

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Reading is one of language skills which is taught formally in Indonesia from elementary school up to the university level. Many researchers note that reading is the most important skill in learning language besides listening, speaking, and writing. So, students need to intensify their reading competence because there are many information that must be shared as many as possible in the new globalization era. By reading students are able to cover the news all over the world. They can read magazines, newspaper and textbooks. When they are lazy to read, they get nothing, but when they often read, they are rich in information and knowledge. According to Grabe and Stoler (2002), without reading, the opportunities for improving one's life are limited. So, people especially for students are expected to increase their interest in reading activities and try to develop their reading comprehension. Reading competence can be developed as much as reading interest increased too. The readers are possible to use some strategies in comprehending a text and teachers are possible to facilitate the reading activities by using techniques and instructions in the class room.

In Harian Seputar Indonesia (2012) it's found that people of North Sumatera were definitely weak in reading comprehension and had no interest in reading activity. Moreover, Educational Level-Oriented Curriculum ( Kurikulum Tingkat Satuan Pendidikan) 2006 for high school students states that one of the main objectives of teaching English is to encourage the students to be able to

comprehend text in form of recount, narrative, procedure, descriptive, and report in the context of daily life.

The problem of reading comprehension is also found in the national examination. Many students failed in the national examination because they cannot reach the minimum score. According to BSNP (Badan Standar Nasional Pendidikan) (2012) stated that to pass the national examination, the students either in Junior high school or Senior high school must get the average score 5.5 and the minimum score for every subject is 4.0 includes English subject. In reality, students are difficult to reach that score in national examination. Tribun Surabaya (2012) found that 38 students of Junior high school in Pacitan failed because of English subject. They failed because they get score under 4.00. those students have problems in understanding the text because the textin reading part is too long and they cannot understanding the meaning on unknown words.

The students' failure may be caused by the lack of students' knowledge about how to read a text well and may be caused by lack of teachers' strategy in teaching English especially reading. In practice, many teachers tend to teach how to read the which is focused on language structure rather than language skill, particularly reading skill. It decreases a chance of the students to read critically and quickly. Because of that situation, the teacher should teach how to understand the text. In other word, the teacher should look forthe appropriate way, method or strategy in teaching to help students to comprehend the text easily. In addition, the students also don't know how to activate and to develop their prior knowledge when reading a text. They are not interested in learning reading because the

teachers usually orient to the students' textbook in teaching reading. Teachers just teach students by asking them to read the text-book and answer some questions provided in the text book. These activities do not give any opportunities to improve students' competence because it cannot give a lot of contribution to the students reading comprehension. Therefore, the student cannot comprehend their reading text and be passive in teaching learning processes. They did the activity by reading text from the beginning until the end, and when they found some difficult words, they stopped to read and looking for the meaning of the words in the dictionary.

Actually, one of the factors of this case is the lack of prior knowledge which is very important in getting gist of the paragraph in text. Prior knowledge is what the students have already known before reading the text. The students can relate previously acquired knowledge to words and concepts of a text, and learn how to reorganize old knowledge with the new knowledge in the text. However sometimes after reading the text the students are unable to understand the text. To be able to read the text the students are expected to be able to recognize the purpose of text as whole, to see how a text is organized and to understand the relationship between sentences.

In order to make teaching and learning process interesting and effective, teachers need good strategies. The teacher should be able to apply the suitable approach, strategies, method, procedure or technique in teaching. They will help the students to learn faster and to remember information for a long period of time . The purpose of using the strategies is to make the subject easier for the students to

learn and understand the text. In reading comprehension, people are suggested not only to have just one strategy, method or technique but also learn other strategies that enable them to read a variety of text.

There are some strategies in teaching reading comprehension. They are activating background knowledge, questioning, searching for information, summarizing, and organizing graphically. The teacher must be able to make variations and choose the suitable strategy in order to attract students' interest in reading. By applying those kinds of strategies, the students are able to find what they intend to know and connect it with their knowledge easily. For this purpose, the researcher proposes a strategy named K-W-L (Know Want Learn) which is developed by Donna Ogle (1987). KWL is a strategy 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 is an introductory of what they have already known and what they want to know.

The expectation on students reading comprehension is high. Meanwhile, in reality, many students have problems in comprehending the text. Reading comprehension is a significant problem in schools. Based on writer's experience when she took a teaching practice program in SMK Negeri 2 Kisaran, she found that many students especially XI grade, can not comprehend the text. They don't know how to activate and develop their prior knowledge when read a text.

Based on the previous explanation, this study is designed to conduct the research to prove whether KWL (Know-Want-Learn) Strategy improves students' reading comprehension. The researcher decides to carry out a research entitled:

The Effect of KWL (Know-Want-Learn) Strategy on Students Reading Comprehension in Analytical Exposition Text.

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

In line with the background of the study, a research problem is formulated as the following: *“Does K-W-L (Know-Want-Learn) strategy significantly affect students’ reading comprehension in analytical exposition text?”*

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

There are many strategies that teachers can suggest to students for enhancing students’ reading comprehension. This study is focused on identifying the effect of K-W-L strategy on students’ reading comprehension. In this study the forms of the text are limited, namely analytical exposition. The researcher chooses analytical exposition as the genre of this study because analytical exposition text can improve students critical thinking. In analytical exposition text students not only read the text but also think critically so they can analyse the information after that they relate it to their own experience. This text genre is very suitable to be combined with K-W-L strategy. There are 3 activities in using K-W-L strategy such as 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.

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

In accordance to the research problem formulated on the previous section, the objective of the study is to find out whether the K-W-L strategy affects the students' reading comprehension.

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

After completing the study of KWL (Know-Want-Learn), it is expected that this study will be useful theoretically and practically. Theoretically, the findings of this study are expected for the readers in enriching and broadening the theory of teaching English. Practically, the findings are expected to be useful for:

- a. The teachers to improve their competence in teaching reading.
- b. The students to help them improve their competence in reading comprehension and have a good reading after learning K-W-L (Know-Want-Learn) Strategy
- c. For those who are interested in this study to provide the information by looking at the result.