

## CHAPTER I

### INTRODUCTION

This chapter covers the background the study, problem of the study, objective of the study, hypothesis, limitation of study, assumption of study, significant of study, definition of key terms and the last part is frame work discussion.

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

Language is expected to help students knowing themselves and others. English as a foreign language is needed not only in academic field but also in the development of science and technology, many work fields and life activities, such as in the process of getting knowledge, transferring information from the textbooks and mass media (newspaper, magazine, radio, TV and internet). Language is the system of sounds and words used by humans to express their thoughts and feelings.<sup>1</sup> It is the human capacity for acquiring and using complex systems of communication, and a language is any specific example of such a system.<sup>2</sup> It is sure that one and others who are in defferent place can also have different languages, and English is the way how we communicate each other.

English is a foreign language in Indonesia. It become an important need for people to gain more combative advantages. It is known that language has

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<sup>1</sup> Hornby, *Oxford Advanced learner's Dictionary of current English*; New York; Oxford University Press, 1995, p. 662.

<sup>2</sup> Lim Soh Lan. 1994. *Fluency and Accuracy in Spoken English Implications For Classroom Practice in A Bilingual Context*. <http://en.wikipedia.org/wiki/Language.html> (accessed on March, 19<sup>th</sup> 2014).

functioned as media to connect among nation, and to develop knowledge and science.<sup>3</sup>

The main purpose of Teaching English in Indonesia is to enable students to use English in real situation. It means which the students can use it as a means of communication and comprehending some source written it. English is regarded as the first foreign language to be taught at elementary school as a local content, at secondary schools as a compulsory subject, and at the universities as an additional subject.<sup>4</sup> The goals of teaching English in different levels of education are different so that the materials are also different.

Learning to read in English is a great challenge for EFL students, especially when it is mostly for academic purposes. One way to envision the steps an EFL learner must take is to consider the nature of their language learning on a continuum.<sup>5</sup>

Reading comprehension is important for many reasons. If a person can read, yet is not really able to interpret what is read into usable information, they have not gained much. By definition, reading comprehension involved understanding what is read, and without understanding there is not much point to one reading a bunch of words on a page.

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<sup>3</sup>Abdul Chair and Leony Agustina, *Sociolinguistik: Perkenalan Awal*, Jakarta: PT. Rineka Cipta, 2004, p.226

<sup>4</sup>Endang Fauziaty, *Teaching of English as Foreign Language*, Surakarta: Muhammadiyah University Press, 2002, p.188.

<sup>5</sup>Pataraporn Tapinta, *Exploring Thai EFL University students' Awareness of Their Knowledge, Use, and Control of Strategy in Reading and Writing*, Dissertation, Texas: University of Texas, 2006, p.1

There are basically two types of reading comprehension skills they are concrete and abstract.<sup>6</sup> Concrete comprehension skills are the easier of the two to master. They include the ability to answer questions when the information being asked is explicitly stated in the reading selection. Concrete skills include vocabulary, main idea, fact or opinion, sequencing, following directions and reading for details. Abstract reasoning includes inference, analysis, evaluation, drawing conclusions, and cause and effect; and requires the reader to draw on prior knowledge and processing to identify what is not explicitly stated.

Both types of comprehension require that the reader has adequate processing and working memory skills, which enable them to take in new information, identify and categorize it, merge it with previously learned information, and respond.

In spite of demand of the Curriculum, it is not easy to comprehend the text because the students need some motivation, background knowledge and some strategies and skill. Students may fail to comprehend the text while researching text.

This is in line of the writer's observation on 3<sup>rd</sup>, February 2015 at the seventh grade students of SMP Al-Amin Palangka Raya, it is found the students have many problems in reading comprehension. The problems come from the teacher, such as the methods or strategies that used in teaching reading.

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<sup>6</sup> Dr Jane Stewart at Optiminds "The Importance of Reading Comprehension", [www.optimindsct.com](http://www.optimindsct.com) p. 248

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

Based on the information above it can be concluded that there are many problems found at the seventh grade students of SMP Al-Amin Palangka Raya in learning reading comprehension. The writer tried to overcome the students' problems by using K-W-L strategy.

The letters in the name, KWL, stand for the process of making meaning that begins with what students KNOW, moves to the articulation of questions of what they WANT TO KNOW, and continues as students record what they LEARN. The strategy is designed to be used by a teacher and group of students working together.<sup>7</sup>

The benefit of K-W-L Strategy in teaching reading is to make activate students' background knowledge about a topic and to scaffold them as they ask questions and organize the information they are learning. Teachers create a K-W-L chart by hanging up three sheets of butcher paper on a classroom wall and labeling them *K*, *W*, and *L*; the letters stand for What We **K**now, What We **W**ant to know, and What We **L**earned.

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<sup>7</sup> Ogle M. Donna "KWL In Action: Secondary Teachers Find Applications that Work" National-Louis University. p.1

The type of reading is limited to the informational text especially descriptive text. This study according to the syllabus of the seventh grade students of SMPAL-Amin Palangka Raya in semester 2, reading has at least three basic competences.<sup>8</sup> The first is responding the meaning of functional short text simple, accurately, fluently and accepting the relation to closest environment. The second is responding the meaning and step of rhetoric accurately, fluently and accepting a simple essay of closest environment in descriptive/procedure, and the third is reading aloud that has a meaning of functional and essay text in the form of short and simple descriptive and recount with utterance, pressure and intonation the relation to closest environment.

Based on the explanation above, the writer is interested to do research entitled: ***“The Effectiveness of K-W-L Strategy Toward Reading Comprehension For The Seventh Grader At SMPAL-Amin Palangka Raya”***.

## **B. Problem of the Study**

Based on the previous background of the study, the writer states the problems of the study as follow: ***“Is there any significant effect of K-W-L strategy toward reading comprehension For The Seventh Grader At SMP AL-Amin Palangka Raya?”***

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<sup>8</sup>Syllabus Pembelajaran/Bahasa Inggris untuk Kelas VII s/d IX .Semester 1-2 (KTSP), hal.118

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

According to the problems of the study, the objective of this study is as follows: *“to Measure the effect of K-W-L strategy toward reading comprehension For The Seventh Grader At SMP AL-Amin Palangka Raya”*.

### **D. Hypotheses**

Based on the problem and objective of the study, there are two forms of hypotheses in this study, they are; Alternative hypotheses (Ha) and Null Hypotheses (Ho) as follows:

Ha: There is significant effect of K-W-L strategy Toward Reading Comprehension for the seventh grade students at SMP Al-Amin Palangka Raya.

Ho: There is no significant effect of K-W-L strategy Toward Reading Comprehension for the seventh grade students at SMP Al-Amin Palangka Raya.

### **E. Limitation of the Study**

This study is restricted to two focused: using K-W-L Strategy and without using K-W-L strategy in teaching reading. In a more specific focus, this study is concereted to measure the effectiveness of K-W-L strategy, espesially the effect of using K-W-Lstrategy toward the students' reading comprehension ability in teaching learning reading process. The type of reading in this study is limited to descriptive text and the level of comprehension is Literal level or beginner level.

The subject of the study is limited to the seventh grade students at SMP Al-Amin Palangka Raya. There are two classes of the seventh grade students at SMP Al-Amin Palangka Raya.

#### **F. Assumption of the Study**

Assumption of the study is the K-W-L strategy can improve the reading comprehension scores for the seventh grade students at SMP Al-Amin Palangka Raya.

#### **G. Significance of Study**

This study is aimed at investigating the effects of using K-W-L strategy toward students' reading comprehension. This study has practical and theoretical significances. Practically, the result of this study is expected to give contribution to the students for solving problem in reading comprehension, for English teacher to move teaching strategy for better teaching and learning process and also for the future writers. Theoretically, it is expected that the result of the study can give contribution to support the theory on teaching English as foreign language, especially for the reading teachers.

## H. Definition of Key Terms

1. Effectiveness is The effect size to measure of the strength of the relationship between two variables shown by the difference between two means calculated that has been gotten after treatment.<sup>9</sup> The effectiveness of this study is using of K-W-L strategy and without using K-W-L strategy on students' reading score.
2. K-W-L Strategy is the process of making meaning that begins with what students KNOW, moves to the articulation of questions of what they WANT TO KNOW, and continues as student's record what they LEARN. The strategy is designed to be used by a teacher and group of students working together.<sup>10</sup>
3. Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.<sup>11</sup>

## I. Frame of the Discussion

Chapter I : This chapter covers the background the study, problem of the study, objective of the study, hypothesis, limitation of study, assumption of study, significant of study, definition of key terms and the last part is frame work discussion.

Chapter II : Review of related literature covers the nature of reading comprehension, the types of reading, the process of reading,

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<sup>9</sup>Donald Ary and friends, *Introduction to Research in Education*, USA: Wadsworth Cengage Learning, 2010, p. 640.

<sup>10</sup>Donna M. Ogle "KWL In Action: Secondary Teachers.....p.1

<sup>11</sup>H. Douglas Brown, *Teaching by principles: An interactive Approach to Language Pedagogy*, San Fransisco State University, 2001, p. 306

teaching reading, factors affecting reading comprehension, the problems of reading comprehension, level of comprehension, reading comprehension strategy and K-W-L strategy.

Chapter III : Research method which covers research type, research design, place of the study, population and sample of the study, instrument of study, research instrument validity, research instrument reliability, data collection procedures, and data analysis.

Chapter IV : Result of Study which covers Description of the data, test of normality and homogeneity, result of the data analyses and discussion.

Chapter V : Closing covers conclusion and suggestion.