

CHAPTER I

INTRODUCTION

A. Background of study

Nowadays, English become one of important subject in every school in Indonesia. English built up by the four skills, are Speaking, Reading, Listening and Writing. This four skills are related each other's and exactly should be comprehend each part of the, by do this every students can be easy to master English.

Based on the data from The OECD Programme for International assessment "PISA"(2009) the test provides the comprehensve assessment of cognitive skill. Indonesian students' achievement bellow the average of OECD in level of reading .Pisa aims to evaluate education systems worldwide every three years by assessing 15-year-olds' competencies in the key subjects: reading, mathematics and science. To date over 70 countries and economies have participated in PISA.

Reported in *Kompas*, a daily newspaper, (2003) that around 37.6% of 15-year-old students are merely able to read the texts without understanding the meaning carried by the text. Only 24.8% out of them are able to correlate the texts with their prior knowledge. It means that many students still have insufficient ability to comprehend the texts.

The very exact reason of this fact is because it is very hard for the students to comprehend the text, although they had read it many times. Why the writer say like that, because the writer has a fact that after students read the text and then their teacher asked them questions but not all of them can answer the teacher' questions correctly, because it is because it is too difficult and their lack in ability in Reading comprehension.

Reading is a process of comprehend to get the meaning of every things, it can be in form of text and many others. For senior high school ,they study about some texts there are: descriptive text, recount, narrative, discussion, news item, report etc. In this study the writer focus in Narrative text.

Based on syllabus found that the cause of reading problem is because there is no specific information or unclear explanation about reading at syllabus. Teacher did not realize know when to start teaching narrative text.

Based on syllabus that every semester of every grade from junior to senior there is find narrative text, but in fact although the students had learned about narrative text for a long time, not all of the students master this text, that become a problem because narrative text including to National Examination

Narrative text seems so simple but the writer believes that Narrative text is familiar for the students since this text can be found in many term like in English book. Narrative text also will be find after the students graduate from the school, it's why Narrative text become one interesting and useful to be

learn and observe, beside that the understanding the communicative purpose of narrative text is to amuse the reader ,why this text is needed to makes students feel enjoy and relax ,beside their serious materials.

Exactly one of the big problem in Reading Narrative Text is to find out the specific information needed and to find out the correct moral message of the text after reading the text.

From the fact above the writer finds that one of the best solution to solve the problem is by using the correct Technique. There are so many techniques that can be used in improve the students' achievement in reading narrative text, but the best one is KWL Technique. KWL Technique will help the students in Reading Narrative text .

KWL Technique stands for Know, Will or Want and Learned. This technique concern or focusing on helping the students to build up meaning from what they had read and also help them to examine their progress toward their goals.

This technique is acclaimed to be a good exercise for a study of group or a class that it can direct the students in reading narrative text. It means that KWL Technique is very useful to help the students to find out the specific information from narrative text after reading it.

Thus because of the evidences show above the writer will try to investigate the effect of KWL Technique on students' achievement in reading Narrative Text. However this study is very useful and it should be found in order to help many teachers to teach English especially in reading narrative text.

B.Scope of The Study

The main purpose of this study is to find out the effect of using KWL Technique on the students' achievement in reading narrative text, so this study only focuses on the students' achievement while reading narrative text in term of what to find out the specific information needed help by using KWL technique itself.

C.Problem of The Study

Based on the background of the study above , the research problem formulate as following:

“is there any significant effect of KWL Technique on students' achievement in reading narrative text?”

D.The Objective of The Study

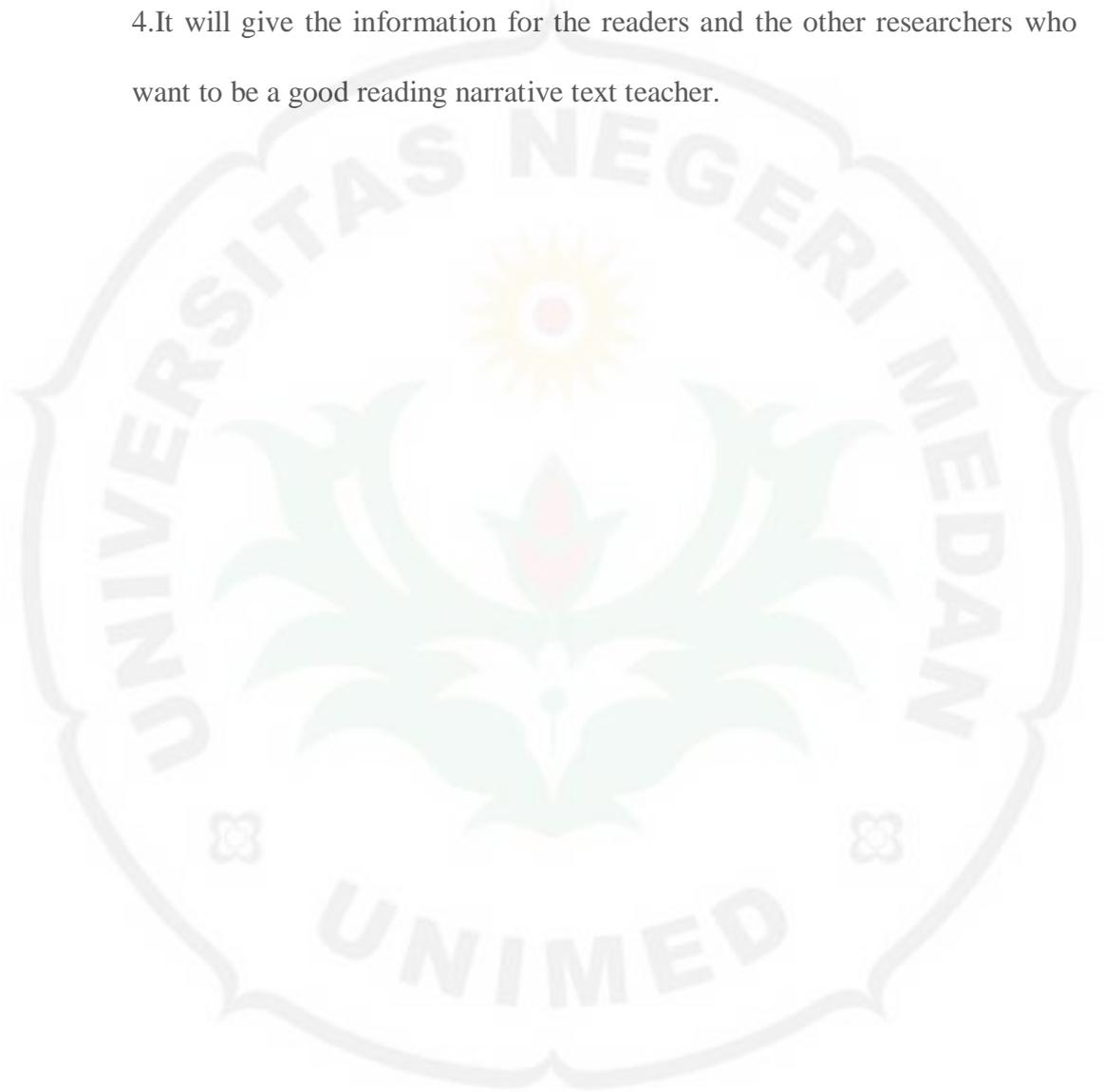
The objective of the study is to investigate whether their is a significant effect of using KWL(Know,Want,Learned) Technique on students' achievement in Reading Narrative Text or not .

E.The Significance of The Study

This study is expected will give the significances such as:

- 1.It helps the teacher to improve their skill in teaching reading especially reading narrative text.
- 2.It helps the students to comprehend narrative text .
- 3.It helps the students to be easier to find out the specific information from the narrative text that they read.

4.It will give the information for the readers and the other researchers who want to be a good reading narrative text teacher.



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