

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is one of the language skills that should be developed by students. It is a learning process of transferring information from writer to the reader in written form. Reading is the basic skills in English which is not simply translated word by word, but need to know the meaning of paragraph to the text. Based on Broughton et al (2003:89), reading is ability to read a text, process it and try it to comprehend the meaning. In reading process, the students are not necessary to read the text or passage loudly, but the most important thing is how the text or passage is comprehended by the students and can make students easy to understand every word in the text. It is really unfeasible for the reader who only reads the text without understanding the meaning or content of the entire text.

Reading is a process of constructing meaning through dynamic interaction among readers in written form. The students read a text to know and understand about the meaning, and then catch the point and get lots of information. Johnson (2008:109) states that reading is the act of creating meaning with the text. This process will require the use of background knowledge, vocabulary, and experiences of the readers to help them in comprehending the written text. In reading comprehension, almost all of the students have difficulties in comprehending the contents. The students have to comprehend the text in order to know the meaning of it. By understanding the text they can receive the correct information and knowledge. The components in reading such as topic of the material is really new

for the students and they do not know what actually the text tells about such as: finding main idea, meaning of word, phrase or sentence, and textual reference in the text.

In reading, the students need comprehension skill, especially reading comprehension. Comprehension is very essential in reading because the purpose of reading is the students are able to comprehend what they read and get the information of the text. Weaver (2009:13) adds reading is process which is determined by what the reader's brain and emotions and beliefs that bring the reader to read such as the knowledge or information, strategies for processing text, moods, fears and joys all of it. In addition, reading is an important skill. It involves students interacting with visual input of language, which they need to process and understand. Ability in reading will help the students to comprehend the texts. By reading, they can catch the information in the texts even the detail information of each paragraph.

Even though reading becomes very important for the students, but the students are still confused with the reading comprehension in SMP Dharma Wiweka Denpasar. The results of observation the students of the eight grade of SMP Dharma Wiweka Denpasar still had problems comprehending the meaning of a text. They said that they were not enthusiastic about reading English literature and they felt boring of the learning process because they were lack and confused in vocabularies. When the English teacher gives them some questions, only a few students can answer the questions. The technique that was used by the teacher in the class was monotone where it made the students difficult in comprehending the text. Only teachers who actively teach and speak without giving their students the

opportunity to have an opinion. The teacher did not combine any learning media to support learning reading process and then asked the students to answer the questions provided in the text.

Based on the problem, the researcher used KWL Strategy to improve reading comprehension of the eight grade students of SMP Dharma Wiweka Denpasar. KWL strategy is one of the strategies that can be used in teaching reading comprehension for junior high school students. The researcher proposes that KWL strategy is used to improve students' reading comprehension. This strategy can help the students in comprehending the text and make the students' ability in reading comprehension to be better. KWL strategy provides students with a structure to guide them through the lesson and apply their background knowledge to the new material. The procedure of KWL strategy includes three steps. First, students are given the opportunity to think about the ideas they already know that in the write in column K. Second, reviewing the topic of what they still want to know and then made in the form of question in column W. Third, they read and then examine the text and write what they have got and they learned in column L (Nurfadillah, 2018).

Furthermore, the strategy gives the students an opportunity to get knowledge and share the ideas to the other students (Dewi, 2020). The form of KWL strategy is really easy to be understood by the students because this strategy can help the students to comprehend the text. Besides, students can show their own personal background knowledge, predict about the information they expect to find in reading material and take notes that related to the information gained. This is very interesting strategy to be applied and suitable for junior high school students so that students can be more active to share their opinion by using KWL in teaching and

learning process. Thus, the researcher would like to conduct research entitled “The Use of KWL Strategy Combined with Picture to Improve Reading Comprehension of the Eighth Grade Students of SMP Dharma Wiweka Denpasar in Academic Year 2021/2022”.

1.2 Research Problem

Based on the background of the research above, the eighth-grade students of the SMP Dharma Wiweka Denpasar in academic year 2021/2022 had low achievement in English, especially in reading comprehension. Based on that problem, the research problem can be formulated as follow: can reading comprehension of the eighth-grade students of SMP Dharma Wiweka Denpasar in academic year 2021/2022 be improved through KWL strategy combined with picture?

1.3 Objective of the Study

To make the present study has direction, it is a need to declare an objective to be achieved. It is guidance in taking any decision which is needed and also starting point of doing the research. The purpose of this study is the researcher can find as much the students comprehend the reading skill and to know whether or not the reading comprehension of the eighth-grade students of SMP Dharma Wiweka Denpasar in academic year 2021/2022 can be improved through KWL strategy combined with picture.

1.4 Limitation of the Study

As we know, there are many components and discussion of reading comprehension. This study is limited on improving reading comprehension through KWL strategy combined with picture of the eighth-grade students of SMP Dharma

Wiweka Denpasar in academic year 2021/2022. In this school is using 2013 curriculum. The researcher used one kind of the text in this study, there is descriptive text, where this study only focused on the main competence and basic competence. In the main competence, it focuses on understanding knowledge (factual, conceptual and procedural). In the basic competence, it focused on finding general information, specific information, textual meaning, and textual reference.

1.5 Significance of the Study

This research is concern with teaching and learning process in reading comprehension through KWL strategy combined with picture to improve the students in reading comprehension; especially it can improve the students in reading comprehension in eighth grade students of SMP Dharma Wiweka Denpasar. The significance of this study is to know how the technique works in overcoming the problem that is faced by the students in reading comprehension. One of the principles and practical reflections which are taken into account in undertaking the present investigation is the significance of the expected research findings. The findings of this research are expected to be useful and relevant theoretically and practically.

Theoretically, the findings of the present study were expected to support and contribute references about reading comprehension and KWL strategy combined with picture for the next researchers who conduct a similar study with the present study. The findings of the present study are expected to be used as evidence that KWL strategy combined with picture is effective in teaching English to improve reading comprehension. Besides, this present study is expected as a reference or empirical review for the future researcher to support their study.

Practically, this research was also expected to give students an interesting ways of how they could improve their reading comprehension in reading a short descriptive text, especially in describing people, animal and things, using punctuation and using lexical grammatical features correctly. Meanwhile, it could enrich the teacher's knowledge and strategy in improving the student's achievement in reading and helping the teacher to create an effective and communicative condition in teaching reading. Finally, it gives other researcher knowledge about KWL strategy combined with picture and can be used as reference in conducting further research related in teaching reading in the future.

1.6 Definition of Key Term

In order to avoid misunderstanding, the researcher would like to define the following key terms as follows:

a. Reading Comprehension

Reading comprehension is defined as the ability of the eighth grade students of SMP Dharma Wiweka Denpasar in academic year 2021/2022 in understanding descriptive text, namely the general information, textual meaning, and textual references. Thus, students can get the meaning of a text.

b. KWL Strategy Combined with Picture

KWL is a strategy that can develop students' prior knowledge by implementing three parts of strategy: 'K' (What I Know) which means the ability of the students on what they already know, 'W' (What I Want to Know) which means determines what the students want to learn about the topic, and 'L' (What I Have Learned) which means focusing on recalling

and discussing what students have learned. Operationally, KWL strategy is defined as a teaching technique used by the English teacher in improving reading comprehension of the students in reading a descriptive paragraph.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review should be conducted in a scientific study which gives meaning of word in term of the theories of specific discipline, and it should be based on some relevant theoretical constructs to give practical significances and empirical evidence. To support the study planned by the researcher, there were several theoretical reviews discussed in chapter II. There are; 1) Reading Comprehension 2) KWL Strategy Combined with Picture, 3) Assessment of Reading Comprehension.

2.1.1 Reading Comprehension

Reading comprehension is an important language skill in improving the students' knowledge. Reading can help students to gather more information around them. Reading refers to the ability to understand written text. It is advisable to develop this skill at early age of school. Reading is an appropriate means as a process of mental or cognitive in which a reader should be able to follow and can be used to build a concept, develop vocabulary, give knowledge, add personal enrichment process, develop intellectual, and help understanding. Woolley (2011:15) states that reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children developmental models, or representations of meaning of the text ideas during the reading process. According to Patel and Jain (2008:114), reading is the most important activity in any language

class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind and gain and understanding of the foreign culture.

Harris and Graham (2007:8) describe that reading comprehension involves much more than reader's responses to text as it is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text as well as variable related to the text itself (interest in text, understanding of the text type). The students think about what they already know about text's structure or topic before reading. They make connection to their lives and the world as they read. In order to comprehend the text, readers make use of background knowledge vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. This mean the readers are expected to be able to dig information by using comprehension skills. The best way to improve reading comprehension is often reading and read the text with strategy. Good strategy can help us to understand the text easily (Pang et al., 2003:6).

Based on the definitions above, the researcher concluded that when the readers read a text, they also try to understand the text. Grabe (2009:14) explained that comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known. So, the readers communicate with the text, they understand what they read, get the meaning and get the information from the text. In reading comprehension, a reader should know not only what each letter of alphabet stands for and the meaning of words, but also knows how to catch the ideas of the text whether it is stated explicitly or

not and should be involving the ability to understand a text. Finally, there are a lot of benefits that the readers can get from reading. If they read a lot of books, magazines, articles, and many things, they can get some information and knowledge from those all.

2.1.2 KWL Strategy Combined with Picture

KWL strategy is a good strategy to improve students' reading comprehension. KWL is one of the most widely recognized graphic organizers and instructional strategies developed by Ogle in 1986. KWL is an instructional reading strategy to aid the teaching of reading. It uses graphic organizer namely KWL chart to help the students record their thinking process before, during, and after reading. Hana et al (2015) stated that KWL strategy has some benefits. It encouraged students to read actively through the learning events individually, the students directed to activate their background knowledge related to the text, provided students with opportunity to brainstorming.

Based on Westwood (2001:60), KWL can be activated prior knowledge of students, in the K column the students and teacher together brainstorm and write down all they know about the topic. W Column, they generate some questions or issues they hope the text may answer (predicting, questioning, and seeking information). L column, the students silently or as shared activity, the children write ideas and summary of the main things they have learned from the text (reflecting, consolidating, evaluating, and summarizing).

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 which students can use as they read. There are

three steps in KWL strategy. First, provide students with the opportunity to brainstorm and list the ideas and details that they already “know” about the topic. Second, they review the topic again and consider what they still “want to know”. They list these items in the “W” section of the chart. Items should be listed as questions. Third, as they read or after they read, students add details that they have “learned” while reading. They list these items in the “L” section of the chart.

According to Ogle in Arends and Kilcher (2010:146), the KWL strategy engages students in accessing prior knowledge and framing learning questions and goals prior to 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 to study or read about a topic: 1) “What do I Know?”, 2) “What do I Want to know?” The third question is addressed after study or instruction: 3) “What have I Learned?”

It means KWL strategy facilitates to make connection between what students already know about the topic given, encourage students to find out what they want to know about the topic, and summarize what the students have learned by reading the text. Accessing prior knowledge and engaging students’ interest before beginning reading activity can improve students’ ability to make associations, clarify understanding, and increase comprehension.

Table 2.1 KWL Chart

K (What I Already Know)	W (What I Want to Know)	L (What I Have Learned)
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Students list anything about what they already know about the topic.	Students list questions about what they want to find out according to the topic.	After reading the material, students list about what they have learned from the topic. They can also check the W column which questions were answered and which questions were not answered.
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In this study, the researcher combined the application of KWL strategy with picture. Picture description is a somewhat more complex picture may be presented showing, say, a person reading on a couch, a cat under a table, books and pencils on the table, chairs around the table, a lamp next to the couch, and a picture on the wall over the couch (Brown, 2004:227). A picture provides thing, person, animal, or place that will stimulates the students to think about what they know, what they want to know, and what they have learned from a picture. In this present study, the steps of implementation of KWL strategy with picture were as follows:

1. Step 1 – Know (K): The researcher presented a picture about a topic which was going to be discussed. The researcher asked the students to observe the picture and asked the students to create a KWL column in their own book. The students filled the K (Know) column about what they already know about the picture presented by the researcher.
2. Step 2 – Want (W): The students filled the W (Want) column about what they want to know about the picture presented by the researcher. This column should be filled with a question. After that, the researcher

presented a text related to the presented picture to the students and let them read the text.

3. Step 3 – Learn (L): After the students finished reading the text, the students filled in L (Learn) column about what they have learned from the presented text and discussed together with the researcher.

2.1.3 Assessment of Reading Comprehension

The assessment of reading comprehension is a critical component of any research effort aimed at improving our understanding about what is reading comprehension and how it can be best taught. According to Brown (2004:4), assessment is an ongoing process that encompasses a much wider domain. Whenever students responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the students' performance.

The assessment of reading ability does not end with the measurement of comprehension. These may consist of just a few sentences for beginning reader to long passages for more advance readers. Students who have constructed good representation of a text have read will be able to recall and make inferences from specific ideas in the text. Nunan (2005:138) states that assessment occurs all the time. Assessment relates to the process in learning activity of the students. Assessment can be conducted by giving series of tests to the students in order to give them opportunity to respond to the material they have read.

Caldwell (2008:15) states that there is a tendency to think of assessment as something that happens after instruction, such as asking students to answer questions after they read a textbook chapter or story. There is also a tendency to

think of all assessment measures as paper and pencil test. These represent very limited views of the assessment process. In addition, good assessment is actually embedded in the process of instruction. The assessment should be appropriate with the material which has been taught. Assessment and instruction can happen at the same time. The most powerful assessment for the students' learning occurs in the classroom, moment-to-moment among teachers and students.

The assessment of reading comprehension is a useful part of teaching learning process in classroom. Two functions are commonly identified in the literature: formative and summative assessment. Formative assessment is evaluating students in the process of “forming” their competencies and skills with the goal of helping them to continue the growth process. The key to form it is the delivery (by the teacher) and internalization (by the students) of appropriate feedback on performance. Summative assessment aims to measure, or summarize, what students have grasped and typically occurs at the end of a course or unit in instruction (Brown, 2004:6).

In this study, the researcher used short answer task to assess the students' reading comprehension. Brown (2004:189) stated that a popular alternative to multiple-choice questions following reading passages is the old-age short answer format. A reading passage is administered, and the students read questions which must be answered in one or two sentences. In this study, the researcher created questions which should be answered with a full grammatical sentence by students.

2.2 Empirical Review

Empirical review is about reviewing studies that had been conducted by other researchers which are related with the present study. The purpose of providing

empirical review is to show the relevant studies that have similarity with the study. In addition, empirical research is based on observed and measured phenomena and derives knowledge from actual experience rather than from theory or belief. One of the purposes of empirical review is to show that the problem being studied has been done or not before in the way proposed by the author. There are two studies that relevant to this study and the researcher decided to review those studies as empirical review as follows:

The first study was conducted with a title “Improving Students’ Reading Skills through KWL Strategy”, classroom action research in 8th grade students of SMPN 7 Denpasar in academic year of 2017/2018. This research was conducted by Ni Putu Arni Suryantari in 2018. This study was intended to find out whether or not reading can be improved through KWL strategy of the eighth-grade students of SMPN 7 Denpasar in Academic Year 2017/2018. The result of the study showed that the mean figure in Pre-Cycle and Cycle I was improved. There was a significant score from the Pre-Cycle (44) and Cycle I (59). As the result, the finding of this study proved that reading comprehension of the eighth-grade students could be improved through KWL strategy. Most subjects gave positives responses to the application of KWL strategy. However, the researcher didn’t combine the application of KWL strategy with media. In the present study, the researcher combined the KWL strategy with picture in order to help students improve their reading comprehension further.

The second study was conducted with a title “The Use of Know-Want-Learn-Technique to Improve Student’s Reading Comprehension of Descriptive Text”, a classroom action research in 8th grade students of SMP N 32 Semarang in academic

year 2018/2019. This research was conducted by Winda Aditya Puspitasari in 2019. This study was intended to find out whether or not reading can be improved through KWL strategy of the eighth-grade students of SMP N 32 Semarang in Academic Year 2018/2019. The result of the study showed that the mean figure in Cycle I and Cycle II was improved. There was significant score from the pre-cycle (58.00), cycle I (68.05) and cycle II (77.33). As the result from the test and questionnaire, the finding of this study proved that students' reading comprehension of the eighth grade could be improved through KWL strategy with picture description. Most of subjects gave positives responses about the implementation of KWL strategy with picture description. However, some questions of a topic question didn't challenge the students to think more critically in finding the answer. In this present study, the researcher put some questions which could challenge the students to think more critically in each topic questions.

