced by nonlinguistic internal and external variables or factors.

Leu state that all definition of reading are personal, based on one’s view of how one reads and how reading develops.

2. The Importance of Reading

Reading seem to have very important role because without being able to read the students cannot enlarge and develope their intellectual skill better. Harmer (1988: 68) states that reading is useful for others purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students. This fact that reading can give significant support that show high correlation between reading and writing achivement. For this reason, teaching reading must get serious attention that the teacher can acomodate and encourage students to be able to master reading skill very well.

Through reading people can enrich their experience and knowledge. Therefore, reading also something crucial and neccesary for us. By reading, we can increase our knowledge about science, technology, and easy way to get much information that is useful.

Moreover, reading as a target language to build vocabulary for English lesson. It is realized that reading skill or reading activity will give more vocabularies for us.
3. The Purpose of Reading

The purpose of reading is to connect the ideas on the page to the student’s already know. Tarigan, (2008: 9) stated that the main purpose of reading is to find out, obtain information covers the content, and understand the meaning of reading. Moreover, there are some purpose of reading those are:

a. Reading for Details of Fact
   The students read to get details of information of the text that have been done by the writer or solve the problem of the writer.

b. Reading for main ideas: people read the text to know “why is the topic good or interest, then the problems on the story and make summaries of the story.”

c. Reading for sequence or organization: people read the text to know “what is happening in each part the story in every episode. And solve the problems of the story.”

d. Reading to clasify: people read the text to clasify some information or action of the writer in the text of paragraph.

e. Reading inference: people raed the text is it to find out the conclusion from the action or ideas in the text.

f. Reading for comparison or contrast: people read to compare the plot of the story or content whether having similarity with him or even contrast.
4. Reading Skills

According to Brown (2004: 187), there are micro skills and macro skills that representing the spectrum of possibilities for objective in the assessment of reading comprehension. Those are as follows:

a. Macro skills

1) Recognize the rhetorical forms of written discourse and their significance for interpretation.
2) Recognize the communicative functions of written texts, according to form and purpose.
3) Infer the context that is not explicit by using background knowledge.
4) From described events, ideas, etc., infer links and connections between events, deduce causes and effect, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
5) Distinguish between literal and implied meanings.
6) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
7) Develop and use battery of reading strategies, such as scanning and skimming, detecting discourse, and activating schemata for interpretation of text.

b. Micro Skills
1) Discriminate among the distinctive graphemes and orthographically terms of English.

2) Retain chunks of language of different lengths in short-term memory.

3) Process writing at an efficient rate of speed to suit the purpose.

4) Recognize a core of words, and interpret word order patterns and their significance.

5) Recognize grammatically word classes (noun, verbs, etc.), system (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.

6) Recognize that a particular meaning may be expressed in different grammatical forms.

7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

From the explanation above, reading comprehension for macro skills and micro skills can be specified as information to assess the students from the multiple perspectives.

5. Components of Reading Comprehension

According to Leu and Kinzer (1987: 30-31), there are six major components of reading comprehension:

a. Decoding Knowledge
Decoding knowledge is important to be comprehended when determining the oral equivalent of a word helps a reader identify meaning. Knowing how to determine the oral equivalent of written word enables beginning readers to access the meaning of most words in the oral language.

b. Vocabulary Knowledge

Vocabulary knowledge means word meaning to determine the appropriate meaning of a word in particular context, but it is a particularly important aspect of reading instruction as a children develop and explore less familiar subject areas with somewhat about specialized vocabularies.

c. Discourse Knowledge

Reading in different literature is enjoyable to promote the development of discourse knowledge. Discourse knowledge means knowledge of language organization at units beyond the single sentence level includes the knowledge of structural organization in different types of writing. Knowing the structural organization of different types of writing is useful during reading comprehension. Beside that, it is used to know whether or not your reading is likely to be true.

d. Readiness Aspect

Readiness refers to two different concepts, there are traditional and recent. Reading readiness is the ability of the students to benefit
from initial reading instruction. According to this view, a young child is either ready to begin reading instruction or else must continue to develop a number of readiness skills.

e. Affective Aspect

Reading is language process, but it is also an effective process, effective process of comprehension include a reader’s attitude and interesting reading. All readers comprehend better when they are interested in reading. The difference is noticeable among less make reading instruction as interesting and enjoyable as possible. This will increase motivation and facilitate reading.

f. Syntactic Knowledge

Syntactic knowledge means knowledge of word order rules that determine grammatical function and sometimes the pronunciation of words. Syntactic knowledge includes understanding word order that exists within sentences and permits you to determine the grammatical function and often meaning and pronunciation of words.

It is conclude that major components of reading influenced someone is comprehending the text. The readers have different interpretation based on their understanding the text. The readers will comprehend the text perfectly (it means that the readers understand what the writer means in the text) if they understand well of the major component of reading.
6. Assessing Reading

According to Douglas (2001 : 308), there are some evaluations to the technique, as follows:

1) Doing: the reader responds physically to a command
2) Choosing: the reader selects from alternatives posed orally or in writing
3) Transferring: the reader summarizes orally what is read.
4) Answering: the reader answers the questions about the passage.
5) Considering: the reader outlines or takes notes on a passage.
6) Extending: the reader provides an ending to a story.
7) Duplicating: the reader translates the message into the native language or copies it (beginning level, for very short passage only)
8) Modeling: the reader engages in a conversation that indicates appropriate processing of information.

From some evaluations above, in this research choose one of the evaluations is choosing which means that the students select from alternatives posed orally or in writing. The research will use one type of test to collect the data, which is Multiple-choice. The multiple-choice will contain 20 items. The test uses the multiple-choice because it recovers the micro skills; understanding given information stated in the passage, to recognize the communicative functions of written text, according to from and purpose, understanding context inference that is
not explicit by using background knowledge, identifying referents of pronoun, and using context to guess meaning of unfamiliar words.

C. KWL (Know, Want, and Learn) Technique

1. The Definition of KWL Technique

Ogle state that KWL technique is an instructional reading strategy that is used to guide students through a text. K.W.L is strategy that helps students to collect everything they know about the topic to be read before they come in to the reading assignment. K.W.L strategy, designed in a three-column format like a chart, the first column to list what they already know about a topic (calling attention to prior knowledge) second column, to write what they would like to know about a topic (tapping student interest and providing purpose for reading) and third column, after reading and discussion, to list what they learned and would still like to learn (making connections between questions asked and information encountered). Students begin by brainstorming everything they Know about a topic.

2. The Benefit of Using KWL Technique

Implementing a K-W-L chart with students before learning activities will offer benefits in reading comprehension as well as activities across the curriculum. The K-W-L model can be used for a lifetime of
effective learning. According to Rynsburger (2009). There are some benefit of using KWL technique. Those are as follows:

a. Background Knowledge

Before reading text or exploring new information, a KWL requires learners to record the knowledge already understood about the topic at hand. Reading to learn effectively or retaining new information into their existing knowledge base.

b. Regulate Comprehension

Comprehension or understanding the meaning of text, is a learned skill for many people. A KWL chart requires readers to make predictions or ask question prior to reading that may be answered in the text. While reading, students will discover if their predictions were accurate and if they are able to find the answers their questions. Because readers are searching for specific answers to predictions and questions, they are more motivated to comprehend the material. Answers to questions and predictions are recorded in the "Learned" column solidifying new knowledge.

c. Cross-curricular inquiry tools

Prepares students for acquiring new information in the changing world of the 21st century. A K-W-L chart is an inquiry-based learning model that can be used across the curriculum. Although K-W-L charts are most often used to help students read to learn, they can be effectively used in math, science and world studies as well. Require students to
access prior knowledge in order to integrate new information. Making predictions and asking questions primes the learners' minds to search out and permanently store newly acquired information.

d. Model for Life-Long Learning

As students leave school days behind, they must be prepared to continue learning for the rest of their life in order to be successful, responsible citizens. A K-W-L chart is a model that can be used to help store new information. By reviewing information he is already familiar with on a given topic, a learner prepares himself to integrate and store new data. Asking purposeful questions and making educated predictions will help adult learners find specific answers and expand their base of knowledge.

3. Teaching Reading Using KWL Technique

According to Herron (2003), there are six step to teach students using KWL Technique; as follows:

a. Ask students to take out a sheet of notebook paper and make three column. Write a “K” over the left column, “W” over the center column and “L” over the right column.

b. Explain to students that K stand for what the students’ already know about the topic they are studying. Tell the students what the topic of the text is, and ask them to share facts they already know.
For example, if your class is studying Egypt, ask students to share everything they already know about Egypt.

c. List each fact the students share on a chalk or dry-erase board. Do not question whether the statement are true or exaggerated. Instead, just write what the students say, even if you know the statement is not true. Encourage as many students as possible to share what they know. Ask students to make their own lists in the left column of what they already know about the topic.

d. Explain that the W stands for what the students want to learn about the topic. Ask the class if anyone has a question about Egypt they would answer. Write all the questions students ask on the board and tell them to write the same on their papers under the W.

e. Instruct students to read the text. This may be done orally as a class or silently and individually. Tell the class to mark items in their K lists as true or false based on what they learn in the text. Also tell them to put starts next to questions in the W list if the text answers those questions.

f. Discuss what they discovered as a class after they have read the text and made notes on their first two columns. Tell the students that L stands for what they have learned. Allow them time to write down new things they have learned that did not appear in the K or W columns.
The Example of KWL chart:

<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I know</td>
<td>What I want to know</td>
<td>What I learned</td>
</tr>
<tr>
<td>What you know the topic before reading</td>
<td>list a series of questions of what you want to know more of the subject</td>
<td>list what new information you have learned</td>
</tr>
</tbody>
</table>

4. Implementation

The implementation of KWL technique based on Ogle, D.M. (1986), as follows;

1. Choose a text. This strategy works best with expository texts.

2. Create a K-W-L chart. The teacher should create a chart on the whiteboard or on an overhead transparency. 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.

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. Students can fill out their L columns either during or after reading.

6. Discuss the information that students recorded in the L column.

D. Basic Assumption

Reading is the most important skill. Through reading it can build the knowledge by taking new information. Many students think that English is difficult language to learn, because they are in short of reading comprehension skills, they lack the ability to comprehend their reading textbook selections or even to answer the factual questions. Seeing this condition, through interesting technique the writer wants to make them know that learning English is not as difficult as they might think. KWL (Know, Want, Learn) Technique gives the students check their prior knowledge of a topic, concept, or process before learning about it. With this prior knowledge, the brains of the students will recall what they already know (the K of K.W.L) about the topic. So this technique is appropriate to implemented in the class VIII B of SMP PGRI Wangon, because the students in this class has low ability in reading comprehension. Thus, from the explanation above assumed that KWL can improve the students in teaching reading.