



STRATEGY IN TEACHING READING COMPREHENSION OF DESCRIPTIVE TEXTS: A LITERATURE REVIEW PERSPECTIVE

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Article	Abstract
<p>Keywords: Descriptive text, EFL learner, KWL strategy, reading comprehension,</p> <p>History of Article Received: June 14, 2022; Reviewed: July 10, 2022; Accepted: August 02, 2022; Published: August 19, 2022</p> <p>DOI:</p>	<p>English is an international language that can be used to support human needs in doing communication and interaction. In improving communication skills, students were required to have the ability in comprehension of a reading such as a descriptive text. Through reading activity, students got information, experiences and actions from the text. Moreover, the habit of reading would help students a lot in gaining new words and phrases to use in daily conversation. To have the ability, the student taught reading comprehension used KWL strategy. KWL strategy stands for Know-Want to Learn/Know-Learned. This strategy has three basic cognitive steps, namely accessing what the students Know, determining what the students Want to learn, and recalling what the students did Learn as a result of reading. In process of reading comprehension using KWL strategy involved prior knowledge, knowledge of text structure, and active search information. In this study, the researcher used a literature review in analyzing the applications of KWL strategy from various references and the study found that the KWL strategy was effective in teaching reading comprehension of English descriptive text. It also can improve the classroom atmosphere in teaching English for EFL learners.</p>

1. INTRODUCTION

In learning English, there are four skills that need to be mastered by students, they are listening, reading, speaking, and writing. They are divided into receptive skills (listening and reading) and productive skills (writing and speaking). Thus, students should master all of those skills including reading skill. Reading in an international language is not only for promoting students' personal and cognitive development, but also for improving their study and job settings in a globalized society. Students also need to learn reading comprehension to gain an overall understanding of what described in the text rather than to obtain meaning.

In teaching reading comprehension, the teacher often find the students' difficulties to understand or to comprehend the content of the given texts so that they did not get any information. Even though the students had good reading speed but they could not answer

the teacher's questions about the content of the given texts. As a result, the process of teaching and learning was not active so the students' reading comprehension needed to be improved to help them in order to they had level of high reading comprehension and had the same level of reading comprehension to certain students who had higher reading comprehension level. The complexity of reading causes multi-difficulties for the language learners in almost all levels of school from primary up to the university level. This problem can be reduced if students master strategy or method in order to be able comprehending some texts. English teachers also should be provided with an interesting strategy that can improve students' reading achievement so that they become active learners. A strategy that can help teachers to develop students' reading skill is Know-Want to know-Learned (KWL) strategy. Based on the above elucidations, this study aims to answer how the KWL strategy in teaching reading comprehension of descriptive texts.

2. METHODS

In this study, the researcher used library research which is literature review by analyzing books, national and international journals and research that have similar topics to get comprehensive data and information about strategies for good reading comprehension. The researcher had utilized the primary data on the KWL strategy and analyzed some literature which match on the context and needs of Indonesian students as EFL learners.

3. ANALYSIS AND DISCUSSION

A. The Nature of Reading

Reading is an activity that involves very high level of concentration of the reader, which improve the knowledge acquired, consistently. The habit of reading helps students to receive new words and phrases that they gain in everyday conversations. The habit can become an add to the information available on various topics. There are different views regarding the meaning of reading which the present researcher display some as follow:

According to Weaver (2009, p. 10), reading is a process very much determined by what the reader's brain and emotions and beliefs bring to the reading: the knowledge/information (or misinformation, absence of information), strategies for processing text, moods, fears and joys. Tadros (2014, p. 1) states that reading is commonly defined as the ability to read and interpret meaning from varied texts. Also, Hornby (1995, p. 968) states that reading is the action of a person who reads, an amount indicated or registered by a measuring instrument, a way in which something is interpreted or understood, an entertainment at which something is read to audience.

Reading, according to Hibbard and Wagner (2003, p. 1) is a complex behavior including decoding words, developing fluency, and improving comprehension. Reading may be defined as recognizing words in print, combining the meanings of those words with relevant prior knowledge, and thinking about the collective meaning of this information until it is understood (David & Ann, 2003, p. 8).

Fachrurrazy (2011, p. 83) also states that "reading is a passive or receptive skill. Receptive skills are the ways in which people extract meaning from the discourse they see or hear (Harmer, 2003, p. 199). The purpose of reading activities can be comprehension (intensive reading in class), enjoyment (extensive reading out of class), speed reading (skimming and scanning), or accurate

pronunciation (reading loud). In addition, reading is a receptive skill used to comprehend, to interpret the texts for getting information.

Based on the elaborated experts' theories above, reading is the process of getting information from texts or from any kind of reading texts. Its goals are to improve comprehension, to comprehend, to interpret and to get information.

B. The Importance of Reading

Reading is a basic language skill that any learner needs. In other words, it is one of the most important skills among language skills. As stated by Education, Audiovisual and Culture Executive Agency (2011, p. 7) reading is a fundamental skill which is increasingly needed in almost every sphere of life. A wide range of reading skills, including digital reading, are essential for an individual's personal and social fulfilment, for taking an informed and active part in society and exercising full rights of citizenship. Furthermore, these skills are essential for entering and advancing in the labour market by reading, people are able to extract specific information, to extract general understanding, to identify specific uses of language (Harmer, 2003, p. 215). The ability to read opens up new worlds and opportunities. It enables us to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as, reading the newspapers, job listings, instruction manuals, maps and so on (Pang, Muaka, & Bernhardt, 2003, p. 6).

However, it is important to recognize that reading can be a transformative experience influencing the thinking and learning of the reader. New words, concepts and perspectives can be encountered that challenge and enhance existing knowledge (Clarke & Cheshier, 2014, p. 9). Blachowicz and Ogle (2008, p. 15) also state reading is essential.

It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.

Furthermore, David and Ann (2003, p. 3) state that reading is becoming of greater and greater importance in our information-driven society and alarming number of young children are having difficulty learning to read. Students who do not develop into skilled readers face significant challenges as they make their way through school and out into the world, because a great deal of the ever-increasing capacity of information individuals must process is communicated through print. Those who cannot read fluently and with strong comprehension will find their options limited by their inability to process written information quickly and accurately.

C. Macro and Micro Skills of Reading

At the commencement level of learning English, one of the students' difficulties encountered in learning to read is making the connection between spoken and written English. In many cases, learners have become acquainted with oral language and have some difficulties in learning English spelling contentions. An adaptation of the model micro and macro skill offered by Brown (2003, p. 187)

is a breakdown of what students of English as a Foreign Language (EFL) or even English as a Second Language (ESL) needs to do to become efficient readers:

a) Micro-skills

Brown (2003, p. 187) states that in micro-skills, there are some aspects to be measured in reading comprehension by the readers:

1. Discriminate among distinctive graphemes and orthographic patterns 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 grammatical word classes (nouns, verb etc.) systems (e.g. tense, agreement, and pluralisation, patterns, rules, and elliptical forms.
6. Recognise 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.

b) Macro-skills

Meanwhile, in macro-skills also stated by Brown (2003, p. 188) there are some aspects will be measured in reading comprehension by the readers:

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 context that is not explicit by using background knowledge.
 4. From described events, ideas, etc. Infer links and connections between events, deduce causes and effects, 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.
- Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

D. Reading Comprehension

Reading is about understanding written texts. It is a 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 (Pang et al, 2003, p. 6). According to Woolley (2011, p. 15) reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

Reading comprehension is important, not just for understanding text, but for broader learning, success in education, and employment. It is even important for our social lives, because of email, text, and social networking sites. Reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities (Oakhill, Cain, & Elbro, 2015, p. 1).

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Reading comprehension is a process involving an active interaction between the information provided by the text and the information, experiences, and actions provided by the reader, a reader who can recite statements of the meanings within the text without integrating them with her knowledge has not comprehended the text, but neither has a reader who hallucinates a fantasy of a narrative without reference to the written text. The goal of all reading instructions is ultimately targeted at helping a reader to comprehend a given text.

Gillet Temple, Mathews II, and Young (1994, p. 34) state that comprehension what students read is the whole point of reading; but the process of comprehension is not understood by all teachers. Gillet et al, furthermore, note comprehension involves prior knowledge, knowledge of text structure, and active search information. There are the brief explanations of them as follows:

- a. Comprehension and prior knowledge
The simplest definition of comprehension is understanding new information in the light of what we already know. Understanding new things and events encounterby matching them with our store of mental frameworks that called as schemes or schemata (the singular is schema).
- b. Comprehension and text structure
Becoming a good teacher also requires that one be familiar with the structure of the text and be able to use that structure to guide the student`s search for meaning
- c. Comprehension: the active search for information
Having background knowledge and knowledge of the structures, readers need to work on the thinking process of comprehension-the processess called the active search for information . Since many students may not have developed the habit pursuing meaning actively , teachers will need to model this practice for them, and encourage them to seek meaning on their own .
In conclusion, reading comprehension is the search information is the search for meaning, actively using or knowledge of the world and of texts to understand each new thing we read.

E. KWL Strategy

KWL strategy for the three basic cognitive steps required: accessing what I Know, determining what I Want to learn, and recalling what I did Learn as a result of reading. To facilitate both the group process and to instill in students the concreteness of the steps, we developed a worksheet that each child uses during the thinking reading process (Ogle, 1986).

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.

F. Teaching Descriptive Texts Through KWL Strategy

A descriptive text is a text which lists the characteristics of something (SIL International, 2004). A descriptive text colorfully describes a person, place or thing. It allows people to imagine the way a person felt, heard or saw the object or location at a particular time regardless if the writer explains a real or imagined circumstance.

There are three parts of descriptive text. They are: 1. Social function, which is to describe a particular person, places, or things. 2. Generic Structure, which is divided into two. They are: a) identification: identifies the phenomenon to be described, and b) description: describe parts, qualities, characteristics. 3. Significant lexico-grammatical feature, that is focus on specific participant, use simple present tense (Yulianto, 2011).

In teaching descriptive texts, the present researcher used KWL strategy to improve students' reading comprehension. KWL strategy is a teaching strategy of starting a lesson by asking students to note what they already know or might want to know about the topic (Harmin & Toth, 2006, p. 158). It 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 (Table 1). 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 strategy provides a structure for activating and building prior knowledge, establishing a purpose for reading and for summarizing what will be 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 Table/Chart/Scheme

K	W	L
What I Know	What I Want To	What I Learned
Students brainstorm everything they think they know about the topic of the reading.	Students write down the specific questions what they want to know about the topic.	After students have finished reading or studying a topic, they mark what they have learned. They can also check the W column to see which questions were answered and which were left unanswered.

Source: Author (2022)

Note: A KWL table can be used to drive instruction in the classroom. The teacher can create lesson plans based upon the interests and inquiries of the students and their needs. Using this strategy can increase motivation and attention by activating the students' prior knowledge. This allows the present Researcher to understand the students' prior knowledge and the students' interests in the topic (Wikipedia, the free encyclopedia)

4. CONCLUSION

KWL strategy was effective in teaching reading comprehension of descriptive texts. It is suggested that students should be vibrant and extrovert to make the atmosphere of classroom to be comfortable during teaching learning process.

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