

CHAPTER I

Introduction

1.1. Background of The Study

English in Junior High School is taught as one of compulsory subject in which the students have to master four skills of English. They are listening, reading, speaking and writing. Among those four skills reading is the important skill that should be mastered by students together with the other skills to improve their knowledge. As one of the four skills, reading also plays an important role in enhancing students' English ability, because by reading the students can enrich their vocabulary, knowledge, and easy to access information technology deeply.

However, teaching reading for Junior High school students is different with Elementary school. There are some factors which influenced it. First, in Elementary school, students are only introduced a simple English reading text, but in Junior High school the students will be given more various reading material. Guthrie and Davies (2000) state that middle school text are more complex than elementary school text. It is also supported by Kursten who states students in Junior and Senior High School often get lack of ability in interpreting the content of that complex reading material. So, the teacher should work hard in explaining text. Moreover, Junior high School students have different characteristics of psychological background with students in Elementary school. Students in Junior High School are teenager who is in transition of age, so it will be difficult to control their emotion.

Reading is a language skill purposed to understand idea, thought and feelings in a written text. While reading, students will experience thinking process to understand the idea and thoughts widely. Thus, reading comprehension is an important thing which has to be mastered in order to get success in reaching the purpose of reading.

Based on 2006 KTSP curriculum for eight grade students in Junior High School, the standard competence of the reading skill emphasizes the ability to comprehend the meaning in a simple interpersonal and transactional written text, even in formal or informal, in the form of recount, narrative, procedure, and descriptive in the life context. For this reason, the reading comprehension skill is importantly needed for Junior High School students in acquiring the English language skill. Besides, William (1984) stated that reading activity without comprehension can not be classified into reading activity. Also, Flavel (1984:2) defined reading as a process whereby one look and understands what has been written. From those definitions, we can conclude that reading activity can not be separated from reading comprehension to the content of the text.

Blaire and Vallance (2004) defined that Reading comprehension is a complex process; the reader constructs meaning by connecting the text use his or her previous knowledge, experience and the information that can be found in the text. Here, the role of comprehension technique or strategies will be needed in the process of thinking to construct the meaning. Therefore, the teacher needs to use an appropriate technique in teaching reading comprehension which can encourage student's prior knowledge, experience and information from the text.

The researcher conducted an observation and interview with the English teacher and Eight Grade students of SMP Muhammadiyah 8 Benjeng. After doing observation in the classroom and the interview with the teacher and the students, the researcher found some problems. First problem is the students had lack of vocabulary so they were difficult to translate meaning in phrase instead of word by word. It made them uninterested in reading, especially in reading a long text. Therefore, they were difficult to comprehend the text although the teacher had asked them to read three times, just some students who could answer the teacher's questions in the text and conclude the content of the text in some sentences. Another problem is the motivation of most students in eight grade class was quite low in reading. It could be seen from the class atmosphere when the teacher was teaching reading did not pay attention to the lesson, there were many students who were lazy to read and busy with themselves. As the result, student's score in reading was low.

All of the problems of the teacher of SMP Muhammadiyah 8 Benjeng in teaching reading should be given the best solution. To make the students comprehend reading text well, many alternatives of teaching reading method or technique could be developed. The good choice of technique in teaching reading will highly influence student's success in reading comprehension. Therefore, the researcher introduces teaching reading technique by using K-W-L technique. According to the problems and the student level grades, K-W-L technique can be one of the solutions to overcome that problem besides it has not been applied by the teacher yet.

K-W-L stands for words what I Know (K), what I Want to learn (W), and what I Learned(L). It is one of teaching reading technique developed by Donna Ogle (1986). It is an instructional reading technique designed for the teacher to help students learn and comprehend the text by activating reader's background knowledge. According to Donna Ogle (1986), K-W-L technique consists of three elements of instruction: what I know, what I want to learn and what I learned. Before reading activity, the teacher provides K-W-L Scheme or table. Firstly, the teacher begins reading activity by brainstorming students about everything they know about the topic. Then, they record the relevant information related to the text in the K column of the K-W-L scheme or table. Later, students generate a list of questions about what they Want to know about the topic in the W column. In the last session, during or after reading, students try to write all new information they have learned in L column, whether these information is an answer of the questions in W column or it is entirely new, he has never known before reading.

K-W-L Technique gives some advantages in increasing student's skill in reading comprehension. First, as a teaching reading technique K-W-L will help the students to engage with the reading text from the beginning of a reading lesson by activating their previous knowledge. Bailey (2002:1) states that accessing prior knowledge and engaging learners' interest before beginning a reading activity can improve learners' ability to make associations, enhance understanding, and increase comprehension. Besides, this technique guides students to be purposeful reader. Their reading activity will be purposed, so their think can be more focused on what things they are looking for in the text and they will easier understand

what is the are reading. Their proficiency is enhanced in setting purposes for reading, searching information from texts, organizing that information into graphic outlines, and writing summaries based on those graphic outlines (Bader, 2007). Moreover, this technique will help the students to be active reader, because the students will be involved in reading activity in the beginning, while and after reading by following three instructions; what I know, what I want to learn and what I learned.

In Junior High School, students must deal with many kinds of reading texts. Each text has different characteristics in interesting the reader to read and the level difficulties in comprehending it. One of the texts have to be learnt by Eight Grade Junior High School students in the second semester is narrative text (2006, KTSP curriculum for Junior High School). According to Potter (2008:13), Narrative is the representative of event or series of event. In addition, Grace and Sudarwati (2004) state that narrative text consist of problems, climax, and solution of problems of actual or imaginary events. Furthermore, Anderson (1997,p.7) stated that narrative is a text that tells a story whose purpose is to a view of the world that entertains or informs the reader or listener. Readers can enjoy reading texts and are excited to know what will happen next. In this way, narrative texts can help increase students' motivation. Alderson (2000: 53) also stated that poor first and second-language reader lack motivation to read or to spend time improving their ability to read. Narrative texts, or texts that tell stories, can be used to improve students reading abilities. Therefore, in this research the researcher chooses narrative text to be applied with K-W-L technique.

The researcher thought that K-W-L was appropriate technique to solve the problem of the students in SMP Muhammadiyah 8 Benjeng in reading comprehension. By using this technique the researcher expects that the students are able to understand the contents of a reading text easily, so it can help them improve their reading comprehension. Besides, if students are accustomed to implement K-W-L technique in reading, she is expected to be able to use this technique independently for the further reading lesson. Based on the background above, the researcher was interested in conducting the study entitled “Using K-W-L Technique to Improve The Eight Grade Student’s Reading Comprehension in SMP Muhammadiyah 8 Benjeng”.

1.2.Problem Statement

Considering the background of the study above, the problem that would be analyzed by the researcher is that :

- How does K-W-L technique improve Reading comprehension of the eight grade students in SMP Muhammadiyah Benjeng?

1.3.The Purpose of the Study

According to the problem statement above, the objective of this research was to improve reading comprehension of the Eight Grade Students of SMP Muhammadiyah Benjeng by implementing K-W-L technique.

1.4. Significance of the Study

The writer hoped that the result of this research would give significance contribution both theoretically or practically.

1. The theoretical significance are:

- The result of this study was expected to give contribution to the theory of teaching reading effectively and as one of references to develop the next research.

2. For Practical significance are to give benefit for students, teacher and the school :

- For the students, the use of K-W-L technique would improve the student's ability in reading comprehension and increase their motivation in reading.
- For the teacher, the result of this study could give knowledge, experience and solution of the problem faced by the teacher in teaching reading comprehension.
- For the school, K-W-L technique could give contribution in improving the quality of teaching practice in the school.

1.5 Scope and Limitation

In order to make this research more specific, the use of this technique was only for the Eight grade students of SMP Muhammadiyah Benjeng. Also, this

research only focused on K-W-L technique in improving Reading Comprehension on Narrative Text.

1.6 Definition of Key Terms

The definition of key terms were given by the writer in order to help the readers understand the ideas presented in this thesis easily and to avoid misinterpretation. The key terms which are necessary to be defined are:

1. Reading

Is an activity which involves sight, thinking, intelligence and comprehension to obtain the meaning or information expressed by the writer from a written text.

2. Reading Comprehension

Is the reading process in which the readers have to know, understand, identify and translate information which is contained in the text by connecting to the previous knowledge, looking for relation of the things in the text, summarize the text and reflecting what we have read from the text.

3. Improving

Is the effort to make a bad condition because of some particular problems in order to be better condition by doing particular treatments.

4. Technique

Is the concrete way to implement a method specifically in the class when teaching and learning process is going on.

5. K-W-L technique

Is one way to teach reading which concern to the reader's prior knowledge by identifying three basic steps. They are access what they know, what they wants to know from reading, and remember what they have learned as the result of reading activity.

6. Narrative Text

Is a story connected to a set of events experienced by animal or human in the world life consisted of problems, climax and solution of the problems and aims to entertain the reader.