CHAPTER I
INTRODUCTION

A. Background of the Study

Language is a tool used to communicate both verbal and non verbal. Language is also usually used to convey a feeling, and what one feels. Language can create great emotional relation among people in daily life. Language has many varieties and one of them is English language. English language has strong influence of communication because it is an international language. English language is a subject that has been studied or applied at institution in Indonesia. As a result, Indonesian goverment has decided that english is foreign language taught as a compulsory subject in Junior High School, Senior High School and even in the University.

In learning English language, There are four language skills, i.e listening, reading, speaking and writing. All of these skills must be practiced by students and cannot be separated from one to another if one expects to be able to communicate freely in English. However, it cannot be denied that English is still a crucial problem for Indonesian students. As a matter of fact, until now most students at junior high school up to the university have difficulties in all of these skills.

Reading is one of the most important skills in language learning besides listening, speaking and writing. Without reading, one cannot access written information. Reading is one of the skills that must be taught as a part of english language teaching. In daily life, it is very important to get information from every reading

passage. Especially in learning English, reading is one of the basic skills in english which is not simply translated word by word but need to be acquired during language course.

According to Harmer "Reading is used for language acquisition. Proped that students more or less understand what they read, the more they read, the better they get it".[1] To do it succesfully, the students have to understand what the words means, and see the words, and the students must also develop this skill. The students must be able to read beyond the clause markers and preposition in other structure. Therefore, when the student learn to read, they should be able to comprehend the readings text during the process of reading. Then Jeremy Harmer claims to "Reading becomes important skill of language teaching. Its purpose is to enable student to read and understand text material correctly".[2]

Although reading is very important, but students still have any difficulties in mastering reading, in SMA Islam Al-Bina Cadasari the researcher find that student are lacking in reading English passage. Many technique have been used to improve students reading comprehension, but students still can't read properly. The reason already obtain in some interview with the teacher previously and with some students at tenth grade in SMA Islam Al-Bina Cadasari in reading influenced by several factors. First, students have difficulty in understanding English word, phrase and sentence in English. Second, the students have

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[1] Jeremy Harmer, *How to Teach English 3rd ed.*, (Longman; Cambridge,2001), 99.

[2] Jeremy Harmer, *The Practice of The English Teaching 3rd ed.*, (Longman; Cambridge,2001), 265.

difficulty in finding the main idea of the text they read. Third, students are not accustomed to practice reading in the classroom and everyday life. Last teachers could not find the right method or technique to provide materials for students to learn and quick understanding the material presented. Based on factors that are mentioned above the biggest problem is how to choose appropriate technique or method because student can easily get bored if teacher presents material with traditional technique.

Based on the problem above it is necessary to apply the method or strategies to solve students from reading problem in English in order students can read and understand meaning of every reading passage. KWL Strategy is chosen to solve this problem. Through a three-phase strategy (Know, Want to know and Learn), students develop independent skills in comprehending, composing and learning the text. KWL Strategy helps students engage with texts in deliberate and purposeful ways. In the first phase K (Know), students activate prior knowledge. Then in the second phase they predict what additional information they are likely to need W (Want to know) students make inquiries what they want to know and develop a plan to gather that information. In the final phase L (Learnt), students reflect on the new knowledge generated or retrieved as the plan is implemented.

KWL is intended to be an exercise for a study group or class that can guide students in reading and understanding a text. students can adapt to working alone, but discussion definitely

help.[3] Compare to traditional method which is usually monotone, the students only read and review the entire text but that been improve in KWL strategy because KWL strategy divided the main point of the text into three part; K, W and L. It makes the students more clear about the information and elaborate with their own knowledge. Traditional method also make the students have a less motivation to be active questioners, read for specific purpose and reflect following reading about whether the purpose was met. But KWL strategy can help the students to increase their motivation, access what they know, decide what they want to learn and whether it is likely to be in the passage, and decide what yet needs to be done after reading. Therefore, it is necessary to do research on the application of KWL strategy on English subjects in order to help Improve Reading Comprehension Tenth Grade Students of SMA Islam Al-Bina Cadasari.

Students in SMA Islam Al-Bina are still weak in the mastery of reading comprehension, so by using KWL method, tudent are expected to have better understanding what they read. In addition, students still can't achieve the minimum value in learning, with this strategy too, students are expexted to achieve a minimum value (KKM) of 75. In this paper the writer focus on make student interesting in studying English in order they can communicative in reading through KWL Strategy. In language learning, the KWL strategy is very important to student, especially to improve their reading comprehension . Beside that, the students

[3] Naf'an Torihoran, Miftahul Rachmat, *Reading III Intermediate Reading Skills,* (Serang ; Loquen Press, 2010), 43.

follow to thinks to problem which is discussed. KWL strategy is a method that can help teacher in teaching reading.

Than it be better if researcher paper under the tittle : "USING THE KWL (Know, Want, Learn) STRATEGY TO IMPROVE STUDENT READING COMPREHENSION" (A Clasroom Action Research at tenth grade of Senior High School of SMA Islam Al-Bina Cadasari).

B. Focus of the Study

To be able to give answer of the providing question which is stated above the focus of the study is students' reading comprehension, learning process using KWL Strategy, students' difficulties in learning process using KWL strategy and the effect of KWL strategy in learning process.

C. Statetment of the Problem

Based on the background about, the writer can take the formulation in the term of study, and state on the line of problem, to easy administer this research the writer stated the problem as follow :

1. How is the students' reading comprehension at the Tenth grade students of SMA Islma Al-Bina Cadasari ?
2. How are students difficulties during learning using KWL Strategy?
3. How is the effect of KWL Strategy in students reading comprehension?

D. The Aims of the Study

Based on the formulated problem above, the aim of the research are stated as follow :

1. To know the students' reading comprehension at the tenth grade students of SMA Islam Al-Bina Cadasari.
2. To know students difficulties during learning using KWL strategy.
3. To know the effect of KWL Strategy in students reading comprehension.

E. Limitation of The Study

In this study it is necessary to limit the present study because the problems relate to teach reading at senior high school especially to the tenth grade A students in SMA Islam Al-Bina Cadasari is too broad and complex in single coverage of the study. Therefore the discussion of the study must be restricted. This study will be only limited on improving reading comprehension by descriptive text through KWL strategy of tenth grade students at SMA Islam Al-Bina Cadasari academic year 2017/2018. In this study the researcher had taken class X (tenth) for the subject. This class consists of 15 students.

F. Significance of the Study

This research is concerned with improving reading comprehension through KWL strategy. The present study is expected to indicate significant theoretical and practical information on the importance of implementing KWL strategy in teaching reading. Related to the target of this research, research will be have two significant, such as theoretically and practically.

Theoretically, this study can be used to give us evidence about implementation theory based on problem that faced above that is improving reading comprehension through KWL Strategy. Furthermore, the results of this study are expected to enrich theories and can be a reference for future studies related to KWL strategy in improving students reading comprehension at the eighth grade students.

Practically, this study has benefit for the teachers, students and school. The result will be help teachers especially for those who taught the tenth grade student of SMA Islam Al-Bina Cadasari in improving their reading comprehension. For the students it will be useful for student get the opportunities to improve their readings specify in understanding, developing, and explain main idea of the text. The last is the beneficial for school, credibility of the school will be increase because of efficacy of the teachers and students after applying KWL Strategy.

G. Previous Studies

The writer takes from previous study entitled Nisa Religia , 122301272, her title is The effectiveness of Cloze Procedure in improving students' reading comprehension (An experiment research at the second grade of SMP Plus Matlahul Anwar Cibuah-Lebak)

The after observing this research, the researcher found that the cloze procedure effective to used in teaching reading. It can improve students reading skill and students reading comprehension. This procedure is incredibly useful in reading

instruction because it can easily done by any teacher and provides valuable reading comprehension information.

Hernawati, 092300754, her title is Improving Students' Reading skill through Guided reading in her research using (A Classroom Action Research at the first grade Junior High School of MTs Madarijul Ulum Serang).

Having observed the activity, there was improvement self activity of the students become better than before, more struggle and active. Guided reading can make students more active to read and students know the steps in reading till students can more understand what they read.

The next previous, the writer take from journal from Erika Sinambela, Sondang manik and Rotua Elfrida Pangaribuan. The tittle is Improving Students' Reading Comprehension Achievement by Using K-W-L Strategy. Online published on July 23, 2015. The research is done in order to improve students' reading achievement. The data are obtained from the experimental group and the score of the control group, from the fifth semester students of Engllish departement, Faculty of Education of HKBP Nommensen University Medan. The data obtained that the ability of fifth semester students were taught by KWL is better and effective in the experimental group, than the score of the control group. It was found that students achievement who were taught by applying KWL was higher than those who were thaught without applying KWL.