

# CHAPTER I

## INTRODUCTION

### A. Background of the Research

Reading is a habit that can improve a person's life. Moussu and Llurda (2008), the ability to read can be used in daily life for the benefit of the learning process, work, and social life. Reading is a process of collecting information from the text's content. Furthermore, it is a vital language ability that not only enables one to comprehend the meaning of a text but also leads to a process of learning that continues throughout one's entire life. It is an activity in which the reader engages with words, phrases, and sentences, as well as items that complete them. Reading is often considered to be a type of linguistic practice because of this reason.

Someone engages in reading activities to gain the knowledge that they desire to know. To do so, an individual is required to comprehend the written material that they read. Reading is connected to the intellectual capacities of students in the educational area, specifically with regard to their ability to comprehend content and study science. Patel and Jain (2008, P.113–114) said that reading is an essential part of life because it helps people learn new things and keep their knowledge up-to-date. They also said that reading is not only a source of information and a fun activity, but it also helps people learn and use the language better. This emphasizes the significance of reading thoroughly. Reading comprehension is the process of assessing the content of a text. The results of a student's interpretation of the text's content demonstrate their reading abilities.

Nowadays, students in Indonesia continue to have difficulty learning English texts. They can engage in routine reading activities, but not all students take the initiative and focus to read, particularly in English literature. Several students struggle with implementing reading tasks. It is due to a lack of vocabulary knowledge, difficulty comprehending text and language, and a disinterest in reading. On the other hand, students may read the paragraph or phrase but fail to comprehend it. This aspect influences student test performance and should be resolved in the future.

Reading also demands the ability to comprehend the text being read. These reading skills can help students understand the contents of the text efficiently and precisely. Strategy is needed in developing reading skills. Chandler (1962) said that strategy is figuring out what the main long-term goals and objectives of a business are, choosing how to reach these goals, and allocating resources to achieve them. This reading strategy will effectively increase students' reading skills. However, it requires to a long-term process for students to develop their knowledge using particular reading strategies.

K-W-L is one of the recommended reading strategies. K-W-L represents "Know-Want-Learned." K-W-L is a mechanism wherein students recollect prior knowledge and enhance their comprehension of textual content. Jared and Jared (1997) stated that K-W-L encourages students to ask specific questions by providing a comprehensive understanding of a topic. K-W-L teaches students to verify the integrity of their information and to ask pointed questions about a reading passage. K-W-L also improves students' comprehension of the texts they

read. Then, students can comprehend the content of what they have learned from the texts. It encourages students to compare and enhance the information they know, want to know, and have learned. Thus, it is able to assess students' reading comprehension and textual analysis skills.

Based on the idea that implementing K-W-L is beneficial for teaching reading. This research focuses on the effectiveness and impact of the K-W-L strategy. In addition, the K-W-L strategy encourages students' willingness to demonstrate the truth of their knowledge. Implementing this K-W-L strategy motivates students to comprehend and acquire an understanding of the text's content. Consequently, this study aims to test the effectiveness of the K-W-L strategy in reading teaching.

### **B. Reasons for Choosing the Topic**

Reading is a good activity that positively impacts the lives and education of individuals. By reading, a person can understand things they do not know. Reading is taught so that students may collect knowledge verbally and nonverbally. Everyone is capable of reading. However, some individuals despise the act of reading. They tend to skim and only read until the conclusion for evaluation purposes. The essence of information analysis seems to be deficient. Strategy is another crucial thing to consider when it comes to teaching reading. K-W-L is one of the strategies given to improve one's reading ability. This study investigates the effectiveness of the K-W-L reading teaching strategy.

### **C. Research Question**

Based on the background of this research, the research question is formulated as follows “Is the K-W-L strategy effective for teaching reading?”

### **D. The Aim of the Research**

Based on the background of this research and the research question formulated in the previous part of this chapter, this research aims to investigate the effectiveness of the K-W-L strategy in teaching reading.

### **E. Scope of the Research**

The scope of this research is about one of the learning strategies, namely Know-Want-Learned, which is carried out to investigate the effectiveness of the K-W-L strategy in teaching reading in classes 11 A and B of a vocational high school in Karanganyar, Kebumen. There are two classes to examine: the control and experimental groups. The experimental class will employ the K-W-L strategy, while the control class will not. The materials are a formal invitation, an analytical exposition, and a personal letter by paying attention to the components being tested, namely social function, vocabulary, general structure, content, and language features.

### **F. Contribution of the Research**

These research findings contributed theoretically and practically to learning and teaching English. The contributions are:

1. Theoretically, this research provides information, insight, and additional reference about the effectiveness of the K-W-L strategy in teaching reading.

2. Practically, this research is used to provide information about the results of this research as reference material for students. For English teachers, it will provide information about how the K-W-L strategy should be used when teaching reading in the classroom. For researchers, it will be helpful as a reference and inspiration for their research. In addition, this research provides an opportunity for the author to improve and explore knowledge and skills.

## **G. Clarification of Terms**

1. Know-Want-Learned (K-W-L)

Know-Want-Learned (K-W-L) is a recommended and utilized instructional strategy. Sasson (2008) stated that K-W-L enables students to reflect on what they need to know and what they have learned, which is advantageous for teachers. Every phase and procedure of this technique can enhance students' reading skills, particularly comprehension. Students are invited to contribute their prior knowledge on the accessible topic in the initial stage. Then, in the second step, students are given information that they desire. The last step is learned. Students are expected to grasp and comprehend the teacher-provided text.

2. Reading

In both academic and nonacademic settings, reading is a pleasurable pastime. Reading facilitates comprehension of the unfamiliar. Aebersold and Field (1997) explained reading is the process by which a person examines a text and strives to comprehend

the written characters' meaning. Reading can enhance the brain's capacity for processing and analyzing the material read. Reading improves knowledge and cognitive abilities. Thus, reading is a beneficial daily practice.

