

CHAPTER I INTRODUCTION

A. The Background of the Study

English, as an international language plays a great contribution in human life. It is one tool that supports people to know this world. There are four skills that should be achieved in learning English, namely: Listening, Speaking, Reading and Writing. Reading is one of the most difficult language skills in learning language. In reading, the students are expected to be knowledgeable and familiar with what the teacher has explained in the context; where as in comprehension the students are expected to have more skills than to explain individual text or passage after comprehending them.

According to Grabe & Stoller (2002:9), reading is the ability to draw meaning from printed page and interpret this information appropriately. It is useless without both comprehending and interpreting any ideas of the text. Students are expected to get knowledge and understand about the context that has explained in the text. It means that students need to learn a considerable amount of information from a text. Reading comprehension involves the students' ability to find some information in reading text of English. 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 skill that must be developed and can be develop by means of extensive and continual practices. Students learn to read and learn better by reading. For the beginner, reading is concerned mainly with learning to recognize the printed symbols that represent language and to respond

intellectually when being asked about the content of the text he has read. Reading is not as easy as what people think. There are some difficulties which are faced by people when they want to get information through reading. Similarly, the students also find some difficulties students feel that is not easy to have ability to draw the meaning and interpret the information from the text. Therefore, this subject makes them boring and they always get bad score in reading comprehension.

Reading comprehension is the most basic purpose for reading. As the purpose of reading is to comprehend the notions in the materials, it means that without comprehension, reading is useless and meaningless. To realize the consideration above, it is important to develop reading comprehension which is essential for the students. The purpose of reading is to connect the ideas on the page to what they have already known. Because reading comprehension is the important thing in reading, the students are expected to read various texts to get deeper understanding of information or to have knowledge.

Harmer (2007: 208) states that students sometimes have low expectation in reading comprehension. The students think that understanding the passage is difficult and when the teacher in the past given them a text that they have no interest, then they would predict that the future activities will be boring. So, when the teacher told them to tell some information from their reading text, most of them did not have any ideas to tell some information from what they have read. For Indonesian students, reading is still difficult to learn, particularly in reading English material. It is because English is still foreign language in Indonesia.

Indonesian students still have low reading ability. This phenomena is shown by Vincent Grenay study (2009) that students reading ability 51,7% in Indonesia, the final sequence after Philippines 52,6%, Thailand 65,1%, Singapore 74,0 %, and Hongkong 75,5 %. It means even Indonesia is not the last sequence. It should be shame on us when know the reality. Reading comprehension has also been included in National Exam (Ujian Nasional). It means that reading needs to be mastered by the students to pass the National Examination. In fact, many students failed in National Examination. They cannot comprehend the text well because the text is very long and there are many difficult words. Finally, the students got bored and the result was not good.

When the writer did the field experience practice (Praktek Pengalaman Lapangan) at SMA Negeri 1 Air Putih, found out that her students had little comprehension of the reading text. It can be seen from their final exam scores. The average score of their final exam is 50.0. There are many students did the remedial because their score was under the standard. From 35 students, 17 of them should have remedial test or about 48%. It means that the English score of the students is still low. When the students are reading, the students are difficult to understand what they are reading. This can be extremely frustrating for students. There are some factors which influence the students' difficulties in reading comprehension. First, the students have a language problem. The students can understand the text if they understand the language. Second, the foundational skills of reading such as reception, decoding, and learning have not been mastered by students, they will get difficulties in reading such as reading haltingly. Last, the

students are unable to decode the written words. The decoding of the written words is a very important aspect of the reading act. Without being able to decode the written word, reading comprehension is impossible. In order to make teaching and learning process interesting and effective, teachers need good techniques. They will help the students to learn faster and to remember information for a long period of time. For this purpose, the researcher proposes a technique named KWL (Know Want Learned) which is developed by Donna Ogle (1987). KWL (Know Want Learned) is a technique that provides a structure for recalling what students know about a topic, noting what students want to know and finally listing what has been learned and is yet to be learned. KWL (Know Want Learned) is an introductory of what they have already known and what they want to know.

Based on the explanation above, the writer is interested in conducting a research on the effect of KWL (Know-want –learned) technique on students reading comprehension in Descriptive text.

B. The Problem of the Study

In relation to the background of the study mentioned before, the problem of the study is formulated as” Is there any significant effect of KWL (Know Want Learned) technique on students’ reading comprehension in descriptive text?

C. The Scope of the Study

This study focuses on KWL (know want learned) technique on students' reading comprehension in descriptive text especially in reading the description of place and people.

D. The Objective of the Study

The objective of the study is to find out the effect of KWL (Know want learned) technique on the students reading comprehension in descriptive text.

E. The Significance of the Study

The findings of the study are expected to be useful:

1. Theoretically for:

Theoretically this study has significance for those who are interested in this study to provide the information by looking at the result.

2. Practically for:

Practically this study has significance to English Teacher and Students.

English teachers who want to get the further information about the technique in reading comprehension and enlarge their experience in teaching reading comprehension.

Students who want to improve their skill and stimulate them in their reading ability in reading comprehension.