CHAPTER I

INTRODUCTION

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

A. Background of the Study

Reading is important because it develops the mind. Imagine the mind is muscle that needs some exercise. A person who knows how to read can educate themselves in any area of life they are interested in. We live in an age we overflow wit information, but reading is the main way to take advantage of it. "Educational researchers have found that there is a strong connection between reading and academic success" (Scholl, 2015) In other words, students who read a lot are more likely to do well in school and pas exams then students who read a little.

Reading is one of the most important skills to master. It is because every student practices this skill every day and every time, in school or out of school and other activities. And also most of the materials in teaching and learning are in written form. If the students cannot understand the material well, they would get the academic failure. So the students need to improve their reading skill to understand the materials.

Reading is process to construct meaning that is intended by the writer. By reading we know something even without examining it directly.

Moreover, reading is not easy skill to master it. Reading is a complicated process. According to Silberstaein (1948:6) the students work intensively, interacting with the text in order to create meaningful discourse. In reading a text, the reader needs to process the information that the students get from the text into their brain. As we know reading cannot be separated from comprehension, because the purpose of reading itself is comprehension.

According to Snow (2002), reading comprehension is a process where a reader concurrently extracts and constructs meaning through interaction and involvement with written language. Based on definition, it can be said that comprehension refers to the ability to go beyond the words, to understand the ideas. Therefore, in dealing with reading comprehension, students should be able to understand the sentence, words, and the whole text relating to the context to get the main of the text.

Nowadays, the students face some problems in learning English, especially in the English text. First, most of the students feel that reading English text is very difficult activity. Second, 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 that they do not know yet, and for the students that do not have any dictionary would ignore their text. Third, many students are still low in finding the main idea of the text.

There were some data that showed the students' reading ability in Indonesia still found some problems, even in Bahasa Indonesia. The result of Program for International Student Assessment (PISA) 2018, which particularly assesses the reading ability in native language, mathematics, and science of 15-year-old found that reading proficiency of Indonesian students was still below the Organization for Economic Cooperation and Development (OECD) average score (496). The mean score of students' in Indonesia was 371. It has decreased, because in 2015 the score is 397, So Indonesia got a reduction of 26 points. The result placed Indonesia at the rank of 72th out of 77 countries (OECD, 2019).

The research conducted by Diem (2012), found that the average of mean score of English reading of fifth graders in Palembang was 51.18. The students' reading achievement and reading habit were still under the minimum score. The minimum score for KKM was 75. The result indicated that English literacy achievement of Indonesia students is probably lower than the existing data.

In reading skill teacher only asked students to read, and invited them to find some vocabulary meaning and translate the text. Those activities are not suitable for teaching reading moreover reading comprehension which mainly involves text explanation, pronunciation and vocabulary illustration. According to Wu (2013), most of teacher as

teacher-centered activities it makes students as passive participants in the class on teaching learning process.

Realizing that reading comprehension skill is very important to learn, it is essential for English teacher to find the ways to make reading easier and be fun activities for the students to learn. But they found some difficulties in deciding the technique and the media in teaching reading skill. At the moment, the teaching strategy used by teacher is not motivating the students to learn. Jagtap, (2016) stated that teacher can do important role in school as facilitator.

For those cases above, we know that by implementing Know-Want-Learn (KWL) strategy can solve the problem of students' reading comprehension. KWL stands for; what I know, what I want to know, and what I have learned. This strategy makes teachers and students become more interactive in teaching learning process. KWL strategy is one of good way to teach reading skill. Because it provides a structure for recalling what learners know about the topic, nothing what they want to know, and finally learned the material. Learners begin by brainstorming that related with the topic.

There are several studies that have used this strategy in teaching some skills, such as listening, writing, and also speaking. The finding show that KWL has positive impact to students, as the previous study conducted by Mantra (2016) with implementing KWL strategy for speaking skill, and the other previous study is conducted by Herlina (2013) that use KWL strategy for writing skill. From those studies, this study tries to find out that whether KWL strategy is appropriate or not for teaching reading skill. The study limits to discuss descriptive text.

Therefore, the title of the research can be formulated as follow:

"The Effectiveness of Know-Want-Learn (KWL) Strategy In Teaching Reading of Descriptive Text at MA Al – Manar Prambon"

B. Research Problem

Based on the background of the study above, the researcher wants to apply KWL strategy in teaching descriptive text. This methode is applied to face students' problem in reading descriptive text at MA Al-Manar Prambon. The general question of this research is " Is there any significant differences between students were thought using KWL and without KWL?

C. Research Objective

To give answer of providing question which is stated above, the objective of the study is to investigate the effectiveness of the experimental group after using the KWL strategy on reading descriptive text at MA Al-Manar Prambon.

D. Research Hypothesis

Based on the research, the researcher builds the hypothesis to make the purpose of this study clearly. The hypotheses are:

1. Null Hypothesis (H_0) – There is no significant difference between the students where taught by using KWL strategy and the students taught using QRST (Question- Read- State- Test) strategy in teaching writing recount text to the students of MA Al-Manar Prambon

2. The alternative Hypothesis (H_a) – There is significant difference between the students taught using KWL strategy and the students taught using QRST in teaching reading descriptive text to the students of MA Al-Manar Prambon.

E. The 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 limitation to the first grade students of MA Al-Manar Prambon.

F. The Significant of The Study

1. Theoretically
   - The result of the research is supposed to support theories dealing with KWL strategy
   - The result of the research are provided additional theories for TEFL

2. Practically
   - The result of the research is supposed to give information for English teachers to guide students in teaching reading descriptive text.
   - The result of the research is supposed to make students understand reading descriptive text easily.

G. Definition of The Key Terms

The terms in this investigation is used to avoid the misunderstanding among the readers. The researcher would like to show some key terms:

1. Effectiveness

The effectiveness is when the use of strategy/method can improve the students' score of reading skill. The effectiveness can be measured by the score of pre-test and post-test.

2. 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 text. Students begin by brainstorming that related with the topic and students **Know** it. The information is recorded in the K column of K-W-L chart Students create list of question about what they **Want** to know about the topic. These questions are listed in the W column of the chart. 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.

3. Reading Comprehension

Reading comprehension is the process 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 makes students ability to find out main ideas, specific information and word meaning.