CHAPTER I
INTRODUCTION

A. The Background of Study

Reading is absolutely needed by foreign language students because it is an important part to be mastered in language learning. It is one of the crucial skills in learning any language. People believe that the more they read, the more they learn. In other words, reading is the road to knowledge; for reading is central to learning in school, in the workplace, and in everyday life. Therefore, reading is important to be mastered by learner.

Reading is further defined as a subtle and complex process that involves sensation, perception, and integration. It is the magic key to the world of enlightenment and enjoyment and is the basic tool for learning in all subject areas. Furthermore, reading ability plays a central role in the teaching/learning success at all educational stages. Through reading, people can build their knowledge by taking information. Hence, the ability to read the texts in any forms will contribute a great deal advantage in our life such as gaining success at school.

In fact, teaching students to read is not an easy thing. Based on the observation in VIII B SMP PGRI Wangon, there were some problems faced by students in reading activities classroom. One of them is students reading ability is still low. The cause of that problems are from students and their teacher. The causes from students are because the students lack background
knowledge, they were confused about the aim of reading the text, and the students lack motivation to be critical readers. Furthermore, the cause from teacher is because she/he forgot to use an appropriate teaching technique to improve student’s reading comprehension. The teacher usually uses conventional method in teaching reading, so that students felt bored to study in reading class because some students felt reading is difficult for them and students were not able to understand what they read. Therefore, a teacher should be able to teach well and should be able to create a good situation in classroom.

The above factors, which are actually the students’ problems, need to be solved. One of the solution in solving this problem that can be used to improve students’ comprehension is KWL technique. The technique proposed is KWL (Know, Want, Learn) technique for teaching reading. KWL is one of the technique which are considered suitable for teaching reading. This technique which was created by Ogle in (1986), KWL (Know, Want, Learn) Technique requires the students check their prior knowledge of a topic, concept, or process before learning about the text. KWL is the acronym for what “we know, what we want to know, and what they want to learn and after reading students discuss what they have learned”. This technique makes students apply higher order thinking strategy which helps them construct meaning from what they read and help them monitor their progress toward their goals.
In addition, some of previous study explained that KWL technique is appropriate technique to improve reading comprehension. The previous study was conducted by Youniss, MAA (2013) with the title “The Effectiveness of Using (K.W.L) Strategy on Developing Reading Comprehension Skills for the Eighth Graders in Khanyounis Governorate Schools” from Al-Azhar University-Gaza. The result of the the research was that the application of KWL chart technique is effective to teach reading.

Furthermore, this research can give further explanation for the teachers and the other researcher can get clear understanding how to teach reading descriptive text using KWL technique. Students can get more knowledge about to learn reading in learning English using interesting technique, so they do not feel bored when they read. The facts above inspire to conduct a research entitled “Improving Students Achievement in Reading Comprehension by Using Know – Want – Learn (KWL) Technique at Eight Grade students of SMP PGRI Wangon.

**B. Reason for Choosing the Topic**

Reading is one of the most important skills to master a certain. Through reading it can build the knowledge by taking new information. Of course it can make someone has good knowledge. In fact, teaching students to read is not easy thing. Based on the observation in VIII B SMP PGRI Wangon, there are some problems faced by students in reading activities classroom, one of them is students reading ability is still low. They lacked
background knowledge, and they were confused about what the aim of reading the text is, and the students had lack of motivation from their self to be critical readers. Seeing this condition, to make them know that learning reading is not as difficult as they might think. Through KWL (Know, Want, Learn) Technique gives the students check their prior knowledge of a topic, concept, or process before learning about it. With this prior knowledge, the brains of the students will recall what they have already known (the K of K.W.L) about the topic. This technique is appropriate to be implemented to improve reading comprehension in the class VIII B of SMP PGRI Wangon.

C. The Problem study

The problem that will be analyzed as follows:

“Can KWL (Know, Want, Learn) Technique improve the student’s reading comprehension of the VIII B in SMP PGRI Wangon?”

D. The Aim of the study

Based on the problem formulation above, the research aims at improving students reading comprehension of VIII B in the SMP PGRI Wangon by using KWL (Know, Want, Learn) Technique.
E. The Clarification of Term

To avoid misunderstanding concerning the use of terminology in the title of the research project, it is necessary to explain terminology, which are used as follows:

1. Improving

Pei in Rohman (2012: 6), stated that improving means to bring to more describable or excellent condition to better or increase value or excellent. In the other word, improving is to get better achievement or quality in reading competence than before.

2. Reading

Nunan (1991: 72), reading is usually conceived of a solitary activity in which the reader interact with the text in isolation.

a. Descriptive text

Wardiman (2008: 46) stated that, a descriptive text is a text that describes the features of someone, something, or certain place. The generic structures of descriptive text are identification and description. The identification of descriptive text identifies phenomenon which will be described. While, the description describes parts, qualities and characteristics.

b. Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.
3. KWL Technique

   a. KWL

      The acronym of KWL is “Know-Want-Learn”. According in oxford dictionary know means to have information in your mind as a result of experience or because you have learned or been told it. Wants means to have a desire or a wish for. Learn means to gain knowledge or skill by studying, from experience, from being taught (oxford: 700, 762, 1514).

   b. Technique

      Technique is method of doing something expertly (Hornby, 194: 887). According to Richards (2001 :19) technique is implementational that which actually take place in classroom.