

## CHAPTER I

### INTRODUCTION

This chapter explains the introduction of the research there are background of the study, objective of the study, research question, hypothesis, scope and limitation of the study, significant of the study and definition of the key terms.

#### **A. Background of the study**

Reading is one of four skills that can construct our knowledge. Reading is pronouncing words and extracting which means from a text, by reading we can know all of the matters and we are able to understand and follow the progress of academic. Reading is one of the critical competencies to get a message or get to know and apprehend the which means of the text brought by the author. According to Grabe (2010:4) in Kusumaningrum & Widiyanto (2018), "reading is something of us take without any consideration." It means that once a person desires to read, they will get studying or understanding delivered to others. Further, studying can open a much broader perspective.

Reading has an important objective. Students can expand their reading skills and advantage their knowledge through a reading e-book. According to Johnson (2008:4) in Kusumaningrum & Widiyanto (2018), "reading is a constantly growing skill." Once humans are studying by using training, it approaches that encourage their capabilities. Reading may be used no longer only for learning the English language. It is also used for studying many types of subjects. Reading comprehension is described as the level of understanding of a text/message. This

knowledge comes from the interplay between the words which can be written and how they cause knowledge outside the text/message.

Teaching reading is defined as the process of instructing students on how to comprehend facts and cause-and-effect sequence that may be presented, as well as how to comprehend concepts from a text. Reading is the method for determining what the reader's mind, emotions, and beliefs contribute to the reading. Reading in this context, refers to the reader's interpretation of the printed word (Syafi'i et al., 2020). To put it another way, teaching reading helps pupils learn and comprehend what they read. It makes it easier for students to recognize and comprehend concepts presented in a textbook. Teaching reading also provides students with a variety of tools and resources to help them have a better understanding of what they read, as well as a wonderful way to learn new facts and knowledge from what they read that they may apply in real life.

In teaching reading, there are various problems faced by students, one of which is bored during the learning process, this can make students less interested and motivated to learn. Students have many difficulties, namely the lack of vocabulary so that they do not understand the content of the reading, they just read without knowing the meaning or learning of a reading text. Likewise, students at SMPN 1 Plosoklaten, when researchers made observations, it was found that many students had difficulties in learning English, especially in reading skills. Reading comprehension is wanted for Indonesian students to apprehend the importance of the text, such as English text. Improving their reading comprehension skills will help students recognize the text's which means.

KWL is a teaching and learning strategy using three organizer columns, namely What I Know, Want to Know, and What I Have Learned. Students' reading comprehension is improved using the KWL (Know, Want to Know, Learned) strategy. Whether or not it will produce meaningful effects for students is debatable. In the KWL strategy, students should learn about what they already know, what they want to learn, and how they study a subject in a text. The KWL strategy encourages students to engage in thoughtful and determined reading activities. Learners activate schemata during the initial phase, k (Know). The learners then estimate what further information they would require W (Want to know), develop a plan to satisfy that need, and finally, L (Learned), repeat the brand new knowledge created or regain the completed plan (Paris, 1987) as cited in (Sholeh et al., 2020).

The previous study is conducted by Syafi'i et al., (2020), the purpose of this research is to enhance the student's ability in reading so that they can study the text effectively and correctly. This research indicates that implementing the know-want-learned (KWL) strategy successfully improves students' reading comprehension.

There is a similarity and difference between the previous studies conducted by Syafi'i et al., (2020) and this study. The similarity of this research is the research design, namely quasi-experimental. The difference in this research is the purpose of improving students' reading comprehension skills, while the researcher is to know the effectiveness of KWL in teaching reading comprehension skills. Then, the place of the research SMP Negeri 14 Palu, while the researcher is in SMPN 1 Plosoklaten. Then, the class of the research is eighth grade, while the researcher is

seventh grade. Then, the type of text in this research is a narrative text, while the researcher is descriptive text.

The second is conducted by Kusumaningrum and Widiyanto (2018), the objective of this study is to find out how students' reading skills are taught using the K-W-L strategy, how students' reading skills are taught without using the K-W-L strategy, and what the big difference is between how students' reading skills are taught using the K-W-L strategy and how they are taught without using the K-W-L strategy. The results show that using the K-W-L strategy to teach reading skills to eighth-grade pupils at SMPN 1 Pecangaan Jepara is effective. As a result, there is a considerable difference between developing students' reading skills using the K-W-L strategy and not utilizing it. Furthermore, students who were taught using the K-W-L strategy scored higher than those who were not.

There is a similarity and difference between the previous studies conducted by Kusumaningrum and Widiyanto (2018) and this study. The similarity of this research is research design, namely quasi-experimental, and type of text, namely descriptive text. The difference is the class of the research is eighth grade, while the researcher is seventh grade. Then, the place of the research SMP N 1 Pecangaan Jepara, while the researcher in SMPN 1 Plosoklaten. Then, the research is different between improving students' reading skills taught with and taught without using the K-W-L strategy, while the researcher is to know the effectiveness of KWL in teaching reading comprehension skills.

The third is conducted by Farha and Rohani (2019), the objective of this study is to see how effective it is to use the KWL strategy to improve students'

reading comprehension of report text in eleventh graders at SMA Negeri 1 Bae Kudus during the 2018/2019 academic year and to see if there is a significant difference in student satisfaction between those who use the KWL strategy and those who use the brainstorming strategy. As a result, prior knowledge is necessary for reading comprehension of text. The KWL strategy effectively teaches reading comprehension of report text to eleventh graders at SMA Negeri 1 Bae Kudus. Furthermore, it has a fantastic effect on students' reading comprehension of report text.

There is a similarity and difference between the previous studies conducted by Farha and Rohani (2019) and this study. The similarity of this research is research design, namely quasi-experimental. The difference in this research is the type of text, namely a report text, while the researcher is descriptive text. Then, the class of the research is eleventh grade, while the researcher is seventh grade. Then, the place of the research SMA Negeri 1 Bae Kudus, while the researcher in SMPN 1 Plosoklaten.

Based on the description above, the researcher will research with the title **“The Effectiveness of KWL (Know, Want to Know, Learned) Strategy in Teaching Reading Comprehension Skill”**

**B. Research question**

Based on the background above the research question is as follows: Is KWL strategy effective in teaching reading comprehension skill?

**C. Objective of the study**

Based on the statement of the research question above, the objective of this study is to find out whether KWL strategy is effective or not in teaching reading comprehension skill.

**D. Hypothesis**

The hypothesis of the study are:

H<sub>a</sub>: There is significant difference between students taught by using KWL and the students taught by using QAR.

H<sub>0</sub>: There is no significant difference between students taught by using KWL and the students taught by using QAR.

**E. Scope and Limitation of the study**

The scope of this research is reading comprehension skills. In addition, this study only focuses on applying of KWL strategy in teaching reading comprehension skills. In this study, the researcher wants to limit the problems in order to focus on the subject of the researcher. The researcher concerns to find out whether there is effective in teaching reading comprehension skill using KWL strategy at SMPN 1 Plosoklaten in the academic year of 2021/2022.

## **F. Significant of the study**

This research is expected to provide benefits for other teachers. It is hoped that the application of the KWL strategy in teaching reading can improve the quality of techniques or teaching strategies for teachers and provide new insights to be more creative in teaching English. For students, this method is expected to be able to make students be active in learning and have high critical thinking. For the researcher, this study gets greater knowledge by doing this research. The researcher also gets new experiences to be beneficial for this time and the future.

## **G. Definition of the key terms**

Definition of key terms is important to take delivery of to keep away from the false impression. Relating to the topic that might be mentioned in the study, some terms need to be defined as follows:

### **1. Reading**

Reading is the process of knowing and understanding the meaning of a text.

### **2. Teaching Reading**

Teaching reading is defined as the process of instructing students on how to comprehend facts and cause-and-effect sequence that may be presented, as well as how to comprehend concepts from a text.

### **3. KWL (Know, Want to Know, Learned)**

What I Know, What I Want To Know, and What I Learned are three organizer columns used in the KWL teaching and learning strategy.

#### **4. QAR (Question Answer Relationship)**

The question-answer relationship (QAR) strategy connects questions to the text by relying on the reader's historical previous knowledge or direct context hints and facts found in the text.

#### **5. Descriptive text**

Descriptive is a form of text which describes an object (living or non-living things) together with an individual, place, or thing.