CHAPTER I

INTRODUCTION

I.1 Background of the Study

English is as a foreign language in Indonesia. Studying English in Indonesia is begun from Elementary school up to university levels, but nowdays,it keeps on changing that English is learned starting from kindergarten. In fact, the learners have to achieve English well because it is as an international language and favorite foreign language. Furthermore, English has become the favorite foreign language to be taught in Asia Pacific countries in various ways, for example, lowering of the starting age for formal English language education such as in China, Hong Kong, Indonesia, South Korea, Philippines, Taiwan, and Thailand and some in secondary level such as Cambodia, Laos, Japan, Myanmar and Vietnam (Kam, 2002; Nunan, 2003).

Furthermore, in English there are four skills that must be mastered by students not only academically but also practically whether in formal sholl or in non-formal school or courses. Brown (2001:232) states that there are four skills in English that should be mastered. They are speaking, listening, writing, and reading. Reading is one of the four language skills that can support students in English.

In addition, by reading means students will derive many information because through reading it can interact or communicate to others who have different countries and cultures, and of course it can be applied it in daily life. As

Lems, Miller and Soro (2010:33) states that reading is process of knowing information, and reading is an interactive process that takes place between the text and the reader's processing strategies and background knowledge.

Through reading, the students will enlarge their knowledge to derive much information not only in educational fields but also in other fields. However reading is one of the basic skills in English that is not simply translated word by word but need to be acquired during language course. Based on Nunan (2005: 69) reading is a set of skill that involves making sense and deriving meaning from the printed word.

Moreover, Lems, et.al (2012:170), explains that reading comprehension is the ability to construct meaning from given written text. Based on the theory, to comprehend reading is the students must be able to identify the meaning and to understand the context of the reading. Furthermore, the learners also be able to find out what the writers' explicitly or implicitly conveyed.

Teaching reading is a process of teaching and learning interaction between teachers and students based on reading text. According to Kaplan and Baldauf (1997), there are two related issues to be considered. The first issue is associated with the content used for language teaching. The second issue is concerned with the method used for the delivery of language instruction.

Reading is not only a source of information and a pleasure activity but it is also a means of consolidating and extending one's knowledge of the language (Iftanti, 2010). In fact, almost all of learning resources are printed in English, so in order to meet the Indonesian government through BSNP (National Education

Standard Foundation) has highlighted the significance of learning EFL by establishing some criteria of literacy competences for each educational level. Referring to that legal basis, senior high school students are required to accomplish informational literacy competence in which they have to be able to communicate with English through oral and written sources to access knowledge and information. However, without having the ability to read, people will not capable to grasp the meaning of written materials well.

Textbook materials, in particular tend to be challenging for students because they often lack of sufficient domain knowledge. Textbooks contain unfamiliar words, unfamiliar concepts, and have structures particularly germane to instructional textbooks. In addition, textbooks tend to have numerous cohesion gaps, posing additional hurdles for many students. Cohesion gaps occur when there is little conceptual overlap or explicit connections between sentences. Cohesion gaps force readers to access knowledge to make connections between sentences. Critically, making these connections requires both general and domain knowledge (McNamara, 2009:34).

However, in fact textbook materials do not tend to be challenging for students. The students think that textbook materials just the materials that they need to finish it and try to because the students want to get the score that they need. The students try to get challenging by playing and find the fun activities which there are no correlation to the textbook. For students, textbook is a boring thing and there is no challenging on it. The students are less interested in reading because it is difficult and make the students choose to leave than do it.

In the context of English language teaching in Indonesia, too much dependence upon textbooks may affect the performance of teachers in developing teaching materials. This is especially true when the textbook is deemed capable of promising success in national exams better than the materials from other sources. Teachers tended to consider the text book as a complete resource, as it was thought to cover all the teaching-learning items as required in the content standards and graduation standards set by the government (Lengkanawati,Setyarini,Sari, and Moecharam, 2015:37).

According to Teixeira (2012:1), reading is a key for 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, give them the opportunity to broaden their horizons and increase their knowledge. Futhermore, reading is not passive activity.

One of reading genres that is familiar and taught to the eighth grade at IT Al-hafit Junior High School Pekanbaru is reading comprehension. Since the students are always faced reading comprehension through genres, they must know the types of texts, such as recount, descriptive, expository and narrative.in addition, automatically the students are able to comprehend each of the text. This research only focus on descriptive text genres.

As one of the language skills, reading is taught at school and it is supported by School Based Curriculum (KTSP). School Based Curriculum is a kind of curriculum concept that focuses on the development of doing competence based on standard of performance and in can make the students able to master in a

particular competency. In short, the school Based Curriculum involves the teacher in teaching and learning process just as a facilitator that might guide the students in achieving the competency.

Based on national Curriculum in Indonesia, there are two competences namely standard competence and basic competence which need to be mastered by students, and these competences are stated in syllabus as guidance for teachers in arranging teaching and learning design or lesson plan. At junior high school, the standard competence is to understand the meaning short essay of various genres. Based on the curriculum and syllabus (2016/2017), the students are required to be able to comprehend many kinds of genres, such as: descriptive, narrative, recount, etc, which are useful for communication purpose, related to their environment (Badan Standar Nasional Pendidikan, 2006:31).

IT Al-hafit Junior High School Pekanbaru is one of the schools that also uses School Based Curriculum (KTSP) as it is guide in teaching and learning process. English is one of compulsory subjects that must be taught to students. It is taught twice a week with duration of 80 minutes (2 x 40) minutes in one meeting. Although this school has done a lot of efforts to improve the students' English competence in reading subject. But in fact, the students do not seem good in English and many students still have difficulties in reading. Meanwhile, this school has a program to improve English, which the teacher has been using the Competence Based Curriculum in teaching and learning process, but the technique that teacher uses is not successful enough in teaching reading yet.

However, as cited from The Jakarta Post (September 16th 2009), youth's reading interest in Indonesia in general is relatively low compared with young people in neighbouring countries like Singapore and Malaysia. The problem of reading has been found in young students. As reported in The Jakarta Post (July 4th 2014), based on a recent nationwide survey conducted by the United States Agency for International Development (USAID) in cooperation with the Education Ministry, Religious Affairs Ministry and Myriad Research, the reading ability of primary school students in Indonesia was 69 percent. It is found that many students are not able to read. Based on preliminary study at IT Al-hafit Junior High School Pekanbaru on September-November 2016 the teacher explained about teaching and learning process in the class. In teaching reading, the teacher will present strategies for teaching and learning into three ABC phases. The first activity is the the anticipation phase (pre-reading), in which students are directed to think and ask about the topic they are about to study. The second activity is the building knowledge phase (while-reading), after the lesson gets started, the teacher leads students to inquire, find out, make sense of the material, answer their prior questions, and find new questions and answer those, too. The last activity is the consilidation phase (post-reading) toward the end of the lesson, teachers want students to reflect on what they learned, ask what it means to them, reflect on how it changes what they thought, and ponder how they can use it.

In fact there were many problems found while observing the teachers' strategies in teaching and learning process occured. It's found that most of the

students were difficult to understand what the teacher instructed to them. The teaching learning process was still teacher-centered. It also lack of vocabularies meaning that difficult for the students to understand From the teachers' explanation, ideally the students at the eighth grade of at IT Al-hafit Junior High School Pekanbaru were able to read and understand the English text well. Some of the students also were not able to understand what teachers was instructed to them. Unfortunately, the fact had shown that the students were not able to comprehend reading text and some of the students did not fulfill the minimum criteria of passing grade (KKM).The teacher said that the passing grade of learning English especially in reading is 79. However, based on the interview to one of English teacher at IT Al-hafit Junior High School Pekanbaru, it showed that there were only many students could understand reading comprehension in pass the passing grade (KKM).

In addition, the teacher said that many problems were faced by students of the eighth grade in reading comprehension. The First, the students were difficult to find out main idea in reading text. Second, the students were not able to identify the references in reading text. Third, students were not able to determine the meaning of unfamiliar words from the reading text. Fourth, the students were not able to get factual information of the reading text. Fifth, the students were not able to make inferences of the reading text.

To improve the students' ability in comprehending, the teacher needs to apply an appropriate strategy or a technique to help them solve their problem. Based on the problems above, there is a strategy in learning English that can

improve students' reading comprehension. The comparison Between the use of KWL Plus and KWL Strategies guide students through their reading material. Although the process begins as a before reading activity, its primary purpose is to develop a framework which students can use as they read. Burke (2005:16)

The KWL Plus and KWL Strategies were developed to improve students' ability to visualize and led to an improvement in students' ability to spontaneously recall details of a text and students understanding of the text. Strongly believes that by using visualization can open the door for life-long reading.

The reason why the researcher choose KWL Plus and KWL Strategies are because there were not researchers reseaching both this strategies. the researcher use KWL-Plus to be experimented and compared whether there is a significant improvement in applying both strategies. In addition, the researcher want to compare which strategies will available to teach in the classroom. In the other hand, the researcher also use the previous thesis , journal and the theory that support stundent's need to comprehend the reading text by using this strategies. This strategies have already been researched by other researcher in reading and different skill. Both strategies were reseached in separate places and different title based on international journal. These reason why reseacher choose to research the comparative of KWL Plus and KWL Strategies to be applied in the class experiment group 1 and experiment group 2 and to prove which strategies are available to be applied.

Based on the explanation and problem above, it is necessary to carry out a research entitled "The Comparison Between the use of KWL Plus and KWL

Strategies on Students' Reading Comprehension at IT Al-hafit Junior High School Pekanbaru".

I.2 Statement of the Problem

The goal of the study is to determine the comparison between the use of KWL Plus and KWL Strategies on Students Reading Comprehension at IT Al-hafit Junior High School Pekanbaru. Based on the background above, some of the students might be unable to read and comprehend the text, they got difficulties to know the topic and got difficulties to determine the unfamiliar words, to identify the generic structure, and could not answer the questions correctly. Finally it can be inferred that strategy used by teacher did not really improve students reading comprehension yet.

In addition, It has been recognized that some of the students at IT Al-hafit junior high school Pekanbaru still face the problems especially to comprehend the questions in reading comprehension. Some of the questions are addressed; Why were the students not able to find out a main topic in the text? What were the difficulties of the students to identify the references in text? Why were the students not able to identify the meaning of unfamiliar words? Why were the students not able to get information of the descriptive text? were the teacher's teaching strategies appropriate with the student's need? which was the suitable strategies to be applied between KWL Plus and KWL Strategies in teaching reading comprehension?

KWL Plus and KWL Strategies are chosen to solve this problem. Through a three-phase strategy ("Know", "Want to know" "Learn"), students develop

independent skills in comprehending, composing and learning the text. Carr & Ogle (1987) revised the strategy into the KWL-Plus scheme, short for Know, Want, and Learn plus Mapping and Summarizing. These researchers supplemented the traditional K-W-L strategy with mapping and summarization strategies for use in content area texts. And they define KWL-Plus is an extension of the strategy that helps students organize and summarize important information from the text.

KWL Strategy helps students engage with texts in deliberate and purposeful (strategic) ways. In the first phase K (Know), students activate prior knowledge. Then in the second phase they predict what additional information they are likely to need W (Want to know), and develop a plan to gather that information. In the final phase L (Learnt), students reflect on the new knowledge generated or retrieved as the plan is implemented. (Paris, 1987:37).

I.3 Limitation of the Problem

Based on the limitation of time and budget, the problems are limited in comparing KWL Plus and KWL Strategies on reading comprehension at junior high school of eighth grade students at junior high school IT Al-hafit Junior school in academic year 2016/2017 academic years. In this study, class VIII A and VIII B will choose as the participants of the research. Each class consists of 20 students.

I.4 Purpose and Objectives of the Study

The goal of this study is to compare of using KWL Plus and KWL Strategies on Students Reading Comprehension IT Al-Hafit Junior School Pekanbaru.

The objectives of this study can be stated as follows:

1. To find out a significant difference on students' reading comprehension before being giving the treatment by using KWL-Plus strategy for experimental group and KWL strategy for control group.

2. To find out a significant difference students' reading comprehension before and after being giving the treatment by using KWL Plus strategy for experimental group 1.

3. To find out a significant difference on students' reading comprehension before and after being giving the treatment by using KWL strategy for control group.

4. To find out a significant difference on students' reading comprehension after being giving the treatment by using KWL-Plus strategy for experimental group and KWL strategy for control group.

I.5 Research Questions

The problems of this research can be formulated in these following questions:

1. Is there any significant difference on students' reading comprehension before being giving the treatment by using KWL-Plus strategy for experimental group and KWL strategy for control group.

2. Is there any significant difference on students' reading comprehension before and after being giving the treatment by using KWL Plus strategy for experimental group.

3. Is there any significant difference on students' reading comprehension before and after being giving the treatment by using KWL strategy for control Group.

4. Is there any significant difference on students' reading comprehension after being giving the treatment by using KWL-Plus strategy for experimental group and KWL strategy for control group..

I.6 Significance of the Study

The significance of the study addresses to create teaching-learning process strategy in the class. This study can be used for the writer and readers to get the information about the comparison between the use of KWL Plus and KWL Strategies on students' reading comprehension. Besides, this study can be used to give positive contribution to students at IT AL-hafit Junior High School Pekanbaru in improving student's reading comprehension.

In the other words, it can be used to increase the teacher's knowledge about teaching reading comprehension by using KWL Plus and KWL Strategies. The teachers give students chances to be creative in solving the problems about the subject matter. By knowing good strategies through this study is very important not only to the students as object of education but also for teachers to improve the students' achievement, especially in reading comprehension.

I.7 Rationale of the Study

Reading is one of the important skills in learning English. Students should master and comprehend in reading text. To make them comprehend in reading text, teacher should help them by implementing appropriate strategy in teaching process. Learning strategies help to make language learning easier, faster, more self-directed, more effective and more transferable to new situations (Rubin 1987 and Oxford 1990).

Language Learning Strategies refer to conscious or unconscious mental steps, procedures, techniques or specific actions employed by learners to aid in the acquisition, storage, retrieval and the use of information to regulate one's effort in learning a target language. This strategies can be used to assist student's improving their reading comprehension by using KWL Plus and KWL Strategies.

KWL Plus strategy is one of the meta-cognitive strategies intended to provide students with better opportunities of comprehending reading texts. Pressley (2000) suggests that proficient readers use appropriate comprehension techniques. Tracey and Morrow (2002) along with Pearson and Duke (2002) maintain that comprehension is a skill that enhances other language arts components such as decoding meaning, vocabulary development and spelling acquisition.

KWL-Plus as presented by Ogle (1987) is one of the reading meta-cognitive strategies that prompt the reader to think critically while interacting with the reading text. Carr and Ogle (in Fritz, 2002: 1) report that KWL strategy is a method devised to teach students to read actively by engaging previous

knowledge, asking questions, and recalling important information in the text to enhance comprehension. The strategy has set of procedures to be used in English classrooms of reading. Teachers of English can use it with a group of students. First, the teacher introduces the reading lesson through a set of questions that help the students activate their prior knowledge of the present text. Second, the teacher prompts the students to write a few sentences about what they expect to learn about the text. Next, the teacher asks the students to read the text. Finally, the teacher requests the students to map the related ideas they learned from the text on specially designated worksheets. The main ideas can be turned into a writing task by summarizing the information they have already mapped in the previous activity. Thus, the teacher can assess the students' comprehension output from what they have already written about the target text.

KWL strategy was elaborated by Ogle in 1987. It is a three step learning strategy. O'Malley and Chamot (1990: 170) provide a description of the application of this strategy as it was stated by Ogle. The learner is provided by a chart composed of three columns. In the first column, the learner brings what he already knows about the topic. In other words, at this first step, he is about activating his prior knowledge. In the second column, the learner asks questions about things he wants to know. In the third column, the learner and after interacting with the new input indicates what he has captured as new knowledge to be build on what he used to have as storage. This strategy is seen as a set of strategies. The first one involves the activation of the already existing frames of knowledge. Through the second strategy, the learner focuses his attention on what

he is searching to learn. In the last step, the learner uses a third strategy, which is a kind of summary to see what he has acquired as a new knowledge In spite of the differing views around the utility of brainstorming, it proves to be helpful in activating prior knowledge.

I.8 Definition of the Terms

To avoid misunderstanding and misinterpretation of this research, it is necessary to define the following terms:

1. The causal-comparative design involves selecting two groups differing on some independent variable and comparing them on some dependent variable. (L. R Gay (2000: 364). In this case, the comparison between the use of KWL Plus and KWL Strategies on students' reading comprehension.

2. KWL Plus is a strategy that helps students organize information they recall from text. Students complete all of the steps of KWL (see page 120) and then carry out the additional steps of categorizing, mapping, and summarizing what they've learned. (Carr & Ogle, 1987)

3. KWL strategy was elaborated by Ogle in 1987. It is a three step learning strategy. O'Malley and Chamot (1990: 170) provide a description of the application of this strategy as it was stated by Ogle . Feather (2004: 82) provides an answer for this question once she states: "during a brainstorming session, information that is already known is brought forward and becomes more accessible". In other words, a reader in a

brainstorming session brings from his brain ideas he already knows about the subject matter of the text.

4.   Reading comprehension is the active process of constructing meaning from text (Jenette 2007 : 8). In other words, reading comprehension is an ability to understand a text in a term of finding the meaning of the story, identify the main idea, identifying explicit and implicit information of the text. Based on this reading is used on descriptive text.