

# **CHAPTER I**

## **INTRODUCTION**

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

English is divided into four skills, they are listening, speaking, reading and writing. Reading is one of the four basic skills of English language learning that must be mastered by students. Based on Patel and Jain (2008:113) state that reading is most useful and an important skill. Reading is important for students because they can get new information and knowledge. Students need to comprehend the text during the reading process. They are not only expected to read in good pronunciation; however, they have to construct or find the meaning through interaction and involvement with written language. Reading is an active process which is central to most school subjects and very important in learning language, particularly English. On the other hand, when the students learn to read, they should be able to comprehend reading text during the reading process. They are not only expected to read the text in good pronunciation or to find the meaning of each word within the text, but also expected to find the general information, specific information, textual refers and textual meaning in the text.

According to Johnson (2008: 4), reading is a constantly developing skill. Like other skills, the students get better at reading by practicing. Conversely, if students do not practice, they will not get better, and their skills may deteriorate because reading practice helps them become better readers. Reading integrates visual and nonvisual information. The visual information found on the page combined with the nonvisual information contained in the head creates meaning

during reading. In that way, what is in the head is just as important as what is on the page in creating meaning (reading).

Nowadays, in improving reading comprehension, teacher uses many strategies to teach students in each skill and level of reading. Reading skill is more focus on students' comprehension. That is why, reading is also called reading comprehension. If teacher needs to improve students' reading skill, there are a number of factors that teacher needs to consider. These include considering their needs and the kind of information that they want to know about their reading comprehension. Therefore, reading is a vital skill but it can be challenging to teach. By reading, the students need to make sense what the writer means to help them in understanding the texts.

Reading comprehension is an active process which is important to the students' understanding to read a text and get the meaning of the text. Therefore, learning to read is a life-long process. Understanding and remembering information can improve their students' reading comprehension. It is not a simple process but it is a complex activity in teaching learning process Basically, readers make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. Reading is one of the basic skills in English which is not simply translated word by word, but it needs to know the meaning of the text and context.

Students in SMPN 2 Ubud still had many problems in learning reading particularly in the eighth-grade students. The researcher had interviewed an English teacher. The teacher said that the students were lack of ability in understanding a text. It was influenced by four factors. First, students had difficulty in getting

general information in the text. Second, students needed to improve their ability to find specific information in the text. Third, students were also low in understanding the textual meaning of the words in the text. Fourth, students seemed hard to find the textual references of the words in the text.

When the students were given reading materials, they looked bored because they do not get the point about the text. This situation made students more individual and those who had low-ability could not improve their ability because the teacher only focused to the students who were active in the class during teaching learning process. Therefore, this problem should be immediately overcome by choosing an appropriate technique that was easy to understand and made students interested and they would not become stressed in the learning process activity.

Based on these problems, it was interesting to implement the KWL strategy to improve students' reading comprehension. According to Ogle in Arends and Kilcher (2010:146), KWL 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. This is because the KWL strategy makes it easier for students to understand and understand each reading. KWL guides students through their reading material. Furthermore, this strategy allows students to tell what they already know (K), what they want to know (W), and learn what they already know (L). Therefore, it can help students and teachers to uncover misconceptions and relate them to previous learning

Applying KWL enables the students to show their own ability during learning process. They can be more active in the class and never feel bored. They also can improve their reading comprehension because in learning process they are

excited to show and share their ability. The process of KWL will provide more practices of reading for the students in teaching learning activity. KWL can be used to teach the students to comprehend the text Besides, they can show their own personal background knowledge and predict about the information that they expect to find in the reading material and take notes related to the information.

Based on the background above, reading comprehension is an important skill that gives many advantages to the students In addition, by comprehending a reading text well, students can get information clearly as well as avoiding misunderstanding Therefore, reading comprehension is considered as an important skill that should be mastered by students to understand the reading text In addition to teaching reading comprehension, one of the effective strategies that is appropriate to improve students reading comprehension is KWL. Therefore, the researcher is absolutely motivated to do scientific research entitled "Improving Reading Comprehension of the Eighth-Grade Students of SMPN 2 Ubud in Academic Year 2022/2023 through KWL Strategy."

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## **1.2 Researcher Problem**

Based on the background of the study, the students of SMPN 2 Ubud in academic year 2022/2023 still found some problems in teaching and learning activities such as finding out the general information, specific information and textual meaning. In order to solve these problems, the research question can be formulated as follows: can reading comprehension of eighth-grade students of SMPN 2 Ubud in academic year 2022/2023 be improved through KWL Strategy?

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

Based on the research problem that is stated above, the objective of the study is to answer and solve the research question which had been stated in research problem. Based on the problems of study is to find whether or not reading comprehension of the eighth-grade students of SMPN 2 Ubud in academic year 2022/2023 can be improved through the implementation of KWL strategy.

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

In this study it is necessary to limit this study because of problems in teaching reading in the eighth-grade students of SMPN 2 Ubud. This method is very important for focusing the study, especially in reading comprehension. In this case, the researcher limited the research on using KWL strategy to improve reading comprehension of the eight-grade students of SMPN 2 Ubud in academic years 2022/2023. KWL strategy used as a tool be improved reading comprehension which is conducted in several teaching sessions. Specifically, in finding out the general information, specific information and textual meaning.

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

This research was concerned in teaching and learning process in reading comprehension by using KWL strategy to improve students reading comprehension. Most of the researcher expected that the results of the scientific studies will be of great theoretical and practical importance to who are concerned

with the subject matters. Similarly, the findings of the present study are expected to bear both theoretical and practical significance as the followings:

Theoretically, the finding of the present research was expected to contribute signification of KWL strategy specially to improve students' reading comprehension. Some information and theories provided in this study can be taken to enrich the existing references. Furthermore, the results of this study are expected to enrich theories and can be used as a reference for future studies related to KWL strategy in improving the reading comprehension of the eight-grade students of SMPN 2 Ubud in academic years 2022/2023.

Practically, the outcome of this research study is expected to give feedback to general especially in educational environment, such as for teacher, students and others researcher for the teacher the research is expected to be able to improve the knowledge of the teacher in order to develop the teaching of reading comprehension. Besides, it is also expected that this study can be used as reference to improve students' comprehension in reading. For the students, it is supporting the students' reading comprehension and their knowledge of how to get the comprehension itself. For to the others researcher, it is expected that the other research will have alternative sources and guidance when conducting the same study for obtaining a better result.

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

The title of the present study is "Improving Reading Comprehension of the Eight-Grade Students of SMPN 2 Ubud in Academic Year 2022/2023 through KWL Strategy", The term is scientific research sound complicated to the reader



because they are to abroad, and the definition does not give clear cut clarification. There are some terms which are defined operationally so as to avoid misunderstanding on the part of the readers and provide a clear insight about all term that exist on the title briefly and clearly. So, there are some definitions of key terms are as follows:

1. Reading Comprehension

Reading comprehension is operationally defined as the ability of the eighth-grade students of SMPN 2 Ubud in academic years 2022/2023 in comprehending reading text, especially understanding descriptive text to finding out the general information, specific information and textual meaning. Therefore, the students are easy to comprehend the content of the text completely.

2. KWL Strategy

KWL strategy is a strategy which is used to improve reading comprehension of the eighth-grade students of SMPN 2 Ubud in academic year 2022/2023. In KWL strategy is strategy that is used to help the students in understanding the text using three steps. Firstly, the teacher gives the students topic, clue, or picture to help the students in analyzing what they already know about the topic then guiding the students to fill the column K (Know). Secondly, giving the students the text and guiding the students to fill column W (Want) relate to what they want to know about the text. Thirdly, guiding the students to fill column L (Learn) relate what they have learnt from the text and facilitating the students if there are some misconceptions.

## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

A scientific study is intended to provide significance and it should be based on some theoretical background and empirical evidence. In this chapter, the researcher focused on theoretical review of some theories related with the present study. It is crucially needed to bind and limit the topic in order to focus the research on what is worth to write. Therefore, to strengthen the theoretical framework of this research, the researcher should review some relevant theories from experts which are related to this study. In addition, theoretically should contribute practical significance. In the present study, the researcher gives more elaboration about reading comprehension, KWL and assessment of reading comprehension. The theoretical reviews are elaborated as follows:

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

Reading is about understanding written text. Reading is one of four major English skills that should be mastered as it is very necessary. Reading is a critical skill and it is recognized as the foundation for future learning. By reading, students' knowledge can be gradually increased and give positive impact to the other language skills. On the other hand, by reading the students can improve their ability to acquire knowledge of the world. The students reach these aims if they understand and comprehend the reading text. Meanwhile, comprehension is the process of making sense of the words, sentences, and connected texts.



McNamara (2007:03) state that reading is an extraordinary achievement when viewed from the many levels and components that must be mastered. Therefore, in reading a text, readers are required to master all the components because they are interconnected with other components that affect their understanding when reading. In addition, there are several components that affect the reader's understanding. the components include such as phonological and phonemic awareness, phonics, fluency, vocabulary and comprehension. Those components are very important to make the reader understand the meaning of the text clearly. Reading and responding to texts is an integral part of language learning. Effective readers use a broad repertoire of comprehension strategies that they can apply independently to a variety of texts.

Patel and Jain (2008:113) state that reading is the most useful and important skill for people because it needs an active process that consists of recognition and comprehension skill. It means that the students need to recognize the written text before finding the information of the text. The students need to focus on what they read. Reading also involves the ability of the students in comprehending the text systematically. Therefore, in order to get information on the reading text, it needs an active process which must be done by the students. Reading is not only a source of information and a pleasurable but also as a means of consolidating and extending ones' knowledge of language. Reading very necessary to widen the mind and gain the understanding of the text.

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 in education for the readers, reading is good thing to open up new world and opportunities to develop their knowledge. By reading, the readers have to relate the information that is written on the text with their background knowledge.

Klingner et al. (2007:2) stated that reading comprehension builds meaning by coordinating complex processes that include word reading, word and word knowledge, and fluency. It means reading comprehension is understand each word and find information from the text. They also mention that reading comprehension involves more than just the reader's response to the text. Reading comprehension is a very complex multi-component process involving many interactions between readers and writers with which they bring to the text and the variables associated with the text itself, interest in the text, and its understanding. Students who can understand various texts can integrate comprehension strategies according to the type of reading text.

Snow (2002:11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The use of the word extracting and constructing is to emphasize both the importance and the insufficiency of the text as determinant of the reading comprehension. Comprehension needs three elements of reading; those are the reader who is doing comprehension, the text that is to be comprehended and the activity in which comprehension is a part. Reading is multifaceted that develops only with practice. In addition, there are certain aspects of reading, such as fluency, intonation, and word recognition These bases must be

mastered but at the same time reading comprehension should be emphasized in the process. It means that reading comprehension is the process to understand for each word then finding information from the text.

Meanwhile, Wolley (2011:15) state that reading comprehension is the process of interpreting text. Many people underestimate reading comprehension. Reading comprehension cannot be done by reading at a glance. if the reader just reads not carefully, then the reader will not get the meaning of the reading. Hence, to get a thorough understanding of what is explained in the text rather than to get the meaning of isolated words or sentences in understanding the text. Besides, they can enrich their knowledge after they read the text comprehensively. In addition, they can get a deeper elaboration about something that they just know in general before. From reading texts, readers not only learn to understand texts and answer questions, but also use it to enrich their knowledge of vocabulary, grammar, spelling and writing because reading texts contain language components. Therefore, reading comprehension is very important to do, because from reading comprehension, readers can know the meaning and add insight about the language components contained in the reading text.

There are several ways in which the teacher can improve the students' comprehension in reading in the classroom. In addition, reading comprehension is an active process in constructing meaning through interaction to get information and improving knowledge. Therefore, without reading comprehension, the readers could not understand the information of the reading texts clearly. It is also the important thing that should be improved to increase students' knowledge and teacher must be a good model in teaching reading comprehension. In addition,

while teaching reading comprehension in language learning, it makes the students understand and comprehend what they read and also, they can get new information or knowledge to develop their language skill especially in reading comprehension.

### **2.1.2 KWL**

In reading, students are sometimes difficult to gain the meaning of the text that they read. Moreover, students who do not fully understand the language they are learning will be confused about the text. They are not interested and bored so that they will assume it is difficult lesson, to help the students to understand the text, they learn reading comprehension through KWL strategy. KWL strategy will helps the students to become better readers of descriptive texts and help instructors to be more interactive in their teaching. KWL strategy is an immediate way to make a new topic or concept relevant to learners based on their prior knowledge.

According to Ogle in Arends and Kilcher (2010:146), KWL 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. Therefore, it can help students and teachers to uncover misconceptions and connect to prior learning. In addition, KWL is an activity that is interesting for the students in doing reading process. Before they read and after they read, they can share their knowledge about the topic that they already know. They can get new information after reading the text in the present study.

Table 2.1  
KWL Instructional Scheme

K (What I Know)	W (What I Want to Know)	L (What I have to Learn)
Collections of opinions and information that they already know about a given topic.	What the students want to know about the topic.	What the students have learned about the topic after study.

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 the procedure of KWL strategies include three steps, Such as:

1. K (What I know)

The K' or the Know involves prior knowledge about a topic in the text. In this the teacher must be active to explore students' prior knowledge by asking some questions. Then the teacher guides the students to fill K column with the information what they have to know about the topic.

2. W (What I want to know)

The "W' or the what I want to know is means identifying what the students want to know or want to learn from the text. The students need to help by teacher to raise their questions and make focus their attention on the text. And then questions from students Adde to the column W'.

### 3. L (what I have learned)

The 'L' or the Learn a means what has been learned by the students before and it has been concluded 'L' is a result of lessons learned in the text and also at the same time as the answer to the questions in the column W'(what I want to know)

KWL is designed to help students learn from reading text in any content area. The KWL strategy has three steps: brainstorming and categorizing, asking questions to set reading goals and checking answers to those questions. This Procedures are intended to help teachers become more responsive in helping students to access appropriate knowledge when reading texts. KWL helps encourage active reading of texts (Kloock et al., 2010:89). From this statement, it can be concluded that the KWL strategy clearly motivates active learning and instruction from both the learner and the instructor. This study makes the following contributions: teachers can arouse students to be more active and KWL can work very effectively in achieving the ultimate goal of overall development in students' listening, speaking, reading and writing abilities as well as interpretation.

Based on Herrel and Jordan (2006) the KWL structure includes four steps. These four steps have been prepared and cannot be separated from one another. These four steps include; first, the teacher chooses a topic to be used in introducing basic research skills. Based on students' social studies or science standards, the teacher decides on topics to use in teaching students how to gather basic information. second, the teacher prepares a blank KWL sheet. The teacher delivers



the KWL column to the students. The teacher asks them to fill in column K by writing what they already know about the topic. third, after completing column K, students are asked to fill in column W by writing what they want to know about the topic. and finally, students are then asked to fill in column L by writing down what they have learned from the provided text; Besides that, teachers and students discuss it together

According to Raymond and Margey (2010: 98), the KWL strategy offers a simple and direct way to explore their vast sources of knowledge. From that statement, reading comprehension can be done by using the KWL strategy. In this KWL there are three phases related to each other. the first phase of strategy is students identify what they know about the topic of the reading. This is a non-threatening way to list some of the unique ways adults understand the topic. In the second phase, students suggest what they want to know about the topic. This information contains a list of questions by students. And the last phase, learners identify what they have learned which may consist of answers to their questions, related important information, and new information that contradicts, confirms, or deepens their previous knowledge. In this study, KWL can help students clearly reflect and evaluate their learning experiences.

From the statement above, it can be concluded that the KWL strategy motivates active learning and teaching on the part of the learners and instructors. This research contributes as follows: 1) Teachers can stimulate students to be more active, 2) KWL can work very effectively in achieving the ultimate goal of overall development in students' reading comprehension skills. KWL is an effective learning strategy that deserves our attention.

### 2.1.3 Assessment of Reading Comprehension

Teaching-learning process could not be separated from the assessment which is used to get feedback of the whole teaching-learning process that has been done by the teacher. In assessing reading comprehension, the teacher can use many ways to assess the students' ability in reading comprehension. The assessment is absolutely needed either to measure students' understanding of the material or to recognize the effectiveness of teaching and learning process. The assessment can be done by administering a test. Actually, teachers not only assess the students' ability but also grow the motivation to the students directly.

Pang et al. (2003:18) state there are two forms of reading assessment. The first is to find out how well the students are in to order to help them improve. The second is to measure how much progress has been made. Both forms of assessment are needed for effective reading instruction. Text comprehension is usually assessed through questions. Furthermore, the questions should focus on main idea and viewpoints, not minor details. The students' responses can be spoken or written. Written responses can be in the form of a multiple choice, short answers, or extended pieces of writing. When teachers assess their students, they have to make an assessment which relates with the students in their daily life.

Assessment of student learning outcomes requires the use of techniques to measure student achievement; Assessment is more than just a collection technique. It is a systematic process that plays a vital role for effective teaching and begins with identifying learning goals, monitoring the progress students make towards those goals, and ends with an assessment of the extent to which these goals have been achieved. Assessment does not only want to see whether someone is

improving or not, but also fosters motivation in the hope that someone will do something better after conducting an assessment. Teachers must be adaptive in collecting assessment data so they can plan what, how, and when to teach. When the teacher gives an assessment to students, the assessment must be in accordance with the material.

Generally, in teaching reading, there are many assessments that can be used to measure students' understanding. Assessment is related to the process of student learning activities in the classroom. Assessment can be done by giving a series of tests to students. Brown (2004: 189) states that there are several types of reading activities that function as organizers of various assessment tasks. The first is perceptive reading which involves paying attention to the wider discourse components: letters, words, punctuation marks, and other grapheme symbols. Second, there is selective reading which offers multiple choice items, a matching task, an editing task, a picture cue task and a gap-filling task. The third is interactive reading consisting of cloze assignments, short answer assignments, text editing (extending), scanning, ordering assignments and information transfer. The latter is extensive reading which presents several types of tests such as skimming tasks, summarizing and responding, taking notes and outlining reading texts. Assessment can be done by the teacher at any time without students knowing it. Brown (2004:4) states that assessment is an ongoing process that covers a much wider domain. Whenever a student responds to a question, makes a comment, or tries a new word or structure, the teacher unconsciously makes an assessment of the students' performance. This assessment is very important to be carried out for students, because with the assessment the teacher becomes aware of the progress of his

students in the learning process. Understanding assessment is fraught with challenges, as it is difficult to determine how much students really know and what they really think.

Assessing students reading comprehension ability have many types can be used. One of them is a short-answer task. According to Alderson (2000:227), a short answer task is a semi - objective alternative to multiple choice. Test - takers are simply asked a question that requires a brief response in a few words. Furthermore, the researcher in the present study assesses the students' reading comprehension by using short answer tasks. The students should give the answer or idea about the test by short answer task. They directly answer the questions their ide based on the questions. This kind of test is a good way of measuring grammatical form and meaning of reading comprehension. The conclusion is that both teaching and assessing are so closely interrelated that the form of assessment is not just giving a test at the end of the teaching process but also in every activity that appears in the class that can be in the form of a test.

In assessing reading comprehension, there are some kinds of tests that can be used to assess the students" reading comprehension. The present study made use short answer task to assess students' reading comprehension which is in the level of selective reading. In addition, by using short answer task, the students should give the answer or idea about the test. However, the purposes depended of what the readers required from reading a text. Shortly, understanding comprehension needs the text, the reader, and the purpose of reading. In the present study, the researcher believes that short answer task can be constructed to measure the achievement

which focuses on finding general information, specific information, textual meaning and textual references of the reading texts.

This study uses Short Answer Tasks to assess students' reading comprehension at the selective reading level. In addition, using short answer assignments, students must provide answers or ideas about the test. However, the purpose depends on what the reader needs from reading the text. In short, understanding comprehension requires the text, the reader, and the purpose of reading. In this study, researchers believe that short answer tasks can be constructed to measure achievement which focuses on finding general information, specific information, textual meanings and textual references from reading texts.

## **2.2 Empirical Review**

Empirical review is the way that is required to support this present of study in order to show the strengths and also the weaknesses of the present study. Thus, by knowing it, the researcher can make better research than previous research in improving students' reading comprehension by using KWL strategy. There are two of many researchers that can successfully implement this technique to the subjects of the study. There were reviewed as follows:

First, research of Dewi (2018) entitled "Improving Reading Comprehension of the Eighth Grade Students of SMPN 5 Mengwi in Academic Year 2017/2018 through K-W-L ". The researcher used classroom as the research design. For the objective of this study was to know whether or not KWL can improve reading comprehension of the eighth-grade students of SMPN 5 Mengwi. This research was conducted in class VIII B which had 35. Observations and experienced of the

researcher during the real teaching process in SMPN 5 Mengwi, it was found that most of the students' ability in reading was still low and they had difficulties in comprehending some texts. During this research was conducted, the researcher used multiple choice to assessed students' reading comprehension, which consisted of 15 questions in pre-test, and 15 questions for post-test also. The result of this study also showed that KWL strategy can improve students' reading comprehension achievement. In this research, the researcher concluded that students could achieve the average score after using KWL that the result was shown clearly.

Another similar relevant of was conducted by Ida Bagus Made Krisnu Wiryana (2021) Entitled "Improving Reading Comprehension of The Eighth Grade Students Of SMP(SLUB) Saraswati Denpasar in Academic Year 2020/2021 Through K-W-L". The researcher of this study conducted KWL to help students improve and develop their ability in reading comprehension of eighth-grade students of SMP(SLUB) Saraswati Denpasar. The result of this study showed that KWL strategy could effectively improve and increase the low ability in reading comprehension of the eighth-grade students of SMP(SLUB) Saraswati Denpasar. The score of cycle I and cycle II were much higher than mean score of the pre-test; the mean score in cycle I and cycle II showed the improvement of students 'reading comprehension through KWL.

From some of the results the researchers above obtained the same results. the same researcher used two cycles. After two cycles, the results showed a constant increase after the researchers applied KWL; students received positive responses. This means that the researcher succeeded in implementing KWL for students. However, the researcher used multiple choice as a research instrument, in the pre-



test and post-test to assess students' reading comprehension. In addition, there is a strong possibility for students to guess answers or easily deceive their friends in understanding the reading. Therefore, it makes researchers unable to assess students objectively. In this study, researchers used short answer assignments to measure students' reading comprehension. In addition, students have less opportunity to guess answers because they have to understand the reading text to answer the questions in the short answer assignment. This makes teachers more confident in implementing teaching strategies, and it will be easier to understand theory when carrying out activities during the learning process.

