CHAPTER I
INTRODUCTION

1.1 Background of study

Reading is the practice of using text to create meaning. The two keywords here are creating and meaning. If there is no meaning being created, there is no reading taking place (Johnson, 2008:3). In reading, the activity is not simply reading the sentences served but the most important here is how the readers can get what they are reading at and get new meaningful information after the reading activity. Understanding the text is important in reading activity, but being able to catch the meaning and aim of the text they read is more important. Many readers can read and understand a text that they read, but only some of them can tell the aim and meaning of the text.

Serravallo (2010:43) states that reading is thinking, understanding, and getting at the meaning behind the text. It means that reading is a thinking process, and it helps to construct and maintain the meaning of the words. Many benefits can be found through reading, and students get knowledge and new vocabulary that can improve their memory. It also increases their understanding of the text. In learning English, students are expected to get some messages from their reading. Since it is generally learned from primary education to higher education, it implies that students can comprehend a reading text after studying the language.

In reading a text, the students are expected to comprehend the text. Reading comprehension is the students' ability to understand the written text to get more information, get the main idea, and gain new vocabularies. Klinger et al. (2007:8) state that reading comprehension involves much more than readers' response to text. Reading comprehension is a multi-component, highly complex process that

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involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables to the text itself (interest in text, understanding of text types). The explanation above tells that reading is very important to gain our knowledge and improve vocabulary.

According to Duffy (2009:5), real readers do something with what they read. Therefore, readers think reading is important when they use reading to achieve a goal important to them, achieve their purpose, or answer questions they want to answer. Consequently, motivation is really important for students to do a reading activity. There must be a set of goals for the reading activity to respond to what they read. If the readers have purposes with their reading activity, they know what to do then from the reading activity; there must be something to be achieved as the consequence of the reading activity, leading them to comprehend a text during the reading activity. The readers should try to generate information from the text that they have read to gain their knowledge after the reading activity; to make their reading activity worthwhile. Therefore, there are series of activities in reading to achieve the goal of reading.

Based on preliminary observations, most of the class VIII grade D students at SMPN 2 had problems reading and understanding texts. Researchers found that students had difficulty understanding the reading texts because they found them difficult to identify detailed information in the reading. Problems experienced by students were finding general information, specific information, textual meanings, and textual references from the text. In addition, students also had difficulty in answering a text or understanding the content of the text. In this case, teacher involvement and the techniques used were important. The techniques applied by the teacher in the reading class would help students understand the reading material

that was given to them. Techniques used most likely caused the problems that arose. For example, the teacher only provided text and asked students to repeat what the teacher read without prior preparation.

On the other hand, students usually started reading the text without thinking about their topic. Whether they had background knowledge about the topic or not, the teacher only observed students when they worked individually without directing students. The teacher only focused on students who could answer the text. To produce good reading comprehension, students need to use appropriate techniques in the learning process. To build students' motivation to learn to read, especially grade VIII students of SMPN 2 Denpasar, teachers can use several techniques to solve problems faced by students. The delivery technique must be with clear instructions and can make students interested in the material. To solve the students' problems, especially reading comprehension, the researcher applied KWL strategy.

The strategy of KWL in the teaching and learning process has several strengths. For example, KWL is interesting and worth conducting in the teaching and learning process because this strategy can help students understand the text. Besides, they can also show their background knowledge, predict the information they expect to find in reading material, and take notes related to the information gained. This is an interesting strategy to be applied and suitable for senior high school students to be more active sharing their opinions and making them more interested in using KWL in the teaching-learning process of reading comprehension. In order words, this strategy is useful in encouraging students to become active and wise readers.

Based on the description above, KWL strategy is needed by students to overcome difficulties in understanding reading, especially in identifying general

information, specific information, textual meaning, and textual reference of descriptive texts. In addition, researchers believe that KWL strategy can improve students' reading comprehension. Teachers can motivate students to excel in sharing opinions with others in the teaching and learning process. Therefore, the researcher was very interested in conducting a study entitled "Improving Reading Comprehension of the Eighth-grade Students of SMPN 2 Denpasar in Academic Year 2020/2021 through KWL Strategy."

1.2 Research Problem

Choosing and formulating a problem is one of the most important aspects of doing research. Furthermore, this may give the researcher a certain direction in carrying out the present research. The researcher has to decide on a specified and correct question to be answered and conveyed to find an answer. Based on the background, which has already been elaborated above, reading comprehension is still considered a difficult skill to be mastered by the students. In other words, the eighth-grade students of SMPN 2 Denpasar in academic year 2020/2021 still faced a crucial problem in reading. Thus, the problem should be solved, and their reading should be improved through KWL strategy. The research problem of the present study can be formulated in the form of a question as follows: can reading comprehension of the eighth-grade students of SMPN 2 Denpasar in academic year 2020/2021 be improved through KWL strategy?

1.3 Objective of the Study

The study's objective in a scientific investigation is to answer the research problem that has been previously formulated and determined. To direct the present study, it is necessary to declare an objective to be achieved. It is guidance in making

any decisions needed and also starting point of doing the research. The objective of the present study is certainly essential. The research is conducted to answer the research problem under study. Based on the research problem stated, the study's objective is to find out whether or not reading comprehension of the eighth-grade students of SMPN 2 Denpasar in academic year 2020/2021 can be improved the implementation through KWL strategy.

1.4 Limitation of the Study

Research limitations are very important to discuss the research problem more specific and avoid a broad discussion. Writing has a broad and broad scope of coverage; therefore, the researcher needs to narrow down this research area. In this research, the researcher focused on improving reading comprehension of the eighth-grade students of SMPN 2 Denpasar in academic 2020/2021 through KWL strategy. The 2013 curriculum was implemented in the school where this research was conducted. Based on the syllabus of the eighth-grade students in semester I, the researcher focused on the fourth main competencies and basic competencies of the eight grade students

The fourth main competency is developing reason, and serving in the concrete and abstract realms related to developing what is learned in school independently and using methods according to scientific principles. Basic competence 3.10 implement text structure and language feature in conducting social function by stating and asking description about people, animal and thing, in short and simple, based on the context usage. Reading comprehension in this study is limited on identifying general information, specific information, textual meaning and textual reference.

1.5 Significance of the Study

This classroom action research aims to improve reading comprehension by applying the KWL strategy to improve students' reading comprehension. The meaning of this research is to see how this technique works in overcoming problems faced by students in reading comprehension. One of the principles and practical reflections considered in conducting this research was the importance of the expected research findings. The worth findings of this study are expected to yield theoretical and practical significance.

Theoretically, this research aims to strengthen the use of theories, especially reading comprehension theories. The results of this research are expected to enrich the theories and become available references for further research related to KWL strategy with an overview in improving reading comprehension. In addition, the procedure for preparing this research can be a good guide to use to make better reading comprehension. In addition, these findings are expected to prove that KWL strategy is an effective technique in improving the reading comprehension of eighth-grade students of SMPN 2 Denpasar.

Practically, the results of this study can give beneficial contributions to the teachers, students, and other researchers. For the English teachers, the results of this study are an enrichment of their strategy in teaching reading comprehension and can help the teacher make students more active. For the students, the results of this study can help them comprehend the points of reading comprehension. Particularly, they can know that reading comprehension can be an enjoyable subject and will be more motivated to increase their motivation. Finally, for other researchers, the findings are hoped to be used to add reference of KWL strategy and find the weaknesses to enhance further research.

1.6 Definition of Key Term

Key terms are important to be defined to give a clear understanding of the topic. Moreover, to avoid misunderstanding and confusion of the readers in comprehending this research, the researcher needed to define the key terms used in the present study clearly. Additionally, the definitions of key terms are also intended to clarify this study and give limitations to the terms of the research conducted. Thus, the definitions of the key terms used in the present study are reading comprehension and KWL strategy. Furthermore, the key terms which are used in the present study are clearly and concisely clarified as follows:

1. Reading Comprehension

   Reading comprehension can be operationally defined as the ability of the eighth-grade students of SMPN 11 Denpasar to understand reading text given, and they can get the meaning of the narrated description, especially in finding out general information, specific information, textual meaning and textual reference.

2. KWL Strategy

   KWL strategy is intended to be an exercise for study groups or classes that can guide students in reading and understanding a text. It is composed of only three stages that reflect a worksheet of three columns with the three letters: KWL. In the first column "K" (know), they write down what they already know; "W" (want) column, they write want they want to know, and "L" (learned) column, what they have learned as the final stage to answer the questions as well new information they have learned. Operationally, the KWL strategy is defined as a teaching technique used by English teachers to improve students' comprehension in reading descriptive text.

CHAPTER II
THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The related theoretical review is scientifically expecting to contribute some practical significance, and the research must be conduct based on some relevant theoretical construct and empirical evidence. The theory is a set of interrelating construct of concept, definitions, and preposition which presents a systematic view of phenomena. It is conducted to avoid misunderstanding some concepts and terms use and require this study. The function of the theoretical review is to demonstrate the researcher's knowledge and expertise in the chosen field of research, concentrating on the research problem. Some important points should be explained. This present study is conducted on the following theoretical reviews: reading comprehension, KWL strategy, and assessing reading comprehension.

2.1.1 Reading Comprehension

Reading is one of the other basic skills in learning the language. The term of reading cannot be easily defined because it has many interpretations. One simple definition will not be sufficient; for that reason, different people would describe and define this term in different ways. That is because of different purposes, different basic knowledge, and different importance of reading itself.

Broughton et al. (2003:90) add that there are three components in reading: the recognition of the black marks, the correlation of these with formal linguistic elements, and the further correlation of the result with meaning. It means that reading is the interaction between readers' eyes and the text, but it refers to the interaction between the readers' mind and text; what visualization the readers could

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have while reading a text. The readers should connect their minds toward the text to make the reading activity meaningful.

Camille (2008:33) adds that comprehension is a process demanding strategic approaches. The readers actively construct meanings as they read; they also direct their own comprehending by using basic strategies and monitoring their understanding. In reading to achieve comprehension, an appropriate strategy is very important to motivate students to do the reading activity. The strategy applied in the reading activity has a very important role since it is a way for readers to understand the text, which can be directed by a series of reading steps involved in a strategy. A good strategy will lead readers to achieve a goal of reading (comprehension), and it will get readers easier in connecting their ideas by monitoring their accuracy based on the procedures or steps of the strategy.

According to Pang et al. (2003:6), reading is defined as understanding written texts. He says that reading consists of two related processes. They are word recognition and comprehension. Word recognition is defined as getting how written symbols correspond to one has spoken language, while comprehension is the process of making the meaning of words, sentences, and connected text. Pollard (2008:44) supports reading as a receptive skill. It involves students interacting with text which students need to process and understand. Furthermore, reading is an active process where readers interact with a text, predict what will come next, and bring knowledge of the subject and language to the text. Reading comprehension also allows the readers to use their existing knowledge about the text's topic.

Meanwhile, Klinger et al. (2007:8) defines that reading comprehension as a multi-component, highly complex process that involves much interactions between readers and what they bring to the text (previous, knowledge, strategy use)

as well as variables related to the text itself (interesting in text, understanding of text type). Reading comprehension for many students is needed when using this skill can help them master other skills. This skill is the important one in improving the student's knowledge. All the components in mastering English require the reading comprehension ability to understand the idea, new vocabularies, and specific information of a reading text.

Snow (2002:11) states that reading comprehension is the process of people simultaneously extracting and constructing meaning through interaction and involvement with written language. As a determinant of reading comprehension, people use the word extracting and constructing to emphasize both the importance and the insufficiency of the text. Comprehension needs three elements. First, the reader who is doing comprehending. Second, the text is to be comprehended. Third, the activity in which comprehension is a part of considering the reader according to the purposes of reading and text.

According to Smith (2004:2), reading is the most natural activity in the world. The word reading is properly employed for all activities when the researcher endeavors to make sense of circumstance; its original meaning is interpretation. In addition, the interpretation refers to the special use of the term. It means that the readers can achieve many thoughts about the written text that students read. The readers need an understanding for creating meaning with written text. Therefore, comprehension is the action of readers to interact and participate with the written text in building and putting the sense.

Furthermore, Lems et al. (2010:170) describe that reading comprehension is not static competency. It varies according to the purposes of reading and the text that is involved. Some benefits can be taken from reading text; for example, reading

text can give opportunities to study vocabulary, grammar, pronunciation, and the way the researcher constructs sentences, paragraphs, and texts. By reading, students will get information that can enrich their knowledge and also enhance their mind concept. Moreover, McNamara (2007:109) states that reading comprehension arises from a series of cognitive processes and activities, including word decoding, lexical access, syntax processing, inference generation, reading strategies, and post-reading activities. All of these processes should be taken into consideration.

According to Sadoski (2004:67), comprehension is the reconstruction of the author's message. It is explained that reading must be catching the understanding and critical thinking of the readers. The readers think about what they know about the text or topic before they are reading. Therefore, they can make connections to their life and the world. Learning to read is important thing education For the readers, reading is good thing to open up new world and apportions to develop their knowledge. By reading, the readers have to relate the information that is written on the text with their background knowledge.

Based on the definition above, reading is important to improve the students' knowledge. It can be defined as recognizing various written symbols with existing knowledge, and it also can be defined as comprehension of the information and the idea communicated. It means that when readers interact with printed massages, they are trying to get visual or written information results or get meaning to comprehending the massages or texts from the writer.

2.1.2 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 W activity can be used to introduce a literacy technique or strategy to stimulate prior knowledge and student engagement (Willis 2008;39).

KWL strategy allows students to brainstorm and list the ideas and details about the topic (Burke 2005:16). Furthermore, the purpose of the KWL (Know, Want, Learn) strategy is to provide structure for activating and building prior knowledge, establishing a purpose for reading and for summarizing what was learned. The strategy can help students reflect and evaluate their learning experience and serve a useful assessment tool for teachers. In addition, KWL strategy can help students be active and critical readers and develop communication skills in a cooperative discussion. Individual.

Arends and Kilcher (2010:147) state that KWL can be used with individual students or pair and small groups. It can help students and teachers uncover misconceptions and connect to prior learning. In addition, this strategy can help the students comprehend the text easily. By having comprehension ability, students are expected to be able to extract information. The students can learn reading in the class individually or with their friends by KWL, making the teacher teach reading with their style. The teacher can make a small group or pair when teaching reading or individual without grouping or pairing.

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 those students can use as they read. The procedure of KWL strategy includes three steps. Firstly, students are allowed to

think about the ideas that they have already known then write it in column K. Secondly, they review the topic and find what they still want to know and they then write in column W. Thirdly, they read and then examine the text and write what they have got, and they learn in column L.

Kloock et al. (2010:89) state KWL strategy helps to foster active reading of the text. The chart of KWL is ruled up with three columns, headed respectively what they know, what they want to know, and what they have learned. This chart can help teachers measure the students and what they would like to learn about the topic, which gives them self-motivation to read and make their questions based on their knowledge. Self-motivation of reading comprehension also helps them to identify what they have understood.

According to Raymond and Margery (2010:98), KWL strategy offers a simple and direct way to find their vast collection of knowledge. During the first phase of the strategy, the learners identify what they know about drawing, storytelling, describing, critical incidents, and making predictions. In the second phase, the learners suggest what they want to know about the topic. This information contains a list of questions by the learners. In the last phase, the learners identify what they have learned, including their questions; important related information; and new information that counters, confirms, or deepens their previous knowledge.

According to Ogle in Arends and Kilcher (2010:146), KWLstrategy engages students in accessing prior knowledge, framing learning questions and goals before an instructional segment, and then reflecting on what has been learned following instruction. The strategy consists of getting students to ask two questions and record notes as they begin or read about a topic: what do I know? What do I

want to know? What have I learned? Besides, KWL strategy can help the student feel more comfortable with their comprehension of a subject because it goes through each step separately to make comprehension easier.

Table 2.1.2
KWL Chart Explanation

What I know	What I want to know	What I learned
The students write everything they think and know about the topic.	The students make their own questions about what they want to know what the topic.	The students write what they have already learned and they can also check the W column to see questions were answered and which were left unanswered.

2.1.3 Assessing Reading Comprehension

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

In line with a statement, the assessment of reading ability does not end with the measurement of comprehension. Strategic pathways to full understanding are often important factors to include in assessing learners, especially in most classroom assessments that are formative. An inability to comprehend may thus be

traced to a need to enhance a test-taker's strategies for achieving ultimate comprehension. For example, the academic, technical report may be understandable to a student at the sentence level. Still, if a learner has not exercised certain strategies for anything the discourse conventions of that genre, misunderstanding may occur.

Assessment is really needed and can be done by giving a series of tests. The purpose of the test is to measure the students' reading comprehension. The most important thing is to know the information on students' progress. Burke in Westwood (2008:73) states that observation of the students at work allows teachers to carry out what has become known as authentic assessment. It means that the teacher must observe their students first before the teachers give a test. Besides, assessment of reading comprehension can be carried not by administering a series of tests. Brown (2004:3) states that a test measures personability, knowledge, or performance in a given domain. It means that by administrating a test, the students are motivated to learn more and more, to increase their comprehension, their knowledge, and it can be used to know the student's performance.

Brown (2004:204) argues that many kinds of assessments can be used to gain data and assess the student's comprehension. Since this study focuses on students" reading comprehension, the assessment that applied this present study is answering the questions based on the reading text. Reading the text and answering the questions is the oldest technique and the most common, but it effectively assesses students' reading comprehension. Broadman (2007:14) states that assessing comprehension is fraught with challenges because it can be difficult to determine how much students really know and think. Based on that statement, students who pay attention to the text and understand it will easily answer the

questions or gam new information from reading the text. Students who are lack attention to the text will not get the answer, yet they cannot understand the content.

Karen and Steve (2007:16) state that traditional measures of reading comprehension are limited in that they provide only a general indicator of how well a student understands the text, and they are not based on expert's knowledge of what good readers do to comprehend text. These traditional measures of reading comprehension provide only a basic indication of how well a student understands the text and offers little information. In this case, the student will take more concern to the reading text to answer the question.

Snow (2002:55) states that the approach to assessment proposed here differs from current approaches to reading assessment. It would both grow out of and contribute to developing an appropriately rich and elaborated theory of reading comprehension. Assessment procedures generated by this approach are thus more likely to be influenced and changed by theoretically grounded reading research. Our approach also highly values the utility of assessment for instruction. Of course, a comprehensive assessment system can place high demands of time on students and teachers; thus, we should develop assessments that are embedded in and supportive of instruction, rather than limited to serving the researcher's needs. A comprehensive assessment program reflecting the thinking about reading comprehension presented here would have to satisfy many requirements that have not been addressed by any assessment instruments.

2.2 Empirical Review

The empirical review is required to provide empirical evidence supporting the present study to show the strengths and weaknesses of those studies that are

similar to the present study. Thus, by knowing it, the researcher could do better research than previous research to improve students' reading comprehension by using the KWL strategy. Two researchers could successfully implement this strategy to the subjects of the study. They are reviewed as follows:

The first similar study was conducted by Meliyani (2016) entitled "Improving Reading Comprehension of the Eighth Grade Students of SMPN 4 Abiansemal in Academic Year 2015/2016 through KWL Strategy". The objective of the study was to figure out whether or not KWL can improve the reading comprehension of the eighth-grade students of SMPN 4 Abiansemal Denpasar in academic year 2015/2016. This study showed that the ability of the eighth-grade students of SMPN 4 Abiansemal can be improved by using KWL strategy. In general, this research revealed that KWL strategy could be effectively used to teach reading in junior high school.

The second similar study was conducted by Meriyandani (2017) entitled "Improving Reading Comprehension of the Eighth Grade Students of SMP Sila Dharma in Academic Year 2016/2017 through KWL". The objective of the study was to figure out whether or not the reading comprehension of the eighth-grade students of SMP Sila Dharma in academic year 2016/2017 can be improved by using KWL strategy. This study also showed that KWL strategy could effectively The strength of both researches was that the strategy was successful in improving the students' ability in reading comprehension by using KWL. The students got a score above the minimum passing grade. It could be seen from progressing mean score of the pre-test and post-test after they had been taught by using KWL strategy. However, both of the researchers used multiple-choice tests as the instrument, in this case, pre-test and post-test, to assess the students' ability. The students were

given 40 minutes to answer the test it took a longer time in answering the test. Furthermore, the students could guess the answer in reading comprehension. In the present study, the researcher used short answer tasks to measure the students' ability in reading comprehension and used only 35 minutes to answer the test. Furthermore, the students had a low possibility of guessing the answer because the students had to comprehend the idea about the test in short answer tasks and write the answer in complete sentences.

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