

CHAPTER I

INTRODUCTION

1.1. Background of the Study

National plus schools in Surabaya develop rapidly. In most central areas in Surabaya the national plus schools always become the first choice in all education levels such as kindergarten, elementary, junior high school until senior high school. It is because most parents believe that the national plus schools offer higher quality and standard of learning to develop students' academic competencies and skills. As stated by Forde (2006), national plus schools is defined as the schools that focus on the students' value as individuals built through the attitude and beliefs and in order to achieve it, the schools provides combination of curriculum and teaching strategies.

Masa Depan Cerah (MDC) is one of the national plus schools in Surabaya. It is located in West Surabaya and offers kindergarten until high school learning services. MDC is a Christian school that develops the students' knowledge and competencies under the national curriculum or KTSP or the school based curriculum.

Besides implementing the national curriculum, MDC school also implements the Christian character building like attentiveness, discernment and self-control. These Christian characters are meant to build the students' self-development by the time they graduate from MDC School.

Although MDC School applies the national curriculum, the English teaching is separately carried out from the national curriculum. The English teaching is based on the Singaporean Curriculum and resources.

In the primary level, English is taught as a foreign language. The teaching of English as a foreign language (TEFL) is to convey the conceptual understanding of the students. The English concept is taught in four basic language skills namely speaking, listening, reading and writing. Speaking, listening and reading are taught to strengthen students' mindset and concept in English while writing is taught to make students get used to producing English words, phrases and sentences.

Based on those four basic language skills, reading is worth investigating in this research. It is because through reading, students can develop their mind and gain a new knowledge in the same time. They can also expand their vocabularies. Students learn new words and phrases when they read. Their enriched vocabularies would be useful in their future world in which the global world also expands various vocabularies and knowledge. Therefore, by understanding the importance of reading, the researcher is attracted to know more about how to improve the reading comprehension of the students.

More specifically reading, this research focuses on the EFL reading in grade 3B since their reading score is below the passing grade score. Grade 3B consists of 26 students (16 male students and 10 female students). Among these students, understanding a text is quite difficult since they have less focus and concentration during the reading class. Based on the preliminary research done, among 26 students in class, reading is considered as uninteresting lesson for

students. Students have difficulty in comprehending reading texts. Besides that, the reading teacher teaches students with a direct reading technique in which makes students have more difficulty in understanding the reading text. Besides, there is no positive learning environment whereas students enjoy to learn reading in class. Therefore, most students have less focus and attentiveness during reading class. As a result, the students' reading comprehension score is below the passing grade score. In 3B class, the average score of the reading comprehension needs to be improved since their class average score of reading comprehension is 65, which is below the standardized of MDC's English curriculum passing score 70. Among the reading problems mentioned above, the researcher chooses to improve students' reading score through the technique applied. Through this study, the researcher will change the reading technique into KWL (Know, Want, and Learn) reading technique for 3B students in the classroom.

The KWL reading technique is chosen because it is a technique to build students' enthusiasm and encouragement to comprehend the passage in an attractive way. According to Logsdon (2012), the KWL is a reading technique that increases students understanding of the text by actively participating through the critical thinking of readers' self-evaluation based on students' prior knowledge. The KWL reading technique helps to encourage the students' interest and to improve their reading comprehension of materials read through the metacognitive ability in grasping the new knowledge from the text. The metacognitive cannot be achieved unless students activated their schemata or prior knowledge. Therefore, the teacher who applied the KWL reading helps students to activate their schemata through various attractive strategies, such as showing

pictures that represent the topic, discussing the topic, holding question and answer about the topic and involving students in a quiz or games. Throughout these attractive ways of activating schemata, students can enjoy every learning phase in reading. as a result, students not only get their reading achievement score improved, but also the positive environment in reading class can be built. Then, students can grasp their new knowledge from the reading text they read.

In order to know how the process of implementing KWL reading in 3b classroom improved students' reading achievement after being taught using KWL, this study entitled "The Implementation of KWL Teaching Technique to Improve Students' Reading Achievement of Third Graders of Masa Depan Cerah Elementary School" is worth doing.

1. 2. Statement of the Problem

In connection with its background and the title of this study, the research questions is formulated as follow:

1. How can the KWL reading technique improve the reading achievement of the third graders of MDC elementary school?
2. How the teacher activates third graders of MDC elementary school's schemata by using KWL?

1.3. Objective of the Study

In accordance with the research question, the objective of this study is to describe how the implementation of KWL reading helps students to improve third graders' reading achievement of MDC.

1. 4. Hypothesis

In relation to the research question and the theoretical framework, a hypothesis is formulated as follow: the appropriate use of KWL improves the students' reading achievement of third grader students of MDC elementary school.

1.5. Significance of the Study

This study is expected to give some highlights and recommendation of the use of KWL reading technique to improve the students' reading achievement. The significance of this study is as follow:

- a. to give information to the classroom teachers who teaches reading English with the same specifications of students in this study about the merits of KWL that activates students' schemata to improve students' reading achievement.
- b. to give the researcher the perspective of KWL as one of the teaching strategy to improve students' reading achievement.

1.6. Theoretical Framework

The theoretical framework of this study is based on the theory of metacognitive which activates the schemata. According to Livingston (1997), metacognitive is the acquirement of new knowledge that builds the prior knowledge toward something. In order for students to acquire the new knowledge, the teacher needs to activate students' schemata or prior knowledge. According to Cherry (2013), schemata is a cognitive framework or prior knowledge that helps organize the information toward something. As stated by Woodlief (2002), during

the reading process, a reader tries to interpret the text in critical and logical mindset of understanding. Varaprasad (2009) argues that reading pedagogy is the process of understanding the text by recalling the students' background and knowledge about the content of the text and transforms it into an interpretation. In order to develop the reading achievement, some techniques may be used. Thus, the use of KWL reading technique is intended to improve reading achievement by activating the students' schemata through multiple activities in which finally leads students to grasp the new knowledge they get from the text read. As stated by Logsdon (2012), KWL is a reading technique that increases students understanding of the text by active participation through the critical thinking of readers' self-evaluation based on students' prior knowledge.

1.7. Scope of the Study

This is a process oriented study. The scope is to describe the extent of implementation of KWL reading technique toward grade 3B students of MDC elementary school through the activation of their schemata that leads into their metacognitive ability to improve their reading achievement.

1.8. Assumption

This study is carried out under the basis of the following assumption:
The researcher knows very well in implementing the KWL reading technique towards third graders of MDC. to improve their reading achievement score.

1.9. Definition of Key Terms

In order to avoid misunderstanding of the key terms used in this study, the researcher defines the key terms as follow:

1. Reading is the learning process that encourages the students to interpret the text in critical and logical mindset of understanding (Woodlief, 2002).
2. Reading comprehension is the process of identification and interpretation toward the text (Alyousef, 2005).
3. Reading techniques are the approaches used in order to process the text into understanding (Nuttall, 1996).
4. KWL reading or Know, Want and Learn is a reading technique that involves the students text comprehension by actively participating through the critical thinking of readers' self-evaluation based on students' prior knowledge (Longsdon, 2012).