

CHAPTER I

INTRODUCTION

This chapter provides background of the study, research questions, limitation of the study, aims of the study, research hypotheses, significance of the study, research methodology, data collection, data analysis, clarification of the key terms and paper organization.

1.1 Background

English is one of languages which is used by people to communicate, it is supported by Nehemiah (2009) who believes that acquiring English language as a communication tool in the era of globalization is required for those who participate in globalization in terms of culture, job, travel, technical knowledge and practice. For these reasons, learning English becomes an important role to face the globalization.

Based on the statement of the importance of English language, English was taught from first grade of elementary schools to the universities. Moreover, one of the importances of English learning is reading text. According to Yeselson (2000) students have problems in reading comprehension, such as they cannot understand the text at all, they misread the text by totally changing its meaning, and they misread the text by taking words and phrases out of context.

Moreover, the students are depressed when they do not understand what they read. It is supported by Sasson (2007) who believes that students can become

Nihadl Nurlatifah Ibrahim, 2012

The Use of K-W-L Technique in Teaching Reading Descriptive Text : A Quasi-Experimental study in the first grade of a senior high school in Bandung.

Universitas Pendidikan Indonesia | repository.upi.edu

easily frustrated when they do not understand what they are reading and as a result, they lose their motivations. Therefore, a teacher needs to design and to teach different technique in order to help students' understanding.

Concerning those conditions the researcher tries to use a technique to solve the problems in reading comprehension. One of reading techniques is K-W-L technique. K-W-L technique helps teachers keep students interested as they think about what they want to know and what they have learned. Besides, K-W-L helps students become better readers. This statement is in line with Sasson (2008) that K-W-L technique helps teachers engage their students from the beginning of a reading lesson by activating prior knowledge.

There is a previous study conducted by Budiarti (2006) about the effectiveness of K-W-L as the technique in the teaching of reading to improve students' reading comprehension in second grade of a lab school. The research found that there is an improvement of students' reading comprehension through K-W-L technique.

Referring to the statement concerning the K-W-L above, this study tries to investigate the use of K-W-L as a technique in reading comprehension for high school. In this study, the researcher focuses to find out the improvement of students' reading comprehension by using K-W-L as teaching technique and the students' responses, between students who used K-W-L as teaching technique and them who did not.

1.2 Research Questions

This study states the following problems:

1. Does K-W-L technique improve the students' ability in reading comprehension of descriptive text?
2. What are students' responses towards the use of K-W-L technique in teaching reading descriptive text?

1.3 The Limitation of the Study

Many kinds of variations of reading technique can be used in teaching descriptive texts. The study will focus on the application of K-W-L technique in teaching descriptive text in first grade student of high school.

1.4 Aims of the Study

The aim of this study is to answer the research questions which are to find out the improvement of students' reading comprehension by using K-W-L as teaching technique in reading descriptive text and to know students' responses towards the use of K-W-L technique in teaching reading descriptive text.

1.5 Research Hypothesis

The null hypothesis (H_0) in this study is that there is no difference between students' reading comprehension who used K-W-L as teaching technique in reading descriptive text and those who did not.

Nihadl Nurlatifah Ibrahim, 2012

The Use of K-W-L Technique in Teaching Reading Descriptive Text : A Quasi-Experimental study in the first grade of a senior high school in Bandung.

Universitas Pendidikan Indonesia | repository.upi.edu

This null hypothesis (Ho) is formulated as follow:

$$Ho: \mu \text{ pre-test} = \mu \text{ post-test}$$

Where,

Ho : there was no difference between reading descriptive text by using K-W-L technique in experimental group and in control group after being given the treatment.

μ Pre-test : score of pre-test

μ Post-test : score of post-test

1.6 Significance of the Study

This study is expected to be reference and one of alternatives in teaching reading descriptive text for English teachers. Apart from that, this study is also expected to give positive impact to students in reading learning that they can be motivated by K-W-L technique given, particularly to improve students' ability in reading through K-W-L as teaching technique. This study may also inspire other researchers to research issues which are related to implementation and development of K-W-L technique in teaching reading descriptive text.

1.7 Research Methodology

1.7.1 Research Design

This study use experimental research, which tries to find out the significant result about the use of K-W-L as teaching technique in reading comprehension.

Nihadl Nurlatifah Ibrahim, 2012

The Use of K-W-L Technique in Teaching Reading Descriptive Text : A Quasi-Experimental study in the first grade of a senior high school in Bandung.

Universitas Pendidikan Indonesia | repository.upi.edu

Furthermore, the quasi-experimental design is used in this study because it allows the use of experimental and control groups. This design required two groups as sample; experimental and control groups (Wiersma, 1995). The experimental group is taught with the K-W-L technique, while the control group is taught with conventional method.

Generally, the research design used in this study can be formulated as follows:

Table 1.7.1
The Quasi-Experimental Design

Group	Pre-test	Treatment	Post-test
Experimental	Xe 1	T	Xe 2
Control	Xc 1	O	Xc 2

Where :

Xe 1 : Students' reading scores of experimental group on pre-test

Xc 1 : Students' reading scores of control group on pre-test

T : K-W-L treatment

O : Non- K-W-L treatment

Xe 2 : Students' reading scores of experimental group on post-test

Xc 2 : Students' reading scores of control group on post-test

1.7.2 Population and Sample

The population in this study was first grade students of a senior high school in Bandung, whereas the samples were only two classes, specifically X-7 as the experimental group and X-6 as the control group. The sample was taken by

using purposive sampling for the experimental and control groups. The limited

Nihadl Nurlatifah Ibrahim, 2012

The Use of K-W-L Technique in Teaching Reading Descriptive Text : A Quasi-Experimental study in the first grade of a senior high school in Bandung.

time and the similarity of total students in those two groups could be considered as some reasons in choosing the sample. In addition, the criteria of the sample selections are the students at the same level, in term of the grade and abilities. Further explanation on this part will be elaborated in chapter three.

1.8 Data Collection

1.8.1 Instruments

This study will use some instruments when collecting data. Those are:

- 1) Pre-test and post-test which include multiple choice tests. Pre-test and post-test are directed to both of experimental and control groups.
- 2) Questionnaire which is used to gather the information from students in experimental group about their responses on the use of K-W-L technique in teaching reading comprehension.

1.9 Data Analysis

This study follows some steps such as: (1) delivering pilot-test to students for checking the validity, level of difficulties and reliability of the test before conducting a pre-test; (2) providing the instruments, they are pre-test and post-test; (3) testing hypothesis and interpreting the result using SPSS 17.0 for windows; (4) conducting questionnaire to know the students' responses.

1.10 Paper Organization

The organization of this paper is started with Chapter I, introduction. This chapter introduces the problem discussed in this paper. It consists of background, research questions, limitation of the study, aims of the study, research hypothesis, significance of the study, research methodology, data collection, data analysis, and paper organization. Chapter II is theoretical foundation which explains related theories and literature. Chapter III is methodology, explains the methodology or research design used by the researcher. Following is Chapter IV, findings and discussion, explains the findings of the study and the discussion. And the last is Chapter V, conclusion and suggestions. Conclusion of the study is described in this chapter. It also contains some suggestions that is fully hoped to assist anyone dealing with this study.