

CHAPTER I

INTRODUCTION

1.1 Background of Study

Reading is one of the language skills which are important for students in learning English because it provides input of information, knowledge, and ideas to be applied in the speaking and writing. Through reading, students develop knowledge, information, concepts, and attitudes. Moreover, students acquire many vocabularies that are needed in other skills by reading. On the other hand, students need to comprehend the text during reading process. They are not only expected to read in good pronunciation but they to construct or find the meaning through interaction and involvement with written language. Wolley (2011:15) states that reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is describe in the text rather than to obtain meaning from isolated words or sentence in understanding information in reading text, students' developmental models, or representation of meaning of meaning of the text ideas during the reading process.

According to Patel and Jain (2008:114), reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. This skill is more important than speaking and writing. Reading is a source of joy. Reading is the most important in any language class. Students' do not only get new information while they read the text, but also they can get many vocabularies when reading the text. Serravallo (2010:43) states that reading is thinking and understanding and getting at the meaning behind a text. However, in reading the common problem that usually faced

by the students are comprehend the contents and component in reading. The student's usually only read the reading text without understanding the text. When the topic of the material is really new for the students and they do not know what actually the purpose in reading.

In learning English, students are expected to get some messages from their reading. Since it is generally learnt from secondary level of education and higher education, it is implied that after studying the language for six years, it is expected that students be able to comprehend a reading text as well as possible. The problem, students who have learn English for six years are not successfully as the teacher's expectation. It means that most of the students cannot get some information from the reading texts. One of the factors is the students cannot combine their prior knowledge with the information stated in the text, so it is very difficult for them to comprehend the text that they read.

Apparently, that problem was faced by the students of SMPN 7 Denpasar particularly in the eighth-grade students. The researcher had interviewed an English teacher. The teacher said that the students were lack of ability in understanding a text. It was influenced by four factors. Students had difficulty in getting general information in the text, they needed to improve their ability to find specific information in the text, they also had low in understanding of the textual meaning of the words, and they found hard to find the textual references of the words in the text.

Based on the problems, the researcher was interested in implementing KWL strategy to improve reading comprehension of the students. It is because KWL strategy makes student easier to understand and comprehend every reading passage.

KWL guides students through their reading material. Furthermore, this strategy lets students to tell what they have already known (K), what they want to know (W), and learn what they have already known (L).

Although the process begins before reading activity, its primary purpose is divided into three parts. First, it provides students with the opportunity to do brainstorming and list the ideas and details that they already know about the topic. They list these items in the K section of the chart which have been given by the researcher. Second, the students review the topic again and consider what they still want to know. They list these items in the W section of the chart. Items should be listed as questions. Third, as the students read or after the students read, students add details that they have learned while reading. They list items in the L section of the chart.

Based on the explanation about KWL, it is needed to help students in comprehending the reading passage. It also helps teachers to catch students' interest in reading a text. They think about what they know, what they want to know and what they have learned. The implementation of the strategy can encourage the students to share what they have known, encourage their curiosity in what they want to know and it also encourages the confidence to share what they have learned. Therefore, the researcher was interested to conduct a researcher entitled "Improving Reading Comprehension of Eighth Grade Students of SMPN 7 Denpasar in Academic Year 2022/2023 through KWL". The researcher used classroom action research to know that the technique improved reading comprehension.

1.2 Research Problem

Referring to the background of the study previously present, students had difficulties in finding the general and specific information and in understanding textual meaning and textual reference in reading passage. In order to solve this problem, the research conducted research to solve it by using KWL strategy. Therefore, the research question can be formulated as a follow: can reading comprehension of the eighth-grade students of SMPN 7 Denpasar in academic year 2022/2023 be improved through KWL?

1.3 Objective of the study

Based on the problem above, the objective of the study is to know whether or not KWL can improve the reading comprehension of the eight-grade students of SMPN 7 Denpasar in Academic Year 2022/2023.

1.4 Limitation of the study

The term reading has a broad and wide scope of coverage, so the limitation of the study was necessary. There are many issues or content that can be adopted as the subject matters to be observed by researchers who want to participate in research in this field. This study focusses on improving the students' reading comprehension using the KWL technique. To improve reading comprehension, students have to practice it every day because practice make reading comprehension better. The limitation of the present study actually based on the complexity and broadness of the problem discussed. The present study is limited on improving the students' reading comprehension using KWL technique which made by the eighth-grade in academic year 2022/2023.

1.5 Significance of the study

After the researcher found the result of this study, it is to have both theoretical and practical significance to teaching learning process. Both theoretical and practical are important to make sure that this present study give beneficial contribution for both teachers and students. Moreover, theoretical and practical to support and strengthen explanation that presented properly. The theoretical and practical significance are defined as follows:

Theoretically, the research study is aimed to strength the theories of reading. In addition, knowing the purpose of reading and KWL technique. The findings of using KWL technique to support and contribute to the theory in developing reading comprehension of the students. The theories that used in this study can enrich the existing references and support the explanation. The findings of the present study can be used as empirical evidence which expected to give information to other researchers in the future if they want to conduct classroom action research, reading comprehension and KWL technique. Therefore, the theories can assist the teacher in understanding and developing the strategy for teaching and learning process.

Theoretically, the present study is expected to strengthen the theories of reading comprehension. Some of the information and theories provided in this study can be taken to enrich existing references. The results can be useful as theoretical evidence regarding the application of theory based on problems encountered in relation to teaching reading. The KWL as a reference technique that can be used to improve students' reading comprehension by the teacher in SMPN 7 Denpasar. Moreover, for the next researcher in which the findings are expected to support the similar research which is using the KWL technique to improve students'

reading comprehension. The present study is purposed to the students in order to make them realize about the important of reading comprehension their daily basis.

Practically, the findings of this study are expected to give benefits for the teachers, students, and other researchers. This study can be useful for the teacher to apply the KWL strategy in teaching reading comprehension. It helps the teacher to improve students reading comprehension and make the learning process interesting. Meanwhile, for the students, this study makes the students easier to comprehend their reading not only knowing the meaning of word but also for identifying main idea, specific information, recognizing textual meaning and textual reference of the text. And also, the students can remember what students have read the text. The reading passage by comprehending the reading passage makes the students to get information or knowledge more. At last, for the other researcher, this study is expected to motivate the other researcher to conduct research by using the KWL technique especially in teaching reading comprehension.

1.6 Definition of the Key Terms

There are some terms which are defined operationally so as to avoid misunderstanding on the part of the readers and provide a clear insight about what is all about some definition of key term a given as follows:

1. Reading comprehension

Reading comprehension is defined as the ability of the Eighth Grade Students of SMPN 7 Denpasar in understanding descriptive text especially in finding out general information, specifics information, textual meaning and textual reference therefore the students are easy to understand the content of the text completely.

2. KWL Strategy

KWL Strategy assist teachers in activating students' prior knowledge of a subject or topic and encourage inquisition, active reading, and research.

KWL charts are especially helpful as a reading strategy when reading the text and may also serve as an assessment of what students have learned during a unit of study. The K stands for what students know, the W stands for what students want to learn, and the L stands for what the students learn as they read.



CHAPTER II

THEORITICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a review of some theories related to the study. Therefore, it is use to support this study. Related to the function, it will be used to synthesize theme that are found in similar researcher. In this present research, there are some sources from several literatures that are related and support this study. Therefore, the researcher describes some theories that related to the study. There are some theories which are discussed as follows: Reading comprehension, KWL, and Assessment of Reading.

2.1.1 Reading Comprehension

Reading is a basic skill that needs to acquire. It is important to get information in every reading passage. In getting information, they need to comprehend the text reading process. They are not only expected to read in good pronunciation, but also, they have to construct or find the meaning through interaction and involvement with written language.

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 text; 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. 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 in improve reading comprehension in improve the vocabulary (Senith, 2004:2)

Reading comprehension is the process of understanding written texts. The readers are expected to be able to extract information by using comprehension skills. The readers are expected to be able to extract information by using comprehension skills. (Pang, 2003:14) states that comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge.

McNamara (2007:109) states 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 texts, reader must be to decode words or recognize words. These contribute to a reader's ability to connect the meaning of multiple sentences into a coherently connected representation of the overall meaning of the text. They try to understand what the texts tell about.

Hedgock and Ferris (2009:210) state reading comprehension is a complex construct that involves the interaction of a number of psycholinguistic processes. It goes far beyond the ability to state the main idea of a text in one sentence, answer questions about details, define vocabulary, accurately read the text aloud, and so forth. Comprehension further involves the simultaneous and largely subconscious application of various types of background knowledge (schemata) and reading skills to particular text.

Klinger et al (2007:8) state that reading comprehension involves much more than readers' responses to the text. Reading comprehension is a multi- component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). The reader applies many strategies to reconstruct the meaning of the text. The reader does this by comparing information in the text to his or her background knowledge and prior experience.

According to Nunan (2005:71) reading comprehension is a complex process, in which many factors play a role, including the active process of the interaction between the reader and the text, the understanding of the language and vocabulary in the text, and the learning and use of specific strategies for comprehension. Reading comprehension is the ability to understand written materials. It means that the readers also learn about language components, such as grammar and vocabulary. By reading, the readers have to relate the information that is written on the text with their background of knowledge; thus, they can easily comprehend the text that they have read.

Snow (2002:13) states the readers must have a wide range of capacities and abilities to comprehend a text. These include cognitive capacities for instant, attention, memory, critical analytic ability, inference, visualization ability, motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader) and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge and knowledge of specific comprehension strategies). On the other hand, reading comprehension can be

simply defined as the level of understanding of writing. furthermore, it also refers to the ability of the students to involve the internal and mental process of thinking and understanding of printed form In order to comprehend the text, readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. It means that the readers are expected to be able to extract information by using comprehension ability. By having Comprehension, students will not only understand about the language in written form but also they are able to make sense about what the text tells about. The best way to improve reading comprehension is read often and read the text with strategy. Good strategy can help us to understand the text easily (pang et al, 2003:14)

In conclusion, 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 comprehend a text, the readers need to find out the meaning or the correlation between the sentences that establish in the whole text. They can retell the information that they have read depends on their knowledge, culture and background. Finally, there are many benefits that the readers can get from reading. If they read various books, maga Zines, articles, and many things, they can get a lot of knowledge and information from those all.

2.1.2 KWL Technique

In reading, students are sometimes difficult to gain the meaning of the text that they read. Moreover, students who do not fully understand the language they are learning. They will not be interest and bored, so that they would assume aim difficult lesson. The teacher using strategies to construct meaning before, during

and after reading will help students connect what they read now with what they have learned in the past. to help students understand what they read now, the teacher will teach comprehension through KWL strategy.

KWL strategy helps the readers to comprehend what they will read and understand what they have read. This is one of the most effective strategies for engaging and motivating the learner. This strategy is wonderful at the start of any unit of work, meeting or discussion. It elevates thinking and discussion, opens up avenues for possible investigation and the formation of a hypothesis. The familiar KWL activity they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). The reader applies many strategies to reconstruct the meaning of the text. The reader does this by comparing information in the text to his or her background knowledge and prior experience. According to Nunan (2005:71) reading comprehension is a complex process, in which many factors play a role, including the active process of the interaction between the reader and the text, the understanding of the language and vocabulary in the text, and the learning and use of specific strategies for comprehension. Reading comprehension is the ability to understand written materials. It means that the readers also learn about language components, such as grammar and vocabulary. By reading, the readers have to relate the information that is written on the text with their background of knowledge; thus, they can easily comprehend the text that they have read.

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motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader) and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge and knowledge of specific comprehension strategies). On the other hand, reading comprehension can be simply defined as the level of understanding of writing. Furthermore, it also refers to the ability of the students to involve the internal and mental process of thinking and understanding of printed form what they know about the topic clearly, Moreover, Pang et al. (2003:6) state that 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 tone's spoken language.

McNamara (2007:109) states 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 texts, reader must be to decode words or recognize words. These contribute to a reader' s ability to connect the meaning of multiple sentences into a coherently connected representation of the overall meaning of the text. They try to understand what the texts tell about.

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Tabel 2. 1 KWL instructional Scheme

K (Know)	W (What I Want to Know)	L (What I Learned)
Students write down what they know about the topic	Students write down what they to know about the topic	Students write down what they have learned after reading the text.

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 developed a framework which students can use as they read. The structure of KWL strategy include three steps. First. Provide students with the opportunity to brainstorm and list the ideas and details that they already know about a topic. Secondly, they review the topic again and consider what they still want to know. They list these items in the W section of the chart. Items should be listed as questions and the last, they read or after they read, students and details that they have learned while reading. They list these items in the 1 section of the chart. The steps used as follows

1. The teacher introduces the topic and ask the students to list what they know. After the teacher give the material and introduces the topic, the students begin by brainstorming everything they know about it. The

students recorded relevant information that they know in K column of the KWL chart.

2. The teacher invites the students to list what else they would like to learn. The students then generate a list of questions of what they want to know in W column of KWL chart.
3. The teacher gives the text and the students read the text to comprehend and find out the answer based on what they listed in W column.
4. After reading, the students listed the answers based on W column and what they have learned about the text. If certain questions remain unanswered, they identify where to go to find those answer.

2.1.3 Assessment of Reading Comprehension

Assessment is an important thing in teaching learning process. The existences of assessment to let the teacher know the improvement of the learners as well as to let the learners know the progress of themselves. Assessment also can be the tools to know how effective the teaching learning process. Reading comprehension assessment has different purposes. One of these is to compare students' comprehension levels to those of students in a norming sample. Another is to find out if students have met reestablished criteria for their grade level. A third purpose is to inform instruction by determining when students understand what they read and how efficiently they use comprehension strategies. Similarly, an important purpose is determining why a student may be struggling. (Klingner et al 2007:13).

Furthermore, Westwood (2008:78-79) states that assessment refers to the process of collecting information from students (e.g., obtaining test scores and work samples) while evaluation means looking at that information and making some

decisions in relation to instructions. He also described the main functions of assessment such as (1); to enable a teacher to evaluate the effectiveness of the teaching program and then to make any necessary modifications to method of delivery, learning activities or resources (2); to identify any students who are having difficulties mastering the course content, and thus need additional help, (3); to provide information if a student is to be transferred to another school or referred for special education, (4); to be accountable to parents by providing them with evidence of their child's learning, (5); to be accountable to government education authorities by providing hard evidence by achievement levels in a school.

The assessment of reading comprehension is an important part of teaching learning process in classroom. Two functions are commonly identified in the literature: formative and summative assessment. Formative assessment is evaluating students in the process of "forming" their competencies and skills with the goal of helping them to continue that growth process. Summative assessment aims to measure, or summarize, what a student has grasped, and typically occurs at the end of a course or unit of instruction (Brown, 2004:6).

Klinger et al. (2007:14) state that assessing comprehension is fraught with challenges because it can be difficult to determine how much students really know and what they are actually thinking. Traditional measures tend to focus on straight recall or literal understandings, but there is much more to comprehension. The assessment must be conducted because it has important functions as assessing very important to know the ability of students and also can measure students' potential in study.

According to Brown (2004:4), assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance. Thus, it can be said that assessment is used to determine the quality of student's work. Furthermore, Linse and Nunan (2005: 138) state that assessment occurs all the time. Assessment is related to the process in learning activity of the students. Assessment can be conducted by giving series of tests to the students in order to give them opportunity to respond the materials that they read. Assessment is done to collect data of the students about their achievement in learning process.

To asses reading comprehension in this present study, the research instrument is constructed in every test was short answer task. The test consists of twenty questions. Students answer each question by writing it correctly and grammatical true. In relation to this study, the contraction of short answer task is limited on finding general information, specific information, textual reference and textual meaning. Those constructions short answer task measure the student's ability in Comprehending the text.

In this study, the researcher is going to uses short-answer task to assess the reading comprehension. Brown (2004:207) states that popular alternative to multiple choice question following reading passages is the age-old short-answer format. A reading passage is presented, and test taker reads questions that must be answered in a sentence or two. It also gave students opportunity to convey their ideas more deeply.

2.2 Empirical Review

Empirical review is about reviewing studies that had been conducted by other researchers which are related with the present study. The purpose of providing empirical review is to show the relevant studies that have similarity with the present study. Therefore, it can be used to support the present study by considering the result as consideration whether or not the present study. It is; however, use to be references in doing the study since it was gives a look on the result of the study that is fairly the same as what is going to be conducted. The relevant studies deal with teaching and improving students' reading by using KWL strategy. KWL strategy is already used by some researches in teaching learning process which can improve the students' reading comprehension. There were two researchers that have done research about improving reading comprehension by using KWL strategy. The researchers as follows:

A researcher conducted by Ulandari (2020) entitled "Improving Reading Comprehension through KWL Strategy to the eighth-grade students of SMP Negeri 3 Abiansemal in academic year 2019/2020". The objective of the study was to figure out whether or not KWL can improve reading comprehension of the eighth-grade students of SMPN 3 Abiansemal in academic year 2019/2020. This study showed that the ability of the eighth-grade students of SMPN Sukawati can be improved by using KWL strategy. In general, this researcher revealed that KWL strategy can be effectively used as a strategy of teaching reading in junior high school. However, in the lesson plan, the researcher did mention the example of paragraph in learning material.

Another researcher was conducted by Adisuari (2017) entitled *Improving Reading Comprehension of the Eighth Grade Students of SMPN 9 Denpasar in Academic Year 2021/2022 through KWL*”. The objective of the study was to figure out whether or not reading comprehension of the eighth-grade students of SMPN 9 Denpasar in academic year 2020/2021 can be improved by using KWL strategy. The result of this study also showed that KWL strategy could effectively improve the low ability in reading comprehension of the eighth-grade students of SMPN 9 Denpasar. However, the researcher did not use pictures as the medias to interest the subject in teaching-learning process.

In both of researches, the students were successful to improve their ability in reading comprehension by using KWL strategy. The students could get the score more than the minimum passing grade. It could be seen from progressing mean score of the pre-test and post-test after they had been thought by using KWL strategy. However, both of researchers used short answer task as the instrument, in this case pre-test and post-test, to assess the students’ ability. Furthermore, there was strong possibility for the students to guess in answering the reading comprehension test. In the present study, the researcher used short answer tasks to measure the students’ ability in reading comprehension. Moreover, the students guessed the answer because the students should comprehend the idea about the test in short answer tasks.