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CHAPTER I INTRODUCTION

A. The Background of the Problem

Reading is one part of the skills in English. That is very important in language. According to Linse (2005, p.69), reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, the students must be able to decode (sound out) the printed words and also comprehend what the students read.

In addition, according to Nunan (2003, p.68), reading is a fluent process of readers combining information of a text and their own background knowledge to build meaning. It means that reading holds the important role in education and an interaction between the text and the reader that constitutes actual reading. Because of it, reading can be told as a first window in getting information. On the other hand, Hasibuan and Ansyari (2007) pointed out “The purpose for reading also determines the appropriate approach to reading comprehension”.

Comprehend the text is an important thing in reading. Reading comprehension is the reading skill on the higher level. According to Anderson in Klinger (2007, p.2), reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, world knowledge and fluency. The reader also needs to

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understand about the materials that they read because it is one of the purposes of reading activity.

State Junior High School 5 Kampar Kiri Hilir is one of the educational institutions in Kampar regency that uses School Based Curriculum (SBC) in the process of teaching and learning. It has functions as guidance in teaching and learning process. In SBC (School-Based Curriculum) especially English lesson the fourth skills should be understood by the students. In this school, English subject has three meetings in each week. In one meeting the duration is only 40 minutes. Furthermore, the passing grade (KKM) in this school for English subject is 75. Concerning with that this school has expectations that students can be successful in English subject either in communication or in comprehension.

Finally, it is clear that reading requires a lot of aspects that should be mastered by the learners. If learners are not able to master all aspects in reading especially narrative text based on the curriculum, it means that the process of teaching and learning reading will not be successful.

Based on the syllabus at State Junior High School 5 Kampar Kiri Hilir, the standard competence for reading is to comprehend some types of text related to genre based approach such as narrative, descriptive, recount, procedure, etc. For students of Junior High School, in standard competence the students must be able to respond only two types of the texts; they are recount and narrative text. Students are also expected to understand the monologue and functional texts in a simple way.

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Based on researcher's preliminary observation of the eighth grade students at State Junior High School 5 Kampar Kiri Hilir, the teacher used a textbook to teach students in reading comprehension especially in narrative text. The teacher has taught reading by asking students to read students' worksheet and answer the questions related to the passage. And also, the teacher has taught by asking them to find out the difficult word, the generic structure, implicit meaning from the text and asked students to translate the text by using the dictionary. Therefore, students did not pay attention to the teacher and they felt bored in the class. The result from that case is that the students do not achieve the goals in English lesson especially reading skill.

Based on pre-observation at State Junior High School 5 Kampar Kiri Hilir, the researcher found some phenomena are of the students' difficulties in reading comprehension. The phenomenon as follows:

1. Some of students had difficulties to identify the main idea of the narrative text.
2. Some of students had difficulties to identify the generic structure of the narrative text.
3. Some of students had difficulties to get the antonym/ synonym of the word.
4. Some of the students had difficulties to find out the word reference available in narrative text.
5. Some of the students had difficulties in analyzing the moral value in narrative text.

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Consequently, related to the phenomenon above, the researcher tries to find out the appropriate solution in teaching reading comprehension. The researcher uses K-W-L-M Technique in this research. K-W-L-M technique is adapted from K-W-L teaching technique.

According to Conner in Emaliana (2013, p.128), K-W-L Technique is used to guide students through text. K-W-L-M technique is proposed by Emaliana (2013, p.128). K-W-L-M technique stands for *Know, Want to learn, Learned and to learn More*. K-W-L-M technique assists lectures in helping students to comprehend reading texts through the charts that include columns for each of activities on activating students' prior knowledge, expressing students' curiosity, explaining information gotten and extending information on the topic.

Therefore, based on the explanation above, it encourages the researcher to conduct a research entitled “**The Effect of Using K-W-L-M Technique on Students' Reading Comprehension of Narrative Text at the Eighth Grade of State Junior High School 5 Kampar Kiri Hilir**”.

B. Definition of the Terms

The researcher uses some specific terms in this study. In order to avoid misunderstanding and misinterpreting, the researcher provides the definition of all the terms used in this study as follows:

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1. Effect

Something that influences another and makes a change is called as effect. According to Jack C. Richard and Richard Schmidt (2010, p.190), effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables. In line with the explanation above, the influence in this research refers to K-W-L-M Technique on students' reading comprehension of narrative text at the eighth grade of State Junior High School 5 Kampar Kiri Hilir.

2. K-W-L-M Technique

According to Emaliana (2013, p.128), as the developer of K-W-L-M Technique, K-W-L-M Technique stands for Know, Want to learn, Learned and to learn More. K-W-L-M technique that assists teachers in helping students to comprehend reading texts through the charts that include columns for each of activities on activating students' prior knowledge, expressing students' curiosity, explaining information gotten and extending information on the topic. K-W-L-M technique is primarily intended for reading materials that the individual is having difficulty in understanding.

3. Reading Comprehension

According to Jannete (2007, p.2), reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and

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fluency. In other words, reading comprehension is the process of understanding, determining and knowing the meaning of the text.

The Problem of the Research

1. The Identification of the Problem

Based on the phenomena above, the researcher can identify the problems as follows:

- a. What makes some of students had difficulties to identify the main idea of the narrative text?
- b. What makes some of students had difficulties to identify the generic structure of the narrative text?
- c. What makes some of students had difficulties to get the antonym/synonym of the word in text?
- d. What makes some of students had difficulties to find out the word reference available in narrative text?
- e. What makes some of students had difficulties in analyzing the moral value in narrative text?

2. The Limitation of the Problem

In line with identification of the problems stated above, thus, the researcher needs to limit the problems of this research. The researcher only focuses on students' reading comprehension of narrative text at the eighth grade of State Junior High School Kampar Kiri Hilir. It refers to the main idea, the generic structure, the antonym/synonym word of text, the word reference of the narrative text and the moral value of the text.

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Based on the problems above, this research will find the effect of using K-W-L-M Technique on students' reading comprehension of narrative text at the eighth grade of State Junior High School 5 Kampar Kiri Hilir.

3. The Formulation of the Problem

Based on the limitation of the problems stated above, the problems of this research are formulated in the following research questions:

- a. How is the students' reading comprehension of narrative text taught by using K-W-L-M technique at State Junior High School 5 Kampar Kiri Hilir ?
- b. How is the students' reading comprehension of narrative text taught without using K-W-L M technique at State Junior High School 5 Kampar Kiri Hilir ?
- c. Is there any significant difference between using and without using K-W-L-M technique on students' reading comprehension of narrative text at State Junior High School 5 Kampar Kiri Hilir ?
- d. Is there any significant effect of using K-W-L-M Technique on students' reading comprehension of narrative text at the eighth grade of State Junior High School 5 Kampar Kiri Hilir ?

D. The Reason for Choosing the Title

There are some reasons why the researcher is interested in conducting this research:

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1. This title of this research is not yet investigated by any researcher.
2. The researcher wants to find how using K-W-L-M technique on students' reading comprehension especially in narrative text at State Junior High School 5 Kampar Kiri Hilir.
3. The location of this research facilitates the researcher to conduct a research.

The Objectives and Significance of the Research

1. The Objectives of the Research

The Objectives of this research include:

- a. To know students' reading comprehension of narrative text before using K-W-L-M technique at the eighth grade of State Junior High School 5 Kampar Kiri Hilir.
- b. To know students' reading comprehension of narrative text after using K-W-L-M technique at the eighth grade of State Junior High School 5 Kampar Kiri Hilir.
- c. To know whether there is or not a significant difference between students' reading comprehension of narrative text taught by using K-W-L-M technique and taught without using K-W-L-M technique at the eighth grade of State Junior High School 5 Kampar Kiri Hilir.
- d. To know whether there is or not a significant effect of using K-W-L-M technique on students' reading comprehension of narrative text at the eighth grade of State Junior High School 5 Kampar Kiri Hilir.

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2. The Significance of the Research

- a. To give a contribution to the teacher English concerning with teaching reading comprehension.
- b. To provide useful information for the reader that wants to do research.
- c. To fulfill one of the requirements to finish writer's study in State Islamic University of Sultan Syarif Kasim Pekanbaru, Riau.

