

## **CHAPTER I**

### **INTRODUCTION**

The Introduction chapter provides the basic framework for the study, starting with the background of the research, which establishes its urgency and relevance. Then, the chapter presents the research questions that guide the investigation, followed by the corresponding research objectives and testable hypotheses. The chapter also outlines the significance of the research, acknowledging its scope and limitations to contextualize the study. Key terms are defined to ensure conceptual clarity, and the chapter ends with an overview of the thesis structure.

#### **A. Background of the Study**

Reading is an essential skill that students must master, as it allows entrance to a broad range of knowledge and information. According to Patel and Jain, reading is certainly stands out as the most essential activity especially in any language course. Reading activity is not merely seen as pleasurable activity and used as a source of information, but it additionally serves as a way to integrating and enlarging someone's knowledge<sup>1</sup>. As a receptive skill, reading allows students to involve themselves in the complexities of vocabulary, grammar, and cultural contexts. Through reading, students can widen their mind and acquire a great information which will assist them in learning

---

<sup>1</sup> Patel M. F. and Jain Praveen M., *English Language Teaching (Methods, Tools, and Techniques)* (Jaipur: Sunrise Publishers and Distributors., 2008).

process. Stated differently, students are require reading ability to face their school assignments and to complete their studies. Thus, students must master in reading comprehension to significantly enhance their critical thinking abilities by engaging with various genres of text and implementing some strategies in reading that are fundamental for students' academic success.

Meanwhile, facing the fact that reading plays essential ability that provide the basis for meaningful learning experiences for students, reading literacy in Indonesia is concerning. A study by Wulanjani and Anggraeni found that Indonesian children have below-average reading literacy<sup>2</sup>. This below-average reading literacy compounded with teaching reading purpose that only focused on how students can finish their assignments and prepare them to face the final exam that expected to have good results. The crucial issue related to the quality of education in Indonesia is affected by students' low reading comprehension among elementary school to junior high school<sup>3</sup>. This finding indicates that low reading comprehension can harm student's ability to analyze information and to solve the problems, so it can be argued that students' lack of reading skills will be associated with low in-class engagement and academic achievement.

---

<sup>2</sup> Arum Nisma Wulanjani and Candradewi Wahyu Anggraeni, "Meningkatkan Minat Membaca Melalui Gerakan Literasi Membaca Bagi Siswa Sekolah Dasar," *Proceeding of Biology Education* 3, no. 1 (September 17, 2019): 26–31, <http://journal.unj.ac.id/unj/index.php/pbe/article/view/12305>.

<sup>3</sup> Sariyatun Sariyatun et al., "The Effect of Digital Learning Material on Students' Social Skills in Social Studies Learning," *International Journal of Instruction* 14, no. 3 (July 1, 2021): 417–432.

Students' reading ability problems can significantly impact their learning motivation<sup>4</sup>. They experienced problem in reading include a poor vocabulary mastery, limited reading techniques, and a lack of motivation to read. This difficulty is worsened by the insufficiency of the realization of reading method or strategies and the less supportive of studying environment to support students in understanding their reading. Students who struggle with reading tend to be show a lack of enthusiasm in participating learning activity<sup>5</sup>. They frequently exhibit a lack of ambition and often avoid completing assignments due to the difficulties they encounter with reading tasks. As a result, their enthusiasm for learning gradually fades away.

Furthermore, the teacher frequently experienced obstacles in addressing the diverse needs of students, as each learner may have different levels of reading proficiency and varying learning styles. According to Wijayanti and Utami, teachers' difficulties in developing adequate reading comprehension were frequently due to the deficiency of variety in teaching methods<sup>6</sup>. Although they already have the prior knowledge related to the teaching strategies, in the actual classroom implementation, teachers must conduct several experiments to find out what strategies are most suitable to be used in the particular students

---

<sup>4</sup> Suparman Ujang, *Factors Influencing Reading Comprehension of English as a Foreign Language in Indonesia: A Protocol Analysis*, 2001.

<sup>5</sup> Awanda Mella Stevani, Ririn Ambarini, and Ajeng Setyorini, "Enhancing Students' Reading Comprehension Using Let's Read Application In Visualization Strategy," *CENDEKIA: Jurnal Ilmu Sosial* 3, no. 4 (2023), <https://doi.org/10.55606/cendikia.v3i4.1673>.

<sup>6</sup> Try Indah Wijayanti and Ratnasari Dyah Utami, "Mengembangkan Keterampilan Membaca Dan Menulis Melalui Berbagai Metode Dan Media Pembelajaran Yang Bervariasi," *Jurnal Basicedu* 6, no. 3 (May 1, 2022): 5104–5114.

to ensure that learning activities is possible to be carried out efficiently and competently.

Problems related to reading ability are found in the students of SMP N 1 Ngunut. Derived from the researchers' observations, students' reading motivation, especially during lessons, needs improvement. Although they have read a particular text, some of them are still clueless about what the text means which required teacher's intervention. Students in Indonesia are not quite good at reading comprehension, specifically in reading English texts, because English is not their mother tongue<sup>7</sup>. The students also seemed to have difficulties reading their texts when teacher gave them instruction to show or read aloud their work in front of their classmate. Those findings align with a study by Syahabuddin that secondary school students in Indonesia perceive reading comprehension as a difficult and challenging English lesson<sup>8</sup>.

In accordance with several discussions related to the students and teachers' problems before, the researcher is capable to identify and understand their obstacles experienced in teaching, especially teaching reading. Researchers noticed the necessity of implementing an appropriate teaching strategy to make variations in learning, especially in teaching reading. By implementing an appropriate reading strategy, students can potently deal with the obstacles to

---

<sup>7</sup> Ariyanti Puspita, "Students' Difficulties in Comprehending English Reading Text at Second Grade Students of SMA N 2 Metro" (University of Lampung, 2017).

<sup>8</sup> Khairiah Syahabuddin, Rahmat Yusny, and Nia Zahara, "Teacher Teaching Styles In Introducing Concept Mapping Strategy In Reading Comprehension Activity At Senior High Schools In Meureudu, Aceh," *Englisia Journal* 6, no. 2 (May 31, 2019): 130, <https://jurnal.ar-raniry.ac.id/index.php/englisia/article/view/4548>.

comprehending the text<sup>9</sup>. Strategies in reading can assist students in taking a structured approach to understanding context and mastering vocabulary. Implementing reading strategies consistently and with focused practice can evolve into automatic skills that allowing students to read more efficiently and confidently. As a consequence, the researcher was curious to carry out experimental research related to the implementation of one reading strategy in the teaching reading class namely the Know-Want-Learn Strategy, forecasting the application of the Know-Want-Learn Strategy could assist students enhance their reading comprehension.

According to Ogle, the targets of the utilization Know – Want – Learn Strategy include assisting readers to acquire preceding knowledge of the text, setting reading goals, monitoring and assessing readers' understanding, together with extending ideas exceeding the text<sup>10</sup>. Teachers must be engaged and help students, just as students must pay attention and take part. Both roles are equally important. The Know – Want – Learn Strategy is easy and straightforward method which can be implemented in any level students and can engage their participation even the inactive ones. There are three particular well-known phases used in the Know – Want – Learn Strategy proposed by Ogle that can improve students' reading comprehension, there are know, want,

---

<sup>9</sup> Danielle S. McNamara, "The Importance of Teaching Reading Strategies. Perspectives on Language and Literacy," *Baltimore* 35, no. 2 (2009): 34–40.

<sup>10</sup> Donna M. Ogle, *The Know, Want to Know, Learn Strategy*, In K. Denise Muth (Eds.), *Children's Comprehension of Text: Research into Practice* (Newark, Delaware: International Reading Association, 1989).

and learn phases<sup>11</sup>. On the **Know** phase, students share prior knowledge related to a particular topic and categorize the information. Then, in the **Want** step, students make predictions about the passage by asking questions. Afterward, during and after reading the passage, students note anything they already **Learned** from the reading passage. The involvement students writing their ideas activity before, during, and after they reading passage is the core of the Know-Want-Learn Strategy<sup>12</sup>. This strategy proposes an approach for students to capture the information they learn and to keep track of their thinking and learning in the Know-Want-Learn column.

Considering Know-Want-Learn Strategy, numerous prior studies are associated with this research. The research related to the implementation of Know-Want-Learn Strategy during online learning with the high school students as the participants showed positive respond. It has revealed by Widyari et al that teaching reading with Know-Want-Learn Strategy can be said successfully enhancing students' reading ability<sup>13</sup>. Next, the research conducted by Retriansyah et al that explores the effectiveness of Know-Want-Learn Strategy on reading expository text across reading anxiety levels, found that the Know-Want-Learn steps were seen as a promising strategy to assists

---

<sup>11</sup> Ibid.

<sup>12</sup> Donna M. Ogle, *KWL in Action: Secondary Teachers Find Applications That Work*. In Dishner Ernest K. et Al., *Reading in the Content Areas: Improving Classroom Instruction.*, Third edition. (Kendall/Hunt Publishing Company, 1992), accessed May 25, 2025, <https://www.kendallhunt.com/contentarealiteracy/Articles/Ogle.pdf>.

<sup>13</sup> Ni Kadek Riska Widyari, Ni Made Ratminingsih, and I Nyoman Pasek Hadi Saputra, "Teaching Reading with KWL Strategy during Online Learning," *Journal of Educational Study* 2, no. 2 (June 15, 2022): 177–186.

the participants enhancing their reading skill<sup>14</sup>. The third research entitled “The implementation of Know-Want-Learn Strategy in EFL students’ reading comprehension” conducted by Krismalita et al also revealed that Know-Want-Learn strategy could assist the ESL learner especially in defining goals, tracking the reading process, and evaluating reading tasks<sup>15</sup>. The fourth study conducted by Al Adawi et al employing fifth-grade students in Kuwait as the participants. The research topic is related to the influence utilizing the Know-Want-Learn Strategy on teaching reading, showed that Know-Want-Learn strategy was a valuable and effective technique to advancing students’ reading experience<sup>16</sup>. Then, the fifth research conducted by Mahdalena et al related to the impact of using Know-Want-Learn strategy on students’ ability in reading, revealed that teaching English using this strategy was significantly increase students’ ability in understanding reading text<sup>17</sup>.

Examining these earlier studies, researcher discovered that the Know-Want-Learn Strategy application is one of the strategies in teaching reading that can influence on students’ reading comprehension. However, none of the previous

---

<sup>14</sup> Luthfi Retriansyah, Francisca Maria Ivone, and Shinta Tresnadewi, “The Effectiveness of KWL on Reading Expository Texts Across Reading Anxiety Levels,” *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan* 5, no. 3 (March 2020): 340–351.

<sup>15</sup> Krismalita Sekar Diasti, Cecilia Titiek Murniati, and Heny Hartono, “The Implementation of KWL Strategy in EFL Students’ Reading Comprehension,” *JET (Journal of English Teaching)* 9, no. 2 (June 20, 2023): 176–185.

<sup>16</sup> Amel AlAdwani et al., “The Effect of Using KWL (Know-Want-Learned) Strategy on Reading Comprehension Of 5th Grade EFL Students in Kuwait,” *English Language Teaching* 15, no. 1 (December 23, 2021): 79.

<sup>17</sup> Elya Mahdalena, David Berthony Manalu, and Basar Lolo Siahaan, “The Effect Of Using Know-Want-Learn (KWL) Strategy On Grade Ten Students’ Ability In Reading Comprehension Of Recount Text At SMK Swasta Persiapan Pematang Siantar,” *INNOVATIVE: Journal Of Social Science Research* 3, no. 5 (2023): 3873–3886.

research explores the implementation of Know-Want-Learn Strategy specifically for teaching reading descriptive text for seventh-grade junior high school students. Considering that descriptive is a text type that served as an ideal entry point for the development of beginner students' English language skills. This highlights the necessity for further research to examine the effectiveness of the Know-Want-Learn Strategy in the specific educational context, as understanding its impact on younger students and on the comprehension in reading descriptive texts can provide valuable insights and potentially improve teaching methods. Consequently, those lead researcher to conduct experimental research entitled “The Effectiveness of Using Know-Want-Learn Strategy Towards the Seventh Graders’ Reading Comprehension Achievement at SMPN 1 Ngunut”

## **B. Formulation of Research Question**

Considering the comprehensive background provided in this study, the main reason of this study is to establish out the effectiveness of using Know – Want – Learn Strategy towards students’ reading comprehension achievement for the seventh grade at SMPN 1 Ngunut. Research problem in this study is formulated as follows: “Is there any significant difference on students’ reading comprehension achievement before and after using Know-Want-Learn Strategy at seventh grade of SMPN 1 Ngunut?”



### **C. Purpose of the Study**

In accordance with the formulation of research question, the primary purpose of this study to investigate the significant difference on students' reading comprehension achievement before and after using Know-Want-Learn Strategy at seventh grade of SMPN 1 Ngunut.

### **D. Formulation Hypothesis**

A hypothesis represents the researchers' foundational assumption which requires testing to validate. This assumption can be either an accurate or inaccurate prediction, necessitating proof through hypothesis testing. Regarding to the research question, the researcher presents the following hypotheses for examination:

1.  $H_0$  (Null Hypothesis): There is no significant difference on students' reading comprehension achievement before and after using Know-Want-Learn Strategy at seventh grade of SMPN 1 Ngunut.
2.  $H_a$  (Alternative Hypothesis): There is a significant difference on students' reading comprehension achievement before and after using Know-Want-Learn Strategy at seventh grade of SMPN 1 Ngunut.

### **E. Significance of the Study**

The findings of this study are anticipated to yield multiple benefits within the context of the English teaching and learning process, as outlined below:

### 1. Students

For students, the research using Know-Want-Learn strategy is expected to make students enjoy the learning process and improve their motivation in learning reading. Thus, can lead students improving their reading comprehension, lead to increased student engagement in reading, and increase students' active participation in classroom activities.

### 2. Teachers

For teachers, it gives useful information to create variation in the way teaching reading which is using Kwon-Want-Learn strategy. Thus, can lead teachers develop their teaching reading class activities, make students active participation, and improve students' reading ability.

### 3. Further Research

For future research, the research findings can serve as a foundational study for future researchers employing similar methods in teaching reading comprehension, thereby contributing to the enhancement and further development of subsequent research in this domain.

## **F. Scope and Limitation of the Study**

The scope of this study is to explore the effectiveness of using the Know-Want-Learn Strategy towards students' reading comprehension achievement for seventh grade at SMPN 1 Ngunut. The researcher limits the study on the effectiveness of using Know-Want-Learn as the teaching reading strategy and it is limited to seventh grade students at SMPN 1 Ngunut.

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

The researcher provides comprehensive explanations of the terms utilized in this study to ensure that the concepts are properly understood and clearly articulated, so that the researcher explains the terms used in this research as follows:

### **1. The Effectiveness**

Effectiveness is an attainment from the target which be measured and can give an expected result. The effectiveness here means that the significant improvement of students' reading comprehension indicated by the significant value  $\leq 0.05$ .

### **2. Know-Want-Learn Strategy**

Know-Want-Learn Strategy is a learning method that assists students in correlating prior knowledge allied with the new learned information. In this strategy, firstly students will note down what they already know about a topic (Know), then they will note down what they want to know (Want), and finally they will note down what they have learned after studying the topic (Learn).

### **3. Reading Comprehension Achievement**

Reading Comprehension Achievement is the students' ability to understand, analyze, and think critically about what they read. It starts with basic skills such as memorizing facts and summarizing, then progresses to

deeper skills like making connections, evaluating arguments, and forming original ideas. The schools measure this progress through appropriate tests and tasks with different levels of difficulty, to ensure that students are not just reading the words, but actually understanding and engaging with the text.

## **H. The Thesis Structures**

This thesis is organized into six distinct chapters. The first chapter is the Introduction, followed by the Review of Literature, the Research Method, the research findings, discussion, and the last conclusion and suggestions.

1. Chapter I provides the study background, research question, research objective, formulation hypotheses, significance of the study, scope and limitation, definition of key terms, and the thesis structures.
2. Chapter II focuses on the explanation of literature review including the reading and teaching reading concept, the aspect and the evaluation of reading comprehension, the concept of descriptive text, the concept of Know-Want-Learn Strategy, and the review of previous studies.
3. Chapter III contains further explanation about the research method including research design, population, sampling method, sample, research variable, research instrument, validity, reliability, normality, and data collecting method, and data analysis.
4. Chapter IV describes the finding of the data results, including the description and frequency of the data, the results of normality testing, the

data analysis, hypotheses testing, and ends with discussions of the research findings.

5. Chapter V provides conclusions and recommendations based on the study's findings. It includes a summary of key results, interpretations of the findings, implications for teaching and learning, limitations of the study, and suggestions for future research.
6. Chapter VI provides conclusions and recommendations based on the study's findings. It includes a summary of key results, interpretations of the findings, implications for teaching and learning, limitations of the study, and suggestions for future research.