

II. FRAME OF THEORIES

A. Concept of Reading Comprehension

Before reading comprehension is defined, it is important to define what reading is. Wadsworth (1978) as cited in Beny Fitri Yunita (2008,7) states that reading is a process of deriving meaning from written symbols. To convey a meaning readers perceive the symbols and try to determine what they mean, either while perceiving them or shortly thereafter. For the reader there are functionally related aspects to reading. One of the aspects is perceiving written symbols, a visual activity; the other is describing a meaning to, or comprehending the collection of symbols.

Afterwards, Mc Whorter (1986:12) states that reading is a way of taking new ideas and identifying information to be learned. It means that when someone is reading a text, he may find new things that he has not known yet and he may also find information that will help him in learning something. In this case, his knowledge will certainly be better than before.

Smith (1982: 166) states that reading is a matter of identifying letters in order to recognize words in order to get the meaning from what is read, involving making connection among words and ideas presented in the text and the readers' own

background knowledge about the texts they read will have difficulties in comprehending the text.

Moreover, Smith (1983) also defines reading as a process of understanding a certain text in the term of questions that formulate concerning with the text. In this case, the readers should be able to understand the contents of text through question being made.

Based on the quotations above, reading can be said as way to fulfill the reader's eagerness about topic being read. Before reading a text, reader must have many questions of some problems. Through reading, they can answer their questions by themselves.

Reading is also defined as *a construct process of guessing and active process of deriving meaning* (Grellet, 1981:1; Goodman, 1976; Smith, 1978 in Suparman, 2005:1)

Therefore, Skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world. Reading involves an interaction between thought and language. It means that the reader brings to the task a formidable amount of information and ideas, attitudes, and beliefs. In short, it can be said that reading is an active process. The reader forms a preliminary expectation about the material, and then selects the fewest, most productive cues necessary to confirm or reject that expectation (Mackay in Simanjuntak, 1989). This knowledge coupled with the achievement to make linguistic predictions, determines the expectations the reader will develop as he reads. This is sampling process in

which the reader takes advantages of his knowledge of vocabulary, syntax, and discourse.

From all the assumptions about reading above, it means reading is an active process and it needs thoughts and the ability in making sense of the text that is being read.

Readers' knowledge of linguistic and background knowledge of the world will influence their achievement in reading comprehension can be understood that reading is a very important skill for students. Comprehension means relating what someone does not know or new information, to what he already knows (Eskey, 1986:15).

Smith (2004:13) states that comprehension may be regarded as relating aspects of the world around human being-including what they read- to the knowledge, intentions and expectations already preserved in readers' head. Readers must be able to relate new things to what already know if readers are to comprehend them and relating something new to what they already know is of course learning.

If the reader can read the words but they do not understand what they read, they are not really reading. (Dallman in Marantina, 2006:6). One learns to read and one learns through reading, by elaborating what he/she knows already. Thus, comprehension is fundamentally relating the new to the already known. To understand readers must begin by considering what it is that they already have in their heads that enables readers to understand the world. Reading is more than

knowing what a letter of alphabet stands for, reading involves more than recognition, which is without comprehension, no reading take place.

Reading the words of a composition is one thing, but comprehension is the vital point for the reader. Reading the words has no benefit if the reader does not comprehend what is being read. It is clear that in making sense of text, the reader relates new information from the text being read to his previous knowledge that has stored in his mind.

B. The Nature of Report Text

Referring to 2006 (KTSP) curriculum, there are some types of text that should be recognized and comprehended by the second year students of SMA/MA; *narrative, report, hortatory and analytical exposition, and spoof text*. In this research, the text that will expose is report text.

1. Definition of Report text

Report is a text which can be written out with a descriptive technique. It describes an object to the readers (Siahaan and Shinooda, 2008:43).

The term of *report* used in this research is based on the report text which is exposed in 2006 (KTSP) curriculum; stated by Gerott and Wignel in Depdiknas (2005). This kind of text is also called *Report* by Hammond et.al. in Depdiknas, (2005), Hardy and Klarwein (1990) who has classified this term into two types, that is: *Short Report and Long Report*. Besides, Derewiaka in Depdiknas (2005) called this term as *Information Report*. It is needed to notice that the term of

Report here is different from *Newspaper Report* which is used by Hardy and Klarwein. In KTSP, *Newspaper Report* is called News Item, so it is different from the *report* text meant.

2. Functions of Report Text

Report text describes the general characteristics from certain things; living or non-living things (Depdiknas, 2005). Although the function of this text is to describe something, this text is different from descriptive text which explains certain thing specifically and without generalization.

Furthermore, *report text* has the following functions: *to inform* (Hardy and Klarwein in Depdiknas, 2005), *to provide information about natural and non natural phenomena* (Hammond, et.al. in Depdiknas, 2005), *to document, organize and store factual information on a topic, classify and describe the phenomena of our world*, ; about a whole class of things like hones, bikes, or oceans. (Derewianka in Depdiknas, 2005), *to describe the way things are*, with reference to a range of natural, man-made and social phenomena in our environment. (Gerot and Wignel in depdiknas, 200) , *to describe the way things are*, with reference to a whole range of phenomena, natural, synthetic and social in our environment (Callaghan and Rothery in Depdiknas, 2005)

3. Generic Structures of Report Text

Like other texts, *report text* has its own structures or Generic (Schematic) Structures, they are: (1) *General classification*. It tells what the phenomena under discussion are. (2) *Description*. It describes and tells what the phenomena under

discussion are like in terms of parts (and their functions), qualities, habits or behaviors, if living; uses, if non-natural. (Gerott and Wignell in Depdiknas, 2005)

Meanwhile, according to Hardy and Klarwein in Depdiknas (2005), report text is divided into two types, they are: *Short report* and *Long report*. In short report the generic structures are: *Classification* which can also begin with definition and *description of subtopic*, in sequence given in the question.

Meanwhile in Long Report, the generic structures are: *classification or definition* and *description of features in order of importance*.

Besides, Derewiaka in Depdiknas (2005) states this following generic structure of report text: (1) Opening general statement/ general classification, (2) sometimes the opening statement may also indicate a particular aspect of the topic that is being treated, E.g. *There are many different types of bike in Australia*. (3) Facts about various aspects of the subject (color, shape, habits, behavior, etc); giving examples, comparing and contrasting, describing components and their function.

C. Concept of KWHL Teaching Technique

KWHL (*KNOW*, *WANT to know*, *HOW to find out*, *what have been LEARNED*), a slight modification of *KWL*, is a technique used by Debbie Blaskowski (1995), a fourth-grade teacher at the Weyerhaeuser School in Weyerhaeuser, Wisconsin.

KWL teaching technique is a group instruction activity developed by Donna Ogle (1986) that serves as a model for active thinking during reading. It is a classic instructional practice that prompts all the thinking embedded in comprehension

(Car and Ogle, 1987 in Buehl, 2009:107). It helps students activate what they already know before they begin a reading assignment. A natural offshoot of the student's activity is the generation of questions they would like to have answered. Students use the text to confirm and enhance their knowledge and to satisfy their questions. It also helps students to organize what they have learned when they are finished reading.

KWL is shorthand for three questions for three questions designed to engage readers in nonfiction texts: *What do I KNOW? What do I WANT to know? What have I LEARNED?* The questions will elicit students' prior knowledge, improve their curiosity about a topic, and support research, motivating students to seek answers for their questions in other texts. Recently, teachers have added the "H" after the L part or before the L so the students can also consider, *HOW will I go about the learning, or HOW will I learn more? If the H is put before the L, the question is HOW I learn?* (http://www.pwcs.edu/curriculum_sol/kwl.htm, retrieved on October 3rd 2010).

KWL consist of three separate steps and the entire process is usually carried out by filling in a chart that consists of three columns - a column labeled *what I KNOW* a column labeled *what I WANT to know/learn*, and a column labeled *what I have LEARNED*. The student should begin by identifying everything that he or she already knows about the specific topic that the material covers and write a series or brief phrases that describe what he or she already knows in the *what I KNOW* column. This allows the student to gauge exactly how much knowledge he or she already has about the subject and how much knowledge he or she needs to

learn about that subject. Next, the student should make a list of questions or topics in *what I WANT to know/ learn* column that he or she hopes to find the answer to or learn about while reading the material/text. Finally, the student should write down a phrase, term, or other brief description of every key point that he or she learned while reading the material in what *I LEARNED* column. This will allow the student to compare what he or she has learned with what he or she wanted to know.

As Donna Ogle (1986) had presented, the steps for KWL can be designed as follow:

1. Have students make a chart with three columns. The first two columns should be completed before instruction on the topic takes place. The third columns should be completed after instruction.
2. The first column is the “K” column. In the column students write what they already know, or think they know, about the topic.
3. The second column is the “W” column. In this column students write about what they want to know about the topic.
4. The third column is the “L” column. In this column students write about what they learned or still need to learn about the topic after instruction has occurred.

The column is a follow:

What We Know	What We Want to Find Out	What We Learned

For example, the topic that will be discussed is about Dinosaurs. So that, the column will be as follow:

Dinosaurs

What We Know	What We Want to Find Out	What We Learned
Dinosaurs are large. Dinosaurs are dead. They lived a long time ago. There is a movie about dinosaurs.	How long ago did they live? Why did they die? How do we know what they looked like? Who are the people who study dinosaurs?	An archeologist has an exciting life. Dinosaurs eat plants and some eat meat. Some dinosaurs were gigantic, but had small brains. Fossils uncover dinosaur traits

Seeing the example, categories of information about dinosaur we expect to use are, size, career or eating habits. In report text, these characteristics of living thing (dinosaur) are called description.

In the first column, students write some sentences about what they have already known. In the second column, students write some questions about what they want to know. In this phase, students improve their curiosity. They must have questions to fulfill their need of new information. So that they know in what purpose they are reading. And in the last column, they write the new information that they have got.

Slightly different from *KWL* presented by Donna Ogle, in this research, the researcher will implemented the *KWHL* technique which is developed by Debbie

Blaskowski (1995). Therefore, the procedure will also be slightly different from *KWL* strategy used by Donna Ogle (1986).

The lesson that is developed by Debbie Blaskowski is designed to guide students in using their prior knowledge of the topic will be discussed. By activating their prior knowledge to develop a foundation, students may be to improve their knowledge base and make connections. Additionally, students may be able to practice working in cooperative groups and share information thus learning together. The column used by her is as follows:

K (Know)	W (Want to know)	H (How to find out)	L (Learn)

The steps used by Debbie Blawskowski are as follows:

1. Introducing the KWHL strategy by having a big KWHL chart taped to white board, explain how and why we use it (graphic organizer in the form of column), and model.
2. Then, the teacher gives the students one or two more examples for each section of the KWHL and adds them to the chart (guided practice). If students are having difficulty at this point, go back and model the use of the strategy again.
3. When students appear to understand the use of strategy, the teacher asks the students get into groups of three. The teacher may organize the groups by having the students in many interesting ways, such as by picking a card or sticker of picture related to the topic. The students with the same picture

on their card or sticker are in the same group. Also, on the back of each sticker, write one of the following jobs:

- **leader** = This person gathers materials and keeps the group on task. The leader also makes sure everyone agrees.
- **reporter** = This person reports to the class what the group has decided for each part of the KWHL
- **recorder** = This person records what the group decides for each part of the KWHL organizer.

Explain the role of each job.

All students are to participate in the sharing of ideas for the KWHL chart.

4. Review rules in working with their group (how to work together, cooperative group voices, etc...).
5. Come back together as a whole group. Have the reporters from each group share their KWHL charts. Add information to the large chart at the front of the classroom.

Closure:

Take a look at the KWHL chart. Review what the students already know and want to know. Explain that in the text meeting we will start learning some things about the topic that has been discussed and hopefully start to fill in the “What I Learned about the topic” section of the chart.

Beside assumptions and procedures above, the technique has also following advantages:

1. It provides teachers with an inventory of students' background knowledge about a topic and reminds students what they already know.
2. Class prior knowledge is "pooled", as students who know less about a topic are included in interactive conversations with students who brings more knowledge to the reading.
3. Students are guided into meaningful organization of new information in order to synthesize their understandings.
4. Students' misconceptions about the topic are revealed and addressed during instruction.

(Buehl, 2009: 109-110)

D. Teaching Reading of Report Texts Through KWHL Technique

Reader's prior knowledge influences their comprehension in reading. The readers who have insufficient prior knowledge will have difficulties in comprehending the text that they read. Therefore, it is important to activate reader prior knowledge before and during reading.

As the researcher assumes that KWHL is a good technique to build students prior knowledge before and during reading, students are expected to be more active by building their own prior knowledge individually and then by working together in group in activating their prior knowledge before and during the reading activity by using the KWHL organizer (column).

The KWHL organizer (column) provides students with a framework to explore their prior knowledge on a topic and consider what they would like to know and learn. This organizer can be used as an individual or group strategy but is most effective when students are given the opportunity to reflect individually before sharing with others.

Based on the KWHL procedures presented by Debbie Blaskowski, the researcher presented her own procedure in this research. The procedure is as follow:

1. First of all, after teacher opens the lesson, she tells the students that they are in the reading class and tells about the topic that they will learn today. Then, the teacher also tells the students that they will try to implement an interesting technique in reading. Then the teacher divides the students into groups. She distributes the KWHL column to each group. The teacher explains how to use the column by drawing a big KWHL column in the white board.
2. In “K” (what the students have KNOWN) section, teacher asks some students to mention orally what they have known about the topic in the “K” column.
3. In “W” (what they WANT to know) section, every student is asked to make a question about what they want to know more about the topic. Then the students should write their questions in “W” column. Make sure that every student writes their own question, although they work in the group.
4. In “H” (HOW they learn) the teacher asked the students to find the answers of their questions. The teacher distributes the report texts with the topic has been discussed before. They will find out the answers of their questions from the text. Moreover, they will identify the general idea and the specific information from the texts.

5. In “L” (What they have LEARNED) section , teacher asks them to make a conclusion of what they have learned by mentioning the specific information from the texts.

Seeing the procedures of the technique mentioned above, the researcher assumes that this technique can improve students’ reading comprehension achievement and makes the students actively involve in the learning activity. By implementing this technique, the students do not only learn for themselves but they also learn how to share their knowledge to the others. Moreover they are motivated to read out of the school hours to get more knowledge and information to fulfill their curiosity. By reading more texts, it will also enrich their vocabulary knowledge.

E. Theoretical Assumption.

From the literature review above, the researcher assumes that reading is an active process. It means that no reading without thinking. By thinking and connecting what readers have already known to what have not known yet, readers then will comprehend the texts and will access the information and knowledge that they need from the texts. Finally, for SMA/MA students, the informational level that is stated in the curriculum may be achieved.

Besides, it can be assumed that reading is extremely important in learning language. Christian and Mary (1976) mentioned that reading is the important skill of all for the most students of English through the world. In reading process, reader needs comprehension, because no comprehension means no reading. Dallman (1982:23) said that raeding is more than knowing what each letter of

alphabet stands for: reading involves more than word recognition; than comprehension is an essential of reading; that without comprehension no reading takes place.

It is also believed that students' prior knowledge will determine their comprehension achievement in reading a text. Therefore, in this case, KWHL technique is the appropriate technique because it serves systematic activities for active thinking during reading. The technique is also assumed will lead the students to read more to fulfill their curiosity from the other sources. With the more texts that the students read, their vocabulary knowledge will also improve and it will make them also easily comprehending the text. That is why, the technique is believed can improve the number of students who are active in learning activity. Therefore, reading activity will not become a boring activity anymore. Furthermore, the reading comprehension achievement of report text can be improved.