

CHAPTER I

INTRODUCTION

1.1. Background of Study

Reading is one of the most important skills in learning a language besides listening, speaking and writing. The fundamental goal for any reading activity was know enough science concepts and knowing the language. To Indonesian students this is a bridge to understand scientific books that they read. As they lack knowledge of English, they often encounter difficulties when reading their books in English. Besides, readers easily understand texts on familiar topics but are less successful in understanding texts on unfamiliar topic. At the same time, the interpretations that readers construct with texts and the types of texts they read are influenced by their life experiences. Readers read for different purposes. Sometimes they read for fun as well as for information. The reason they read affects the way they read.

Learning to read is a lifelong process. People begin to develop the knowledge they will use to read during their most important interactions with family and society. In their pre-school years, children learn to understand, use spoken language and learn about their world through meaningful interactions with others because reading for pleasure means reading anything primarily for pleasure. Understanding and remembering information can improve reading skills. The most familiar of all the elements of language are "words" and it should be quite clear that part of what is involved in understanding a text is understanding the meaning of the individual words in that text (Broughton et al., 2003:94).

Serravallo (2010) states that reading is thinking, understanding and getting at the meaning behind a text. Patel and Jain (2008:114) argue that reading is not only a source information and pleasurable activity but it is also as a means of consolidating and extending one's knowledge of the language. There are many benefits that can be found through reading. Students can get knowledge and it can improve their memory and also increase understanding from the text. Reading is one of the basic skills in English which is not simply translated word by word, but it needs to know the meaning of the text. Reading can guide us to enrich and to develop our knowledge. Besides, through reading we can also improve grammar and vocabulary, at the same time it can improve our communication skills.

According to Robb (2013), to improve students' ability in comprehending texts, the teacher must help the students change their inefficient reading habits as reading word by word, focusing too much attention on the form and relying heavily on dictionary. Therefore, the activity that the teacher applies in the class takes an important role. English teacher has to know the strategies in order to get better result in learning. Besides, the teachers have to know about the strategies or models which must be used to guide the students. Strategies are ways for learners to solve problems encountered in constructing meaning in any context. The teacher who has important role must guide the students to have creativity in classroom. If the strategy is not suitable with situation in the class, the teaching and learning will not be successful.

In learning English, students are expected to get a message from the reading. Because it is generally learned from secondary education and higher education, students are expected to be able to understand a text reading as well as possible

problems of students who have studied English for six years. This means that most students cannot obtain information from the reading text. One of the factors is that students cannot combine their prior knowledge with the information contained in the text, so it will be very difficult for them to understand the text they read.

In SMP Dharma Praja Denpasar, the researcher found that most of the students at the school lacked reading skills, especially in English texts, because according to them reading text in English was one of the language skills that were still difficult for students to master. In the learning process, reading activities become an important skill for students and then the teacher must train them to have good reading skills especially when they read the text and have to understand it as a whole. Many techniques have been used, but students still cannot read well.

Based on the observations of the researcher, the eighth-grade students at SMP Dharma Praja Denpasar kept struggling in comprehending. The lack of ability to read English is influenced by several factors. First, some students have difficulty understanding English words, phrases, and sentences. Second, some students have difficulty in finding the main idea of the text they are studying. Third, some students are not used to practicing reading any books in class and in everyday life. Finally, the teacher also cannot find the right method or technique to provide a material so that students can understand what is conveyed by the teacher.

In its application, the teacher used traditional method in teaching reading comprehension, such as question and answer, which seems monotonous in the teaching and learning process. the teacher gives an example to students how to read the text then asks students to read the text after that the teacher asks students to answer questions. From the observations, the researcher found problems which

showed that not only student did not pay attention to reading comprehension, but also the teacher. Referring to the problem that student ability must be improved, appropriate techniques are needed to assist students in developing their reading comprehension and KWL strategy are chosen to solve all students' problems in English.

KWL is a strategy or method to improve student achievement in reading comprehension based on pictures in the text. In this strategy, all students can also learn how to brainstorm and predict something. This provides students with a structure to guide them through lessons and apply their background knowledge to new material. The KWL strategy can be used to observe and assess the progress achieved by students in understanding the text. In addition, students can indicate their background knowledge, and can estimate about the information they expect to find for reading material and record the information obtained. Students can be more active in expressing their opinions by using this strategy in the teaching and learning process.

In this study, researchers consider implementing the KWL strategy combined with images. KWL is a strategy combined with pictures that is used to guide students through a text. KWL helps students to construct meaning before, during and after reading. Students relate what they read to what they have learned. By combining it with pictures can help students to increase their interest and imagination. The students are expected to understand about the topic and the extent of the information. Students begin by brainstorming everything they know about the topic. These questions are listed in column K. During or after reading, students answer the questions that are in column W. This new information is what they have

learned is recorded in column L. They can get clear information from the text and involve knowledge them in reading comprehension. Students can also share their opinion about what they learn in discussion session. The students can get feedback of their answer to improve their reading in next session.

There are several types of media that can be used in reading comprehension. One of them is Pierre Cristina (2007-2) who states that picture descriptions are an ideal way to practice your English vocabulary in all areas. Thus, pictures inspire students to start writing about their thoughts and feelings. This means that pictures are very helpful for teachers in writing assessments. The description picture is a ready-made picture that shows an object such as a person, thing, place and so on that will be described.

Related to the background above, the researcher thinks that the existence Of KWL strategy in that school can be one of the ways in enhancing the students' reading comprehension. Therefore, the researcher is interested in carrying out the research entitled "Improving Reading Comprehension of the Eighth-grade Students of SMP Dharma Praja Denpasar in Academic Year 2021/2022 through KWL Strategy Combined with Pictures. "

1.2. Research Problems

Teaching reading comprehension in the classroom is considered important and must be considered by English teachers. Referring to the learning background that has been describe previously, students still difficulty understanding the meaning of English words to find specific and general information. After student s read the text, most of them find it difficult and confused to analyze ad schematic structure of the text. To overcome this problem by changing the behavior of learning

to read with the KWL strategy with pictures based reading. KWL strategy can help students analyze the schema structure of the text. Therefore, the research question can be formulated as follows: can the reading comprehension of eighth-grade of SMP Dharma Praja Denpasar in English for the academic year 2021/2022 be improved through KWL strategy with pictures?

1.3. Objectives of the study

This research was conducted to answer and solve the research questions that have been state previously. Based on the research problem, the purpose of the research plan is to find an increase in reading comprehension through the KWL strategy with picture based reading text of class eighth grade students of SMP Dharma Praja Badung. The main objective of this study was to determine whether the reading comprehension of eighth grade students of SMP Dharma Praja Denpasar in academic year 2021/2022 could be improved through the application of the KWL strategy combined with picture.

1.4. Limitation of the Study

Reading teaching has a complex analysis. Here are some reading teaching strategies that have been applied, one of which is the teaching and learning process through the KWL strategy with picture. Aspects of reading include all the bad activities of reading. This teaching is too broad and complex to be discussed at any given time in classroom action research studies. In this study, restrictions are needed so that learning materials are more specific. This research is limited to improving reading comprehension of descriptive text through the KWL strategy with picture

based reading text for class VIII students of SMP Dharma Praja Denpasar in academic year 2021/2022. In this study, researcher took class VIII D.

This school uses the 2013 curriculum for the eighth grade. Therefore, this research is focused on the third basic competence in the syllabus of class VIII student. The third basic competence is understanding the structure of the text and linguistic elements in carrying out the function of social descriptive texts by conveying and asking texts and describing texts about people, objects, and places in a short and simple manner according to the context in the VIII student syllabus.

Therefore, this study focuses on the use of KWL strategy with picture especially in describing people and places which are used to improve reading comprehension. Of course the researcher discussed the use of KWL with pictures to help student get additional information and knowledge by reading. This reading comprehension is mainly about finding general information, specific information, textual meaning and textual references in descriptive text.

1.5. Significance of study

The result of the present study which is about improving reading comprehension using KWL strategy with picture is expected to be beneficial for student teacher. Moreover, the findings of the present study are expected to provide both theoretical as well as practical significance as follows:

Theoretically, this research is expected to be of use for the teaching reading and can be used to give us evidence about implementation theory based on problem that faced. Furthermore, the results of this study are expected to enrich theories and can be a reference for future studies to KWL strategy with pictures in improving students reading skill at the eighth-grade students.

Practically, this study has benefit for the teachers, the students and the institution. The result will be help teachers especially for those who taught the eighth-grade student in improving their reading skill. For the students it will be useful to get the opportunities to improve their reading specifically in understanding, developing, and answer the question of the text. The last is the beneficial for the institution, credibility of the institution will be increase because of efficacy of the teachers and students after applying KWL strategy with pictures.

1.6. Definition of the Key Terms

There are several key terms used by researcher in this study. It is important to explain these key terms to give the reader an understanding of the topic being discussed. Thus it will help the reader to know about the topic being discussed. In addition, researchers need to provide operational definitions so that they are not ambiguous and researcher need to define some key operational terms used in research studies. There are two key terms which are defined operationally to avoid misunderstanding on the part of the reader. In addition, it also provides clear information so as to make the understanding of the research clear. The key terms are explained as follows:

1. Reading comprehension

Reading comprehension is defined as ability of the eighth-grade students of SMP Dharma Praja Denpasar in academic year 2021/2022 in understanding descriptive text especially in finding out general information, specific information, textual meaning and textual reference.

2. KWL strategy

KWL was operationally defined as a strategy used by the teacher to improve the student's reading comprehension and is used in the form of text combined with pictures to make it easier for the subjects are to understand the text given. In which student were actively engaged into three column chats. The first, K column the student writes down what they want to know. The second, W column students predict what they want to know. The last, L column the students write down what the student have learned from the text. KWL is the strategy with pictures is the media which is used to improve students' reading comprehension.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

A theoretical review is a theory review for a research study. Its function is to give a meaning to a word in terms of certain theories that must be discussed clearly and can be understood. Therefore, scientific research should be carried out on the basis of some relevant theoretical construct and hope to provide practical significance. There are several areas which are clearly and briefly discussed in this chapter as follows: reading comprehension, KWL strategy with pictures and assessment of reading:

2.1.1 Reading comprehension

Reading is a basic skill that needs to be mastered. The importance of getting information in every reading in getting information, they need to understand the text during the reading process. They are not only expected to read with good pronunciation; however, they must construct or find meaning through interaction and engagement with written language. Reading is also an important tool for academic success. Readers can get a lot of important information and increase their knowledge in daily life by reading. Reading is a receptive skill that involves student interaction (Pollard, 2008:44). Called receptive skills because from reading students can gain some knowledge and information. In reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities. When we read, we should be able to recall information afterwards. There are some definitions of reading comprehension according to the expertise bellow:

Reading is a part of language skills that is important in improving the student knowledge, Reading becomes one of important tools for academic success. Moats (2001:5) state that reading is the fundamental skill upon which all formal education depends. Any child who does not learn to read early and well will not easily master other skills and knowledge, and is unlikely to ever flourish in school or in life. Thus, the children should be given interesting stories which include many pictures inside. Therefore, the children will be happier to read.

The readers are able to get much important information and improve their knowledge by reading. Nunan (2003:68) states that reading is a fluent process of readers combining information from a text and their background knowledge to build meaning. It means that when the readers read a text, they should connect the text they read to their background knowledge to make them easier in comprehending the text. In order to comprehend the text, grammar and vocabularies are two language components that need to be mastered.

According to Mukhroji (2011:57) reading is the process of translating the words spoken when beginning to learn to read. Reading refers to the process of reading words printed in to a statement similar to spoken language either silent you out loud. Read as translate or who has the meaning as symbols printed verbal written. This means that the reading is the result of the interaction between the perception of graphic symbols and the ability of the reader to understand the knowledge of the world. In this process the reader trying to create meaning intended by the author.

Reading comprehension is one of the most difficult activities to do because it asks the reader to think while reading, Pang et al. (2003:6) reading is about

understanding written texts. It is a complex activity that involves perception and thinking. Reading consists of two related processes such as word recognition and comprehension. Word recognition refers to the process of understanding how written symbols correspond to one's spoken language. Comprehension is the process of understanding connected words, sentences, and texts. Readers usually use background knowledge, vocabulary, grammar knowledge, experience with texts and other strategies to help them understand written texts.

According Dechant (1982:311) said that comprehension includes the correct association of meanings with word symbols, the selection of the correct meaning suggested by the context, the organization and retention of meanings, the ability to reason one's way through smaller idea segments, and the ability to grasp the meaning of a larger unitary idea. It is very important to talk about reading comprehension.

Reading comprehension is crucial for everyone who wants to enlarge their knowledge and information. Sometimes some learners feel difficult to comprehend the text that they have read, so they get nothing from the text. So the teachers have to be more concern about the problem. According to Chatrine (2002:11), reading comprehension defined as a process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In this research, the researcher used the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.

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 understand text the reader needs to find out the meaning or the correlation between the sentences that establish in the whole text. They can retell again the information that they have read depend on their knowledge, culture and background.

2.1.2 KWL Strategy

KWL (Know, Want to know, and Learnt) is a strategy which can make students understand and comprehend more easily every reading passage in fun way. KWL strategy can help readers to learn new material by using questions and accessing information from reliable sources and also helps readers understand and understand the text. Klook et al. (2010:89) stated that the KWL strategy help encourage active reading of texts. Students divide the page into three columns. First column they write down what they know, in the second column what they want to know and in the third column what they have learned as they progress through the lesson and apply their background knowledge to the new material. Teachers can use KWL chart to observe and assess the progress students are making in comprehending the text if the targets are important content.

KWL is an instructional reading technique that is used to activate students' background knowledge, assist students in setting purposes for reading, and help students to monitor reading comprehension by using graphic organizer (Peregoy & Boyle, 2001: 70, Ros & Vaughn, 2002: 179). In this definition, three important concepts of KWL technique are used. Firstly, KWL is an instructional reading technique to aid the teaching of reading. It uses graphic organizer namely KWL chart to help the students record their thinking process before, during, and after reading. Secondly, KWL strategy is designed to activate students' background

knowledge. By using KWL strategy the teacher can help the students recall the information stored in their mind which is related to the topic. Thirdly, KWL technique can assist students in setting purposes for reading.

Car and Ogle (2013) state that KWL is an acronym of Know, Want, and Learn. KWL is a reading-thinking strategy, focuses on the student as a learner who asks questions and thinks about ideas while reading. The title is derived from the three principal components of KWL that are knowing as determining what students want to learn, and identifying what is learned plus mapping text and summarizing information. The mapping helps pupils remember the information about text that they have read. Hassard (2011:77), KWL strategy is an active reading strategy prepares students to make predictions about what they will be reading, as well as engaging them with other students in a discussion of the content of the topic. It means students asked to predict their knowledge about the topic that given by teacher and share or discuss it with their friends.

According to Ogle (1987: 570), KWL is a growing instructional scheme to determine the ability of students in reading. It gives structure to remember what learners know about the topic, note what they want to know, and finally a list of what you have learned and have not been studied. Learners will think about everything they know about the topic. The relevant information recorded in the column K of the KWL scheme. Learners then produce a list of questions about what they want to know about the topic. These questions are listed in column W. During or after reading, students answer these questions. What they have learned is recorded in column L. The purpose of The KWL strategy provides a structure to enable and build knowledge, establish a goal to read and to summarize what has

been learned. This strategy KWL with picture can help students reflect and evaluate their learning experience, and serves as a useful assessment tool for teachers.

Table 2.1.2
KWL Instructional Scheme

K (What I Know)	W (What I Want to Know)	L (What I Learned)
Students list everything they think they know about the topic of study.	Students tell what they want to know about the topic.	After students have finished reading or studying a topic, they list what they have learned. They can also check the W column to see which questions were answered and which were left answer.

According to Burke (2005: 16) KWL guide students through the text. Although the process starts before reading activity, the ultimate goal is to develop a framework that can be used by students as they read. The procedure of the KWL strategy involves three steps. First, it provides students with the opportunity to exchange thoughts and ideas in a list of items K and detail that they already know about the topic. Secondly, they review the topic again and consider what they still want to know and be written on the W of the chart in the form of questions. Thirdly,

when they read or after they read, students add details they have learned while reading. They wrote in part L graph.

There are several types of media that can be used in reading comprehension. One of them is a picture. Cristina (2007:2) states that picture description is an effective way to practice English vocabulary in all fields. Pictures provide serious language practice and can be invaluable in the classroom for simulating discussion and bringing enormous variety to lessons. Thus, pictures really inspire students to start writing about their thoughts and feelings. This means that pictures are very helpful for teacher in writing assessments. Image description is ready-made picture which is showing an object such as person, thing, and place and so on that will be described.

KWL strategy with picture helps students understand the text easily, and students are expected to be able to explore information, and not feel bored and critical of the reader, and develop communication skills in cooperative discussions of famous artists. According to Burke (2015:10), KWL guide students through their reading material, although the process begins as before the reading activity. The main goal is to develop a framework that students can use as they read.

2.1.3 Assessment of Reading

The assessment of reading comprehension is a critical component of any research effort aimed at improving our understandings about what is reading comprehension and how it can be taught properly. According to Pang et al (2003:18), there are two forms of reading assessment. The first form of reading assessment is to find out how well children are reading in order to help them improve. The second is to measure how much progress has been made. Both forms

of assessment are needed for effective reading instruction. In beginning reading, assessment is normally done by listening to students reading aloud. Teachers assess word recognition and fluency in this way. Beyond this stage, assessment should focus primarily on text comprehension. According to Linse & Nunan (2005), assessment is the gathering of information for a specific purpose. According to Freeman and Freeman (2004), when assessing students, it is important to remember that assessment should be a measure of what students are able to do and what they know.

Klingner et al, (2007:14) states assessing comprehension is full with obstacles because it can be hard to determine how much student really know and what they are actually thinking (as the students attempted to do in the preceding example). Traditional measures tend to focus on straight recall or literal understandings but there is much more to comprehend than this. It means reading comprehension has different purposes. One of these is to compare students' comprehension level to those students in a norming sample. Another is to find out if students have met pre-established 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 which comprehension strategies. It has long been known that the difficulty of reading tests is at least a function of the difficulty of the sections and the difficulty of the items. It is possible to ask easy questions from difficult texts and difficult questions from easy texts. Reading scores may be high or low due to item difficulty rather than text difficulty and vice versa. However, it is difficult to distinguish between item effects and part effects, because the two interact.

Duke (2003) stated that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experiences, information in the text, and students' views related to the text. The goal is to gain an understanding of the text being read rather than gain an understanding of the mental representation of a text's meaning combined with the reader's previous knowledge. Students' knowledge and experiences relate to key ideas in the texts they read, influencing what they learn and remember about what they read.

Assessing reading ability is a complicated process, and reading is far more complex than is generally recognized. According to Alderson (2015) assessing reading ability is even more complicated because it does not only involve reading skills but also involves students' knowledge and ability to use a second or foreign language. The reading assessment is intended to provide feedback on skills, processes, and knowledge sources that represent students' reading ability on the text.

Although it is important to note that different assessment practices may assume different reading theories and reading development. Reading assessments can improve student learning systems and with assessments students will feel happier. For students who have low grades will increase reading in a text, and the teacher also knows the extent students are able to read. Reading assessment also helps teachers in the teaching and learning process. Reading assessment also helps teachers in teaching and learning.

Test is subset of assessment. Tests have become way of life in educational world. Brown (2004.3) states that a test, in simple terms is a method of measuring

a person ability, knowledge or performance in a given domain. In every learning experience there comes a time to pause and take stock, to put our focal processes to their best use, and to demonstrate accumulated skills or knowledge. The first order of business in an exploration of classroom assessment is to understand what assessment means and how it is different. Tests are almost always identifiable time periods in a curriculum when learners muster all their faculties to offer peak performance, knowing that their responses are being measured and evaluated. Thus, questions on a test must be well-selected.

In research study, the researcher used short answer task to assess the students' reading comprehension. Short-answer task is one of type tests of assessment which can be used to assess students' reading comprehension ability. According to Purpura (2004:136), short-answer task is a question, incomplete sentences or some visual stimulus. The test-taker should respond the question in the form word to a sentence or more, the test-taker will answer the question based on the information that they get on the text. This present test aims at measuring comprehension and grammatical ability. Short answer task is usually scored using right or wrong with one or two criteria correctness.

2.2 Empirical review

In order to support the present study, it is necessary to gather empirical review. The purpose of the empirical reviews is as references to find out the information and theories related to the topic. There are two similar studies which were chosen by the researcher to be compared. Those empirical reviews are as follows:

The first similar research belongs to Jamina (2017) entitled "Improving students' reading comprehension using K-W-L strategy for the second grade students of SMP NU Suruh in academic year 2015/2016 ". For the purpose of this research is to improve the reading comprehension for second grade student of SMP NU Suruh in academic year 2015/2016, Jamina's learning outcomes can be seen from the average value of the progress of the pre-test and post-test After conducting two teaching cycles, it was found that the KWL strategy can improve reading comprehension. Furthermore, Jamina's research shows that there is a significant improvement in the techniques applied in improving the reading comprehension of subjects. Classroom action studies prove that the KWL strategy can improve the reading comprehension for second grade student of SMP NU Suruh. In addition, the research subjects also responded positively to the application of the KWL strategy in improving reading comprehension. Short answer task, but in the post-test, he only gave thirty questions in thirty minutes. Having multiple choices to measure the subject's understanding in reading, especially descriptive text in the form of pictures.

Another similar study comes from Noviyanti (2016) who conducted a classroom action study entitled "Improving Reading Comprehension through K-W-L of the seventh Grade Students of SMP (SLUB) Saraswati 1 Denpasar in Academic Year 2014/2015". The result of the study found that KWL strategy could improve reading comprehension. It can be seen from the progressing mean score of the pre-test and post-test.

Both of those study stated that there was significant improvement concerning the subject's ability in reading comprehension through KWL strategy

the results of cycle I and cycle II have improved. There was significant improvement after using KWL strategy in teaching learning process, however, in her research, the theory of KWL strategy was not clear also there were no steps of KWL strategy. Now, in this present study, the researcher used theory and steps of KWL strategy as what has been proposed by Ogle in Arends and Kilcher (2010), in his book entitled "Teaching for Student Learning Becoming an Accomplished Teacher".

