

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the research questions, the aims of the research, the significance of the research, the clarification of terms and the organization of the paper.

1.1 Background

Most of the Indonesian students have obstacles in reading English texts because English is a foreign language (Hamra and Syafitriana, 2010). This is supported by the result of the research conducted by Hamra and Syafitriana (2010) that the ability of comprehending English texts of Indonesian students was very low which can make them become poor readers. In line with this, the reading difficulties are caused by poor interpretation of the texts, lack of vocabularies, the implementation of inappropriate reading strategies, and poor grammatical skill (Behroozad and Bakhtiyarzadeh, 2012). It can be indicated that the ability of reading English texts for Indonesian students is still low.

Improving reading comprehension is essential to be applied in teaching English for several reasons. Firstly, it is believed that reading is the important skill that every learner needs to possess. Secondly, reading offers the foundation for success in language learning and academic learning (Anderson, 1999). In line with this, Mujis and Reynolds (2010) pointed out that young and adult people who cannot read comprehensively will find it hard to learn at school and they will commit failure to reach their ideal both at school or in their life. Thirdly, reading assists students to improve their vocabularies (Mikulecky 1986, in Rahim 2015). Fourth, the students become more comfortable with written English (Mikulecky 1986, in Rahim 2015). Fifth, reading can enhance language acquisition process, provide good models for writing, and give chances to introduce new topics, stimulate the discussion, and learn the language (Richards & Renandya 2002, in Cahyono and Widiati, 2006).

Considering its importance, then an appropriate strategy to improve reading comprehension is required to be applied in teaching reading English texts in Indonesia. By implementing appropriate teaching reading strategy, the learners can handle the complex obstacles to comprehend the text in more efficient ways and with practice, it can lead to skills that become automatic and quick over time (McNamara, 2009). Considering this, it is believed that implementing Know-Want to Know-Learned (K-W-L) strategy can increase students' reading comprehension (Ogle, 1986; Vacca & Vacca, 2008). Additionally, by implementing K-W-L strategy, the students' involvement can be developed.

The K-W-L strategy is a teaching strategy that focuses on the involvement of the students and the teacher to take active role in reading and learning (Ogle & Muth, 1989). K-W-L strategy is used to guide the students through mostly for the expository text (Ogle & Muth, 1989). There are three specific steps of K-W-L proposed by Ogle and Muth (1989) that can enhance students' reading comprehension: (a) know, (b) want to know, (c) learned. In the know step, the students share their prior knowledge about particular topic and categorize the information (Ogle & Muth, 1989). Then in the want to know step, the students make prediction of the text by raising questions (Ogle & Muth, 1989). After that, during and after the reading, students record what they have learned in a worksheet or state it verbally (Ogle & Muth, 1989). Additionally, the involvement of students in writing his/her own ideas before, during, and after reading is central to the KWL (Ogle, 1992). It offers a means for students to retain the information they are learning and to continually monitor their own thinking and learning on the worksheet (Ogle, 1992). According to Ogle and Muth (1986), K-W-L's aims are more diverse, it helps readers to elicit prior knowledge of the topic of the text, set a purpose for reading, monitor their comprehension, assess their comprehension of the text, and expand ideas beyond the text.

There are many researches that have been conducted research related to the implementation of K-W-L strategy. Nevertheless, in Indonesia only few studies are related to the implementation of K-W-L strategy in comprehending English text and in enhancing students' participation in classroom activity. Moreover, the

related studies administered mostly in the high school. Thus, by conducting this research in the seventh graders students of Junior High School, it is expected that the students are able to improve their reading comprehension and participate in the classroom activity actively.

1.2 Research Questions

The research is conducted based on the following questions:

1. What is the effect of K-W-L strategy on seventh grader students' reading comprehension?
2. What is the effect of K-W-L strategy on seventh grader students' involvement in the classroom activities?

1.3 Aims of the Research:

This study aims to improve students' reading comprehension and to develop students' involvement in the classroom activities by employing K-W-L in teaching reading. In fact, the main goal of this study is to investigate how students' reading comprehension can improve after they experience K-W-L strategy.

1.4 Significance of the Research

The results of this research are generally expected to be source of information to develop the teaching techniques in increasing students' reading comprehension; be the useful information for teachers, particularly for Indonesian English teachers in junior high school to develop their reading class activities; make the reading ability of the students improve; make the students involved in the classroom activities; be the source of information for teachers or other researchers who want to do further study of this topic. Thus, it is expected that the students' reading comprehension and their involvement in the classroom activities will increase and teachers can apply K-W-L strategy especially in English language teaching (ELT) context.

1.5 Research Methods

This research employed mixed method design by using three instruments namely tests, classroom observation, and interview. In order to find out the answer of the first research question, this research employed quantitative approach with quasi-experimental method. Furthermore, the research compared two treatments in two groups in order to studying the effects. Those groups were namely experimental group and control group.

The experimental group received the treatment which is K-W-L strategy, meanwhile, the control group received the conventional teaching. The treatment was used to find out the improvement of students' reading comprehension. Hence, the pre-test and post-test were administered.

In order to find out the second research question and to strengthen the first research question, this research also employed qualitative approach with descriptive method. The experimental group of this study were observed in five meetings and three students of the experimental group were interviewed by the researcher. The observations and the interviews were aimed to portray students' active involvement during teaching and learning process of K-W-L strategy and to find out the process of K-W-L strategy that contributed to reading comprehension.

The samples of this research were seventh grade of Junior High School in Lembang which were VII-F and VII-D. VII-F was the experimental group while the VII-D is the control group. Furthermore, the data of pre-test and post-test were analyzed by using SPSS 16.00 for windows; meanwhile, the results from classroom observations and the interviews were analyzed and linked them with the underly studies.

1.6 Clarification of Terms

There are concepts that need clarification in this research. Each will be described below.

1. K-W-L (Know, Want, Learned) strategy is one of teaching and learning strategies used mainly for information text (Ogle, 1986)
2. Active involvement can be seen as a series of responses while the students are given exposure to the intervention with hypothesized cognitive and behavioral outcomes (Greene, 2013).
3. Reading comprehension is an active process that the reader is required to interact and engage with the text to construct the meaning from a text (Kruidenier, 2002). In addition, John Kruidenier elaborated that comprehension is an active process and the reader must interact and be engaged with the text for it to work well. It is also a strategic process which can be taught. As comprehension takes place, words are decoded and associated with their meaning in the reader's memory and phrases and sentences are processed rapidly or fluently enough to that the meanings derived from one word, phrase, or sentence are not lost before the next is processed. Yet, reading comprehension can be described as understanding a text that is read, or the process of constructing meaning from a text.

1.7 The Organization of the Paper

This research presents five chapters, which are;

1. Chapter I : Introduction of the research. It consists background of the study, statements of problems, aims of the research, significance of the research, clarification of terms and the organization of the paper.
2. Chapter II : The theoretical foundation. The theories from experts and related studies will be presented in this chapter.
3. Chapter III : Research methodology. It presents aspects related to research methodology used in the research. They are research design, research site, data collection method, the procedure of the research, and the data analysis.
4. Chapter IV : Data analysis, findings, and discussion. The result of the research will be presented in this research including the analysis, findings and the discussion.

5. Chapter V : Conclusion and suggestions. It elicits the entire conclusion of the study and provides suggestions as contributions for further learning and research.