

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Study**

Reading is one of the most important skills for learning a language. It is a receptive skill that must be mastered when learning English as a second language. Reading is the process of connecting written symbols with the reader's knowledge to comprehend the text's content. As a result, the readers can understand the text. The goal of reading is to achieve an optimal level of meaning comprehension. Reading provides many benefits for students, including receiving more information after reading, sharing the information obtained with others and enriching their knowledge. Students must understand the text to understand its meaning. They can receive the correct information and knowledge if they understand it.

According to Patel and Jain (2008:113), reading is crucial for keeping one's knowledge updated. Reading ability is a crucial component of academic achievement. Although most students will never speak much English, they must read English to complete their studies. People read to learn new things. They will gain more information on what they read. Reading boosts one's knowledge and provides new information since it forces brain cells to operate, making the reader wiser and more creative. Furthermore, Johnson (2008:109) states that reading creates meaning with the text. This process will necessitate the readers' prior knowledge, vocabulary, and experience to assist them in comprehending the text. The goal of reading is to gain comprehension. It enables readers to grasp the main point of the reading texts. Readers gain information from the texts when they read.

Reading comprehension is important to all reading activities. Understanding what the text or passage says is what comprehension is all about, and the objective

is for children to grasp written language. Understanding text or parts means comprehending the context of words and paragraphs. As a result, reading comprehension may be defined as the capacity to absorb and comprehend information that has been read. Students can increase their knowledge by comprehending the text. Furthermore, to absorb new knowledge, students must have strong reading comprehension, achieved through reading and comprehending texts. As a result, reading comprehension is a crucial ability that students must learn.

Based on the interview in the preliminary observation in SMP (SLUB) Saraswati 1 Denpasar, some problems were faced by students of class 8 Bilingual class in reading comprehension activities. The teacher said that some students lacked comprehension skills such as finding the main idea, specific information, textual meaning and textual reference in recount texts. Furthermore, they had difficulty reading the material and grasping the major idea of the text. Students also knew how to say the word; however, they did so without knowing what it meant. Furthermore, several students attempted to comprehend the content by reading it several times but failed since they could not understand what they read.

Many factors can influence reading comprehension improvement, one of which is teaching technique. An interview with an English teacher at SMP (SLUB) Saraswati 1 Denpasar revealed that the teacher still employed a traditional technique in teaching reading comprehension. To assess students' comprehension, the teacher just asked them to read the content and answer questions based on it. It was known that students struggled to understand and locate the major point of the texts. Furthermore, most students worked harder to answer questions regarding general information, specific information, textual meaning, and textual reference from reading texts that were assigned by the teacher.

Furthermore, traditional teaching technique was ineffective for teaching reading at this time. The teacher only discussed the content and invited students to answer questions based on the textbook. This learning type was passive, making it easier for students to forget the content influencing their performance. Furthermore, when students found difficult terms in the text, they struggled to grasp the materials. The employment of teaching methods was critical in the teaching and learning process. This can be modified by instructional outcomes, one of which was students' improvement. Teachers should employ ways to make class interactions lively and exciting. Based on the abovementioned issues, the researcher figured out that the teacher's technique was ineffective in teaching reading comprehension.

One way to teach reading that could be used as Know Want Learn, henceforth called KWL. Students gain independence in reading, writing, and learning the materials. This technique gives students a structure to help them navigate the lesson and applies their prior knowledge to the new information. The KWL, as the teaching technique, may monitor and analyze students' progress in comprehending the text and focusing on the key topics. When explaining the content, the teacher can capture the students' attention by employing KWL. It allows students to gain information, discuss ideas with other students, and make studying and interpreting the material much simpler.

KWL technique in the teaching and learning process offers various advantages. For example, it is an intriguing and helpful method to implement in the teaching and learning process since it may assist students in understanding the text. They can also demonstrate their prior knowledge, estimate the information they expect to discover in reading material, and take notes on the information received. This is an excellent method to use and is appropriate for senior high school students

so they may be more engaged in sharing their thoughts and becoming more involved in the teaching-learning process of reading comprehension by employing KWL. The technique was expected to improve the students' reading comprehension.

As a result, the researcher attempts to use KWL to teach reading comprehension to assist students in discovering general information, specific information, textual meaning, and textual reference in recount texts. KWL is thought to be an effective teaching technique for improving students' reading comprehension of recount texts. Since the deployment of KWL to teach reading comprehension has helped students grasp the content of the reading and promote remembering the content of the reading. Based on the situation above, this researcher was strongly motivated to conduct research entitled "Improving Reading Comprehension of the Eighth-grade Students of SMP (SLUB) Saraswati 1 Denpasar in Academic Year 2022/2023 through KWL."

## **1.2 Research Problem**

To make the current study more specific, the research problem should be formulated and specified prior to conducting the research. The formulation of the research problem may direct the research toward the solution. Reading comprehension must cover a wide range of topics. Based on the background of this research, some students still lacked text comprehension. Most students struggled to find the main idea, and they were reading and were perplexed by analyzing the text's structure after reading it. Therefore, as previously mentioned in the background, the current research problem could be constructed as follows: can reading comprehension of the eighth-grade students of SMP (SLUB) Saraswati 1 Denpasar in academic year 2022/2023 be improved through KWL?

### **1.3 Objective of the Study**

To give the current study a clear direction, it is necessary to describe its objective. The study's objective would specify the goal that must be achieved during the current research. Knowing the study's purpose might assist the researcher focus on the data collection method in the current study. A scientific investigation is carried out to address the research topic under study, which has been carefully stated and determined earlier. This would provide a framework for the researcher to follow when doing the research. Based on the statement of this research problem above, the objective of this research is to determine whether KWL can improve reading comprehension of the eighth-grade students of SMP (SLUB) Saraswati 1 Denpasar in academic year 2022/2023.

### **1.4 Limitation of the Study**

Reading has a broad and wide scope of coverage; as a result, it is vital to focus on a certain aspect of reading comprehension. The study must be limited to prevent misconceptions and misinformation when conducting research. Some numerous issues or contents can be adopted as subject matters to be observed by other researchers who wish to participate in research in this field. Students must practice reading comprehension every day to improve it. The problem's complexity and breadth constrain this study. The limitation of this research is to improve reading comprehension of the eighth-grade students of SMP (SLUB) Saraswati 1 Denpasar in academic year 2022/2023 through KWL.

Based on the syllabus of the eighth-grade students of SMP (SLUB) Saraswati 1 Denpasar, the fourth main competency was processing, reasoning, presenting, and creating in the concrete and abstract realms related to the

development of what they learn in school independently and acting effectively and creatively, and being able to use methods according to scientific rules. The researcher focused on the third basic competency (4.3.1), which was capturing contextual meaning related to a social function, text structure, and linguistic elements of spoken and written recount texts, very short and simple, related to personal experiences in the past (personal recount). The reading comprehension that would be improved was limited to the recount texts. Furthermore, the current study focused on identifying general information, specific information, textual meaning, and textual reference in reading comprehension passages.

### **1.5 Significance of the Study**

The researcher paid attention to using KWL to improve reading comprehension of the eighth-grade students in SMP (SLUB) Saraswati 1 Denpasar. The significance of the expected research findings is one of the concepts, and practical reflections is taken into account in conducting this research. This research concerned the teaching and learning process of reading comprehension with KWL to improve the students' reading comprehension. Furthermore, the results of this research are expected to be relevant in teaching recount texts using KWL as part of a teaching technique. Furthermore, the outcomes of this study are expected to have the following theoretical and practical significance as follows.

Theoretically, the results of this study are expected to be utilized as empirical proof concerning the implementation of theory based on the abovementioned concerns, namely improving reading comprehension through KWL. Furthermore, this research is intended to expand the theory and serve as a reference for future research on KWL in teaching reading comprehension.



Furthermore, it has the potential to contribute to fresh study findings on the usage of KWL in teaching reading comprehension. Furthermore, the findings may be utilized as empirical evidence, which helps other researchers. This research can contribute to the theory of strategies used in teaching reading comprehension.

Practically, the current research findings are valuable for English teachers, students, and other researchers. For English teachers, this study is expected to provide students with information about KWL and reading comprehension, which teachers use to assist their students with difficulty understanding a text. The English teachers can use the research findings as feedback in teaching reading activities, allowing the program's objectives (particularly reading goals) to be achieved. For the students in reading comprehension using KWL, they can understand the content of the texts because they need to understand the content to find the meaning. For other researchers, the research findings can potentially be good references for their future similar research areas. It is beneficial to inform them about KWL, which is useful to teach the students reading comprehension. The current research findings are expected to produce worth findings for the future researchers.

### **1.6 Definition of Key Term**

This research title was “Improving Reading Comprehension of the Eighth-grade Students of SMP (SLUB) Saraswati 1 Denpasar in Academic Year 2022/2023 through KWL”. As a result, for the readers to comprehend fully and prevent misunderstanding and confusion, the main concepts, particularly in the context of this research, must be operationally defined. A few crucial phrases need to be quickly defined to offer a thorough understanding of this research. When readers read this research, they would find it useful. Furthermore, the essential concepts in

this study will be reading comprehension and KWL. The following are clear and operational definitions of the two important concepts utilized in this study:

1. Reading comprehension

Reading comprehension is defined as the ability of the eighth-grade students of SMP (SLUB) Saraswati 1 Denpasar in academic year 2022/2023 to identify general and specific information, textual meaning, and textual reference of the recount texts.

2. KWL

KWL is defined as a teaching technique to teach and improve reading comprehension of the eighth-grade students of SMP (SLUB) Saraswati 1 Denpasar in academic year 2022/2023 which has three steps based on the KWL column. Firstly, the students write what they know before learning the material in the K column; they then write what they want to learn in the W column, and finally, they read the texts and write in the L column what they have learned.

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## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

The theoretical review is relevant to the ideas employed in this study. This is utilized to back up and strengthen the study, making it stronger and more fact-based. To minimize misunderstanding, research should be based on theoretical studies. It also refers to the notions and hypotheses serving as the foundation for any investigation. This scientific research can help readers grasp the foundation of the research challenge. The researcher has made some key points in this chapter, which incorporates a lot of relevant theoretical reviews from a lot of linked literature to support this research. This study was based on the following theoretical reviews: reading comprehension, KWL, and assessment of reading comprehension.

##### **2.1.1 Reading Comprehension**

Reading is about comprehending written text. Reading is one of the four major English skills that should be mastered because it is extremely important. Reading comprehension is the process by which readers interact and construct meaning from texts, apply prior knowledge of English grammar and decoding skills, improve their reading fluency, and broaden their ability to understand what they read and see from the literal to the inferential and critical levels. Reading can gradually increase students' knowledge and positively impact their other language skills. On the other hand, reading can help students improve their ability to learn about the world. Students will achieve these goals if they understand and comprehend the reading text. Meanwhile, comprehension is obviously understanding what words, sentences, and connected texts mean.

Reading is an active process that requires a great deal of practice and skill (Moreillon, 2007:10). When the students want to get information or knowledge, they must read. In addition, by reading, students can learn and be actively involved during class. Therefore, students are expected to be able to add a lot of vocabulary and find out a lot of information by reading well and understanding the contents of the text they read. According to Smith (2004:1), reading is one of the most natural activities in the world. This can be seen in how people read information indirectly every day. Reading is a very personal experience; how well the reader reads is determined by the reader's reading and personal resources, and reading is the most useful and important skill. Reading ability is more important than speaking and writing abilities. Reading is a source of knowledge and happiness.

Reading comprehension is a collaborative process. It entails textual interaction between a reader and an author. According to Serravallo (2010:43), reading comprehension is the process of understanding the meaning of the text, understanding the meaning of the text, and understanding what they have read. It is simultaneously extracting and constructing meaning through interaction and involves written language. Besides that, when the teacher in the teaching and learning process in the classroom teaches their students reading comprehension, it can make the student easy to find the main idea of the text, specific information, textual meaning, textual reference and word meaning. In addition, Harmer (2007) defines reading as an exercise dominated by the eyes and the brain, and it connects the two. The eyes receive messages, and the brain must decipher the significance of these messages. This is the core activity of reading comprehension.

According to Anderson in Klingner et al. (2007), reading comprehension builds meaning by coordinating complicated procedures such as word reading,

word and world knowledge, and fluency. According to Dorn and Soffos (2005:12), comprehension is also recognized as a productive process that is customized by the reader's mind. It is a method that is adapted to the reader's thinking. Comprehension necessitates the reader going beyond the author's message, absorbing the text's experience into its history, and generating new messages in the process (Dorn and Soffos, 2005:12). As a result, to comprehend the reading text, the readers must recognize the author's aim as it is expressed in the text. Reading comprehension can therefore be obtained successfully.

Furthermore, Lems et al. (2010:170) state that reading comprehension is not a fixed skill. These changes depend on the goal of the reading and the material. Reading books can also give opportunities to acquire vocabulary, grammar, pronunciation, and how readers arrange sentences, paragraphs, and text, among other things. Reading will provide students with material that will expand their knowledge and develop their conceptual ideas. According to Woolley (2011:15), reading comprehension is the process of deriving meaning from text. Instead, then deriving meaning from single words or sentences, the objective is to comprehend what is described in the text. Throughout the reading process, information creates mental models or representations of the meaning of text concepts.

Reading comprehension is regarded as the true core of the reading process. Reading comprehension is the ability to comprehend what we read in situations where words have context and texts have meaning. This comprehension results from the interaction of written words and how they trigger knowledge outside the texts. According to Brassell and Rasinski (2008:18), reading comprehension is the capacity to absorb written material and do something with it that demonstrates knowledge or understanding of the information. Furthermore, textbooks,

newspapers, magazines, and online articles are examples of reading sources that may help students increase their language learning abilities and knowledge.

Reading comprehension is the process of understanding the message that the author is attempting to convey. Snow (2002) defines reading comprehension as the process of stimulating, extracting, and constructing meaning through interaction and involvement with written language. The ability to understand the meaning of words, ideas, and the relationship presented in the text is referred to as comprehension (McNamara, 2007). According to Woolley (2011:15), reading comprehension is making sense of the text. The goal is to comprehend what is being explained in the text rather than deduce meaning from isolated words or sentences. Throughout the reading process, information develops mental models or representations of the meaning of the text ideas.

Furthermore, reading comprehension is one of the most challenging skills to perform since it requires the reader to think while reading (Pang et al., 2003:6). It is a complicated action involving perception and thought. Reading consists of two interconnected processes: word recognition and comprehension. Word recognition is the process of comprehending how written symbols correspond to spoken language. Understanding interrelated words, phrases, and texts are the process of comprehension. Background information, vocabulary, grammatical expertise, experience with texts, and other strategies are commonly used by readers to assist them in grasping the written materials of the reading texts.

In this study, the researcher used a definition of reading comprehension adapted from Snow (2002:11), which claims that reading comprehension extracts and produces meaning via interaction and engagement with written language. Furthermore, reading comprehension assists students in obtaining information

about the materials they have read. Reading may help students assess their vocabulary and then determine its meaning. As a result, reading comprehension is described as generating meaning from textbooks, newspapers, periodicals, and online articles. These examples of reading materials might help students develop their skills and knowledge to understand comprehensively.

### **2.1.2 KWL**

Researchers in this study require teaching techniques to ensure that the teaching and learning process works properly. Several ways to teach reading comprehension effectively improve students' reading comprehension. Furthermore, it is taught so that students grasp the information, particularly recount texts. To improve their reading comprehension, the appropriate method must be used. KWL was identified as a suitable teaching technique in this study to increase students' reading comprehension, particularly in recount texts. KWL is also an extremely adaptable method for individuals, small groups, or an entire reading class.

One of the most important abilities for learning a language is reading. It is a receptive skill that must be learned to learn English as a second language. When reading, students may struggle to understand the meaning of the text. Furthermore, students who do not fully comprehend the language they are learning will be perplexed by the text. They are disinterested and bored, so they will assume the lesson is difficult. KWL teaches reading comprehension to students to help them understand the text. KWL assists students in becoming better readers. Based on prior knowledge, KWL is a quick way to make a new topic relevant to learners.

KWL is a basic teaching approach for teaching reading comprehension of recount texts. Furthermore, KWL is an approach that researchers used in this study

at SMP (SLUB) Saraswati 1 Denpasar, particularly for students in class VIII. This method can help children comprehend the content and become better readers. It is a hands-on method for developing new subjects or concepts that are meaningful to learners depending on their past expertise. According to Arends and Kilcher (2010:146), KWL engages students in accessing existing knowledge, identifying learning questions and goals prior to the instructional segment, and then reflecting on what has been learnt following teaching. As a result, it can assist students and teachers in identifying misunderstandings and concepts for prior learning.


KWL is a unique activity because it engages students in the reading process. They can share their knowledge about topics they already know before and after they read. After reading the text, the students may come away with new and important ideas. Furthermore, after reading the text, students may learn something new. The strategy in this study was to have students ask three questions at the start and take notes as they began, studied, or read about a topic. Furthermore, students stated that KWL could be used with individuals, pairs, and small groups. By providing KWL columns and having teachers teach reading in their own style, this can help students learn to read in class individually or with their friends.

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

The questions above can be drawn into KWL Thinking Sheet. The thinking sheet can guide thinking during the KWL implementation in the teaching-learning process of reading comprehension. The strategy helps practice the students' reading comprehension, which could affect their achievements. The following thinking sheet is based on Ogle in Arends and Kilcher (2010):



Table 2. 1 KWL Thinking Sheet

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

According to Blachowicz and Ogle (2008:15), reading is important. It is the method by which people obtain information and ideas from books, newspapers, manuals, letters, advertisements, and other sources. Furthermore, using strategies to construct meaning before, during, and after reading assists students in connecting what they are reading now with what they have previously learned. Students who read widely and well lay a strong foundation for learning in all areas of life. Reading comprehension is thus taught to students through KWL to help them understand what they read. Prior knowledge is obtained by asking students what they already know, then students set goals that focus on what they want to know, and finally, after reading, students discuss what they have learned previously. Students use higher-order thinking strategies to help them make sense of what they read and track their progress toward learning objectives in reading comprehension.

KWL, according to Wlodkowski and Ginsberg (2010:98), provides a simple and direct way to explore their vast sources of knowledge. Students identify what they know about the topic, whether it is gross domestic product, a phobia, or acid rain, during the first phase of the strategy. This is a non-threatening way of listing some of the different ways adults understand the subject. Students suggest what they want to know about the topic in the second phase. This information includes a list of questions submitted by students. Finally, in the final phase, students identify

what they have learned, which may include answers to their questions, related important information, and new information that contradicts, confirms, or deepens their prior knowledge in reading comprehension. KWL can help students reflect on and evaluate their learning experiences in the present research. KWL is one of the teaching strategies that could encourage the students to actively involve.

KWL is intended to assist students in learning from reading text in any subject area. It also has three steps: brainstorming and categorizing, asking for reading goals, and checking answers. As a result, this procedure is intended to assist teachers in becoming more responsive in assisting students in accessing appropriate knowledge when reading texts. KWL promotes active reading of texts (Kloock et al., 2010:89). According to this statement, the KWL strategy motivates active learning and instruction from both the learner and the teacher. This study contributes in the following ways: teachers can motivate students to be more active, and KWL can be very effective in achieving the goal of all-round development in learners' listening, speaking, reading, writing, and interpretation skills.

According to Herrell and Jordan (2006) KWL charts are three-part charts that students use to explore what they know (K), what they want to know (W), and what they learn (L) about a topic. Teachers typically arrange three-part columns with the letters K, W, and L at the top of each column. The topic is introduced by the teacher, and students are asked what they 'know' about it. The teacher then records the responses of the students on the chart below. This is similar to brainstorming in that the teacher does not edit the responses but simply records them in column K. The teacher then asks students what they want to know about the topic and records their responses under W, which stands for 'want to know.' Column L is currently blank and will only be filled in when students find

information related to the questions that they have listed in column W; this column will then show what students have ‘learned’ about the topic. According to Herrel and Jordan (2006), the KWL structure consists of four steps:

1. The teacher chooses a topic to teach basic research skills. The teacher chooses topics to teach students to gather basic information based on their social studies or science standards.
2. The teacher prepares a blank KWL sheet. The KWL column is distributed to the students by the teacher. The teacher instructs them to fill in column K with what they already know about the topic.
3. After completing column K, students are asked to fill out column W with information that they want to know about the topic.
4. Next, students are asked to fill out column L by writing down what they learned from the provided text; additionally, teachers and students discuss it together.

### **2.1.3 Assessment of Reading Comprehension**

Assessment is a wide phrase that refers to any purposeful effort by a teacher or student to make conclusions based on performance. Furthermore, reading processes and outcomes are neither visible nor observable, unlike speaking and writing. As a result, assessment is critical because it may diagnose a student’s present knowledge and abilities, track progress toward learning objectives to help instructional programs and offer data to assess a student’s degree of excellent learning. Meanwhile, throughout the teaching and learning process, the instructor must evaluate the students’ capacity to absorb reading materials or texts, particularly recount texts as one of the genre texts.

According to Harrison and Salinger (2002:3), the essential question is whether switching to performance assessment brings researchers closer to or further away from the online understanding process. As a result, various exams, such as multiple choice, cloze assignments, short answer assignments, matchmaking activities, and so on, may be used to measure reading comprehension. Furthermore, while asking questions is the most typical type of assessment, numerous additional metrics may be employed to establish if students have acquired certain comprehension skills such as querying, generating, and error. The detection of understanding during reading and other modes of assessing comprehension during the teaching-learning process is particularly important.

According to Brown (2004:4), assessment is a continuous process encompassing a broader domain. When a student answers a question, comments, or attempts a new phrase or structure, the teacher unconsciously assesses the student's performance. Reading assessment is used to determine what skills are being learned and what skills need to be strengthened. Furthermore, Klingner et al. (2007:13) state that understanding assessment is riddled with difficulties since it can be difficult to discern how much students truly know and what they truly believe (as we tried to do in the previous example). Traditional activities seem to be memory or understanding, but understanding is much more than that.

According to Harmer (2007:15), good test validity, readability, and feedback impact may be evaluated. The exam strongly influences students' motivation since their competence is measurable through the test results. Furthermore, tests are necessary to determine students' levels and abilities. The teacher can organize an excellent exam for knowing such concepts. Furthermore, Snow (2002:52) stated that understanding the nature of reading comprehension

issues needs reliable data on which readers can accomplish activities with which content. An evaluation should be given to students to determine their difficulties. After administering the exam, the teachers will be aware of their deficiencies. The data may be utilized to determine which reading strategies are appropriate.

Assessment is a way to gather data about students' abilities. This is relevant to the learning process of students. The evaluation assesses their comprehension of the reading text. The teacher must do this before or after learning activities. To assess the efficacy of any test, it is necessary to establish standards against which the text may be assessed, as follows: a test is legitimate if it is meant to test something. Face validity is a type of validity that most test designers are concerned with. This implies that the test should appear to be valid. The results of a successful test should be consistent. In practice, reliability is improved by making test instructions as straightforward as possible, limiting the opportunity for variation in the answer, and ensuring that test settings stay constant (Harmer, 2001:322).

Reading comprehension assessment is a method used by teachers to determine how well students grasp the reading content. Reading comprehension assessments are efforts to discover and test their reading comprehension of the text substance. According to Caldwell (2008:1), reading assessments identify which skills have been learned and which need improvement. The most frequent method of assessing reading is through a written exam. They read standardized exam texts and answer questions to demonstrate their understanding. Reading allows us to return to the readers and evaluate what we have read, which is hard to do when listening unless the discussion is filmed or transcribed in some form. Reading comprehension evaluation is commonly thought of as what is being read as written input during the teaching and learning process in the classroom.

Assessment has several functions. The assessment procedure has been developed on occasion for specific research programs to assess learners' abilities, modify old or build new knowledge structures, use information acquired while reading to solve a problem, evaluate texts on specific criteria, or become absorbed in reading and develop affective or aesthetic responses to text (Snow, 2002:54). It assists teachers in understanding students' knowledge, evaluating students, and planning teaching strategies. These evaluations aim not only to assist teachers and students in knowing the outcome of their learning and aid the researcher's program.

When the performance of a group of students is utilized to report on the work of the class, a teacher, a school, or another component of an educational system, assessment serves an evaluative function (Harlen in Gardner, 2006). Assessment is used to evaluate and report on pupils' work. It can be carried out by administering examinations to students to give them a chance to reply to the contents they have read. According to Pang et al. (2003:18), there are two reading assessments. The first step is to assess how well children read to help them improve their abilities (diagnosis). The purpose of diagnostic assessment is to give feedback and assistance to learners. The second step is to determine how far they have progressed. Both methods of assessment are required for effective reading training.

Assessment has several functions. The assessment procedure aims to evaluate the learner's ability, to modify the structure of old knowledge or to build new knowledge, to use the information obtained while reading to solve problems, to evaluate the text on specific criteria, or to become absorbed in reading and develop an affective or aesthetic response to the text. It has been created on occasion for a specific research program (Snow, 2002:54). It assists teachers in discovering student knowledge, evaluating students, and considering teaching tactics. The



assessment's numerous aims include assisting students and teachers in understanding their learning results and assisting research initiatives.

Furthermore, Alderson (2000:227) considers short answer tasks a semi-objective alternative to multiple choice. A short-answer assignment designed to measure eminence knowledge of the explicit content or implicit situation of recount text can be used to assess reading comprehension. As a result, the researcher assigns a short-answer test to students to determine whether the students' reading achievement increases. Furthermore, the researcher employs a short-answer task scoring process using a simplified scoring rubric for short-answer tasks. Furthermore, producing an accurate and grammatical answer is a feature in the easy scoring rubric for the short answer task to assess reading comprehension.

The researcher employed a short response problem to test students' reading comprehension in this study. Students were given a reading text to assess their reading comprehension. Students are required to respond to several text-related questions. The researcher then validates the response using the scoring rubric. The researcher employed a recount text short answer test assigned to students to see if there was an increase in students' reading comprehension of the recount text. It is made up of recount texts that students may read. They must provide reading comprehension tests to students. The score is based on the adapted scoring rubric, so they must answer the exam using proper and grammatical answers.

## **2.2 Empirical Review**

An empirical review examines prior studies conducted by other researchers that may be similar to current research to gather information and theories about previous studies that are relevant to this research. Furthermore, understanding

empirically examined evidence can assist researchers in avoiding an unintended repeat of past study results, putting them in a better position to present their findings. The goal is to help this study by looking at the outcomes and determining whether or not this research will be as effective as the relevant empirical review. Two comparable previous studies were chosen. The following are two prior studies that used KWL to improve students' reading comprehension.

The first similar study was conducted by Sajul (2022) entitled "Improving Reading Comprehension of the Eighth Grade Students of SMP Sila Dharma Denpasar in Academic Year 2021/2022 through KWL Strategy". The objective of the study was to find out whether or not reading comprehension of the eighth-grade students of SMP Sila Dharma Denpasar in academic year 2021/2022 could be improved through the implementation of KWL. This study showed that KWL could help the subjects to improve their reading comprehension. According to the research findings, the researcher improved their ability to understand recount texts using KWL as a teaching strategy. After two cycles, there was also an increase in their achievement. Furthermore, in this study, KWL made a positive contribution to improving their reading comprehension in their learning.

The second similar study was conducted by Artadi (2018) entitled "Improving Reading Comprehension of the Tenth Grade Students of SMK N 3 Denpasar in Academic Year 2017/2018 through KWL Plus". The objective of the study was to determine whether reading comprehension of the tenth-grade students of SMKN 3 Denpasar in academic year 2017/2018 can be improved through KWL Plus. This study showed that the KWL Plus was effective and could help the subjects strengthen their reading comprehension. The results of implementing the KWL in this study can be seen from the average value of the progress of the pre-

test and post-test given to students after the application of KWL. These results showed that the teaching strategy was also effective.

The strength of both research is that both researchers implemented the strategy mentioned clearly in the lesson plan. The subjects can comprehend the text well. Both of those researchers used short answer tasks in reading comprehension. The researchers of this study used short answer tasks to measure the students' ability in reading comprehension. Furthermore, the students should comprehend the idea of the test in short answer tasks. However, both researchers did not use four aspects of reading comprehension in their pre-test and post-test. These researchers only used general and specific information in the pre-test and post-test. In the present study, the researcher used four aspects of reading comprehension: general information, specific information, textual meaning, and textual reference. Thus, the students' reading comprehension could be comprehensively measured.

