

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is one of the basic skills in learning a language, which is not simply translated into word by word but need to be acquired during the 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 or find the meaning of each word within the text. Richard (2002:443) state reading refers to perceiving a written text in order to understand its contents. It means that reading is an activity by the reader how to get information and meaning of the text.

The students can get a lot of information and they can enrich their knowledge by reading. The purpose of reading is to comprehend the idea of the written text. Jeremy Harmer (2010:99) states that reading is useful for language acquisition. Reading is a skill which is highly valued by students and teacher. In addition, by reading we can create our imagination and gain creativity. Besides, Moreillon (2007:10), state that reading is a language skill that aims to understand the idea and feelings in the text. In the process of reading the students will experience the process of thinking to understand its ideas widely.

According to Richard (2002:99), comprehension means the identification of the intended meaning of written or spoken communication. According to Klingner et al. (2007:2) state that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word knowledge and fluency. It means reading comprehension is an

activity by human brain in order to understand the meaning of the words, sentences and then paragraphs of written text. Generally, reading is about understanding written texts. The students will indicate how far they comprehend English by reading so that they need to improve their ability in reading comprehension.

Reading comprehension is very useful for students in order to understand the meaning of the text. Students do not only understand some words or sentences only but they are able to understand the whole of the text. By comprehending the text, students will be more easy to get the information that they need. Basically, reading is very important for student to increase their knowledge and also to improve their reading skill. Without comprehension, reading is useless; the student cannot get the meaning and also cannot understand what the text about. Moreover, reading comprehension is regarded as the most dominant skill in learning any subject because the ability to read is not only performance to pronounce the passage but also to understand of the message from the text. Thus, reading comprehension is very essential skill for the students to be mastered.

In teaching reading comprehension, the teachers should be patient and have to write a note in teaching learning process. The teacher should apply an appropriate technique related to the topic that they would be learnt. In this way, teacher has an important role because teacher is the key of teaching learning process. So that, the students will be more interested, enjoyable and motivated during learning process. In teaching reading, teachers also have to teach meaningfully so they will understand easily.

Based on the interview in the preliminary observation in SMA (SLUA)

Saraswati 1 Denpasar, there are some problems faced by students of class X MIA 1 in reading comprehension activities. Most of students have difficulties to find out the main idea of a text, specific information, words meaning and textual references in descriptive text. They have problem in comprehending the text and getting the main idea of the text, students also have known how to pronounce the word; however, it occurred without understanding the meaning. Some students who have tried to comprehend the text by reading it many times but they failed because they did not know what they read.

Many factors can affect the improvement of students' reading comprehension, one of them is teaching technique. Based on the interview with one of English teachers in SMA (SLUA) Saraswati 1 Denpasar, the teacher uses monotones technique in teaching reading comprehension. The teacher focuses on Traditional method. In addition, there are some steps of traditional method. Firstly, the teacher explains the material in front of the class and gives some examples to the students. Secondly, the teacher asks the students to read the text. The last, the teacher asks the students to answer the question based on the text and check their understanding. When the teacher asked the students read a text, teacher did not make a correction their reading include if their pronunciation, grammar, and so forth.

This technique is focused on the teacher source of knowledge. The students tend be passive since they listening to what the teacher said. Furthermore, the teacher explains the material generally based on the text book. This kind of teaching tend to cause the students easily forget the learning material which is affects their achievement. The use of teaching technique in teaching-learning

process is very crucial. It can be affected the result of the lesson, one of them is the students' improvement, thus, teacher needs to consider in using teaching technique. Teacher should use a technique where they can make an interesting and exciting class. However, based on the problem above, the researcher conclude that the teacher's technique is not effective in teaching reading comprehension. Many interactive strategies can be used in order to improve students' reading comprehension, one of those many techniques are KWL combined with picture.

KWL is a strategy to teach students in reading comprehension. Moreover, students develop independent skill in comprehending, composing, and learning the text. This strategy provides the students with a structure to guide them through the lesson and apply their background knowledge to the new material. KWL strategy can be used to observed and assess the student progress in comprehending the text and they are targeting the important content. By using KWL, teacher can get students attention's when they explain the material in front of the class. Moreover, it gives the students an opportunity to get knowledge, and share the ideas to the others students. Besides, the suitable supporting media in teaching and learning reading descriptive text is picture. Harmer (2007:178) states that picture is extermely useful for a variety of communication activity, such as descriptive text. Students are also hoped not to feel bored in teaching learning process. Furthermore, this technique has simple steps which is easy to manage and does not cost much expenses. KWL with picture is the perfect combination that can be used to improve students' reading skill.

Picture is a visual representation that can be used to explain the subject matter. Picture used by the researcher as the media to support the implementation of

KWL. The use of picture as a media or means delivery of the lesson is not only interesting but also can bind to the attention and ideas or information presented to the students of a teacher. According to Raimes (2001: 27), everybody likes to look at pictures and their use in the classroom provides a stimulating focus for students attentions. In this case, the researcher applied a picture to measure the ability of tenth grade students of SMA (SLUA) Saraswati 1 Denpasar. As a result, it makes the students more responsive to express their idea and their thought in descriptive text. It also effective for students to understanding the meaning to get general information, specific information, textual meaning and textual reference in descriptive text.

The form of KWL is really easy to be understood by the students because this strategy can help the students to comprehend the text. Besides, students can show their own personal background knowledge, predict about the information they expect to find in reading material and take notes related to the information gained. This is very interesting strategy to be applied and suitable for senior high school students so the students can be more active to share their opinion and make the students more interested by using KWL combined with picture in teaching and learning process of reading comprehension in classroom. KWL is a simple teaching step which are not too long, and it is not boring in teaching learning process.

In addition, based on the two previous researchers when they implemented the KWL strategy, they did not explain the correct theory and the steps to implementation the strategy. As a result, it made the students confused during the implementation of the strategy. In the present study, the researcher

adapted a theory from Harrell and Jordan (2006), the researcher explained clearly about the theory and it was completed with the procedural steps. It made the teachers more confidents when implementing the teaching strategy to the students and they would be easier to understand the theory when doing the activity during the learning process.

Following the background of study, the researcher tries to conduct KWL combined with picture to teaching reading comprehension could help the students find out the main idea of a text, specific information, words meaning, and textual references of descriptive text. KWL combined with picture is one of strategy to make students' reading comprehension better. KWL combined with picture believed as an appropriate teaching strategy, which can improve students' in comprehending descriptive text. The use of KWL combined with picture to teach reading comprehension can help the students to understand the content of the readings as well as to facilitate in reminiscing about the content of the reading since the implementation of KWL combined with picture can stimulate them. By using KWL combined with picture, it encourages and motivates the students to read and they will get meaningful interpretation easily. Therefore, the researcher is highly motivated and interested in doing specific research entitled "Improving Reading Comprehension of the Tenth Grade Students of SMA (SLUA) Saraswati 1 Denpasar through KWL Strategy Combined with Picture in Academic Year 2021/2022".

1.2 Research Problem

Research problem is a term, which is used to state the problem of the

study. Based on the background of investigation, students still face problems in difficulties to find out the main idea of a text, specific information, words meaning, and textual references in descriptive text, understand descriptive text, lack motivation, and easily getting bored. Thus, the problem of reading comprehension should be given more attention and needed to be solved by applying proper teaching strategy in teaching reading comprehension. Those problems considered to be solved by using KWL combined with picture. The researcher problem can be formulated as follows: can reading comprehension of the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar in academic year 2021/2022 be improved through KWL combined with picture?

1.3 Objective of the Study

In order to make the present study have a clear direction, certainly, it is needed a declaration an objective of the study. The objective of the study would define as the goal that must be achieved during the present research. In addition, knowing the objective of the study could help the researcher to concern on the process of collecting the data in this present study. A scientific study is conducted in order to answer the research problem under the study, which is formulated and determined previously. Hence, this study is designed to answer the research problem, which has stated before. In relation to the research problem above, the present study is intended to find out whether reading comprehension of the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar in academic year 2021/2022 can be improved through KWL combined with picture.

1.4 Limitation of the Study

In relation to the objective of the study, this study is focused on the use of KWL combined with picture to reading comprehension of the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar in academic year 2021/2022 especially in term of descriptive text reading comprehension. In the present study, SMA (SLUA) Saraswati 1 Denpasar apply the 2013 curriculum so that the lesson plan and learning material are based on the curriculum and syllabus of the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar. Thus, the present study focuses the fourth main competencies and four basic competencies as the requirement in constructing the lesson plan in the present study.

The fourth main competency are understanding knowledge (factual, conceptual, and procedural) in science technology, art, culture related phenomena which look real. In addition, the researcher focus on four basic competencies is 3.7 understanding a short and simple descriptive text about tourist attractions and famous historical places by paying attention to the social function, generic structure of language features correctly, and in accordance with the context. The reading comprehension would be improved is limited to descriptive text which is describing places. The study is focused on identifying general information, finding specific information, recognizing textual meaning, and textual reference in reading comprehension passage.

1.5 Significance of the Study

One of the principles and practical reflections that are taken into account in undertaking the present investigation is the significance of the expected research finding. This research is concerned with the teaching and learning process in

reading comprehension through KWL combined with picture to improve students' reading skills, knowledge, and motivation. Moreover, the result of the study is mainly expected to be useful in teaching descriptive text through KWL combined with picture as a part of teaching strategy. Furthermore, the result of the study is expected to provide both theoretical as well as practical significance as follows:

Theoretically, the findings can be beneficial as theoretical evidence about the implementation of the theory based on the problem faced above that was improving reading comprehension through KWL combined with picture. In addition, this study was expected to enrich theories and can be used as a reference for the future of studies related to KWL combined with picture in teaching reading comprehension. Furthermore, it can contribute new research findings of the use of KWL combined with picture in teaching reading comprehension. Moreover, the results are estimated to enrich theories and can be used as references for future study related with KWL combined with picture in teaching reading comprehension. Furthermore, the findings can be used as empirical evidence which gives information to other researchers.

Practically, the present study of this research can be useful for students, teachers, and other researchers. For the students, the result of this study can help them comprehend the points of reading and can be an enjoyable subject. In addition, they may have a new experience and great improvement in reading comprehension when they join the reading class. Besides, the students' ability in reading comprehension can gradually improve because they do not only read; however, they try to understand what they read. By applying KWL combined with picture, they are expected to be able to understand about finding general

information, specific information, textual meaning, and textual reference in reading comprehension, especially in descriptive text. For the teacher, the result of this study is expected to give feedback, enriching their strategy in teaching reading comprehension.

Furthermore, the result of this study is able to give beneficial contributions to the teacher especially teachers who teach at the tenth-grade students in SMA (SLUA) Saraswati 1 Denpasar. It can be used to measure their progress in teaching learning process by applying KWL combined with picture and act as guidance to conduct the lesson well. Then, for the other researcher, the present study is expected to enrich their knowledge about KWL combined with picture, which could be referenced for future research especially in conducting classroom action research.

1.6 Definition of Key Term

The title of the present study is “Improving Reading Comprehension of the Tenth Grade Students of SMA (SLUA) Saraswati 1 Denpasar through KWL Strategy Combined with Picture in Academic Year 2021/2022”. Therefore, to make the readers clearly understand and avoid misunderstanding and confusion on the part of readers, it is necessary to operationally define the key term especially used the context of the present study. There are some key terms, which needed to be briefly clarified to provide clear insight into the study. It is expected to be meaningful for the readers when they read this present study. Furthermore, the key terms which would be used in the present study are reading comprehension and KWL combined with picture. The two key terms that are used in this study were clearly defined as follows:

1. Reading Comprehension

Reading comprehension in the present study is operationally defined as the ability of the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar in academic year 2021/2022 in finding out general information, specific information, textual meaning, and textual reference.

2. KWL

KWL is operationally defined as strategy to teach reading comprehension in the learning process in which the teacher provides three columns. In the first column K, the teacher provides students with the opportunity to brainstorm by share the topic and list the ideas and details that they already know about the topic. After that, in the second column W, the students review the topic again and consider what they still want to know. Items should be listens as questions. In the third column L, the students add details that they have learned while reading.

3. Picture

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Picture is operationally defined as a teaching media that is used to assist KWL technique to improve reading comprehension of the tenth grade students of SMA (SLUA) Saraswati 1 Denpasar in academic year 2021/2022. Picture are visual materials that can be used to motivate the students in learning language. The teacher gives the students some descriptive text where the descriptive text includes a picture about places. It can help the students to understand about the meaning of the text. In this situation the researcher, choses the descriptive with

representative pictures.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is related to the theories, which are used in this study. It is used to support and build this study to be firmer and more based on the fact. In order to avoid misunderstanding, the practical must be conducted with the basis of theoretical, it is also in concern the concepts and theories, which will use as the standard in every research. This scientific research can allow readers to understand the foundation of the research problem. There are some important points written by the researcher in this chapter, which include many relevant theoretical reviews from many related literatures to support this present study. The present study is conducted on the ground of the following theoretical review: 1) Reading comprehension, 2) KWL, 3) Picture; and 4) Assessment of Reading Comprehension.

2.1.1 Reading Comprehension

Reading comprehension is a process of understanding written text that involves both perception and thought and also reading comprehension is a complex activity where the reader can get knowledge from the text both of information or message and new vocabularies; furthermore, to understand text the reader need to find out the meaning or the correlation between the sentence that establish in the whole text. Reading comprehension is the process of making sense of words, sentences and connected grammatical knowledge, experience with text and other techniques to help them understand written text. Reading

comprehension is also a constructive process in which student creates meaning based on their background knowledge. It means that reading comprehension is the process where the reader can comprehend the meaning of the text and creates meaning based on their background knowledge. According to Elizabeth et al. (2000:14) comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as think and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct the meaning. This active engagement includes making use of prior knowledge. It involves drawing references from words and expressions the writer used to communicate information, ideas, and viewpoints.

According to Patel and Jain (2008:133) reading comprehension involves understanding the meaning of the context, vocabulary, and grammatical structure. Moreover, the students are also given the opportunity to explore the language that they are learning. It means that during reading students do not only enjoy the reading and get the information but also, they can extend or share the language knowledge. The students are also able to share the information, which the students have after they had read books or texts. Teacher needs to guide and encourage the students to read clearly and try to understand the language learning. Brown (2004) believes that reading is likewise a skill that teacher simply expects learners to acquire, basic, beginning-level textbook in English.

According to Boardman (2008: 21) states that reading has many purposes, we read to learn from information texts such as non-fiction books or content-area texts; we read for enjoyment when we immerse ourselves in novels, magazines, or

even comic books; and we read to get information when we complete a job application or read the instructions to obtain a driver's license. David Nunan (2005:79) states that reading is a fluent process of readers combining information from a text and their own background knowledge to build the meaning.

According to Pang et al (2003:6) reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes, word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Furthermore, Harmer (2007:99) states that reading is useful for language acquisition. Many students develop their reading skill in purpose for their study purpose. They think about what they already know about a topic before reading, they make connection to their lives, other books, and the world as they read, and they think about these connections after finishing reading. Reading is also a significant source for students to obtain language.

Brown (2004:185) states that in foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire. Reading purposes are for pleasure, to get more information and to get knowledge. In reading comprehension, the student are not only expected to read the words but also to interact with the text to gain meaning. Reading could help the students mastered the vocabulary. By reading students add their new vocabularies. According to Smith (2004: 2), reading is the most natural activity in the world. Reading comprehension is about understanding written texts. The way to improve reading comprehension is read often and read the material that it is interest. Another way to improve reading comprehension is improved the vocabulary.

According to Mukhroji (2011:57) reading is the process of understanding written language. Since reading is a process, from seeing the surface linguistic representation and end up with certain ideas or meaning of the message intended by the author. Reading involves the interaction between the mind and language of the written text. It means that the reader obtains some information and ideas, attitudes and confidence in the results read. The readers need to distinguish given versus new information in the text and implicitly acknowledge what is shared among most readers in a community (called the *common ground*). At more global levels, the readers need to identify the genre, rhetorical structure, plot, perfective of difference character, narrator, theme, story point, and something the attitude of the number of the author.

According to Klingner (2007: 2) reading comprehension is the process of constructing meaning by coordinating a number of complex processes including word reading, word and world knowledge, and fluency. Another meaning of reading comes from Woolley (2011:15) who states that reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text, information develops mental models or representations of the meaning of the text ideas during the reading process. According to Linse and Nunan (2005:71), reading comprehension refers to reading for meaning, understanding, and entertainment. In reading comprehension, we should know the meaning and we should understand the text. As we know, understanding the text is not easy for students because several students still lack vocabulary. The teacher should guide the

students systematically until the students can understand the contents, the main idea about the text. In addition, Serravallo (2010:16) states that to be a good teacher of reading, the teacher needs to know the student's tricks and what makes ticks. The teacher must have planned before teaching. Teacher should master the material and can manage the classroom to be alive.

According to McNamara (2007:109) comprehension arises from a series of cognitive processes and activities, including word decoding, lexical access, syntactic processing, inference generation, reading strategies, and post-reading activities (e.g. summarization, question asking and answering, and argumentation). To comprehend the text, the reader must be able to recognize words. These contributed to a reader's ability to connect the meaning of multiple sentences into a coherently connected mental representation of the overall meaning of the text. Thus, they tried to understand what the texts tell about.

According to Snow (2002:11), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The use of words extracting and constructing is to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. After extracting and constructing the words, the reader will get the knowledge and the information from the text. Moreover, mean could get general information, specific information, textual meaning, and textual reference.

In this present study, the researcher used reading comprehension adapted from Snow (2002:11) who states that reading comprehension is useful to help the students for gaining the information about the text that they read. Reading could

evaluate students' vocabulary and then they could interpret the meaning. Therefore, in this present study, reading comprehension is defined as the process of constructing meaning from the text, which is, used one type of reading that is reading.

2.1.2 Know Want Learnt (KWL) Strategy

In the present research, the researcher needs a teaching strategy to make the teaching learning process run well. In teaching reading comprehension, there are some strategies, which are good for improving students' reading comprehension. In addition, it is taught for making the students succeed in understanding the material, especially in descriptive text. Using an appropriate strategy is necessary to achieve a better result of the students' reading comprehension. Hence, in the present research, KWL is chosen as the appropriate teaching strategy to improve students' reading comprehension especially in descriptive text.

KWL is one of the teaching strategies, which have simple steps in teaching descriptive text. Furthermore, KWL is the strategies that the researcher does in this research at SMA (SLUA) Saraswati 1 Denpasar especially in the tenth-grade students. This strategy can make the students to understand the text, become a better reader of descriptive text, and is an immediate way to make a new topic or concept relevant to learners based on their prior knowledge. Arends and Kilcher (2010:146) state that KWL engages students in accessing prior knowledge and farming learning questions and goals prior to an instructional segment, and then reflection on what has been learned following instruction. Therefore, it can help the students and the teacher to uncovers misconnects and concepts to prior

learning. KWL is an activity what is interesting for the students in doing reading process. Before they read and after they read, they can share their knowledge about the topic that they already know. They can get new important after reading the text. They can get new information after reading the text. In the present of study, the strategy consists of getting students to ask three questions in the beginning and record notes as they begin or study or read about a topic.

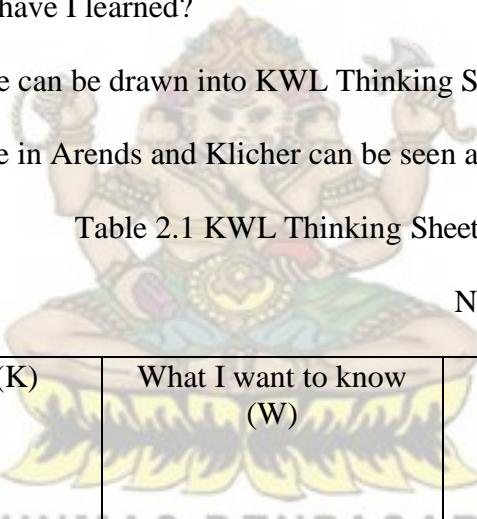
1. What do I know?
2. What I want to know?
3. What have I learned?

The questions above can be drawn into KWL Thinking Sheet KWL, Thinking Sheet based on Ogle in Arends and Kllicher can be seen as follows:

Table 2.1 KWL Thinking Sheet

What I Know (K)	What I want to know (W)	What I learned (L)
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Use at the beginning of the lesson
Use toward the end of the lesson

KWL is the one of strategies in interactive previewing text Klinger et al (2007: 105). It provides a structure of recalling what learners know about the topic, what they want to know, and finally list what has been learned know is yet to be learned. They learned to brainstorm everything they know about the topic. The relevant information is recorded in the K column of the KWL scheme. Learner then generates lists of questions about what they want to know about the

topic. These questions are listed in the W column. After reading, learners answer these questions about what they have learned from the text in the L column.

According to Burke (2005: 16), KWL guides 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. KWL is an affective instructional strategy worthy of attention. KWL strategy provides a structure for activating and building prior knowledge, establishing a purpose for reading and summarizing what was learned. The strategy can help students reflect and evaluate their learning process experience briefly. It is a useful assessment tool for teacher in teaching learning process especially in reading.

In addition, three steps in using KWL in teaching descriptive text reading comprehension would encourage students' understanding the descriptive text. Arends and Klischer (2010: 147), state that KWL can be used with individual students or with pair and small group. It can help students learn reading in the class individually or with their friends by KWL and it makes the teachers can teach reading with their style. From many strategies that can be used in teaching reading comprehension especially in descriptive text in classroom, the researcher decided to use KWL strategy as the teaching strategy to be implemented in the classroom. There are several steps of KWL, which was adapted from Herrel and Jordan (2006), as follows:

1. The teacher presents a topic about related to the learning material to help the students are brainstorming and generating ideas category.
2. The teacher makes a KWL column for the students.

3. The teacher asks the students to fill K column based on what they know about the topic.
4. The teacher asks the students to fill W column based on what they want to know about the topic, which is to help the students set goals specific purpose of reading.
5. The teacher presents the descriptive text about the topic.
6. The teacher asks the students to read the descriptive text, which is related to the topic.
7. The teacher asks the students write down the things they have gained from reading activities in accordance with any questions at in the previous stage or asking the students write in L column what they have learned about the descriptive text related to the topic.

2.1.3 Picture

Pictures are representing continuous events of a story with important information. Picture can also be used for creative language use, whether they are in a book or on cue cards, flashcards, or wall pictures.

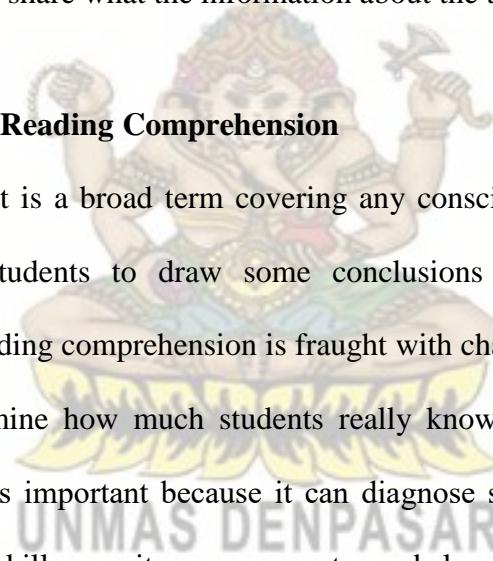
According to Turk (2003:75), picture will arouse the audience and improve their reception of a quite different message which may follow. In this study, students' motivation and interest could be show because of the picture that brings added value; picture help to develop their creative imagination to arrange and generate their new idea.

Picture are actually good tools to help the teacher teach and develop the student ability especially in reading comprehension and imagine some text.

Nunan (2003:58) states that many communication activities can be stimulated through the use picture.

People use picture to communication indirectly depend on the context, situation and place where the picture is put. In the classroom activities the researcher use the picture to make the descriptive text more interesting to read by the student. The teacher will give the student some descriptive text include the picture above the title. Before the students read the text, the students will imagine or will guess the picture about the text. After that, the student will read the text. Then the students' share what the information about the text.

2.1.4 Assessment Reading Comprehension



Assessment is a broad term covering any conscious effort on the part of the teacher or students to draw some conclusions based on performance. Assessment of reading comprehension is fraught with challenges because it can be difficult to determine how much students really know and what they actually think. Assessing is important because it can diagnose students' present level of knowledge and skill, monitor progress toward learning goals to help the instructional program, and provide data to judge the fine level of students' learning. Meanwhile, the teacher must do the assessment during the learning process in order to know the ability of the students especially in reading comprehension of descriptive text.

According to Black and William in McKay (2006:140), classroom assessment or teacher assessment refers to the assessment carried out by teachers in the classroom. It might be formative when the teachers collect information about students' strength and weakness to provide feedback to students and make

further decisions about teaching or might be summative when the teacher collect information at the end of a period of time, generally to report to other about students' progress in teaching and learning process. Thus, giving feedback at the end of the assessment is very important so the students know about their mistakes when they answer the question of descriptive text.

According to Klinger et al (2007:13) believes that assessment is related to the process in the learning activity of the students. Assessment can be conducted by giving a series of lets to the students in order to give the opportunity to respond to the material that they read. On the other hand, McNamara (2007:108-109) states that the assessment of reading comprehension is a critical part of designing and implementing programs that teach reading strategies. For example, assessing students, reading comprehension ability, and skills before an intervention allow potential weaknesses of an individual reader to be diagnosed.

According to Edge (2002:5) define that the assessment and evaluation of student understanding and ability is an ongoing process. Namdi (2005:57) states that assessment is a tool that measures a learner's knowledge and ability. It shows the areas in the reading program where learners have weaknesses and strengths. Caldwell (2008:26) states that there is a tendency to think of assessment as something that happens after instruction, something apart from instruction such as asking students to answer questions after they have read a textbook chapter or a story.

According to Brown (2004:4), assessment is an ongoing process that encompasses a much wider domain. Whenever students respond to a question, make offers a comment, or tries out a new word or structure, the teacher

subconsciously an assessment of the student's assessment. Reading assessment is used to determine what skills are being learned and what skills need to be strengthened. Multiple – choice test measures a broad range of knowledge across the contained area. Brown also stated that short - answer task is an alternative to the most popular assessment of reading comprehension. Besides short-answer task much easier to construct and validate, this assessment is also effective to avoid copying answer among the students. The test is given just covers; determining the main idea, specific information, textual reference, and textual meaning.

In addition, according to Alderson (2002:227), short answer – task a semi objective alternative to multiple choice. There is one method that can be used in assessing reading comprehension (a) short – answer task designed to measure eminence understanding of the explicit content, or the implied situation of descriptive text. Therefore, short-answer task is given to students by the researcher to know whether or not the achievement of the students. Moreover, the scoring procedure that the researcher use is short – answer task with the simpler scoring rubric for short-answer task. In addition, the aspect in simpler scoring rubric for the short answer-task is writing a correct and grammatical answer.

In the present study, the researcher adopted the theory about assessment reading comprehension from Brown (2004: 56). The test is a special subnet of the range of possibilities within the assessment. Furthermore, in this present study, the researcher expects that the students' reading comprehension would be increased after the four-session are conducted. Every cycle will be completed with pre-test and post-test. Therefore, the researcher used the short- answer task of descriptive text is given to students by the researcher to know whether or not the

improvement of students reading comprehension in descriptive text. It consists of a descriptive text and that could be reading by the students. The needed to test the students in order to score them. The scores are given based on the answer key and simple scoring rubric that the students must follow the correct and grammatical answer for the short-answer task.

2. 2 Empirical Review

Empirical review is the way to get the information and theories about previous researcher that are relevant with the present study. In addition, knowledge of empirical review evidence can help the researcher avoid unintentional replication of previous studies result, and place the researcher in a better position for their study result. The purpose is to support the present study by considering the result and as consider whether the present study would be as successful as the relevant studies as the empirical review. There are two similar researches with the researcher choose. This point is also focused on discussing about previous of two researchers;

The first study that is relevant with this study is Agustini (2018) which entitled “Improving Reading Comprehension of the Tenth Grade Students of SMK Negeri 2 Sukawati in Academic Year 2017/2018 Through KWL”. The objective of study is finding out whether the KWL strategy can be improved students’ reading comprehension in descriptive text or not, and then describing the improvement of the tenth-grade students of SMK Negeri 2 Sukawati in academic year 2017/2018. Based on the result and discussion, it was found that the use of KWL in descriptive text can be improved students’ reading comprehension of the tenth-grade students of SMK Negeri 2 Sukawati in academic year 2017/2018. The

result of using KWL strategy in this study could be seen from the progressing mean score of the pre-test and post-test.

The second study that is relevant with this study is Winda Aditya Puspitasari (2019) which entitled “The Use of Know-Want-Learn Technique to Improve Students’ Reading Comprehension of Descriptive Text a case of the Eighth Grade Students of SMP N 32 Semarang in academic year 2018/2019”. The objective of study is finding out whether there is significant difference the students who were taught by using KWL technique and those who were taught by using DRA strategy in reading descriptive text. To explain the implementation of Know, Want, Learn technique for teaching reading in descriptive text at eighth grade students of SMP N 32 Semarang in academic year 2018/2019. Based on the result and discussion, it was found that the use of KWL in descriptive text can be improved students’ reading comprehension of eighth grade students of SMP Negeri 32 Semarang in academic year 2018/2019. The result of using KWL strategy in this study could be seen from the progressing mean score of the pre – test and post – test.

The researcher above gained the same results in which the findings showed that after conducting two cycles there were constant improvements after the researcher applied KWL, the students had a positive response. However, there was not only strength but was also some weaknesses. Both of the researchers did not explain the correct theory and the steps to implementation of the technique. As a result, it made the students confused during the implementation of the strategy. In the present study, the researcher adapted a theory from Harrell and Jordan (2006), the researcher explained clearly about the theory and it was completed

with the procedural steps. It made the teachers more confidents when implementing the teaching strategy to the students and they would be easier to understand the theory when doing the activity during the learning process.

