

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Reading is an ability to make sense of written or printed symbols and it is often combines the two senses of hearing and sight Fischer (2003). Based on the definition above, it can be concluded that reading is an activity to seek any information in a book and the others to understand the purposes of the content on a book by interpreting the symbols such as alphabet that the readers remember. It will bring up a comprehension in it after seeking and reading the information based on a book or text. Reading has become the focus of attention that devoted to be the point of teaching and increase learning literacy. It means there are a lot of benefits after reading a book and collecting some information in it. In conclusions, reading is an activity to understand the reading text by looking at the symbols such as alphabet and it can interpret to be one unit that is clear and understandable.

Reading requires a definite understanding so that the information obtained can be clearer and more precise. The understanding in reading is not only in a book but the readers can do it in newspaper, letter and something that appeared beneficial information on it. The understanding of the content of reading can be called comprehension. According to a book by Pang, Muaka, Bernhardt, & Kamil (2003) reading consists of two related processes those are recognition and comprehension. Recognition refers to the process of understanding how symbols are written. And comprehension refers to process of making understanding of

words, sentences, and related texts. Based on those explanations above, it can be concluded that reading is the process of understanding the meaning of symbol written and understand what the writer means on a book that they wrote. Therefore, every person needs reading comprehension to understand the information on a text or discourse.

Reading comprehension means an ability to read the text, process it and understand the meaning of the literature. Based on Oakhill, Cain, & Elbro (2015) reading comprehension is a complex task which requires the processing of many different cognitive skills and abilities. So, to do this activity, like doing a reading comprehension activity, it will take a long time for the reader to understand what the author is saying in the book or something like that. But it is also important for the readers to know about the content inside the book and what the important point that stated on a book. According to Blachowicz & Ogle (2008) reading with understanding and fluency or something that can called reading comprehension is important because people can gain the information and ideas from it and reading is an essential for our life because it can help the readers gain success in education and employment. To conclude, reading has become our habit, and someone will try to learn to read and begin to understand reading since entering school. So, it means to help someone ability in reading comprehension, as a future teacher and also researcher needs some strategies of teaching to improve the student's reading comprehension.

These days, the common problems that are usually faced by the students in reading is how to comprehend the contents and the components of reading itself. The students usually only read the text without understanding it. When the

students get the topic of the text, usually the students do not really know about why the students need to read the text. So, it means that we need something that can improve the comprehension from the students called strategy. Strategy is a plan that arranged just because a reason Duffy (2009). It means that people will use strategy when they face something that they think make sense to do a plan and that plan can solve that problem.

Many students faced problems in comprehending the information of the text while reading. A hard effort is needed to make them understand the contents of the reading text. As the case at SMPN 4 Denpasar, the students feel bored with the efforts taught by their teacher and even make it more difficult for them to understand the contents of the reading. It caused by the explanation from the teacher without any innovation or some technique to teaching. The techniques used by most of teachers are also very monotonous and perhaps too old for today's students. This is the problem that researchers found at SMPN 4 Denpasar. Then, based on the interview session with the teacher also said the same thing that the students reading comprehension are low. And the way the teacher implemented that technique was the students are directed to read the text first and then the teacher will ask questions to help students remember the understanding they did on the text.

From that technique raised several weaknesses in teaching reading to students. Weaknesses that arise, namely, teacher center where it can bring up the students feel bored while studying, students became less active in class and the scores achieved by students in reading are not satisfactory enough. From this weakness, it needs an innovation from the researcher to provide an effective

strategy and can make students understand more about what they read before. With the weaknesses that the researcher found in the technique, it is interested in helping to increase students' engagement in class and helping students improve their achievement in reading comprehension. Therefore, the researcher wants to perfect the technique used by using the strategy that the researcher has found which is supported by adequate theory. This is also to solve the problem that the researcher found in that school.

As the researcher, needs to solve that problem by using strategy of teaching. There are a lot of strategies of teaching that related to reading skill specially to improve reading comprehension of the students. One of the teaching strategies that the researcher chooses to solve this problem is teaching strategy by using KWL Plus. The researcher tried to improve reading comprehension by using KWL Plus strategy on the eighth-grade students of SMPN 4 Denpasar in academic year 2023/2024. This strategy required students to write KWL Plus chart that is an acronym of Know, Want to know, Learned and for the Plus chart the students will be asked to categorize and summarize the text and also what they wrote on KWL chart before. The Plus chart will help students improve their comprehension.

By implementing KWL Plus strategy, teaching reading comprehension can be more easily. The four charts of KWL Plus helps students to remember what they already know about the topic of learning. Then goes to something that they want to know about the topic of learning. Then to something about what they learned in the topic of learning. And lastly, they can categorize or summarize something that they have learned during the strategy of teaching runs with the

material in the class. It will make them remember the comprehension based on the text. Besides that, KWL Plus strategy also can increase the students critical thinking because they will explore the things that they want to learn before going to the text.

In conclusion, this strategy is helpful for students in improving reading comprehension. KWL Plus strategy is expected make the students easily understand the reading text. The use of KWL Plus chart is really needed to record students' prior knowledge and what did they learned from the reading text. This is the reason why the researcher conducted this research because the benefits of KWL Plus strategy are to stimulate and engage students reading comprehension to gain the good achievement on the eighth-grade students of SMPN 4 Denpasar in academic year 2023/2024.

1.2 Research Problem

Based on the background of the study above, the researcher still found some problems in teaching learning activities in the eighth-grade students of SMPN 4 Denpasar in the academic year 2023/2024 especially in reading comprehension. Moreover, the difficulties also faced by students when they were asked to identify general information, specific information, and textual meaning in reading text. So, the researcher is interested to solve this problem by using KWL Plus strategy. Because this strategy can help students to comprehend the reading text and it will be easier for them to identify general information, specific information, and textual meaning. Therefore, the research problem in this study can be formulated as follows: can reading comprehension of the eighth-grade

students of SMPN 4 Denpasar in the academic year 2023/2024 be improved through KWL Plus strategy?

1.3 Objective of the Study

The objective of the study is the goal of the establishment of this research during the study. This is a direction for present study so that students know what things should be accepted by students in the difficulties they face in research problems. Besides that, the objective of the study is the starting point for completing this research. There are many teaching strategies regarding reading comprehension. And indeed, there are some of that have been applied in class to improve student achievement, especially in term of reading comprehension. According to the observation, interview, and preliminary observation, reading comprehension of the eighth-grade students of SMPN 4 Denpasar needed to be improved. Therefore, in this problem, KWL Plus is a good strategy, which the researcher interested to apply. In the 'plus' section the students are expected to categorize the generic structure of the text. In accordance with the research problem that has been formulated, the researcher was intended to find a solution and answer the research problem. Based on the problem that has been stated, this research is aimed at improving reading comprehension of the eighth-grade students of SMPN 4 Denpasar in the academic year 2023/2024.

1.4 Limitation of the Study

Limitation of the study is important to avoid the discussion appear outside of the study. This should be presented as accurately, in depth and as specifically as possible. The term of reading is wide. There are many issues or content that can be adopted as the subject matter to be observed. Therefore, the researcher limits

this study to finding out the effectiveness of KWL Plus in improving students reading comprehension. So, here the researcher limits this study in improving students reading comprehension using KWL Plus. And which applied to eighth grade students of SMPN 4 Denpasar in the academic year 2023/2024. In the present study, SMPN 4 Denpasar applied the Merdeka curriculum. The student's reading skill is limited on identify and analyze a text that called recount text. Furthermore, it should fulfill the scoring rubric criteria, which are mainly focused on three aspects: comprehension, grammar, and vocabulary. And the book that will use named English for Nusantara SMP/Mts Kelas VIII and the other book that support is Bright an English Course for SMP/MTs Grade VIII published by Erlangga.

1.5 Significance of the Study

This research is concerns with teaching reading comprehension in improving reading comprehension of the eighth-grade students of SMPN 4 Denpasar in academic year 2023/2024 through KWL Plus strategy. It was expected the students will have good responses while study and it is also can be useful for teacher to improve students reading comprehension in the future by using this strategy. Besides that, the significance of study is also as a reference for the reader how useful this research is made both theoretically and practically.

Theoretically, the finding of the present investigation is expected to strengthen the existing theories which similar with this title of the research and do not forget to attach a little empirical evidence to further strengthen the statement in improving students reading comprehension through KWL Plus. Furthermore, the result of this study are expected to enrich theories that can be used as a

reference for the future study which related to KWL Plus strategy to improving students reading comprehension of the eighth-grade students of SMPN 4 Denpasar. So that based on the theory that has been obtained and included in this study it can be the latest research that has successfully put forward the KWL Plus strategy to improve reading comprehension in the future students in general.

Practically, the result of the study is useful for teacher and the readers to know about how useful using learning strategies in teaching such as KWL Plus to improve students reading comprehension. Besides that, the significance of the study is also expected to give feedback for the teacher, students, and the other researchers. By applying this strategy, the teacher will be able to solve the problem that faced by them when teach the students about reading skill. This is the one of all strategy can be expected giving more responses by the students. Because besides increase students reading comprehension it is also help students to improve their critical thinking when they face English learning through this KWL Plus strategy. And for the researcher this research can be the reference to overcome the problem which is face in the future and also become the new knowledge for them when they are facing teaching problem in reading comprehension.

1.6 Definition of Key Term

Based on the title that is “Improving Reading Comprehension of the Eighth-Grade Students of SMPN 4 Denpasar Through KWL Plus in the Academic Year 2023/2024”. In order to avoid misunderstandings from this research, the definition of key term is made in order to make a better understanding before delving deeper into this research. So, the researcher should give clear information

and operational definitions concerning the key terms used in this study. There are several operational definitions of key term of this study, such as the following:

1. Reading Comprehension

In this study, reading comprehension is defined as the ability of the eighth-grade students of SMPN 4 Denpasar in the academic year 2023/2024, especially in finding out the general information, specific information, and the generic structure.

2. KWL Plus

KWL Plus strategy define as a teaching strategy used to improved reading comprehension of the eighth-grade students of SMPN 4 Denpasar in academic year 2023/2024 which is four chart that consist of KWL Plus. The first chart is K, the teacher let the students brainstorm what they know about the topic. The second chart is W, the students review the topic again and consider what they still want to know. The third chart is L, the students add details that they have learned while reading. And the fourth chart the students will do categorizing and summarizing.



UNMAS DENPASAR

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review refers to the literature based on the topic. The theoretical review serves to demonstrate the knowledge of the researcher in the chosen research area. And the researcher explains the theory based on the research problem. And also, by providing several theories from the expert that the researcher can find it on the book, e-book or something. It can be something that can strengthen the researcher study. Besides that, this research allows the readers to understand the foundation from the research. Where in theoretical review the researchers is given the opportunity to seek and include evidence in the form of existing relevant theories, in the hope of strengthening the researchers statements on the topic to be made or to be discuss. In the following, there are two things that will be explained and discussed, namely reading comprehension, KWL Plus strategy and reading assessment.

2.1.1 Reading Comprehension

Reading comprehension is a cognitive process to be able to understand many kinds of texts, the readers should have some skills that will support their understanding. Reading comprehension is also one of the most important things for students who learn English as a foreign language. It plays an important role in guiding students to be successful in learning a language. Reading can be an enjoyable activity when it is carried out effectively and easy to understand. It is widely known that reading is an activity with a purpose to be understandable by

the readers. Various definitions of reading comprehension are expressed by the experts that can be seen in the following discussion.

Reading comprehension is motivated and purposeful Blachowicz & Ogle (2008, pp. 26-27). This means that when a person want to read, they certainly have an interest and purpose for something they want to read. Motivation and purpose absolutely different. There are those who have an motivation in reading with the aim of getting the best grades for their academics. And there are those who have an motivation in reading just to fill someones curiosity about objects or things that are of motivated to them. But sometimes motivation and purpose will also change when a person have read the book that they interested with. And that book has answered a persons previous questions. It happens because there is a an interest-driven process in which reading purpose may change over time. Where at first a person had very general questions so that when the answers to these questions have been found they will have new questions that more spesific and sophisticated. That is all about reading comprehension is motivated and purposeful. When people already got something they will have more curiosity about something that they interested with and that does not mean their interests can not change over time once they already know the answers to their questions.

Reading comprehension is a process that is constructive Blachowicz & Ogle (2008, pp. 27-32). Which means a good reader will be active in construct meaning through the process of interacting with what they read and integrate their knowledge with what they already know. So reading comprehension greatly influences a person in interacting based on existing facts. They will be more active in seeking the truth about something that they think is less clear to

understand. And to find the truth they will read books and understand the contents of the book after that tell them that these are the facts based on books they read. It also helps them to strengthen the opinion that they throw at the listeners and no one can deny it because it is in accordance with the facts. It can be called the knowledge after seeking the information based on the book. Knowledge and experience provide context is influencing the way people understand, appreciate and remember what they read. Even perception is influenced by knowledge and context.

Reading comprehension is skillful and strategic Blachowicz & Ogle (2008, pp. 33-36). It means that comprehension is a process that demands a strategic approach. Good comprehension will be possessed by those who have control over the reading process. They will actively build meaning as they read. And they also direct their own understanding using basic strategies. They know what strategy to use to help them understand the knowledge after read. And they know when to use strategies to increase understanding. The researcher also suggests that a good reader has a plan for understanding. Although these plans may vary for different types of text and learning.

Besides that, reading comprehension has some aspects that really important to know. Without aspects in reading, this will affect how to read and read fluency. That is the reason why in general the aspects of reading that the researcher said down below are can affected how people read and read fluency. Just one reason to describe it that is to provide the clear meaning of the words made. So, there are two kinds of aspects in reading comprehension that is grammar and vocabulary. The first is grammar, according to Harmer (2002) stated

that grammar as the rules by which words change their forms and are combined into sentences. The second is vocabulary, according to Willis (2008) stated that vocabulary is a processing requires students to organize their thoughts through neural networks connecting brain regions in several lobes. Without grammar, people will never know how to arrange the words with grammatically correct. And also if without vocabulary, people will never know how to organize the words well. That is the reason why grammar and vocabulary become the aspect of reading comprehension.

To conclude, reading comprehension has many definitions and as the benefit for them who do it. Starting from the emergence of motivation and purposes. Towards a constructive process in finding a fact about an interaction so that the speakers' opinion will be strengthened by it. Then it goes to how one does an understanding of reading by using strategies. And this strategy will help them to better understand the contents of the reading. Those are the beneficial and the important reasons why reading comprehension can increase the students' achievement in the class.

2.1.2 KWL Plus Strategy

In these days to improving reading comprehension in students are need some variations of learning. Because it will be difficult for the teacher to improve it without variations of learning. Lately, many people know a variation in learning is called strategy of teaching by the teacher. That is to improve reading comprehension in a students need an appropriate strategy. So many strategies that can the teacher use to improve students' reading comprehension. One of the

strategies that effective to help students to improve their reading comprehension named KWL.

KWL Strategy is a strategy which can make students easier to understand and comprehend every reading passage in a fun way. It is interesting and wonderful as the start of any unit of work, meeting, or discussion. KWL strategy is a strategy that helps students to learn new material with use of question and access information from reliable sources and helps the students comprehend what they read and understand what they read. Arends and Kilcher (2010) stated that KWL is a strategy that can engages students in accessing prior knowledge and framing learning questions and goals prior to an instructional segment, and then reflecting on what has been learned following instruction. That means this strategy encourages students to use their past knowledge when reading and invite them to have brainstorming with that.

KWL itself is a strategy made by Ogle (1986) in the book Herrell & Jordan (2015). This strategy is designed to improve students' ability to understand reading content. This is a very effective strategy for engaging and motivating students. This strategy is wonderful at the beginning of any unit of work, meeting of discussion. It elevates thinking and discussion, opens avenues for possible investigation and information. The familiar KWL activity can be used in the introduction of a new literacy technique or strategy to stimulate prior knowledge and students' engagement.

From those statements above, KWL strategy provides students with opportunity to brainstorm and list the ideals and details about the topic. According to Arends (2012) states that effective teachers employ strategies interdependently

until motivation is a permanent aspect of their classroom. Which means that with strategy, the students will be motivated in learning where they will find learning activities that are interesting and meaningful. In addition, KWL can help students to be active, comprehend the text easily, and students are expected to be able to extract information and not feel bored, increase critical readers, and develop themselves in communicating their thought. But after the implementation of KWL succeeded, KWL strategy was revised to become KWL Plus. Where this strategy is a more advanced variation and further refines the old strategy.

KWL Plus strategy is a way for students in SMPN 4 Denpasar to collect information that can help them learn by doing literacy after wrote something that they already know and something that they want to know. It also means that the students use the text to confirm and enhance their knowledge and to satisfy their questions Buehl (2017) that this strategy is a way to engage students who did not have an opportunity to share orally. That is why before they go on to read their instructions, they know about the topic. The techniques of KWL Plus guide the students before, during, and after reading by brainstorming what I know, listing what I would like to know and recall all of what I have learned so far, as well as reflect on it if possible. KWL Plus strategy uses charts, where the charts will be filled in by students later. And this chart makes it very easy for students to group the important things they will learn later. Therefore, KWL Plus called the better version strategy of KWL Buehl (2017).

Judging from the statement above, KWL Plus is a very effective strategy and has been implemented in various schools and universities, but not many people know. This strategy is really good to implement in the class, beside to

making students activate what they already know before they begin a reading assignment Buehl (2017), Besides that this strategy also helps students to remember and understand the contents of the reading more easily. And this is also very helpful for students in answering questions that will be given later. Therefore, the implementation of the KWL Plus strategy is very influential on student achievement in learning, especially in reading skills. Because the KWL Plus strategy is a strategy specifically made to help improve reading skill of student in English.

KWL Plus is a strategy of English language teaching in reading because it can help the teacher to improve the student's reading comprehension. It is caused by the charts of KWL Plus make the students collecting or listing the important point that they read based on the text given. This strategy can be applied from elementary school level to university level. This strategy requires students to engage in reading materials through recalling, questioning, collecting, and paraphrasing to increase their comprehension of the material. That means before they started reading, they will be considered what they already knew and then goes to generated questions that they are wondering before about the topic. Then they will use reading to satisfy the curiosity to answer the question based on the knowledge. And ended with evaluating what they have learned and doing the summarization on the last step Buehl (2017)

KWL Plus is the revised strategy from KWL that made by Buehl (2017). He said that KWL Plus strategy is an instructional classic practice that encourages all thinking embedded in comprehension. This strategy also makes the students more active in the class before they begin a reading assignment. Students use texts

to confirm and improve their knowledge and to satisfy their question. KWL Plus strategy also helps students organize what they have learned when they finish reading. Effective strategy instruction requires teacher to explicitly teach students the use of strategy, model the strategy, cue students to use the strategy and scaffold instruction to gradually allow the students to become an independent strategy user.

So, based on the book by Buehl (2017) KWL is an acronym for what I know, what I want to know, and what I learned. The strategy involves the use of a three column or chart as the students' guide. The KWL chart is effective as a worksheet and as a class record displayed. And for the plus stages of KWL Plus is to engage students in categorize or summarize the work that they have collected in a KWL chart. This is the steps to use KWL Plus strategy to the students, as follows:

- 1) The teacher will write the main topic of a selection or story at the top of KWL grid. The teacher will start with brainstorming first to recalling the knowledge based on the topic taken. The students will give a time to generate a list of things that they have heard before about the topic. The students can do this prior knowledge brainstorming individually, with partner or in collaborative groups. So, after that the students will fill the 'K' chart as the result of brainstorming that they did based on the topic.
- 2) The teacher will ask students to think about the material that they want to learn about the topic. It means the students have curiosity about the topic and they really want to know something new about the topic. They will allow to fill their question on 'W' chart as the result of their curiosity.

- 3) The teacher will explain the material and after finish explained the material the teacher asks the students to read the selection or story. As they read, ask them to put a check mark next to any item in the 'K' chart confirmed by the author and to put a line through any item contradicted by the author. In addition, students jot down answers to questions in the 'W' chart that they discovered in the text. After that, ask them to fill the 'L' chart as the result of something that they learned.
- 4) The teacher guide students in categorizing and summarizing their knowledge in the 'Plus' chart includes all information that they wrote in KWL chart before. Experienced students mat completes this step independently, but many students will need guidance and direction in organizing the new information.

Based on the theory and explanation above this strategy is effective to improve students reading comprehension Ogle (1986). Besides that, this strategy also makes the students active in the class during the learning process. Students will be active if they have some curiosity about the topic that provide. So, the teacher should keep this strategy in mind instructions must be adapted to students. There are the advantages of KWL Plus strategy are providing opportunity for individual work, pair or collaborative effort, encouraging attention of students' engagement Buehl (2017). So, KWL Plus strategy is really help the students to improve reading comprehension.

To sum up, KWL Plus serves four basic advantages for the learners as follows. Firstly, before reading, the students elicit their prior knowledge of the topic they are going to read. Secondly, during reading, the learners construct their purpose for reading by listing some questions which they need to know about the

topic. This activity is doing after reading since they monitor their learning. Finally, the learners summarize what they have learned by creating and filling the Plus chart to organize the ideas.

2.1.3 Reading Assessment

The assessment is an essential element for measuring the results of learning. The purpose of this evaluation is to measure the effectiveness of education and learning process. It must therefore not be assumed that education, learning, and evaluation are separated from each other. Nevertheless, it is essential that an assessment be credible and valid. It is considered difficult to assess reading ability. As it can be difficult to determine how students truly understand and make sense of what they are thinking. In additional, assessment is an important way to know the result of the learning process.

According to McCulloch (2007) assessment is the one of the most significant areas of an educational system. It defines what students take to be important, how the spend them much of their academic time and in many ways how the value themselves. There are two types of assessment that is formative and summative assessment. For formative assessment is for providing feedback to learners to help them learn. And for summative assessment it provides overall evidence of the achievement of students and of what they know. Furthermore, assessment should be related with the skill that has been taught before.

So based on the explanation above, the assessment must be carried out based on validity and reliability Brown (2004). Because apart from providing goals in the assessment, the teacher also has to be reliable if it reflects accurately and consistently what the student achieved, understood or could do. So that with

the assessment can make students improve and fix anything that is still lacking. And the assessment itself should be related with the skill that has been taught. Because if it is not, it will not called reliable when the teacher assessing the students. So, the assessment is important for the students to know the result of their study.

In assessing reading comprehension of the students can be applied the comprehension assessment which focuses in understanding the meaning of the content in reading itself. Snow (2002:54) also state that comprehension assessment is heavily focused on only a few task; reading for immediate recall, reading for the gist of the meaning, and reading to infer or disambiguate word meaning. Therefore, the most common assessment of reading comprehension is usually identically with test, involves asking the students to read a passage of text in appropriate level, and then asking some explicit, detailed questions about content of the text given.

The purposes of an assessment is to improve teaching and learning making schools and teachers accountable for their effectiveness, and making students accountable for learning Brown and Harris (2009). The main functions of assessment such as enabling teachers to evaluate the effectiveness of teaching programs and make necessary modifications to delivery methods, learning activities or resources; identify students who are having difficulty mastering course content, and therefore need additional assistance; provide information if students will be transferred to other schools or referred for special education; and being accountable to parents by providing them with evidence of their learning;

and can be accounted for by government education authorities regarding the level of achievement in schools.

According to Pang et al (2003:18) there are two forms of reading assessment. The first is to find out how well children are reading in order to help them improve (diagnosis). Diagnosis assessment is about giving feedback and assistance to learners. The second is to measure how much progress has been made. Both forms of assessment are needed for effective reading instructions. Also, there are two main reasons for assessing comprehension. The first reason for assessing comprehension is to measure the degree to which a student has comprehension of a particular selection. The second reason is to estimate the general level of proficiency. The result of this kind of assessment might be an estimate of the instructional reading level by means of an informal reading inventory or a normative judgment by means of an achievement test.

Assessment is a broad term covering any conscious effort on the part of a teacher or student to draw conclusions based on performance. School teachers or principals should understand the value of reliable and valid assessments of early reading progress. Timely, reliable assessments indicate which students are falling behind in critical reading skills so that teachers can help them make greater progress in learning to read. Reliable and valid assessments also help monitor the effectiveness of instruction for all students. That means without regularly assessing student's progress in learning to read, we cannot know which student needs more help and which are likely to make good progress without extra help. It will consider the influence on reading of some of the more important factors that might affect test design Alderson (2000).

Assessing reading comprehension is an important part of measuring how well students are at reading comprehension. Assessing students must be done by the teacher during the teaching and learning process, especially reading skills. To measure students' understanding on learning, the teacher must carry out an assessment. According to Brown (2004) assessment is a term that is popular and sometimes misunderstood in current educational practice. Assessment can be done by tests, questionnaires, interviews, observation, etc.

Short-answer task a popular alternative task which the questions following reading passages. A reading passage is presented, and the test-taker reads questions that must be answered in a sentence or two Brown (2004). Do not deeply design the questions. It can be difficult to make sure that they reach their intended criterion. Because short-answer task gives them a chance to construct their own answers and can increase their vocabulary by that. So short-answer task is relevant to use as a reading assessment in English language teaching. Because except make the students explore their own words and vocabulary it can help them to thinking the answers without focus only for one correct answer.

Furthermore, traditional measures of reading comprehension are limited in that they provide only a general indicator of how well a student understands text. And they are not based on experts' knowledge of what good readers do to comprehend the text. So, in this research, the researcher expects that the students reading comprehension will be increase after two cycles are conducted. In every cycle will be starting with pre-test and then complete with post-test which uses 5 questions in 4 text paragraphs that will attached. And then the students should

answer it correctly based on the text that will provide in this research. and the researcher will use scoring rubric as the scoring procedure in this case.

2.2 Empirical Review

Empirical review is one of the requirements that should be included in research to support this research. In addition, knowledge of empirical evidence analysis then used to answer empirical question. This process involves a great deal of planning and is considered accurate as the researcher records. What is observed can help the researcher to avoid unintentional replication of previous studies and places. In the empirical review discusses some of the results of the research from the other researchers who have the same title or topic for this research. the research results from the other research found by researcher will be describe as follows:

The research which has been done by Pramesti in 2023. The title of her research is Improving Reading Comprehension of the Eighth-Grade Students of SMP Wisata Sanur in Academic Year 2022/2023 through KWL. The objectives of this study is to figure out whether or not KWL can improve reading comprehension of the eighth-grade students of SMP Wisata Sanur in academic year 2022/2023. On the result of the study, the researcher found that the objective of the study was find the improvement on reading comprehension through the implementation of KWL Strategy.

The research which has been done by Hilly in 2019. The title of her research is Improving Reading Comprehension of the eighth-grade students of SMPN 1 Manggis in Academic Year 2019/2020 through K-W-L. The researcher found that the objective of the study was find out whether KWL technique can

improve the English reading comprehension skill of the eighth-grade students of SMPN 1 Manggis in academic year 2019/2020. And the result was some improvement on reading comprehension through KWL strategy.

The strength of this study above is using the same instrument especially on the test. That researcher used test in the form of short-answer task with scoring procedure that is scoring rubric. Because it is giving the students an opportunity to expand their vocabulary. The weakness of the previous research is that they still only use KWL. Where the problem found is that they can easily find answers from various sources, especially on the K chart. Because on the K chart they must write down what they already know about the topic on the K chart, which is very easy to find on Google. So, they were not got an opportunity to recall what they have learned on KWL chart. Whereas in the current research, the researcher used the KWL Plus, where on the Plus chart students are given the opportunity to summarize or categorize the structure of the text and what things they have learned both on the KWL chart and in the learning material. So that students more easily recall learning material and better understand the contents of the text given.



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