CHAPTER I

INTRODUCTION

A. Background of the Study

English is an introduction spoken language in international event and is used as the medium of information flow on science, technology, and culture as well. As we are in developing country we should try to be able to speak English to make relationship with other country in the world so that we can master the science, technology and culture in the world. So we can face the competition in the global era. By mastering English, it is easier for us to make a good relationship with other countries. In education context, English has function as a means to communicate in the daily communication, to get knowledge, to make interpersonal communication, to share information and to enjoy language lesson in English culture.

Although in Indonesia it is just a foreign language, it is very important. It proves that it is one of the subjects required for passing the National Examination for junior and Junior High School. English proficiency consists of four skills, namely listening, speaking, reading, and writing that should be achieved by the students who learn English. Reading is one of the most important skills in learning language.

According to smith, "reading is a specialized and complex skill involving a number of more general skills that have to be understood in any serious analysis

of the subject.[1] It means that when reading, students are transferring information from the text into their brain by understanding the explicit or implicit meaning of the text. Besides, reading is one of the important skills to master in English. It is the first of the most important factors that can support the process of mastering the language skills and improving can improve knowledge. Based on Moats, the most fundamental responsibility of school is teaching students to read. Reading is the fundamental skill upon which all formal education depends.[2]

Reading is a process of communication between the writer and the reader. Sheng mention that reading as the process of recognition, interpretation, and perception of written or printed material. It is a process of communication from the writer to the reader which involves the recognition of letters, words, phrases, and clauses. Briefly, reading is not only a process of communication, but also reading is a process of recognition, interpretation, and perception of written material.[3]

In curriculum of junior high school, the second grade students of junior high school have learned about invitation. The researcher thought that second grade students have understood that invitation. The researcher want to know the

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[1]Elwardati Sukmana Agustiuna, *The Implementation of Semantic Mapping To Improve Vocabulary of The Eight Year Students of SMP Negeri Malang in reading comprehension*.(Malang : English department, UMM.2009) p.2

[2] Putri Dian Purnami Karang, *Improving Reading Comprehension Through Kwl Strategy At The Eighth Grade Students Of Smp N 1 Amlapura,* Denpasar : English Education Study Program Faculty Of Teacher Training And Education Mahasaraswati University. p.1

[3] Sheng, and He Ji *A Cognitive Model for Teaching Reading Comprehension.* 2000 Retrieved from : http:// forum.state.gov. On January 30,2015.ISSN: 2302-3198

ability of the second grade students in comprehend the short functional text type of invitation.

According to the result of observation, on Monday, January 8th, 2015 to January 27th 2015, and May 15th 2015 at SMPN-2 Danau Sembuluh, the writer get documentation   of school such as the number of students, syllabus, and school's condition.[4] The writer also found that many students still have difficulties in learning English, where based on the teacher's information that some of students' reading scores still under the minimum score standard especially in reading comprehension. It is because students must study about the vocabularies, grammar, and sentence structure when reading a text. It makes reading a complex skill. It is not just reading but also understanding other skill or component in English. The students also have lack of motivation in reading, because they also have lack of vocabulary to comprehend the material of English.   It is also explained by one of teachers at SMPN-2 Danau Sembuluh that many students still have difficulties to understand the meaning of the text. Teacher said that many of her students were confused to understand the information about formal and informal invitation.

Then, the problems also come from the teacher, such as the methods or strategies that used in teaching reading. Usually, the teacher only uses conventional Instruction or Teacher Centre and also translation method. The students have not opportunity to proceed the text themselves also the students are ordered to read the text loudly then translate the texts into Indonesian

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[4] Observation result of SMP N2 Danau Sembuluh, On January 8th to January 27th 2015

language. This method make students bored in reading material. Finally, the students are lazy to read.

There are teachers do not use background knowledge to activate their students' minds about what they are going to learn; teachers also do not let their students ask questions due to the use of traditional methods in which teachers take the major role to explain everything; do what the student is supposed to do; while the students role is restricted to only listening to what is inculcated to them by their teacher. In this situation, students are just listeners to what the teacher explains; they don't have a chance to articulate what they *Know'* about the topic, what they *want* to know about the topic, or what they have learned about the topic. Then, students comprehension about invitation is low when we saw the result of students reading test of invitation. From it, the writer found that many students still get low score. It means reading comprehension is still low and it is need the improvement.

According to Nafisa in her result of journal "An Analysis On The Second Grade Students' Ability In Writing Short Functional Text In The Form Of Informal Invitation Letter mention that the second grade students of SMPN 1 VII Koto Sungai Sarik Kabupaten Padang Pariaman" had moderate ability in writing informal invitation letter.[5] Furthermore, Husin in his journal found that students often encountered a problem in comprehending the reading caused by the

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[5] Nafisa, *An Analysis On The Second Grade Students' Ability In Writing Short Functional Text In The Form Of Informal Invitation Letter at second grade students of SMPN 1 VII Koto Sungai Sarik Kabupaten Padang Pariaman,* Bung Hatta University,2014

difficulty in understanding the literal and inferential meaning presented in the text particularly in answering comprehension questions about meanings.[6]

Based on the problem above it is necessary to apply the method or strategies to solve students from reading problem in English in order students can read and understand meaning of every reading passage. KWL Strategy is chosen to solve this problem. Through a three-phase strategy ("Know", "Want to know" "Learned). This method can be used as an introductory strategy in order for pupils to document their present level of knowledge and what gaps may exist in that knowledge, to structure progress in their learning and to analyze what new information has been learned after research.[7] Students develop independent skills in comprehending, composing and learning the text. KWL Strategy helps students engage with texts in deliberate and purposeful (strategic) ways. In the first phase K (Know), students activate prior knowledge. Then in the second phase they predict what additional information they are likely to need W (Want to know), and develop a plan to gather that information. In the final phase L (Learnt), students reflect on the new knowledge generated or retrieved as the plan is implemented.

Compare to traditional method which is usually monotone, the students only read and review the entire text, it is different with KWL strategy because KWL strategy divided the main point of the text into three part; K, W and L. It

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[6] Syarif Husin, *Teaching reading comprehension by using 3h (here, hidden, and in my head) strategy.* English Language Education Study Program of FKIP Untan.

[7]*Active learning method for key stages 1nd 2*. 2007 Retrieved from. www.nircurriculum.org.uk.https://www.teachervision.com/graphic-organizers/skill-builder/48615.htm , on February 20th ,2015

makes the students more clear about the information and elaborate with their own knowledge. Traditional method also make the students have a less motivation to be active questioners, read for specific purpose and reflect following reading about whether the purpose was met. 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 yet needs to be done after reading. Therefore, it is necessary to do research on the application of KWL strategy on English subjects in order to help Improve Reading Comprehension at Eighth Grade Students of SMPN-2 Danau sembuluh.

B. Problem of the Study

Based on what have been described on the background of study, students still have difficulty in reading comprehension such as students have difficulties in understanding English word, phrase and sentence in English. It needs exchange learning behavior in reading with KWL Strategy.

The research problem can be formulated as follows: is the KWL strategy effective towards reading comprehensions scores of Eighth Grade Students of SMPN-2 Danau Sembuluh?

C. Objective of The Study

The objective of the study is to know the effectiveness of the KWL strategy toward reading comprehension scores of Eighth Grade Students of SMPN-2 Danau sembuluh.

D. Assumption

In this study the writer assumes that using KWL strategy is effective toward reading comprehension scores of Eighth Grade Students of SMP N-2 Danau sembuluh.

E. Significance of The Study

This study is concerned with improving reading comprehension through KWL strategy. The present study is expected to indicate significant theoretical and practical information on the importance of usage KWL strategy in teaching reading. Related to the target of this study, it will have two significances, such as theoretically and practically.

Theoretically, this study can be used to give us evidence about implementation theory based on problem faced above that is improving reading comprehension through KWL Strategy. Furthermore, the results of this study are expected to enrich theories and can be a reference for future studies related to KWL strategy to improve students reading comprehension at the eighth grade students.

Practically, this study has benefit for the teachers, students and school. The result will help teachers especially for those who teach the eighth grade student of SMP N 2 Danau sembuluh to improve their reading comprehension. For the students it will be useful to get the opportunities to improve their readings specify in understanding, developing, and explain main idea of the text. The last is the beneficial for school, credibility of the school will be increased because of efficacy of the teachers and students after applying KWL Strategy.

F. Variables of The Study

In this study consist of two variables, KWL strategy as independent variable (X) and student's reading comprehension scores as dependent variable (Y).

G. Hypothesis

H_0 : KWL strategy is not effective towards reading comprehensions scores of Eighth Grade Students of SMP N-2 Danau sembuluh.

H_a : KWL strategy is effective towards reading comprehensions scores of Eighth Grade Students of SMP N-2 Danau sembuluh.

H. Scope and Limitation of the Study

This study is only done to measure the effectiveness of the KWL strategy as a strategy in teaching reading. The topic is one of short functional texts based on syllabus, it use literal and inferential category about invitation that is applied in teaching learning process by using KWL Strategy as a Strategy in teaching reading.

The study is limited to the Eight grade students of SMPN-2 Danau sembuluh. The number of population are 120 students and the sample are 59 students.

I. Definition of Key Terms

The terms in this investigation is used to avoid the misunderstanding among the readers. To make it quite clear in comprehension the study therefore there are some key terms such KWL Strategy, reading comprehension and Invitation card.

1. KWL Strategy

Bos & Vaughn in Fengjuan KWL strategy is Developed by D. Ogle, 1986, KWL is an instructional scheme that develops active reading of expository texts by activating learners' background knowledge. 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. 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.[8]

2. Reading Comprehension

Reading is the active process of understanding print and graphic texts. Reading is a thinking process. Effective readers know that when they read, *what* they read is supposed to make sense. They monitor their understanding, and when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy (such as rereading or asking questions) that will help them reconnect with the meaning of the text. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

3. Invitation Cards

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[8] Zhang Fengjuan , *The Integration of the Know-Want-Learn (KWL) Strategy into English Language Teaching for Non-English Majors,* journal, Chinese : Soochow University, 2010. Vol. 33 No. 4, t.d.

An invitation card is used to invite someone to attend the event. Invitation is one of functional texts which should be understood by students of high school. We often see or read invitation for birthday party, farewell party, engagement party, wedding party, anniversary, promotion, etc.[9]

J. Framework of Discussion

This study is going to discuss four chapters as follows:

Chapter I — Introduction covers background of the study, problem of the study, objective of the study, the assumptions, the hypothesis, the significances of the study, variable of the study, the definition of key terms, research paper organization, and frame of thinking.

Chapter II — Review of related literature covers previous studies, Reading, and KWL strategy.

Chapter III — The research method covers research design, approach of the study, population and sample, data collecting techniques, data collection procedure, instrument of the study, instrument try out, instrument validity, instrument reliability, level of difficulty, data analysis procedure.

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[9] Sari Anjani , *The Effectiveness Of Using Authentic Materials Towards Students' Reading Comprehension Of Short Functional texts,* Jakarta : Hidayatullah State Islamic University,2014. p.26