

CHAPTER I

INTRODUCTION

In this chapter, the researcher tried to explain the background of the study, research question, hypothesis, significance of the study, scope and limitation, and the definition of key terms.

1.1 Background of the Study

Early reading ability give the effect of the academic success in teaching learning process. By reading various types of materials such as magazine, newspaper, novel, and also academic book, we are able to get a lot of information, knowledge and enjoyment. Therefore, the ability to read the text in any form will bring a great advantages to the reader. Based on Chastain (1988, p.216) reading is an interaction between the reader and the writer through the written language in the process of exchanging information or idea from the writer to the reader. Moreover, reading is one of the receptive skill which is the learner interpret the message that the writer want to deliver by see or hear from the text (Harmer, 1991:199). Reading also gives the point of success because the learner try to correlate the meaning of each sentence to get the new message. Alderson (2000) stated that the most important thing in reading skill is the process while the reader tries to understand and correlate variables in the source text. Students examine their ability by combining the meaning from those sentences to get the point of the text that they have read. In addition, to bring succes in reading, students are required to comprehend the text.

Reading comprehension involves understanding the vocabulary, organizing ideas, recognizing the author's purpose, making judgment, and comprehending. In this case, students are able to understand vocabulary by seeing the relationship among words and concepts, they correlate word by word to get the meaning of the text. Beside that, organizing

ideas also the important part of reading comprehension. It happened when the students try to get the point of the text, they combining the idea of each paragraph. In particular, recognizing the author's purpose is important too. The goal of reading is understanding the writer's idea, if the reader understand well about the message of the writer, reading comprehension is successful. Then, making judgment also the basic point of reading comprehension, when the students try to answer the question, it is useful to make a judgment to suppose the good answer. The last and the most important in reading comprehension is comprehend. Reading without comprehend is low. According to Yetta Godman state that "Without comprehension reading has not truly happened, because reading comprehension is understanding phrase or text". In teaching learning process, comprehend in reading mostly need feedback.

Feedback is very important to build in students' mindset, because in addition to prove a good teaching learning process it need a cooperation from those two sides, teacher and also students. A good reader beside they given the new knowledge from the teacher, they also have to give feedback to influence and they ought to be more creative to shows their concept (Barron:2005). How the students give the feedback is by rising students' questioning skill.

The ability to make a question is the interest part in teaching learning process. Question indicate that students have been thinking about the ideas presented and have been trying to deliver and link them with other things they know. If the students essent to rising any questions, it means they have a high curiosity shows the type of knowledge is essential in their learning process. Cuccio-Schirripa and Steiner (2000, p.210) suggested that questioning is one of the thinking processing skills which is structurally part in the thinking operation of critical thinking, creative thinking, and problem solving. When the students try to make a question it can stimulate themselves to be active to think, mostly they are creative and can solve unknowing problem.

From those benefits of students' question above, the fact is contrary. In the class there are so many class activities focused on teacher centered learning. All the activities just come from the teacher, students only pay attention and listen to the teacher's explanation. Cause of that, this conventional method make students less of partisipation, students progress is low, and also the passion of the students do not control well. If the teaching learning process dominate only by the teacher make students passive. Students do not optimal when they get a new knowledge. Dillon (1988) noted that early in our education, traditional method still the mainstay strategy in the classroom teaching learning process.

Also in reading activity mostly students do not asks to have question, they just read the text then answer the question, so it make students low in the skill of questioning. Almost all of the students do not have their own question about the topic. In some cases, teacher starting imitated students to have a question that students try to do that. Peregoy & Boyle (2001) said that the way teacher try to engage reading comprehension by giving some challenges for students to have many questions, it is possible to build students' curiosity and to build their confident. A good teacher mostly give some challenges to the students for questioning especially questioning about the topic being discussud in the class. To make a teaching learning process run well, it need an appropriate strategy in this grade. Although there is no single method or single combination methods that can successfully teach all students to read. It is still essential for teaching reading experts to conduct studies and invent the new method to revise the old ones.

As a result, KWL (Know-Want-Learned) charts strategy was conducted in this research. KWL is the strategy in reading comprehension by list what they know in the K column, then they write questions that they want to get the answer in the W column, and summarize the discussion in the L column of the chart. This strategy is aimed to be an exercise for group or class that can direct the students. In reading and understanding the text,

the students can adjust it to work alone. The method is formed of only three stages that reflect a worksheet of three columns with the three letters.

Talk about KWL chart, in this following description there are some researchers applied KWL chart strategy through their studies. For example, study of KWL strategy entitled “The Use of Know, Want to Know and Learnt (KWL) Strategy to Improve Reading Comprehension” By Ummul Khaira (2015). This study applied KWL strategy in narrative text. Other research By Illusia, Stevanus Buan, Zainal Arifin by the title “The Implementation of KWL Strategy to Improve Students’ Reading Comprehension on Analytical Exposition“. From those two research, the result indicated that KWL strategy is good applied in reading comprehension, especially in narrative and analytical exposition text. According to Shayee (2000), KWL strategy has a good significance success in reading comprehension than using traditional method. To make this study better, the researcher wants to explore more this strategy by applying KWL chart through students’ question in reading comprehension by conducting the research entitled “The Effectiveness of KWL (Know-Want-Learned) Charts Through Students’ Question in Reading Comprehension” to make students - teacher interaction in reading activity through English classroom teaching. (Johnson, Johnson, Holub, & Roy:1984) said that KWL charts is one of the efficient learning strategy as a stimulus-tool to encourage individual thinking including students’ prior knowledge, what students want, and what is yet known after comprehend reading text. The researchers do not covered another text which is very important to investigate especially in reading comprehension activity. They have made studies KWL chart to prove reading comprehension in the narrative text and analytical exposition text. To make the study better, the researcher wants to investigate more the effectiveness of KWL chats strategy in reading descriptive text based on the eight grade students at Junior High School.

1.2 Reasearch Question

Is there any significant effect using KWL (Know-Want-Learned) charts through students' question in reading comprehension at the second grade of Junior High School?

1.3 Hypotesis of the Study

This study appearing the hypothesis . The hypothesis of this study are :

H_0 : There is no significant effect using KWL (Know-Want-Learned) charts through students' question in reading comprehension at the second grade of Junior High School.

H_1 : There is significant effect using KWL (Know-Want-Learned) charts through students' question in reading comprehension at the second grade of Junior High School.

1.4 Significance of the Study

Significant of the study devided into two, there are theoretical significant, and practical significant:

1.4.1 Theoretical Significance

This study may have a good significant benefits for many people, especially for the learner and also the teacher. From the theoretical aspects the result of this study contribute theory of KWL (Know-Want-Learned) charts in junior high school in term of questioning. Next, KWL charts give the strategy how to rise up the question critically. The last Then, it can motivate students to have some questions in teaching learning process to increase their criticism.

1.4.2 Practical Significance

The result of this research may give the good impact for:

a. Students

It is hoped that this strategy make students easy to have a question in reading activity so it produce an interaction by teacher and students in the class.

b. Teacher

It is expected that this study will give a good contribution for the teacher in Junior High School. Teacher involve students to be active and make class situation be alive.

1.5 Scope and Limitation

This scope of this study describe to the following aspects:

1. The sample of this study consist of the second grade of SMP N 2 Kebomas Gresik, in the first semester in the academic year 2016/2017, selected by cluster sampling.
2. Reading materials used for the researcher included descriptive text.
3. The duration if this study was 2 weeks with 5 meetings in total.

This study will be only limited on testing the effectiveness of KWL charts through students' question in reading comprehension of eighth grade students at SMPN 2 Kebomas Gresik in the first semester in academic year 2016/2017. In this study the researcher had taken class VIII H for the subject.

1.6 The Definition of Key Terms

Reading comprehension is the students ability to read descriptive text, process it and understand its meaning.

Students' question is the students ability in questioning critical thinking of descriptive text that rise up by the students when they read the text.

KWL charts is the strategy in reading recount text by list what they know in the K column, then they write questions that they want to have answered in the W column and summarize the discussion in the L column of the chart. This strategy is aimed to be an exercise for a study group activity.