

## **CHAPTER I**

### **INTRODUCTION**

In this chapter the researcher presents some points related to this research including background of the study, formulation of research problem, objective of the study, significance of the study, scope and limitation of the study, research hypotheses and definition of key terms.

#### **A. Background of the study**

Reading is one of the important skill in learning English that should be learned by students. In learning English, there are four skills that should be mastered well in order to be able to have a good achievement in English learning, one of them is reading. Reading is pronouncing words and extracting meaning from a text, by reading we can know all the things and we are able to understand and to follow the progress of academic, science and technology. Reading is important because it is not only used in teaching and learning process but also in daily activity. In daily life, people will read whatever they can read, a newspaper, book, magazine. It is very necessary to get information from every reading passage because society is highly dependent on knowledge and information, reading is one of the way to get them. One of the basic skill in English is reading which is not simply translated word by word without knowing and understanding the message in the text. In language learning, students need to acquire it well.

The fuction of reading is as a tool for collecting information. By reading, students can get so much information and the most important is knowledge that will

be helpful in their learning process. In the other words, the students required reading skill to accomplish their study. As Harmer (1998) stated that ‘Reading text provides opportunities to study language, grammar, punctuation, vocabulary, and we can construct sentences, paragraph and text.’ This can be concluded that reading is very helpful for students to study language, to understand the basic skills in learning language especially English, then it also can improve students’ knowledge specifically.

The act of reading cannot be separated from one of the activities for reading, it is comprehension, they are related each others because reading requires comprehension of meaning stated in the text. Reading without comprehension is meaningless, reading needs comprehension to know what is in the text, what does it mean, what is the idea and what is the message in the text. Mc Namara (2007: 2) describes, “Reading comprehension is a product of complex interaction between the properties of the text and what readers bring to the reading situation”. It can be concluded that reading comprehension is called as a process to connect the ideas in the text with the students’ mind. When they can connect it, they will enter the situation that is brought by the author, then they can understand the meaning and comprehending the text will be achieved.

Reading is the fundamental skill upon which all formal education depends. Research now shows that a child who does not learn the reading basics early is unlikely to learn them at all. Low reading achievement is the problems which cause the performing of school is low, it is harm the students and make the loss of public confidence in the school system. The ability to comprehend something from reading

materials for students who learn a foreign language needs to be improved in order to make them easier in reading process and to give them enough time in developing ability. Mostly, EFL teachers are still confused with what they might do to improve their students' reading comprehension achievement. Being a teacher is complex and unpredictability is high. Teachers have to make their teaching comfortable, interesting and relevant for their students. It is vital to teach in a relevant manner, opening up for student participation, and consider all the different individuals in the classroom. To make the students not only read but also comprehend the text, the teacher should inspire the students and make them realize how important reading is. Teachers have to reflect upon many aspects, as needs, motivations, characteristics, and resources of their learners to be able to meet their learners in the best possible manner (Council of Europe, n.d.).

For junior and senior school students in Indonesia, reading is essential to support the success in all academic subjects, especially in English. Mastering reading skill will enable the students to understand English text, discourse, reference needed in their study, newspaper, brochures, and advertisement. The fact, the teachers often find that English reading comprehension is still considered as a difficult material in English Subject for junior high school. As we know nowadays, the students from junior high school are mostly less interested in reading especially reading in English, because they think reading is something bored especially using English. Why? Because first; the students do not know how importance reading is in school exactly. Second, audiovisual which is used by the teacher is not interested at all for them. Third, the students' vocabulary mastery is still low. Fourth, the student is still

confused to analyze and comprehend the meaning of every sentence especially complex sentence. Theoretically mostly opine that the interest is very helpful to motivate students to face as well as to manipulate difficulties particularly in reading. Students and teacher should work together to identify the way to improve interest in reading.

The students' ability in reading is still low and the students faced many difficulties in reading texts because the lack of vocabularies and technique in reading. Then, the problem also comes from the teacher's technique and strategy in teaching. Mostly teachers still use the old method, the teachers ask the students to write something freely and if there is a text, they are asked to read by themselves and open dictionary anytime they stuck on some words that they don't know. It caused the students bored and don't have a good concentration in learning, the result is they cannot gain the purpose of reading. The main purpose of reading a text is to comprehend and obtain much information from the text. To understand the text students must have a good command of vocabulary, it is not merely learning the words of course. Most of the students are passive in the class and they feel that reading is boring. I think that the reason why they are bored in learning reading is because of the teaching strategy. So, teacher here also plays an important role as a facilitator in teaching learning process. Brown (1994: 7) stated that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. As facilitators, teachers have to be able to facilitate learner to learn easily. One of them is facilitating the learner with appropriate and interesting

teaching learning strategy so that they can easily learn and do not feel bored anymore

Based on the problem above, it is very necessary to apply the appropriate strategies to solve students' reading comprehension problems. The strategies are designed to help the students to be able to read and understand reading passage well. Most of the teaching and learning process usually focus on a particular strategy or skill. One of them is Know-Want-Learn strategy, Marzano et.al in John Barell, KWL know as a pre-reading strategy, this approach is effective in tapping into readers' prior knowledge, there by preparing them for learning. In addition, according to Judi Willis, this strategy has subsequently been recommended in many reading methodology texts. This strategy also can be used with a class, a small group or an individual involves the preparation of a 'KWL chart'. KWL (Know, Want, Learned) strategy is one of teaching and learning strategies used mainly for information text (Ogle, 1986). Its aims are more diverse. It helps readers elicit prior knowledge of the topic of the text; set a purpose for reading; monitor their comprehension; asses their comprehension of the text; and expand ideas beyond the text. Ogle (1986) developed the strategy for helping students to access important background information before reading nonfiction. The KWL strategy (accessing what I know, determining what I want to find out, recalling what did I learned) combines several elements of approaches. KWL strategy theoretically can improve students' reading comprehension. It serves as a model of active thinking during reading. The teacher will help the students to activate their prior knowledge in KWL strategy. It is intended to be an exercise for study group or class although it can be

adapted to working alone. KWL Strategy benefits in many ways according to Ogle (1986). She also states that this strategy can be used for brainstorming at the beginning of the lesson or unit to find out what students already know. KWL Strategy can help students to monitor their comprehension. Finally KWL is intended to be an exercise, for a study group or class, which can guide students in reading and understanding a text. It can be adapted by students to work alone, but discussions definitely help. KWL Strategy provides an opportunity for the students to expand their ideas beyond the text.

Compare to traditional method that usually used by the teacher which is usually monotone, the students only read and review the entire text but that been improve in KWL strategy because KWL strategy divided the main point of the text into three part; K, W and L. It makes the students more clear about the information and elaborate with their own knowledge. Traditional method also make the students have less motivation to be active questioners, but KWL strategy can help the students to increase their motivation, access what they know, decide what they want to learn and whether it is likely to be in the passage, and decide what they need to be done after reading.

Therefore, the researcher chooses SMP IT Nurul Fikri Tulungagung as population in this research. Because, based on the researcher's observation, mostly the students' of SMP IT Nurul Fikri have less motivation in reading passage and still thinking that reading is boring and difficult. It is because they have inadequate vocabulary and are not interested with reading material. In addition, the English teacher does not apply appropriate strategy to teach reading comprehension.

This KWL strategy will help and facilitate the students in comprehending the text. So far there are many studies about strategy for teaching comprehension, especially KWL strategy. Mostly show that this strategy is good for improving students reading comprehension. The first is a thesis conducted by Sri Wulandari entitled "The Effect Of Using Know-Want To Know-Learned (KWL) Strategy On Students' Reading Comprehension To The Eighth Grade Students Of MTs Ma'arif Balong In Academic Year 2016/2017" which stated that there was a significant difference on students' reading comprehension before and after using Know-Want to Know- Learned (KWL). Second, a thesis conducted by Novita Ayu Nia Wati entitled "The Use Of Kwl (Know-Want-Learn) And Metacognitive Strategies To Improve The Students' Reading Comprehension" which stated that the students' reading comprehension improves significantly.

Based on the Background above, the researcher is interested in conducting a research entitled "The Use of Know-Want-Learn Strategy In Teaching Reading Comprehension To Seventh grade students of SMP IT Nurul Fikri Tulungagung.

## **B. Formulation of Research Problem**

Based on the background above, the researcher formulates the research problem as follow: Is there any significant difference on students' reading comprehension before and after being taught by using Know-Want-Learn (KWL) strategy to seventh grade students of SMP IT Nurul Fikri Tulungagung?

### **C. Objective of the Study**

The objective of this study is to know whether there is significant difference on students' reading comprehension before and after being taught by using Know-Want-Learn (KWL) strategy to seventh grade students of SMP IT Nurul Fikri Tulungagung.

### **D. The Significant of the Study**

The result of the study is expected to give some benefits theoretically and practically.

#### 1. Theoretically

Theoretically, findings of the study are useful to enrich knowledge on theories of language learning. The findings will enhance previous theories on the foreign language learning, especially for reading skill.

#### 2. Practically

The writer hopes that it can gives advantages for:

##### a. The teachers

The result of this study is expected to give contribution fo the teacher, especially the English teacher in SMP IT Nurul Fikri Tulungagung. Teacher can use KWL strategy to vary their way in teaching reading, and to improve students' reading comprehension. They can apply this strategy to make the students understand well the content of the text.

##### b. The Students

It is expected that the students from SMP IT Nurul Fikri Tulungagung can get an interesting activity in reading. So, they can improve their ability in



reading by using KWL strategy, it gives the students an easy way to comprehend the text, and KWL strategy provides an interesting activity in learning activity especially in reading.

c. The researcher

It is also expected that the result of this research can give much knowledge and experience for the researcher itself in teaching and learning process exactly in reading by using KWL strategy. Then, it can be used as a new reference for the researcher about strategy in teaching and learning process, especially in reading.

d. The other researchers

It is expected that this research can be used as a reference and help other researcher who conduct research in the same subject.

### **E. Scope and Limitation of the Research**

In conducting this research, the researcher makes the limitation. The researcher focuses on the use of Know-Want-Learn (KWL) strategy in teaching reading comprehension. The researcher will choose students of seventh grade students in SMP IT Nurul Fikri Tulungagung.

### **F. Research Hypotheses**

The hypothesis of this research are:

1. Null Hypothesis (H<sub>0</sub>)

There is no significant difference on students' reading comprehension before and after being taught by using Know-Want-Learn (KWL) strategy.

2. Alternative Hypothesis (H<sub>a</sub>)

There is significant difference on students' reading comprehension before and after being taught by using Know-Want-Learn (KWL) strategy.

### **G. Definition of Key Terms**

The terms in this study is used to avoid the misunderstanding among the readers.

The researcher would like to explain some key terms:

#### 1. KWL Strategy

KWL charts assist teachers in activating students' prior knowledge of a subject or topic and encourage inquisition, active reading, and research. KWL charts are helpful as a reading strategy when reading the text and may also serve as an assessment of what students have learned during a unit of study. The K, stands for what students know, the W, stands for what students want to learn, and the L, stands for what the students learn as they read or research. KWL helps students become better readers and helps teachers to be more interactive in their teaching.

#### 2. Reading Comprehension

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading. Reading comprehension involves the ability in finding out main ideas, specific information, and word meaning.