CHAPTER I

INTRODUCTION

A. Background of The Problem

Reading is one of the skills that the students should master in learning English in order to get information from the English text. Reading is not only the process of eyes movement to printed materials, but also the process of thinking. It is an activity which involves thought and texts with a purpose. In daily life, it is very important to get information from every reading passage, especially in learning English. Reading is one of the basic skills in English which is not simply translated word by word but needs to be acquired during language course. Therefore, when the students learn to read, they should be able to comprehend the reading text during the process of reading. They are not only expected to read the text in good pronunciation but also to find the meaning of each word within the text.

According to Teixeira (2012, p. 1), reading is a key language skill that has a significant place in the teaching and learning of foreign languages. This skill allows students to have access to ideas that is communicated by people in different locations and eras, gives them the opportunity to broaden their horizons and increases their knowledge. Reading in a foreign language is essential not only for promoting the students personal and cognitive development, but also for improving their study and job prospects in a globalized society. Due to the importance of reading, one of the priorities of language teaching should provide

students with the tools they need to tackle texts in variety of contexts and to define purposes more intensively. According to Ernita (2012, p. 2) The ability to comprehend something from reading materials for students who learn a foreign language needs to be improved in order to make them easier in reading process and to give them enough time in developing ability. According to Transkerley (2003, p. 108), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It means that interaction will make the reader understand what the writer talks about or the writer's messages.

According to School-Based Curriculum 2006, one of the purpose of teaching English is to develop students' skills in reading so that students will have ability to comprehend the meaning of the text based on the material that students have learned. Nunan in Syaputra (2003, p. 96) stated that reading is a set of skills that involves making sense and deriving meaning from the printed word.

SMP N 2 Bagan Sinembah is one of the Educatioanal instituitions in Rokan Hilir Regency that uses School-Based curriculum 2006 in teaching and learning process.In formal situation Reading is taught twice a week with duration 45 minutes for every meeting. Although reading is very important but students still have some difficulties in mastering reading.

Based on researcher's preliminary observation and interview to the teacher in SMPN 2 Bagan Sinembah on may 30, in the reality activities of the process teaching and learning in that school, the teacher said that "some of the students were difficult to comprehend the text that they read, they were not able to identify

the topic of the text, the generic structure of the text especially in recount text although the teacher has used some ways in teaching reading but some of students are still difficult to comprehend the text. In the activity of teaching and learning process when the teacher gave explanation about recount text and asked the students to find out factual information in recount text, some of them were confused and did not give responses to the teacher. Then, when the teacher asked them to find the topic in recount text, some of them had limited understanding about it, because they had lack of vocabulary to comprehend the text. Unfortunately, the teacher asked them about generic structure based on the text, they could not catch it because they did not know to difference among orientation, event, and reorientation. Then, because some of them had lack of vocabulary so they did not know the meaning of each word in the text. Besides some of the students also had difficulties to identify words reference in recount text, it may be caused by having just a few word, so they have problem to find out appropriate words reference based the text. Then, some of them also seemed hard to find the moral value of the text.

Based on the description above, these efforts were not effective enough for helping students in improving their reading comprehension and also the biggest problem is how to choose an appropriate technique,method, and Strategy because student can easily get bored if teacher presents material with usual ways that are still monotonous. In SMP 2 Bagan sinembah, the teacher had used usual ways in teaching reading, the teacher gave text to the students and asks the student to read the text and review. After that the teacher asked the students to ask question and

explain about the question. The last, the teacher gave questions about the text to the students. It is necessary to apply the methods or strategies to solve students' reading problem in English in order that students can read and understand the meaning of every reading passage. KWL Strategy is chosen to solve this problem as Piper In Horizon (1992, p. 234) reports using K-W-L as one of five metacognitive strategies which successfully enhances the reading comprehension in the area of social studies. KWL is an instructional scheme that develops active reading of texts by activating learners' background knowledge (Ogle, 1987, p. 570). KWL strategy is a three-column chart that captures the before, during, and after stages of reading. K = What a reader already *knows* about the selected text topic. Students tap into their prior knowledge before they begin reading. As we know from research in reading, prior knowledge supports student comprehension. W = What a student *wants* to know about the selected text topic. Students' asking questions before they read a text also supports their comprehension. L = What the students *learned* about the topic. Students' reflecting and thinking about what they just read aids them in their ability to synthesize newly acquired information with prior knowledge (Mcknight 2010, P.16).

Comparing to the ways teacher teaches the students , the students only read and review the entire text but that can be improved by KWL strategy because KWL strategy divides the main point of the text into three part; K, W and L. It makes the students more clear about the information and elaborate with their own knowledge. Traditionally, the way teacher teaches the students is still monotonous, also make the students have a less motivation to be active

questioners, read for specific purpose and reflect following reading about whether the purpose is met. But KWL strategy can help the students to increase their motivation, access what they know, decide what they want to learn and whether it is likely to be in the passage, and decide what yet needs to be done after reading.

Therefore, it is necessary to do a research by applying KWL strategy in teaching English subjects in order to help improve reading comprehension of the eighth grade Students of SMP N 2 Bagan sinembah. In this case, the researcher is very interested in carrying out a research entitled '**The Effect of Using KWL (Know,Want and Learned)Strategy on Students' Reading Comprehension at the Eight Grade of State junior High School 2 Bagan Sinembah Rokan Hilir Regency'.**

B. Problem

1. Identification Of The Problem

Based on the researcher preliminary study at SMPN 2 Bagan Sinembah,It is clear that most of the students are still getting difficulties, especially in term of Reading Recount text.

To make the problem of the research clear, those problems can be identified as follows:

a. What causes some of the students unable to find factual information from recount text?

b. What makes some of the students unable to find out the topic of recount text?

c. What makes some of the students unable to find out the generic structure of Recount text?

d. What makes some of the students unable to find the meaning of vocabulary in Recount text?

e. What makes some of the students unable to make reference in Reading Recount text?

f. What makes some of the students unable to find moral value of recount text?

2. Limitation of The Problem

In relation to the identification of the problems stated above, therefore, the researcher needs to focus on students' Reading Comprehension to find factual information, topic, generic structure, meaning of vocabulary, and reference in recount text at the eight grade of state Junior High School 2 Bagan Sinembah.

3.Formulation of The Problem

Based on the problems above, the researcher formulates some questions in the following, such as:

a. How is the students' Reading comprehension of Recount text taught without using KWL strategy at the Eight Grade of State junior High School 2 Bagan Sinembah?

b. How is the students' Reading comprehension of Recount text taught by using KWL strategy at the Eight Grade of State junior High School 2 Bagan Sinembah?

c.   Is there any significant difference of using KWL strategy and without using KWL strategy on students' Reading Comprehension of Recount text at the Eight Grade of State junior High School 2 Bagan Sinembah?

d.   How large is the significant effect magnitude of teaching English using KWL Strategy on students' reading comprehension in Recount text at the at the Eight Grade of State junior High School 2 Bagan Sinembah

C. Objective and Significance of the Research

1. Objective of the Research

Based on the formulation of the problem above, this research is necessary to carry out in order to achieve the objectives of the research as follows:

a.   To find out the students' reading comprehension of Recount text taught without using KWL strategy at the Eight grade of SMPN 2 Bagan Sinembah.

b.   To find out the students' reading comprehension on Recount text taught by using KWL strategy at the Eight grade students of SMPN 2 Bagan Sinembah.

c.   To find out whether or not there is a significant difference between without using and taught by using KWL strategy on students' reading comprehension of recount text at the Eighth Grade at SMP 2 Bagan Sinembah.

d. To find out the significant effect magnitude of teaching English using KWL Strategy on reading comprehension in recount text at the Eighth Grade at SMP 2 Bagan Sinembah.

2. **Significance of the Research**

Related to the objectives of the research above, the significance of the research is as follows:

a. Hopefully, the research finding is able to benefit the researcher as a novice researcher in learning how to conduct a research.

b. These research findings are expected to be useful and valuable for teachers of English and Students of Eight Grade at SMPN 2 Bagan Sinembah, and for further teaching and learning consideration.

c. Besides, this research finding is also expected to be positive and valuable information especially for those who are concerned in the field of teaching and learning English as a foreign / second Language.

d. Finally, these research finding are also expected to be the practical and theoretical information to the development of theories on language teaching in general.

D. **Definition of the Terms**

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

1. KWL (Know,Want,Learn)Strategy

The K-W-L strategy (What-we know; what we want to know; what we learned), first described by Ogle (1986,p.507), is such a strategy.KWL Strategy is chosen to solve this problem. Through a three-phase strategy ("Know", "Want to know" "Learnt"), students develop independent skills in comprehending, composing and learning the text. KWL Strategy helps students engage with texts in deliberate and purposeful (strategic) ways. K = What a reader already *knows* about the selected text topic. Students tap into their prior knowledge before they begin reading. As we know from research in reading, prior knowledge supports student comprehension. W = What a student *wants* to know about the selected text topic. Students' asking questions before they read a text also supports their comprehension. L = What the students *learned* about the topic. Students' reflecting and thinking about what they just read aids them in their ability to synthesize newly acquired information with prior knowledge Mcknight (2010, P.16).KWL strategy can help the students to increase their motivation, access what they know, decide what they want to learn and whether it is likely to be in the passage, and decide what yet needs to be done after reading.

In the context of this research, KWL (Know,Want,Learned) is a strategy that is used in teaching reading recount text at the Eight grade of SMPN 2 Bagan Sinembah.

2. Reading Comprehension

According to Klinger in Idham (2007, p. 96), Reading Comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading. Reading comprehension involves the ability in finding out main ideas, specific information, and word meaning.

According to Klinger (2007, p. 8), reading comprehension is a multicomponent, highly complex process that involves many interaction between reader and what they bring to the text (previous, knowledge, strategy use) as well as variable related to the text itself (interest in text, understanding of the text type). Reading comprehension is a complex process of interaction between the reader and the text. Reading comprehension in recount text is the process of assemble meaning and generic structure of the text which consists of: orientation, events, and reorientation.

E. The Reasons for Choosing the Title

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

1. The title of this research is relevant to the researchers' status as a student of English Education Department.

2. The title of this research is not yet investigated by other previous researches.

3. The location of the research facilitates the researcher in conducting the research.