CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Reading is important thing should be mastered by the students. Reading boosts one's knowledge and provides new information since it forces brain cells to operate, making the reader wiser and more creative. To be able to read, we need to identify the words that we see (word recognition), understand what the words mean (comprehension), and connect the words and understand the meaning (fluency). In reading, students have to understand or comprehend the content of the text that they read. In order to have effective reading skills, students must have good comprehension. Comprehension is the end result of the process of reading.

The process of deriving meaning from text is known as reading comprehension (Woolley, 2011:15). It means reading comprehension is the ability to understand the meaning of author's writing in the text. Mckee (2012:46) defines that reading comprehension is described as the ability to comprehend a text, analyse the content, and accurately interpret what the writer is saying in the reading text. This indicates that the readers would get new ideas that are available on the reading text which is poured by the author if they comprehend the reading text.

Reading comprehension is very important for the students because they will receive many information through reading. Patel and Jain (2008:113) states that reading is an important activity in life because by reading one can update his/her knowledge. Students' reading comprehension should be sharpening. Through

reading, students are expected know more information about things. Reading are also expected expand students' mind, give them more ideas, and improve their vocabulary. Reading is a right source of learning language (Pollard, 2008:44). It can give the students greater perspective on the world or on the others too.

However, some students are difficult in comprehending reading text. In fact, some students' reading comprehension still needs to be improved. Based on the interview with the English teacher in SMP Wisata Sanur on Friday, 22nd July 2022, the students' reading comprehension in this school are low. Some of them have problem in comprehending the text, specifically descriptive text. To improve their ability in comprehending the text, strategy in reading should be applied.

There is a strategy named KWL to solve students' reading comprehension problem. KWL is a learning framework that may be utilized across topic areas in helping students become active meaning creators. KWL stands for Know, Want, and Learned. The letters KWL stand for the process of making meaning, which begins with accessing what I Know, determining what I Want to learn, and recalling what I Learned as a result of reading. It does not only improve their reading comprehension, but KWL also enhances students' ability to remember information. KWL strategy also encourages students' academic success because they can more connect their knowledge in class and topics or subject matter. This strategy is good to use in the reading class.

KWL strategy has positive effect on students' reading comprehension. The KWL strategy can also help students improve their ability in formulating questions about a variety of topics. Students can also evaluate their own progress. As a result

of the KWL strategy's implementation, students are expected to comprehend the contents of a reading without losing sight of their active involvement in connecting new knowledge to previously learned knowledge. It is really effective to apply in the class by the teacher. It might be because this strategy asks students in thinking critically and connecting their prior knowledge to comprehend something new.

In conclusion, this strategy helped in improving students' reading comprehension. KWL strategy is expected make the students understand easily with the reading text. The use of KWL chart is very needed in applying this strategy to record students' prior knowledge and what did they learn about the reading text. This strategy is very effective in building students' comprehension about reading text. That is why the researcher decided to conduct a reasearch entitled "Improving Reading Comprehension of the Eighth Grade Students of SMP Wisata Sanur in Academic Year 2022/2023 through KWL".
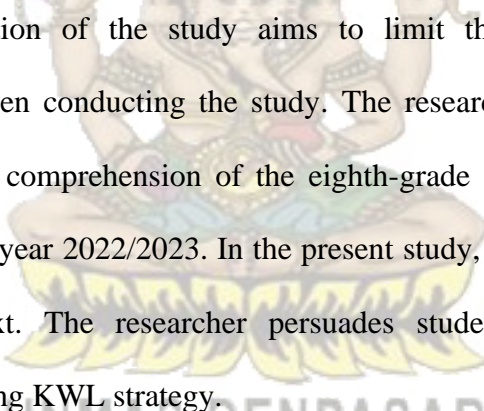
1.2 Research Problem

Based on the problem mentioned in the background of the study, the students still faced problem in reading. Most of students in SMP Wisata Sanur are hard to comprehend or understand the reading text. As the result, the students had difficulties in comprehending the reading text. Therefore, the research problem can be formulated as follows: can reading comprehension of the eighth-grade students of SMP Wisata Sanur in academic year 2022/2023 be improved through KWL?

1.3 Objective of the Study

The purpose of the study is explained in this sub chapter. It gives a clear direction of the study. The objective of the study is important to determine the goal that must be achieved by the researcher. Based on what describe in background of study and on the research problem above. This research study is intended to know whether or not reading comprehension of the eighth-grade students of SMP Wisata Sanur in academic year 2022/2023 can be improved through KWL.

1.4 Limitation of the Study

The limitation of the study aims to limit the research in avoiding misinformation when conducting the study. The researcher limits this study on improving reading comprehension of the eighth-grade students of SMP Wisata Sanur in academic year 2022/2023. In the present study, the researcher is focused on descriptive text. The researcher persuades students to comprehend the descriptive text using KWL strategy.

1.5 Significance of the Study

The concerned of this research is finding the improvement of students' reading comprehension through KWL. The significance of the study would be described as follows:

1. Theoretically

   This research findings are expected to be positive and valuable information, especially for those who are concerned in the world of teaching and learning English as a foreign or second language.

2. Practically

   a. For the Researchers

      The researcher hopes that by conducting research, the other researchers would be able to study and get more information about the way improve students' reading comprehension using KWL.

   b. For Students

      By this research, the students' reading comprehension can improve and they get some information about strategy to comprehend reading text that can be used by them in the future.

   c. For Teacher

      This research is expected to help teacher's difficulties in teaching reading skill which teacher will use to assist their students who are having difficulty in understanding a text. The findings of the study can be used by English teachers as feedback on how to teach reading so that the program's objectives (particularly reading goals) are met.

1.6 Definition of Key Terms

To avoid misunderstanding about this study and to provide a clear sight about what this study is concerned, there are some operational key terms used in this as follow:

1. Reading Comprehension

   Reading comprehension is the ability of eighth grade students of SMP Wisata Sanur in academic year 2022/2023 in understanding the reading text. Descriptive text will be given to the students to make them know the description about animal and human.

2. KWL

   KWL is an acronym for Know, Want, and Learn. KWL strategy is a strategy in improving the eighth-grade students of SMP Wisata Sanur reading comprehension. The letters KWL stand for the process of making meaning which begins with what students Know, what they Want to know, and continues with what they Learned.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is an abstract concept that defines a term in an academic discipline. This review assumed both knowledge and acceptance of the theories that depends on. The purpose is to provide the information on knowledge towards things that would be researched. The background of this study is related to some theoretical reviews which are discussed as follow: 1) reading comprehension, 2) KWL, and 3) assessment of reading comprehension. Those theoretical frameworks are briefly and clearly reviewed in this sub-chapter.

2.1.1 Reading Comprehension

Reading is the capacity to extract information from a printed page and interpret it correctly (Grabe and Stoller, 2013:3). Generally, the reading text contains information that is included by writer and can be accepted by the reader through reading. The reader gets useful things after reading. Reading is very important for individual's personal and education growth. According to Serravallo (2010:43), reading involves thinking, comprehending, and figuring out what a text means. It means reading is the act of looking at and understanding or comprehending written material. It is a process in which the reader is looking for connections of ideas in the text or comprehending the ideas in the text.

Pang *et. al* (2003:14) states that comprehension is the process of generating meaning from related text. It is the ability to comprehend the meaning of words, ideas, and the information provided in the text. In simple way, comprehension means a process of understanding the meaning of the content of reading text. Comprehension is the action or capability of understanding something. The root of comprehension is 'comprehend'. Comprehend means understand. If someone comprehend the reading text, it means they have understood the content of the text.

Dorn and Soffos (2005:12) states that comprehension is also known as a productive process that is personalized by the reader's thoughts. It is a process that is adjusted by the reader's thinking. Comprehension requires the reader to go beyond the author's message, absorbing the text experience into his or her own history, and producing a new message in the process (Dorn and Soffos, 2005:12). It means in comprehending the reading text, the reader should get the author's point that is included in the text. Therefore, reading comprehension can be achieved.

Reading comprehension can be defined in a variety of ways. Reading comprehension is the process of extracting and generating meaning simultaneously through interaction and involvement with written language (Snow, 2002:11). There is significance which is implied in written language that the reader has to comprehend. Every significance has a specific purpose that the reader has to know. To understand the meaning of the reading text, reader's brain interacts with the written language that had written by the writer. The reader also should involve his self in reading it.

In this study, the researcher used a definition of reading comprehension adapted from Serravallo (2010:43), which states that reading comprehension is the process of understanding the meaning of the text and what they have read before. It means reading comprehension is the ability to comprehend written text that is made by the writer and analyse the content. It is the capability of the reader to connect with the writer's message in the text. It focuses on understanding the message of the texts. It is a complex process that involves interactions between readers and what they bring to the text (previous knowledge, and technique use). Self-involvement is important in comprehending the reading text. It will increase the ability to understand reading text.

2.1.2 KWL (Know, Want, Learned)

One of the most important abilities for learning a language is reading. It is a receptive skill that must be learned in order to learn English as a second language. Students will gain a knowledge from reading and it is really useful. Using strategy to construct the meaning before, during, and after reading will help the students understand what they read now and their prior knowledge. To help the students get the meaning of the text, KWL strategy will be implemented in teaching the eighth-grade students of SMP Wisata Sanur.
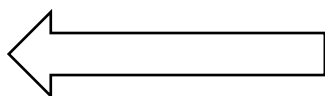
Herrell and Jordan (2006:74) states that there are three parts of KWL strategy such as ask what students' Know (K), what students' Want to know (W), and what students have Learned (L) as the result of reading. It is the process of producing meaning which starts from what students know, moves through the

expressing of questions about what they want to know, and ends with students recording what they did learn. This method makes students involve their selves from the beginning until the end of the reading class. Those involvement will make the students success in gaining knowledge that is available in the reading text.

To apply this strategy, teacher needs KWL thinking sheet. The thinking sheet consists of Know column, Want to know column, and Learned column that should fill by the students. Students are asked to write what they already know about the subject on the Know column before reading the material. Then, students are asked to write what they want to learn in the form of question on the Want column. After that, they will write what have they got in the text on Learned column after the lesson end. This is the example of KWL chart based on Ogle in Arends and Kilcher (2010:147):

Table 2. 1 KWL Chart

What I Know (K)	What I Want to Know (W)	What I Have Learned (L)

Use at the beginning of the lesson
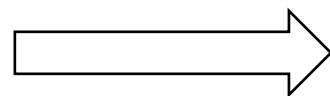
Use toward the end of the lesson

There are some steps of KWL strategy. The steps are adapted from Herrell and Jordan (2006:75). The first step is about preparation. Teacher prepares the topic

for the students such as the example of the text that are used, the text for the instruments, the material, and so on. Other than that, the teacher prepares the KWL sheet for the students to use in the teaching and learning process. Teacher also prepare the lesson plan based on the syllabus. The research instrument such as pre-test and post-test are also made to measure students' reading comprehension and to know the fruitfulness of the KWL strategy.

The second step is introducing the topic and asking what the students know about the topic. Then, filling K (what I know) column. The teacher can write it directly on the board. Teacher only note their prior knowledge without edit it. There is also another way to note by ask the students to write what they know by their selves on the book. In this opening step the students do brainstorming. This step also makes the teacher know about students' prior knowledge. Teacher give a stimulus to the students in order to recall their prior knowledge or what have his/her known about thing that will be discussed

The third step is W for what I want to know. In this step, the students fill the W chart by their question that they interested in having answered as a result of discussion. Students should write down what they want to know about the topic. The question should relate to the topic that discussed. All of this prereading activities help them to discover their own motive for reading. Reading to obtain answers to queries that will broaden their knowledge base on the subject.

The last step is L for what I have learned. In this last step, students get answer of their question. They fill the L chart by something that they learned and the answer of their question. The researcher examines their questions to see whether

the article addressed suitable with their concern or not. If not, the researcher tells them looking for additional article to answer their curiosity. The answer of their question must be known by students to achieve the true meaning of reading.

2.1.3 Assessment of Reading Comprehension

Assessment is a method of gathering data about students' potential. It is concerned with the students' learning process. The assessments measure students' comprehension about the reading text. It should be done by teacher before or after learning activity. Reading assessment has aim to identify the weakness of students' reading comprehension and to determine students' reading level (Caldwell, 2008:5). Reading assessment will be given to the students to know how far they comprehend the reading text. It helps teacher construct understanding of how their students are developing as a reader.

Assessment of reading comprehension is the teacher's way to measure how far students' understanding of the reading text. The effort of knowing and measuring students' reading comprehension about the content of text is called by assessment of reading comprehension. By giving assessment, teacher will know students' prior knowledge and also their knowledge that they get in the text currently. Giving assessment is necessary in learning activity.

Giving assessment to the students is very important. By giving assessment, teacher knows the success indicator of her/his teaching. In reading, giving assessment after reading aims to know whether students comprehend the reading text or not. Snow (2002:52) says that understanding the nature of the reading

comprehension problem requires having reliable data on which readers can effectively complete which tasks with which texts. To know the students' problem, assessment must be given to them. After giving assessment, teacher will know their deficiency and the students' data can be used to consider which reading strategy that is suitable for teaching reading in the class.

Assessment has many purposes. Assessment procedure has aim to assess learners' abilities, to modify old or build new knowledge structures, to use information acquired while reading to solve a problem, to evaluate texts on specific criteria, or to become absorbed in reading and develop affective or aesthetic responses to text have been developed on occasion for specific research programs (Snow, 2002:54). It helps teacher to know students' knowledge, to evaluate students, and to consider strategy that will be used in teaching. Those many purposes of assessment not only help teacher and students to know the result of their learning, but also to help the researcher's program.

Assessment is used as an evaluation to report students' work. It can be conducted by giving tests to the students in order to give them opportunity to respond the materials that they read. There are four steps of the assessment process such as identifying what things that want to assess, collecting the evidence, analysing it, and making decision (Caldwell, 2008:3). Identifying things that are assessed can be done by giving some questions to the students. It continued by giving the assessment, collecting the students' answers, analysing students' answers, and determining the score.

In this study, the researcher used short answer task to assess students reading comprehension. A reading text was given to the students to measure their reading comprehension. Reading text that was used in this study was descriptive text. Students had to answer some question related to the text which are given. The questions must be answered by appropriate answer and correct grammar. Then, the researcher checked the answer by following the adapted scoring rubric.

2.2 Empirical Review

Empirical review is a review which the information and theories currently available regarding to the topic. Furthermore, empirical research is based on observed and measured phenomena, rather than theory or belief, and generates information from actual experience. The empirical review has aim to show the relevant studies that have similarity with the present study. The relevant studies are related with improving students' reading comprehension by KWL strategy. KWL strategy has been using by some researcher to improve students' reading comprehension. The researcher used these previous studies as a basic consideration to conduct present study. The related study which are used as references are described as follow.

Previous researcher that used KWL strategy was Mayoni (2021) that was entitled "Improving Reading Comprehension of the Eighth Grade Students of SMP SLUB Saraswati 1 Denpasar in Academic Year 2019/2020 through KWL Strategy". The objective of the study was to find out whether or not reading comprehension of eighth grade students of SMP SLUB Saraswati 1 Denpasar in academic year

2019/2020 can be improved through the implementation of KWL. In addition, the result of the study was intended to improve the students' reading comprehension through KWL. The researcher used test (pre-test and post-test) to assess students' reading. Then, questionnaire was also given to know students' response about the strategy.

The strength of this study was the study showed that the ability of eighth-grade students can be improved through this KWL strategy. The result of the study could be seen from the progressing mean score of the pre-test and post-test. It showed there are improvement of students' score. Moreover, the researcher used a familiar topic of the reading texts. It built students' interest in reading it. However, the weakness of this study was the researcher did not tell the kind of test that was used in measuring students' reading comprehension. Other than that, the researcher did not explain the scoring rubric as well.

Another relevant research was conducted by Wiryana (2021) entitled "Improving Reading Comprehension of the Eighth Grade Students of SMP SLUB Saraswati 1 Denpasar in Academic Year 2020/2021 through K-W-L". The objective of the study was to figure out whether or not reading comprehension of the eighth-grade students of SMP SLUB Saraswati 1 Denpasar in academic year 2020/2021 can be improved through the implementation of KWL strategy. In addition, the result of the study was intended to improve the students' reading comprehension through KWL. The researcher give test (pre-test and post-test) to the students. The researcher also gave questionnaire to the students.

The strength of the study was the study showed that the ability of eighth grade students can be improved through KWL effectively. It proved on the findings of this research that showed the students' improvement score. Moreover, the researcher used interesting topic of reading text. It builds students' desire to read the text. However, the weakness of this study was the researcher did not tell the owner of the strategy that was used in this research. Other than that, the researcher did not tell the kind of the test and scoring rubric that was used clearly.

In the present study, the researcher used short answer task to test how far the students comprehend the reading text that were given. To measure the students' test result, the researcher used scoring rubric. The scoring rubric that used was adapted from Brown (2004:228). Other than that, the researcher adapted KWL steps from Herrell and Jordan (2006:75) and KWL chart from Ogle in Arends and Kilcher (2010:147). The researcher explained the theory clearly and followed the step as well.