

CHAPTER I

INTRODUCTION

1.1 Background of study

Language is very important for human being in the world. The main importance of the language is as communication purpose. In the communication purpose, language has role as an instrument to have interaction between other people in order to express their ideas and feeling using oral or written form.

There are many languages, but there is language that is used to unite all of the language in the world. English is regarded as an international language which important to be learned. It means that is a key to enter this global world. Everybody who wants to be involved in this limitless world has to be familiar with English.

English has universal role in many sectors such as technology, politic, business, and education field. In the Education field, English determines the success in global competition. In Indonesia the status of English is a foreign language. Nowadays, English is taught in many educations world, especially in Senior High schools. Teaching English for the students is based on four language skills. They are reading, writing, listening and speaking.

The most important skill is reading. Reading helps the student to develop language skill of getting meaning from printed or written material. In addition to

help students comprehend the written material in the texts has been used. Based on this reality, reading skill should be mastered by the students.

In learning reading skill, the students often find some problems especially in comprehending texts such as in determining main idea, interpreting word phrase, and drawing logical inference. The student's problems can affect their interest in reading and make them bored with the lesson.

Based on the observation in MA Muhammadiyah 1 Ponorogo, the researcher finds some problems in teaching reading. The successfulness of the students in learning English is low. Besides, the students are difficult to comprehend texts in English context. The impact of these problems, the students are not interested in English. They tend to be silent when reading class takes place, whereas they do not understand with the given material.

To solve those problems, the researcher should have a variety of ways and strategies in teaching reading comprehension. The strategies which is used should be suitable to the student based on the students' characteristic, level and need. It also ought to be combined with the appropriate material, so, the goal of the education will be reached effectively. One of the strategies that fulfill requirement above is KWL (Know, Want to learn, Learn).

KWL is a strategy in helping students to comprehend the text. Students are able to comprehend the information contained from the passage, It consists of 3 phases (Know, Want to learn, Learned).

According to Ogle in Headley and Dunston (2000: 261) KWL is a teaching strategy designed to engage readers in connecting prior knowledge with

textual information, as well as organizing, integrating, and summarizing knowledge acquired from reading. The strategy is designed to be used by a teacher and group of the students working together. It is then easily transferred into a method for students' independent study.

Based on Sulisyo (2011: 88) KWL reading strategy is essentially like the Before-and-After Matrix in that it considers the knowledge the students already know about topic before reading the text and the knowledge the students know about the topic after reading the text. The process gives information to improve comprehension and retention of the material. It means that KWL strategy can help students are able to comprehend when they are reading and be more active in reading class.

Based on the reason above, the writer intends to conduct a Classroom Action Research (CAR) with title "Improving Student's Reading Comprehension by Using KWL Strategy at the Eleventh Grade of MA Muhammadiyah1 Ponorogo in the Academic Year of 2013/ 2014.

1.2 Statement of the problem

Based on the background of the study above, the statement of problem of this research is "How Does the Implementation of KWL strategy improve reading comprehension at the Eleventh Grade students of MA Muhammadiyah 1 Ponorogoin the Academic years of 2013/ 2014?" and "CanKWL strategy improve the reading comprehension at the eleventh grade students of MA Muhammadiyah 1 Ponorogo in the academic years of 2013/2014?"

1.3 Purpose of the Study

Based on the problem above, the purpose of the study is to know implementation KWL strategy to improve reading comprehension at the Eleventh grade student of MAMuhammadiyah 1 Ponorogo in the academic yearsof 2013/ 2014 and to measure whether KWL strategy improves students' reading comprehension at the eleventh grade students of MA Muhammadiyah 1 Ponorogo in the academic years of 2013/2014.

1.4 Significance of the study

The result of this study is expected for:

1. The Students
 - a) To Know Student's competence and their potential in reading
 - b) To improve student's reading comprehension
 - c) To reduce the student's problem in reading by giving appropriate strategies
 - d) To give spirit and motivation in learning
2. The English Teacher
 - a) To improve the teacher's spirit and motivation to create the strategy to help the student's problem in reading.
 - b) To help the teacher to find strategy to teach reading comprehension
 - c) To help the teacher reach the goal of learning process
3. The school

- a) As a source of information about various kind teaching reading strategy which is effective and efficient.
 - b) The application of learning English by using appropriate strategy is expected to be able to increase the quality of education in the school.
 - c) To be directive barometer educational process in the institution. The Successfull in educational process is able to be indicated from the increasing of students academically achievement.
4. The next researcher

This research hopefully can be used as a reference to conduct the same research.

1.5 Scope and Limitation

To avoid misunderstanding that might occur among the reader, the writer limits the problem as follows:

- 1. The research is around the increasing students' reading comprehension through KWL Strategy.
- 2. In this research the writer will use the KWL Strategy in teaching English.
- 3. The KWL Strategy is only used to teach expository text
- 4. In this research the writer hopes that with KWL Strategy, the Eleventh grade students of MA Muhammadiyah 1 Ponorogo reading mastery is increasing well

1.6 Key of term

Reading comprehension: A complex behavior which involves conscious and unconscious use of various strategies, including problem – solving strategies to build a model of the meaning which the writer is assumed to have intended (Johnston in Mikuieck, 1990: 2)

KWL strategy : a teaching strategy designed to engage readers in connecting prior knowledge with textual information, as well as organizing, integrating, and summarizing knowledge acquired from reading (Ogle in Headley and Dunston, 2000: 261)