

CHAPTER I

INTRODUCTION

1. Background of The Study

According to Alan Robinson reading skill is not the most important subject in school curriculum. It is one of learning process. Its study must be in each classroom where there are subjects that have to be read and studied.¹ While according to Eva Indayati, reading is important for second language in academic language skill. It is for searching information. It also provides students to learn about parts of language, such as vocabulary, grammar, and linguistic knowledge (morphological, syntactyc, and semantyc).² In addition, according to William grabe reading is providing to develop students' English abilities.³ As the result, the researcher concludes that reading is one of learning process that provides students to get new information and develop their ability in learning parts of language.

¹ Alan Robinson, *Teaching Reading and Study Strategies (The content Areas)* 2

² Eva Indayati, *Increasing Students' Reading Comprehension In Narrative Text By Activating Students' background Knowledge At SMP Negeri 3 Surabaya* (Surabaya: State Institute of Islamic Studies, 2011), 2

³ William Grabe, *Reading in a Second Language Moving from Theory to Practice* (Cambridge: Cambridge University Press, 2009), 6.

According to Ainy Yuliatuzzahrah, there are reasons that reading is important for daily life. The first, reading will help reader to get clear information. The second, reading is needed for some purposes, such as in career and study process. Teachers need reading some books to improve their knowledge, and students reads book to pass exam. The third is for searching places. When people look for places that never visited, they can read magazine, paper or other references that can give them information. The last is being able to help students' English abilities.⁴

William Grabe said that

Many students use their L2 reading skill to engage in advanced studies, get a good job, travel, gain access to information, become more cross-culturally aware. Communicate with others and be entertained.⁵

From the explanation above, reading is very useful. It is not only in academic but also in daily life. Reading can be done in some places, not only at school but also in the office or at home.

⁴ Ainy Yuliatuzzahrah, *The Use of Pre- Reading Activities To Increase Students' Reading Comprehension Achievement At The Eighth Grade Students of SMP 5 Muhammadiyah Surabaya* (Surabaya: State Institute of Islamic Studies, 2011), 14

⁵ William Grabe, *Reading in a Second Language...*, 6.

Larry Lewin said that visualization is key of reading comprehension.⁶

A reader is not only being able to know about what words say, but also the reader has to be able to figure out what writer means. In addition, the reader has to be able to think what the writer has been describing and to see the action of the story play out on the stage of the mind's eye. If students have lack of visualization ability and difficulties to do that, teacher can develop it. There are many points that have to be understood by reading teacher:⁷

- a. Teacher should understand relationship between his students' background knowledge and text. It can help students to understand text.
- b. Teacher should understand that vocabulary is needed most by students in comprehension. Without knowing meaning of words, students can't reach purpose of reading. Because they don't know what message is in text.

⁶Larry Lewin, *Paving The Way In Reading and Writing: Strategies and Activities to Support Struggling Students in Grade 6-12, the first edition* (United States of America: The Jossey-Bass Education Series, 1949), 8

⁷[http://www.google.co.id/url?sa=t&rct=j&q=teaching%20reading%20\(0204\)&source=web&cd=1&cad=rja&ved=0CCIQFjAA&url=http%3A%2F%2Fwww.ets.org%2F%2Fpraxis%2Fpdf%2F0204.pdf&ei=2Tk2UJWtEoPIrQfHi4CADg&usg=AFQjCNGrij-JsWjaQDg_aWfms90ccEj85w](http://www.google.co.id/url?sa=t&rct=j&q=teaching%20reading%20(0204)&source=web&cd=1&cad=rja&ved=0CCIQFjAA&url=http%3A%2F%2Fwww.ets.org%2F%2Fpraxis%2Fpdf%2F0204.pdf&ei=2Tk2UJWtEoPIrQfHi4CADg&usg=AFQjCNGrij-JsWjaQDg_aWfms90ccEj85w), accessed Juny, 12 2012

- c. Teacher should understand relationship between text and students' linguistic backgrounds. Teacher should not give students text that is not their level, such as higher structure or text.
- d. Teacher should understand the role of structure of text. Those are in sentence, phrase and paragraph. If he does not know about that, he will not be able to explain and help students.
- e. Teacher should understand strategies that is appropriate used by students. Teacher should provide a good alternative how he can help his students to be good reader through strategy.

Teacher should understand what students's need. Therefore, students can comprehend and understand text easily.

As quoted by Margareta in Eva indayati, reading comprehension is students' main problems. She said that:

There are few reasons why students have poor reading comprehension. The first, learning to read English can be struggle for some students, since they assume that reading is difficult and make them suffer from low self esteem causing demotivated to read English. Low self esteem is caused by lack of vocabulary and incompetent to read English. It also reduces the students' motivation. The second, students are unable to decode the written word. It means that the students can not understand the meaning of written word. Without being able to decode the written word, reading comprehension is impossible.⁸

⁸ Eva Indayati, *Increasing Students' Reading...*, 2

According to Nuttal in Ainy Yuliatuzzahrah's thesis, there are several points that are difficult for students when comprehending text.⁹ The first is vocabulary and sentence structure. Vocabulary is key of understanding text. Students will not be able to understand well without knowing their meaning. They not only should know meaning of words, but also understand sentence. Because it is often in long sentence and has syntactic complexity. Second is students' knowledge about the world. It can help students to understand text as a whole.

There are writers wrote about students' reading problems. Those are about vocabulary, understanding meaning of words, sentence structure and students' knowledge about the world. Those are elements that students should have. They will be able to understand text well. As a teacher has to be able to solve the problem. He can use an appropriate strategy to teach reading.

Strategy is someone's initiative to reach his purpose. According to Gagne in Iskandarwassid and Dadang Sunendar, strategy is someone's ability in solving problem and taking a conclusion. While in language learning, strategy is the instrument used to activate students in developing their language ability (second language).¹⁰ It is used by teacher to help and develop

⁹ Ainy Yuliatuzzahrah, *The Use of Pre- Reading...*, 21

¹⁰ Iskandarwassid, - Dadang Sunendar, *Strategi Pembelajaran Bahasa* (Bandung: Sekolah pascasarjan Universitas Pendidikan Indonesia & PT Remaja Rosdakarya, 2009), 3

students' ability. Teacher has to be able to choose strategy that is used in his teaching learning. Choosing strategy is not easy, teacher has to be able to think what he will teach, who and how his students' condition. Therefore strategy can help them to reach their purpose.

There are many strategies that can be used to teach reading. One of them is KWL strategy. According to Larry Lewin, it is developed by Donna Ogle in year 1986. KWL stands for know, want to know, and what students have learned.¹¹ While according to Ammand Heron, KWL can become prereading strategy. Prereading strategy interests students to text before they do reading activities. Prereading keeps students interested in text that they read during reading and postreading. KWL strategy is implemented on prereading, during reading and postreading that can help students to get better information.¹²

Actually, students have already known about topic before they come to the class. They have gotten information from watching education TV shows about that, or they saw a movie, or they read something about it. Nevertheless,

¹¹ Larry Lewin, *Paving The Way...*, 32

¹² Amand Herron, "How To Use The KWL Pre-Reading Strategy In Class" *Ehow Contributor*, (http://www.ehow.com/how_4531212_use-kwl-prereading-strategy-class.html, accessed on May 13, 2012)

the students who come to the class have less background knowledge, they are the best achieving students.¹³

The researcher uses the KWL strategy because she wants students to be more active and increase students' motivation to read. KWL is how students can think hard about what they know, what they want to know and what they have learned about the topic. In addition, students can prepare their material before coming to the class through reading some references. According to William Grabe, the approach of KWL strategy is

...combines activating prior knowledge, planning, goal setting, monitoring for key points, evaluating text information, and relating text information to reading goals.¹⁴

SMPN 1 Kemlagi is one of the favorite school in Kemlagi. It is known the students ever get good score of UAN. In addition, it has good facilities. At academic year 2008/2009, it got runner-up for English studies, that is for reading story book. Now, students grade are low, especially for English. However, the researcher has done pre-research at grade VIII of SMPN 1 Kemlagi. When students are in the class, they are not fully confident to share their opinion or feel shy in front of the class, and students has a lack of motivation in reading. It is known with library list that just a few students go

¹³ Larry Lewin, *Paving The Way In Reading...*, 24

¹⁴ William Grabe, *Reading in a Second Language...*, 231.

to there. In addition, teacher usually teaches his students through his method. He does not try to use the new method. According to S. Nasution that teacher does not try to use the method that never uses, because it is needs support and help from school. However, most of students interest in the new method because they are given appportunity to be active students.¹⁵

The researcher uses KWL strategy in this class. In the coloumn K, students can write what they know about topic. All of students should share their opinion there. They can write what they want to learn about the topic. Teacher will give the question as stimulation for students and write it in coloumn W. After reading text, students will write what they have read the text in coloumn L. The researcher perhaps that the strategy can solve the problem. all of the students will not feel shy to share their opinion. In addition, teacher can use it in his class after that.

The researcher will do the research through experimental design method entitled: **THE EFFECT OF KWL STRATEGY TO STUDENTS' COMPETENCE IN READING COMPREHENSION AT SMP NEGERI 1 KEMLAGI, MOJOKERTO.**

¹⁵ S. Nasution, *Berbagai Pendekatan Dalam Proses Belajar dan Mengajar, first edition* (Jakarta: Bumi Askara, 1982), 77.

2. Statement of The Problems

- a. What is the students' score in reading comprehension which get original passage of students eight at SMPN 1 Kemlagi, Mojokerto?
- b. What is the student's score in reading comprehension after using KWL strategy of students eight at SMPN 1 Kemlagi, Mojokerto?
- c. Is there any significant difference of mean score of reading achievement between students who get KWL strategy and who get original passage?

3. Objective of The Study

- a. To know students' score in reading comprehension which get original passage of students eight at SMPN 1 Kemlagi, Mojokerto.
- b. To know the student's score in reading comprehension after using KWL strategy of students eight at SMPN 1 Kemlagi, Mojokerto.
- c. To Know the significant difference of mean score of reading achievement between students who get KWL strategy and who get original passage

4. Significance of The Study

- a. To choose the best strategy for a teacher in teaching reading.
- b. To know students' score in reading comprehension which get original passage of students eight at SMPN 1 Kemlagi, Mojokerto.

- c. To know the student's score in reading comprehension after using KWL strategy of students eight at SMPN 1 Kemlagi, Mojokerto.
- d. To Know the significant difference of mean score of reading achievement between students who get KWL strategy and who get original passage

5. Scope and Limitation of The Study

The researcher does the research focus on:

- a. The year eight students of SMPN 1 Kemlagi. This research needs meeting in twice.
- b. The researcher uses KWL strategy to do the research and know its effect in students reading comprehension improvement of students eight at SMPN 1 Kemlagi, Mojokerto.

6. Definition of Key Term

- a. Effect : It means change caused by something; result.
In this research, the effect means that whether using KWL strategy in the ability of reading comprehension is success if the score of the students that given treatment is higher than control class, but it is failed if the score of control class is higher than treatment class.
- b. KWL strategy : Strategy is used for the treatment of experiment. According to Amand Herron, KWL strategy is developed by

Ogle (1986). It is divided in 3 stages. Those are what the students know (K), what the students to know (W), and what the students have learned (L). It is implemented on prereading, during reading and post reading. Teacher use this strategy in each students includes column for each of the activities.

- c. Reading comprehension : It is used by the reseacher as observation and measurement to know the effect of KWL strategy in the ability of reading comprehension of students. Reader comprehension is understanding text and answer the question. Reader can comprehend with reading carefully by knowing its purposes and imagine when is reading.

The reseacher has explained about the definition of key term. This reseacrh focuses on implement of KWL strategy in students reading comprehension and its effect. The researcher gives the explanation in order to avoid misunderstanding between the reseacher and reader.

7. Research Report Writing Organization

In this research report writing organization, the writer will discuss about how the way of the thesis writing clearly. And it will be explained every chapter (chapter I-V) at this following:

CHAPTER I

Chapter I is about introduction that discusses about the background of the study, statement of the problems, objective of the study, significance of the study, scope and limitation of the study, definition of the key term, and the research report writing organization.

CHAPTER II

In this chapter will be discussed about review of related literatures that will be explained in some focuses:

- a. Strategy and kind of strategies. It will be discussed about kind of strategies. One of them is KWL strategy that is as the main point in this thesis. The writer explains about the definition of KWL strategy and its activities.
- b. The explanation of reading that is about the definition of reading, the nature of reading, the principle of teaching reading, the purpose of reading, the selection of texts for reading, the definition of reading comprehension, the level of comprehension and the method in comprehension.
- c. The learning success discusses about indicators of success, the success rate, and type of learning.

- d. The previous of the study that discusses about some theses that have been researched by other researchers. In this point, the writer differs between her thesis and other thesis specifically and generally.

CHAPTER III

Chapter III discusses about research method that is research design, variable of the research, population and sample, research procedure, setting of the study, data and source of the data, data collection technique, research instruments, and data analysis technique.

CHAPTER IV

It will discuss about research finding and discussion. That is the description of data and data analysis.

CHAPTER V

The chapter is the last chapter that is about conclusion and suggestion.

And the addition is bibliography and list of appendices.