

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the research problem, the objective of the study, the hypothesis, the significance of the study, the scope and limitation of the study and the definition of key terms.

A. The Background of the Study

In Indonesia, English is adopted as foreign language. It is taught from the Elementary school, Junior high school, Senior high school and until the higher education institutions. As foreign language students, they need to master four important language skills. Those are listening, speaking, reading and writing.

Based on the four language skills above, reading is one of the most important skill to master. It is because most of the materials in teaching and learning are in written form. So the students need to improve their reading comprehension skill to understand the teaching and learning materials. If the students cannot understand the material, they will get the academic failure.

Moreover, reading is not an easy skill to master as it is thought. Reading is a complicated process. The students work intensively, interacting with the text in order to create meaningful discourse.¹ In reading a text, the reader needs to proceed the information that he/she gets from the text into his/her brain. Reading cannot be separated from comprehension. Because

¹ Sandra Silberstein, *Techniques and Resources in Teaching Reading*, (New York: Oxford, 1948), 6.

comprehension is the process of deriving meaning from connected text.² It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. The active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints.

Nowadays, the students face some problems in learning English, especially in comprehending the English text. Firstly, most students feel that reading an English text or passage is a very difficult activity. Secondly, when they are asked to read an English text, some of the students directly open their dictionary to find out the meaning of the words they do not know yet. And for those who do not have any dictionary will do nothing with the text. Thirdly, many students are still low in finding the main idea of the text.

Realizing that reading comprehension skill is very important to learn, it is essential for English teacher to find ways to make reading easier and be fun activities for the students to learn. But they seem to have some difficulties in deciding the technique and the media in teaching reading skill appropriately. At the moment, the teaching strategy used by the teacher is not motivating to the students. In this case, the teachers have responsibilities to their students to give them motivation. In teaching learning process, teacher also plays an important role as a facilitator. Teaching is guiding and

² Elizabeth S.Pang, *Teaching Reading*, (Belgium: International Academy of Education, 2003), 14.

facilitating learning, enabling the learner to learn, setting the condition for learning.³ As facilitators, teachers need to improve their teaching strategy with appropriate teaching strategy in order to the students can easily learn.

For those cases, the writer considers that it is necessary to find out the appropriate technique by implementing KWL Strategy to solve the problems of students' reading comprehension. The writer thinks that KWL Strategy is one of a good way to teach reading comprehension skill. Because it provides a structure for recalling what learners know about the topic, noting what they want to know and finally listing what has been learned. KWL strategy assists the students activating their prior knowledge. Learners begin by brainstorming everything they know about the topic. There are varieties of strategies for helping students to activate prior knowledge: prior knowledge activation through reflection and recording, prior knowledge activation through interactive discussion, prior knowledge activation through answering question, computer assisted activation of prior knowledge, and prior knowledge activation through interpretation of topic-related pictures.⁴

There are so many studies concerning of KWL research. The KWL strategy can be used by ELT for non-majors.⁵ Based on the findings of the study, the researcher indicated the KWL strategy had improved both the reading comprehension and the writing performance of the experimental

³ Brown, H Douglas, *Principles of Language Learning and Teaching* (Englewood Cliff: Prentice Hall, Inc, 1994), 8.

⁴ Riswanto Et Al., "The Effect of Using KWL Strategy on EFL Students' Reading Comprehension Achievement", *International Journal of Humanities and Social Science*, 4(2014), 227.

⁵ Fengjuan, "The Integration of the Know-Want-Learn (KWL) Strategy into English Language Teaching for Non-English Majors", *Chinese Journal of Applied Linguistics (Bimonthly)*, 33(2010), 77-86.

group. The KWL strategy is to develop the skills of reading comprehension of ninth-grade students. The researcher concluded that the ninth-grade students have developed the skills of understanding and comprehension of the texts in the target books. It is conducted a research on tenth graders of Jordanian male students.⁶ And the researcher indicated that KWL- Plus method is effective in boosting students reading comprehension abilities.

Based on KTSP curriculum, the students of senior high school should understand the meaning of three types of text: descriptive, narrative, and news item. Because of the time to do the analysis is limited, the writer focuses on descriptive text. Based on the explanation above, this study is conducted to know “*THE EFFECTIVENESS OF KNOW-WANT-LEARN (KWL) STRATEGY TO TEACH READING COMPREHENSION SKILL AT MADRASAH ALIYAH HASYIM ASY’ARI JOGOROTO JOMBANG.*”

B. Research Problem

Based on what have been described on the background of study, the research question can be formulated as follows: “Are there any statistically significant differences between the students taught by KWL strategy and those who are not taught by KWL strategy?”

C. Objectives of the Study

To be able to give answer of providing question which is stated above, the objective of the study is to investigate the significance differences of the

⁶ Hussein hamdan, “KWL-Plus Effectiveness on Improving Reading Comprehension of Tenth Graders of Jordanian Male Students”, *Theory and Practice in Language Studies*, 4(2014), 2278-2288.

experimental groups on the reading comprehension after using the KWL strategy.

D. The Hypothesis

Based on the research, the writer builds the hypothesis to make the purpose of this study clear. The writer's hypotheses are:

1. Null Hypothesis (Ho) = Teaching reading using KWL strategy is not effective.
2. The alternative hypothesis (H1) = Teaching reading using KWL strategy is effective.

E. Significance of the Study

Hopefully, the result of this research will give contribution to the writer in teaching reading skill.

F. Scope and Limitation of the Study

The scope of this study is focused on teaching reading in descriptive text through Know-Want-Learn (KWL) strategy and the study is limited to the eleventh grade students of MA Hasyim Asy'ari. In this study the researcher took class XI IPA which consists of thirty students and class XI IPS-1 which consist of thirty students.

G. Definition of The Key Terms

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

1. KWL strategy

The K-W-L strategy stands for what I Know, what I Want to learn, and what I have Learnt. K-W-L is an instructional reading strategy that is used to guide students through a text. Students begin by brainstorming everything they **Know** about a topic. This information is recorded in the K column of a K-W-L chart. Students then generate a list of questions about what they **Want** to know about the topic. These questions are listed in the W column of the chart. During or after reading, students answer the questions that are in the W column. This new information that they have **Learnt** is recorded in the L column of the K-W-L chart.

2. Reading Comprehension

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading. Reading comprehension involves the ability in finding out main ideas, specific information, and word meaning.