

CHAPTER I

INTRODUCTION

This chapter contains the description of background of the study, formulation of the research problem, purpose of the study, significances of the study, scope and limitation, definition of key terms, and the organization of the study.

A. Background of the Study

English has a great role for teacher, student and also education. Skill of English has very important as communication in the world so, the science gave valuation is English must give the students since they are in elementary school. It must give to the student since because more the fact can be seen in literatures or when we watch television about science world event. To understand the problem of technology and science which are written in English, we must master English well through either formal or non formal education in order to keep up with the development countries.

English is one of the subjects in school. It has become one of subject in curriculum. Every school can develop it, especially in formal education. In order to be successful in using English as a means of communication, the students have to be able for of all the language skills: listening, speaking, reading, and writing. In addition, they need to master various competences related to the language

components that they need to have adequate knowledge of English grammar, sufficient vocabulary size for communicative purposes in English, and accurate pronunciation of English utterance.

One of the ways to improve English ability is reading. Reading is one of the important skills in English and it gives many benefits for us. The ability to read opens up new words and opportunities. It enables us to gain information and enjoy any kinds of literature that can make us rich of knowledge. According to Grellet (1981:3) reading understands a written text means extracting the required information from it is as efficient as possible. To come to a reading comprehension, the reader has to know and master some skills and strategies that are appropriate for the type of texts and understand how to apply them to accomplish the reading purpose.

In comprehending a text, students must have basic skills of reading that can help them understand the complete message of the text. By reading, the reader can get information from direct and indirect experiences. To get those purposes, reading materials must be interesting to the reader. Moreover the purpose of reading as sources of information can be fulfilled. According to Linda (2010:215) Teacher must give the students a purpose for the readings, things to look for, or a strategy for devising their own purpose. Possible purposes include seeking answers to the end-of-chapter questions or, better yet, our own study questions.

In teaching reading, teacher must be patient and have to write a note in teaching learning process. The teacher should make a good technique to make students easier to understand in reading English. In this way teacher has an

important role because teacher is a key of teacher in teaching learning process. To improve students' ability in comprehending texts, the teacher must help the students change their inefficient reading habits as reading word by word, focusing too much attention on the form and relying heavily on dictionary. Therefore, the activity that the teacher applies in the class takes an important role. English teacher has to know the strategies in order to get better result in learning. Besides, the teachers have to know about the strategies or models which must be used to guide the students. Strategies are ways for learners to solve problems encountered in constructing meaning in any context (Department for education and skills: 2005:1). The teacher who has important role must guide the students to have creativity in classroom. If the strategy is not suitable with situation in the class, the teaching and learning will not be successful.

According to the observation was conducted by the researcher at SMPN 1 Durenan Trenggalek the eight grade students are confused if they are not finding the meaning of difficult words in their dictionary. From this case, there is an assumption that sometimes the English teachers are still inappropriate to design strategy in English reading at the classroom. And also, the teachers sometimes not focus to the final objective in the learning and teaching, moreover they rely on one book as reference in teaching and learning. They are seldom to use media or references from others. The teacher does not give chance to the students, to think and share idea to other students, so the students eight grade in SMPN 1 Durenan Trenggalek are becomes passive student.

By interviewing of the teacher at SMPN 1 Durenan Trenggalek, she explains about the difficulties teaching reading in the eight grade students of SMPN 1 Durenan Trenggalek. The first was about the limitation of students, vocabularies. The impact of this condition was that they depended too much on their dictionary. The problem of this activity was time-consuming. This condition made students stressed since they had to open dictionary every time they came across unfamiliar new words. Sometime it needed more time to finish the translation and again it could not be guaranteed that all the students did it seriously. And also, when students attempt to look up the meaning in dictionary and text is different, they feel bored to read the text and they often forget some materials that the teacher has explained, because they don't understand the language content used in teaching and learning process. The second aspect was the classroom situation. The large number of students made the teacher difficult to control and give attention to each student. Having not much attention from the teacher, the students showed no interest to the subject. Some of them were passive during the lesson and gave no response when they were asked questions.

From the discussion above, the researcher offers a three step reading technique that fosters active known as KWL (Know, Want and Learned) which is considered as a good one in teaching reading. The aim of using KWL (Know, Want and Learned) is to help the students focus on studying and prioritizing the information in a way that relates directly to how they will be asked to use information. And also help students to be active thinkers while they read. KWL (Know, Want and Learned) was developed to translate current research findings

about the active, constructive nature of reading into an instructional lesson format. In classroom testing, KWL (Know, Want and Learned) has been shown to be an effective tool to help students become more active thinkers and to help them remember better what they read. It has also been useful in helping teachers better communicate the active nature of reading in group settings. The technique selected by teacher will influence the quality of learning process.

According to Ogle (1986:565) this three-step procedure the K-W-L 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. The KWL (Know, Want and Learned) technique can help the teachers engage their students from beginning of a reading lesson by activating prior knowledge and keep students interested, which is very important as they think about what they have learned. And according Region XIV Comprehensive Center (1995:11) K-W-L is a strategy that models the active thinking needed when reading expository text. The letters K, W, L stand for three activities students engage in when reading to learn: recalling what they KNOW, determining what they WANT to learn, and identifying what they LEARN as they read. This strategy is designed to help students develop a more active approach to reading expository material. Teachers first model and stimulate the kinds of thinking needed for learning and then give students individual opportunities to list what they know, what questions they want answered, and what they have learned from reading the text. In this way, the benefits of group instruction are combined with individual student commitment and responsibility. In addition helps the teacher to be more creative in teaching. It

is hoped that through such a method, all the problems listed above about teaching and comprehending reading can be solved. KWL (Know, Want and Learned) is one of the alternatives to improve reading skill of eight grade students in SMPN 1 Durenan Trenggalek.

Some of the previous study applied in the teaching reading. The first technique common applied was Reading Aloud. Students were asked to read aloud after the teacher to practice appropriate pronunciation. It was usually done when students were dealing with short texts. The problem was that the teacher sometimes gave attention too much on the pronunciation and did not discuss other aspects of reading which were more important than pronunciation. The second technique applied was Partner Reading. Region XIV Comprehensive Center:1995:55) Partner Reading is a strategy of reading with someone else. Some students read aloud to each other; others read silently and then talk about their perceptions, questions, and insights. The problems are in the class consist of many students who have varying abilities. Even though students may share a grade, not all students read at the same level. Some students read more fluidly and possess a stronger grasp of vocabulary than others. A high-level student paired with a low-level student may become bored or face little challenge while the low-level student struggles to keep up and follow along. All of the previous studies mentioned are teacher-centered which only allow the students to keep the. The techniques do not cover the idea that reading is an activity with purposes that a person may read the text in order to gain information.

Hence, the researcher had encourage to conduct a study entitled” *Improving Students’ Reading Comprehension Ability in Recount Text by Using KWL (Know, Want, and Learned) of the Eight Grade at SMPN 1 Durenan Trenggalek in the Academic Year 2013/2014*”.

B. Formulation of the Research Problem

Based on the background above, the writer formulates the problem in this research as follows: “How can the implementation of KWL (Know, Want, and Learned) improve the students’ reading comprehension ability in recount text at the eight grade of SMPN 1 Durenan Trengggalek?”

C. Purpose of the Study

Based on the formulation of the research problem above, the purposes of study is intended: to find out the implementation of KWL (Know, Want, and Learned) can improve the students’ reading comprehension ability in recount text at the eight grade of SMPN 1 Durenan Trengggalek.

D. Significances of the Study

In this thesis, researcher hopes that it can contribute some useful result that will enable the students, the teacher, the researcher and the other researcher.

1. The Students

This research will help them to improve their comprehension reading skill because they are taught using the KWL (Know, Want, and Learned) that is theoretically effective for improving students reading skills and comprehension. The students can use it as an alternative strategy that can help them to be skillful readers and have a better comprehension.

2. The Teacher

Help the teacher to understand the way to handle the students in teaching reading by using KWL (Know, Want, and Learned) and use it as an alternative strategy to help students improving their reading skills in order to master reading materials. It will give contribution to successful teaching learning English.

3. The Researcher

Make researcher know whether or not KWL is effective to help the students improve their reading skills. The writer will get enrichment and beneficial experience about teaching and learning process, especially in reading that can help her improve the way of teaching.

4. Other Researcher

The other researchers can used this research as additional resource and comparative research to conduct another research about reading comprehension.

E. Scope and Limitation

In teaching reading text, there are many kind of method that can be used by the teacher. This study was conducted to the eight grade students of SMPN 1 Durenan Trenggalek. The subjects of this study were the eight grades in E class in the academic years 2013/2014, there consist of 34 students, focused on teaching reading covering the application of KWL (Know, Want and Learned) technique. Because of limitations of time and the ability of the research, so the researcher only studies in reading. The limitation of the research is reading recount text. It is chosen because the students are difficulties to comprehending reading in recount text.

F. Definition of Key Terms

Some words that are used in this study become keywords. In other to have a better understanding and to avoid misinterpretation about the terms used in this study, they are:

1. KWL (Know, Want and Learned) : a strategy that models the active thinking needed when reading expository text. The letters K, W, L stand for three activities students engage in when reading to learn: recalling what they KNOW, determining what they WANT to learn, and identifying what they LEARNED *as* they read. (Region XIV Comprehensive Center:1995:11)
2. Reading Comprehension: the level of understanding of a text. This understanding comes from the interaction between the words that are

written and how they trigger knowledge outside the text. (Department for education and skills:2005:2)

G. The Organization of the Study

This study divided into five chapters, namely (1) Introduction, (2) Review of Related Literature, (3) Research Method, (4) Research Findings and Discussion, (5) Conclusions and Suggestions.

Chapter I provided background of the study, formulation of the research problems, purpose of the study, significances of the study, scope and limitation, definition of key terms, and the organization of the study.

Chapter II focused on the review of related theories and literatures, related to Reading, Reading Comprehension, and KWL (Know, Want and Learned).

Chapter III contained further explanation about method of the study including research design, subjects and setting of the study, preliminary observation, planning, implementing, observing and reflecting.

Chapter IV covered the data collected, data analysis and the interpretation of the findings from the study.

Chapter V discussed the conclusion study and the suggestions for the students, English teacher, and other researcher.