

CHAPTER II

THEORETICAL REVIEW

A. Know-Want-Learned

1. Definition of Know-Want-Learned

Know-Want-Learned is a strategy used in the classroom. In this instance, K-W-L is utilized to instruct students in reading. The K-W-L strategy improves students' comprehension and their ability to think critically. It is consistent with professional theory. Strickland and Morrow (2000) stated that K-W-L connects text information with prior knowledge, enhancing higher-order thinking skills.

Meanwhile, Hassard (2000) stated that the K-W-L strategy is an active process in reading activities that encourages students to estimate the information they will get, which leads to student and teacher involvement in the topic of the text. Furthermore, Blachowiz and Ogle (2008) defined K-W-L as an active reading in which students are bound by reading texts given by the teacher.

It is plausible to conclude, based on some of these perspectives, that K-W-L is a strategy utilized by teachers to raise students' active engagement in adopting reading skills with each phase and to emphasize students' critical thinking skills.

2. The Importance of Know-Want-Learned

The K-W-L strategy is widely used to teach reading in the classroom. It is connected to every process inside the plan that has the potential to benefit students. According to Fengjuan (2010), the K-W-L

approach is utilized to teach reading in the United States. As a result, each stage of this technique was proved to contribute to improving students' reading abilities.

Maulida and Gani (2016) explained each phase of the K-W-L framework facilitates the active participation of students in reading comprehension. Moreover, Siribunnam and Tayraukham (2009) stated that K-W-L helps students apply their critical thinking skills to analytical reading, enhancing their concentration. Thus, the K-W-L strategy should be implemented because it may highlight students' thinking and reading skills.

3. Steps of Know-Want-Learned

Carr and Ogle (1987) defined that K-W-L enables students to classify and summarize collected information. The K-W-L strategy comprises three inherent processes, Blachowicz and Ogle (2008): connecting prior knowledge; writing what someone wants to learn, and reviewing what has been learned. It corresponds to the K-W-L chart, which promotes students' comprehension of the reading material and stresses their critical thinking skills. The implementation of K-W-L consists of three steps (table 1).

Tabel 1.

Table of Steps Know-Want-Learned

K (know) What I Know	W (want) What I Want to Learn	L (learned) What I learned
Students are asked to state the information or knowledge they have about a given topic.	Students are asked to state what they want to learn about the topic.	Students are asked to review what they have learned after they have completed steps 1 and 2.

s a result, each step of the K-W-L strategy influences students' reading abilities.

B. Reading

1. Definition of Reading

Reading is an activity that adds to the process of learning. Reading enables kids to broaden their understanding. Chastain Benham and Elham (2013:30) defined reading as the process of actively gaining substantial information and linguistic abilities to determine the intents of others. Moreover, Nuttal (1996) stated that reading is the process by which a person obtains information from what they read. Richard and Schmidt (2002:444) said reading is the process of comprehending written material. From this perspective, it may be concluded that reading causes students to acquire a great deal of new information about what they read.

As defined by Nunan (2003), reading is a skill in which the reader combines textual information with prior knowledge to derive meaning. In addition, Anthony, Pearson, and Raphael (1993) defined reading as a process of interpreting meaning through an active association between the reader's prior knowledge, the text's material, and the reading environment. According to these perspectives, reading is a dynamic process in which students investigate knowledge-related information, textual information, and reading activity settings.

2. The Importance of Reading

Reading is an activity that increases human insight, and this article explains how reading aids our comprehension. Reading facilitates the attainment of objectives in the development of insight. A person must read to find the knowledge they require to gain unknown information. Therefore, reading activities cannot be separated from discovering unknown details. Spratt et al. (2005) described reading as a complex activity since it encourages the development of critical thinking and provides broad insights.

Furthermore, Rikin S et al. (2015) stated that reading various literary works encourages career persistence. Reading about a variety of subjects can both inspire and expand one's knowledge of the world. However, Tow A et al. (2016) stated that because reading is a lifetime pastime, it improves the cognitive capacity of middle-aged and older persons. According to these viewpoints, the significance of reading rests in the impact of the reading process on people's real-life reasoning skills and in acquiring the most profound, beneficial knowledge.

3. Teaching Reading

Richard and Schmidt (2002) described the teaching principle is the basis for a successful approach to both teaching and learning, and it serves as the basis for their decision-making. Furthermore, Harmer (2001) stated the six principles of teaching reading are: a. reading is an active skill; b. the reader's involvement with the text; c. teachers must encourage students

to respond to the content of reading texts, not just to language; d. the most crucial factor in reading is prediction; e. the suitability of the reading text with the assignment; f. the teacher can fully utilize the reading text. As a result, teaching reading aims to teach the principle that teaching and learning activities enhance decision-making abilities and emphasize thinking skills with every learning process, particularly the relationship between reading texts and readers.

C. Previous Study

There is some similar research about K-W-L. For instance, Usman, Fata, and Pratiwi (2018) claimed the effect of implementing the know-want-learned strategy by Blachowicz and Ogle in teaching reading. This study used a quantitative method. The researchers conducted the data by having one a pretest and a posttest research design. The researchers analyzed the data by using a t-test to get the actual data. According to this journal, there was an increase in the pretest and posttest implementing this K-W-L strategy, particularly in students' understanding ability, especially reading comprehension.

Nurfadillah (2018) attempted to determine the teacher's motivation for implementing the K-W-L strategy in EFL classes. This study employed a qualitative research methodology. The study used interviews and observations to collect data. Techniques for data analysis included data reduction, data processing, data display, and result interpretation. In addition, this study's findings indicate three categories of teacher

creativity: advanced creativity, decreased activity, and unaffected creativity.

Tran Thi Thanh Dieu(2016) attempted the purpose of this study was to determine the significance of schema theory in K-W-L reading comprehension. The study conclude were achieved through treatment and survey. The researcher analyzed the result using Microsoft Excel. In addition, the findings of this study describe the enhancement of reading comprehension skills among Vietnamese students. Additionally, they develop a more excellent drive to enhance their reading skills.

According to the journal above, This K-W-L strategy has an effect, particularly on students' comprehension and reading abilities. Moreover, a commonality between this study and others is that the K-W-L strategy procedures have a good impact on the student learning. The distinction is the focus of this study.

D. Hypothesis

Creswell (2012:111) defined a hypothesis as a statement in quantitative research in which the researcher makes predictions or hypotheses on the result of the relationship between distinctive features. In this study, the author seeks empirical data about the effectiveness of the know-want-learned strategy in teaching reading. The formulation of the hypothesis is as follows:

1. Null Hypothesis (H_0)

Know-Want-Learned is not effective for teaching reading.

2. Alternative Hypothesis (H_a)

Know-Want-Learned Strategy is effective for teaching reading.

