

CHAPTER I

INTRODUCTION

This introduction presents and discusses: (1) background of the research (2) statement of the problem (3) objective of the research (4) scope and limitation (5) significance of the research and (6) definition of the key terms.

1.1 Background of the research

In this information era the students should try to develop their reading comprehension skill. There is strong correlation between reading and academic success. In other words, a student who is a good reader is more likely to do well in school and pass exams than a student who is a weak reader. So reading ability is very important in someone's life, especially in English. As we know that English is used in various fields. According to Teixeira (2012:1), reading is a key of language skill that has a significant place in the teaching and learning of foreign languages. By mastering English well, especially reading ability, people will always keep in touch with the current information. Through reading students can improve their English vocabulary, lead to more highly- developed language skills and write well. It also will help them to broaden their insight and knowledge that finally will enable them to compete with others in the future. For these reasons, people in general and students in particular are demanded to be able to read English text well. In relation with this importance, English has been includes as one of the compulsory subjects in High School in Indonesia.

Based on curriculum that is KTSP, the students are expected to master those four skills (Reading, Speaking, Writing and Listening) in order to be able to use English communicatively. The aim of KTSP (*Kurikulum Tingkat Satuan Pendidikan*) will not be successfully achieved if the language teaching does not consider that four basic skills. Reading is one of four basic skills in English which is important, because reading is effective to add knowledge and to accept message indirectly for their academic success, so it must be developed. In Junior High School curriculum, reading is one of the competence standards conducted to the students.

In a fact, reading comprehension is very important but the students still have some difficulties in mastering reading, based on the data of observation in SMP Al Islam Krian the researcher found that students are lacking in reading comprehension. Some techniques have been used, but students still cannot read properly. It is observed that the lack ability of eighth grade students in SMP Al Islam Krian in reading English is influenced by several factors. First, the students have difficulty in understanding English word, phrase and sentence in English. Second, the students have difficulty in finding the main idea of the text they read. Third, students are not accustomed to practice reading in the classroom and everyday life.

Based on the problem above it is necessary to apply the strategy to solve student's problem in reading skills. In order to the students can read and understand meaning of every reading passage. One of strategies to improve reading skills is KWL. According to Carr & Ogle in Mc Bride et al (2007:18) KWL show interest in students' ideas and experiences and respect for them. Through three-phase strategy ("Know", "Want to know" and "Learn"), students develop independent skills in comprehending, composing and learning the text. This strategy was applied to investigate how the result, it gave a good result or bad result. The researcher chose

Junior High School students because in this level the students learn the basic reading skill, and it becomes a foundation for the next level.

The method which use in this research is Classroom Action Research. Classroom Action Research is a method of finding out what works best in classroom so that it can improve student learning. Classroom action research is a very effective way of improving teaching. The classroom action design used in this research is Kemmis and Mc Taggart design. According Kemmis & Taggart in Burn (1999:32), an action research occurs through a dynamic and complements processes which consist of four essential steps; those are planning, acting, observing and reflecting

1.2 Statement of the Problem

Based on the background of the research has been described that the students still have difficulties in reading comprehension such as the student have difficulties in understanding English word, phrase and sentence in English. It needs exchange learning behavior in reading with KWL Strategy. Based on the background above, the researcher will research “How can the student’s reading comprehension skill be improved through the KWL strategy?”.

1.3 Objective of the Research

In relation with the statement of the problem, this research was focused on the special objective, that was : “To know how the KWL strategy can improve the students reading comprehension”. The instruments were used in this research consist of: observation for the student’s activity, field notes, and questionnaire. The teaching learning process was carried out in one cycle that consist of two meetings. Each meeting has three activities that are: pre-activity, main activity and post activity.

1.4 The Scope and Limitation of the Research

The scope of this research is in teaching reading. This research was conducted in SMP Al Islam Krian. To be more specific, the subjects of the research were the eighth grade students which consisted of thirty six students. Most of the students have the average ability in English reading comprehension. This research focused on improvement of the student reading comprehension achievement through the KWL strategy. This research was only limited on improving reading skill by descriptive text.

1.5 Significance of the Research

This research is expected to have both academic and practical contributions for educational fields especially English

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

1.5.2. Practically, this study has benefit for the teachers, students and school. The result will help teachers especially for those who taught the eighth grade student of SMP Al Islam Krian in improving their reading comprehension. It will be useful for student 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 increase because of

effectiveness of the teachers and students after applying KWL Strategy. Moreover it can be used as a model to improve the students' ability in reading comprehension as well as to build their reading habits

1.6 Definition of Key Terms

1.6.1 *Reading comprehension*, refers to the ability to construct meaning from a given written text (Liems et al, 2010:227).

1.6.2 *The Students achievement*, refers to the state of being successful to increase the ability of reading comprehension. Their success would be measured through observation in teaching reading process.

1.6.3 *K-W-L Strategy*, KWL charts assist teachers in activating students' prior knowledge of a subject or topic and encourage inquisition, active reading, and research. KWL charts are especially helpful as a rereading strategy when reading the text and may also serve as an assessment of what students have learned during a unit of study. The K, stands for what students know, the W stands for what students want to learn, and the L, stands for what the students learn as they read or research. KWL helps students become better readers and helps teachers to be more interactive in their teaching. (Ogle in Willis: 2008)