

CHAPTER I

INTRODUCTION

In this introduction chapter, the researcher introduces some items. This chapter covers the background of the study, the research problem, the objective of the study, the significance of the study, and the definition of key terms.

A. The Background of the Study

Reading is important for the process of learning. Not only in English subject. But reading also important in every subject that provide in the school. For students of universities or collage, proficiency in English, particularly in reading skills, is generally assumed to be essential for a successful study. This is because textbooks for a variety of subjects as well as reading materials available in collage libraries are mostly written in English.

Reading is defined as a manner of the readers which receive and process new information from the text and the degree to which they must relate what is new to what already known.¹ In addition, talking about reading a text, it means we are talking about organization of ideas. The activity of reading belongs to one tool that open windows to the world, unlocks doors to opportunities. and expands our mind to new ideas.

Comprehension continues to be an area of major concern in the teaching of reading. The ultimate goal of the teaching of reading has been

¹ Crawley, S.J and Mountain, L.H, *Strategy for Guiding Content Reading*, (Toronto : Allyn& Bacon, 1998), 41

unchanged, and it is to enable students to read without help unfamiliar authentic texts, at an appropriate speed, silently and with adequate understanding.² The problems associated with helping learners derive meaning from the printed page remain a formidable challenge for teachers. The focus of interest in reading programs is language and content. Likewise, they are expected to develop their skill needed to extract the content from the language that expresses it. Such skills are required for them to become effective independent readers.

The insufficient reading habit is not only found in Mts Sunan Ampel Pagu Kediri but also in most of students in our country, Indonesia, as assessed from indonesiamembaca2yahoo.com, it is found out that the reading habit in our society is still not developed although it says that a lot of people claim that they benefit from reading, but most of them do not make reading as a habit. Ironically, it is also found that the direct or indirect impacts of the information age are not fully fruitful.³

The reading of first grade student of Mts Sunan Ampel Pagu Kediri basically aims at improving the student's reading ability up to the intermediate level and developing the students' comprehension competence. The students are given a book of reading theories as guidance for learning. But in fact, they do not interest to read the book. They have not habit to read. They prefer make a chat with their friend. The lack of students' ability in reading skill works is also because of their insufficient reading habit. The students do not have big

² *ibid*, 44

³ www.indonesiamembaca@yahoo.com. Accessed on 9 April 2013, at 19.00

motivation to read any literary books, whether from the teachers or the students themselves.

The researcher conducted an observation as a preliminary study in one class of first grade students of Mts Sunan Ampel Pagu Kediri. She continued her observation in the fourth month of first grade Mts Sunan Ampel Pagu Kediri in the last of April 2013 in the second semester with the same student. So far, she found out that the common habit of the reading teacher is reading the text first at least twice and then asking the students to read the text aloud. After she explains some words that she thinks are difficult for the students, she prepares some question to be answered by the students.

The researcher also identified that there were some problem in teaching and learning process in the class. The problem are elaborated below. Since half of materials used in reading are in the form of texts, most students were unsatisfied. They still found difficulties. Most of students had low motivation in reading texts and were not interest in the reading activities in the class, since the reading activities were not varied and interesting. The students were only asked to read the texts and answer the teachers' question. Most of the students were passive and not enthusiastic. They only listened to the reading teacher's explanations. The teacher dominated the teaching and learning process, as a result, she made a passive learning environment.

The teacher still had problems in finding an appropriate strategy to improve the students' comprehension in reading skill especially in the texts. Based on the interview, the reading teacher also said that when the students

are given reading text, they could understand the main idea of the texts but they still had difficulty in reading skill.

There are many ways to improve the students' skill in reading comprehension, one of which is by applying the KWL (Know, Want and Learned) method. This strategy refers to an instructional activity that takes place in the form of discussion. Those reasons motivate the researcher to conduct a research on the teacher roles in teaching reading. By knowing the teacher roles which is appropriate in teaching reading, the writer hopes that the students give more attention to learning process. Besides, it can increase students spirit to study and at the same time avoid the feeling of bored. So, the process of teaching reading will be successful. Based on the explanation above, this study is conducted to investigate how to teach reading using KWL method, under the title “ **The Implemetation Of Kwl (Know, Want And Learned) Method To Improve The First Grade Students' Reading Skill In Mts Sunan Ampel Pagu Kediri** “.

B. The Statement of the Problems

In line with the background of the study, the research problem was formulated as follows:

1. How is the implementation of KWL (Know, Want and Learned) method in reading skill at Mts Sunan Ampel Pagu Kediri?
2. Can KWL improve the students' reading skill at Mts Sunan Ampel Pagu Kediri?

C. The Objective of the Study

In accordance with the research problem, the objective of the study are:

1. To describe the implementation of KWL (Know, Want and Learned) method in reading skill at Mts Sunan Ampel Pagu Kediri.
2. To improve the student's reading skill at Mts Sunan Ampel Pagu Kediri by implementing KWL (Know, Want, and Learned) Strategy.

D. The Significance of the Study

This study is intended to provide practical contributions in line with the teaching of reading skill. The researcher hope this study will have role in learning and teaching process. Practically this study has contribution to the teacher, to the students, and also to the other researchers.

Practically for the teacher, the study enriches the reading teachers' knowledge on the KWL in teaching of reading skill and equip with an alternative strategy to comprehend the texts. The reading's teachers can use KWL as one of the strategies used in their teaching since this strategy trains the students to work together, learn from one another.

For the students, this study about KWL also makes the students active in the discussion. In this strategy, the students are divided into several groups which consist of four or five students. Here, the students take the teacher's position in leading the discussion, they will have some roles such as a team leaders, predictors, clarifiers, questioners and also

summarizer. Every students has their own roles, therefore everybody in groups will be involved in a discussion actively.

For the other researcher, this study can be a parameter of study. The other researcher who will make observation about same studies, they can see the result of this observation. And they can improve the result to their observation.

E. The Scope and Limitation of the Study

In this research, the researcher chooses MTs Sunan Ampel Pagu. And the researcher limited the scope of this study to specify the problem. Actually there are many subject in this school. They are mathematic, Indonesian language, English and other subject. But the researcher defined the discussion to assure the theme of this study. The researcher study about English achievement at Mts Sunan Ampel Pagu Kediri.

This study is restricted to the implementation of KWL in teaching of reading skill in the first grade class. Specifically, the study is concentrating on how the KWL method improve the students' comprehension skill in understanding some aspects of the texts in reading. This strategy was implemented during the teaching of first grade of Mts Sunan Ampel Pagu Kediri in the academic year 2012/2013. The students were divided into collaborative learning groups of four. They should make a chart of KWL and fill it with teacher instruction.

F. The Definition of the Key Terms

In order to avoid misunderstanding, related key terms in the study are defined as follow:

1. The implementation

The implementation was to conduct the learning activities in the reading class based on the plan. Here, the researcher implemented the plan to the first grade student concerning with the teaching of texts through KWL (know, want, and learned) method.

2. Know, want and learned (KWL)

KWL Strategy is one of those teaching and learning strategies used mainly for information texts.⁴ Its aims are more diverse, it helps readers to elicit prior knowledge of the topic of the text, set a purpose for reading, monitor their comprehension, assess their comprehension of the text, and expand ideas beyond the text. KWL method is one of variety of teaching method to reading skill. It makes the students active and explores their idea about their knowledge and about the information of the text.

3. Reading

Reading is a skill in teaching and learning English. It refers to the interaction between thought and language that are interacting

⁴ Crawley, S.J and Mountain, L.H, *Strategy for Guiding Content Reading*. (Toronto : Allyn& Bacon, 1998), 41

actively to understand the total meaning of a passage by identifying the explicit and implicit from the book.⁵

In this research, the researcher use narrative text. For reading narrative text, the students should use some method. Narrative text often use in the test that provide in handbook form some school. So narrative text will be good choice to practice this method.

4. Narrative text.

Narrative text is a text which contains about story and its plot consists of climax of the story (complication) then followed by the resolution. A narrative text is a text amuse, entertain and deal with actual or vicarious experience in different ways. Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. The narrative text short story is telling of a story or an account of a sequence of events. One of the four traditional forms of composition (along with description, exposition, and persuasion). Narration differs from exposition, which can also relate a sequence of events, in that narration need not be factual and may be written from the perspective of a character in the text.

In this research, the researcher use narrative text from the English handbook from the first grade students in MTs Sunan Ampel Pagu. The English Teacher helps the researcher to get the book from the headmaster. The text in the English book has intermediate text. It

⁵ Ibid

means the narrative text and vocabulary also has more difficult than in elementary school. In this research, the English teacher really help the researcher in the observation and get the instrument of observation.