

## **CHAPTER I**

### **INTRODUCTION**

#### **A. The Background of the Study**

English proficiency consists of four skills, namely listening, speaking, reading and writing that should be achieved by the students who learn English. Reading is one of the most language skills in learning language. Reading is also something crucial and indispensable for the students, because the success of their study depends on their ability to read. Reading is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader. Reading is the window of the world because it is an important tool for people to access information.

Reading is the ability to draw meaning from the printed page and interpret the information approximately (Grabe and Stoller, 2002:9). It is an active cognitive process of interacting with print and monitoring interpretation or understanding to establish meaning by giving test. The main purpose for reading is to comprehend the ideas in the material. Without comprehension , reading would be empty and meaningless.

Based curriculum (KTSP) (2006) Junior High School students should be able to comprehend the meaning of the text in form of recount, narrative, procedure, descriptive, and report in the context of daily life. It can be concluded that it is very important for students to master reading comprehension in order to enable them to get success in reading learning process.

Based on the researcher's experience in doing PPL (Teaching Training Practice) in Junior High School, precisely when she taught reading, she found many students could not pass the Minimal Competences criteria (Kriteria Ketuntasan Minimum/ KKM) applied by the school in English Subject. Their Score in two semesters are, as follows;

Semester	KKM	Score	Students	Percentage	Mean
1 <sup>st</sup> Semester 2012/2013	70	< 70	32 Students	74.7	50.9
		≥ 70	8 Students	22.2	
2 <sup>nd</sup> Semester 2013/2014		< 70	29 Students	62.7	54.5
		≥ 70	11 Students	33.9	

There are some reasons that to be case, such as students would get bored easily if the material was reading because it took a long time to be able to comprehend the text as a whole. They thought that they should open dictionary to translate word by word into Bahasa in order to know the content of reading and then would be able to answer all the tasks. Futhermore, the teacher also uses the traditional strategy from time to time: read, find out difficult words then answer the question.

Now, to solve the problem above, the writer would like to conduct a research by applying Teams "KWL (Know-Want-learn)" strategy to overcome the problem.

Teams "Know-Want-Learn" strategy enable students to explore what they know, what they want to know, what they learn about a topic. By this technique,

students activate their background knowledge, predict about the information they expect to find in the reading material, and take notes related to the information gained. Each of these tasks supports their comprehension as they prepare to read, as they read, and after they read. The researcher focus on teams 'Know-Want-Learn' strategy in affecting students' reading comprehension, especially in descriptive text.

### **B. The Problem of the Study**

Based on the background of the study, problem of the study is formulated as follow: "Is there any significant effect of teams "Know-Want-Learn" strategy on the students achievement in Reading Descriptive Text?"

### **C. The Scope of the Study**

The scope of the study is limited on investigating second year students' achievement of junior high school in teaching reading comprehension by using teams "Know-Want-Learning" strategy. The text used for teaching the reading comprehension is descriptive text.

### **D. The Objective of the Study**

The objective of this study is to find out whether the K-W-L strategy affects in teaching reading comprehension.

### **E. The Significance of the Study**

The findings of the study will give much contribution to the following significance:

1. It suggested, that English teacher to apply know-Want-Learn strategy in teaching reading descriptive text.
2. In teaching English as foreign language it is very affective, efficient and communicative in learning English.
3. For those who are interested in conducting the research of the same field and subject matter.

