

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents a brief introduction to the research. In detail, this chapter consists of the research background, research questions, research purposes, research significances, study limitations, the framework of thinking, and previous research.

#### **A. Research Background**

Academic activities and social life revolve daily around reading. In the context of academics, reading is a necessary tool that enables students to acquire knowledge, explore new perspectives, and expand their understanding of various subjects. Reading equips individuals with essential information, whether it be textbooks, research articles, or literary works. Additionally, in the context of social life, reading plays a vital role in shaping social interactions. Books, articles, and even online platforms serve as common ground for conversations, enabling individuals to connect, exchange ideas, and build meaningful relationships. Reading refers to the ability to understand and interpret written texts. On the other hand, reading activities have many benefits for students, such as expanding their knowledge, improving academic performance, and increasing their understanding of specific topics. According to Snow, Burns, and Griffin (1998), reading can increase a person's total language competency by enhancing language comprehension skills. When individuals engage in regular reading activities, they expose themselves to various texts, genres, and writing styles. This exposure allows them to develop a deeper understanding of how language is used to interpret meaning and communicate ideas effectively.

Reading comprehension involves various cognitive processes, such as attention, working memory, vocabulary knowledge, and background knowledge. However, building comprehension is difficult, especially for EFL students. As cited in Qrquez and Rashid (2017), when reading in a foreign language, students may need help with the number of reading components, such as acquiring language proficiency and navigating unfamiliar contexts. Therefore, due to the language proficiency difficulties encountered by EFL students, it is crucial for teachers to

identify and employ effective strategies in teaching reading. Using suitable and effective teaching strategies, particularly in reading comprehension, the students should be helped to improve their comprehension of the text. Utami et. al., (2014) stated that a good teaching strategy could motivate students to learn and make them focus on the process of learning. Additionally, strategies are the specific approaches to a problem or task and modes of operation for achieving a specific goal, according to Brown (2007).

According to Wolley (2010), there are a few factors why some students struggle with reading comprehension. For example, some students have problems in comprehending the meaning of the text because they still struggle with reading fluently and they are not paying attention to what they are reading. A similar problem tends to appear at Al-Ihsan Islamic Boarding School Baleendah Bandung, where this research takes place, and the problem appears because the teacher uses to apply the standard strategy in teaching reading to the students. The students are only asked to read and translate each word without giving an understanding of the text. This is in line with a fact stated by the Alliance for Excellent Education that there are 8.7 million fourth-through twelfth graders who are unable to read and comprehend their textbooks (Kamil, 2003). This issue stems from the common strategy employed by teachers, where students are often asked to read and translate each word without focusing on understanding the whole text. Therefore, students may struggle to get the overall meaning and context conveyed by the text.

To address the challenge, teachers must reconsider their strategies that actively engage students in comprehending the text, such as promoting active reading and employing comprehension-based activities. Comprehension itself involves recalling information from text, extracting themes, engaging in higher-order thinking skills, constructing a mental picture of text, and understanding text structure (Broek and Kremer, 2000). These metacognitive tasks have led researchers to believe that comprehension is the most important thing about reading (Block, Gambrell, and Pressley, 2002). Another well-respected definition comes from Durkin (1993), who defined reading comprehension as an active, problem-solving process.

Hoiem and Lundberg (2000) state that one way to maximise student mastery of reading comprehension skills is to apply specific strategies to the students. According to Macceca (2007) and Ogle (1986), the Know-Want to Know-Learned (KWL) is a three-part technique to promote active reading by encouraging students to actively engage with the text and take an active role in their own learning process. Also, KWL involves organising and activating students' prior knowledge, creating questions of personal interest to focus attention during reading, and summarising and then reflecting on what was learned, including whether or not questions were answered.

There are some relevant previous researches regarding this topic. The first research related to this study was conducted by Putra (2019), aiming to describe the utilization of the KWL strategy by an English teacher at SMA Negeri 3 Singaraja. The data collection methods employed were classroom observation and a questionnaire. The findings revealed that the implementation of the KWL strategy comprised three stages: pre-teaching, whilst-teaching, and post-teaching. The questionnaire results indicated that the KWL strategy served as a commendable alternative approach employed by the teacher. This is because KWL allowed students to generate ideas about the text prior to reading it in its entirety, enabling them to focus on identifying the key points within the text.

The second research was conducted by Rusmiati (2017), which uses the KWL strategy to improve students' capability in reading comprehension. The research used classroom action research as a method in the form of an achievement test, observation sheet, and interview as a data collection technique and three cycles as a treatment. As the result of this research, the KWL strategy was proven to work in enhancing students' capability in reading comprehension, as the comparison of students who failed decreased and that of those who passed increased.

These previous studies have shown a positive impact and statistically significant differences between students who were taught using KWL strategy and those who were not. It can be stated that the KWL strategy was proven to be effective in enhancing the students' reading comprehension and in achieving

meaningful learning through activating previous knowledge related to the reading text.

Based on the explanation of some previous researches above, there are also similarities and differences between the previous researches and this research. The similarity between the previous research and this research is the use of the KWL strategy as a teaching strategy. This research is different from previous studies in some important ways. The main focus of this research is to understand how teachers think about using the KWL strategy for teaching reading comprehension. This means looking at their ideas about the strategy and how they actually use it in teaching. What makes this research different is that it is done at Al-Ihsan Islamic Boarding School in Baleendah, Bandung. This specific location adds a special aspect to the research, as it considers how the strategy works in this particular school setting.

### **B. Research Questions**

This research is conducted to discover teachers' perception about the implementation of the Know-Want to Know-Learned (KWL) strategy in teaching reading comprehension. Therefore, there are two research questions about teachers' perception. The two questions are as follows:

1. What are the teachers' perceptions regarding the implementation of the KWL strategy in teaching reading comprehension?
2. What are the teachers' procedures for implementing the KWL strategy during teaching reading comprehension?

### **C. Research Purposes**

This research explores the perceptions of teachers regarding the implementation of the KWL strategy in teaching reading comprehension. Therefore, there are two purposes for doing this research are as follows:

1. To gain insight into the teachers' perception regarding the implementation of the KWL strategy in teaching reading comprehension.
2. To recognize the procedure when the teacher implemented the KWL strategy during teaching reading comprehension.

#### **D. Research Significances**

The significance of this study stems from teachers' perceptions of implementing KWL strategy in teaching reading comprehension. The results of this research are expected to have both theoretical and practical impacts on education.

##### **1. Theoretical Significances**

The researcher expects that this research can add to the body of knowledge in English teaching strategies, and teachers would be able to use the ideas to make new breakthroughs regarding KWL strategy implementation.

##### **2. Practical Significances**

###### **a. The Students**

It is expected that this research can help students to be more effective in learning English, especially in reading comprehension, so that there will be an improvement in the quality of learning.

###### **b. The Teachers**

It is expected that the teacher can get new insight to create more ideas. As a result, it can help the teacher in increasing the quality of teaching in facilitating the student in learning English. Also, this research can give a contribution to teachers solving the problems in teaching English.

###### **c. The Writer**

This research can give the writer new experience in conducting teaching and learning reading skills. The writer can find the answer about teachers' perception of KWL implementation in teaching reading comprehension.

#### **E. Limitation of the Study**

Based on the purpose of this research, this research focuses on the teachers' perception and procedures of KWL strategy implementation in teaching reading comprehension, which is conducted at Al-Ihsan Islamic Boarding School Baleendah Bandung.

#### **F. Framework of Thinking**

According to Ahmadi (2017), reading comprehension refers to the intricate coordination of various processes, such as language comprehension, word recognition, vocabulary knowledge, and fluency, in order to construct meaning.

Consequently, it becomes imperative for teachers to cultivate students' comprehension skills, particularly their ability to navigate different types of texts and comprehend them accurately. To accomplish this objective, teachers must employ learning strategies that facilitate students' comprehension of texts, such as using the Know-Want to Know-Learned (KWL) strategy during teaching reading comprehension.

The KWL strategy is designed to enhance students' engagement, metacognitive awareness, and overall comprehension by actively involving them in the reading process and promoting self-directed learning. Ogle (1986) states that implementation of KWL can help students to activate their own personal background knowledge, predict the information they expect to find in the reading material, and take notes related to the information gained. By implementing the KWL technique, students are encouraged to actively engage in the learning process, leading to a heightened level of student responses and improved focus on the task at hand.

Teachers' perception in reading comprehension serves as a crucial bridge that connects their understanding of learners' individual needs, interests, and cognitive processes to the effective implementation of the KWL strategy. According to Sumaatmadja and Wihardit (2008), perception refers to a teacher's experiences and behavioral response to an event or problem. Perception can be seen as a teacher's assessment or judgment of something in various ways in accordance with their experiences and knowledge. By recognizing and valuing teachers' perceptions, it allows for the creation of a learner-centred environment that considers individual needs, interests, and prior knowledge. Moreover, by incorporating teachers' perceptions, teachers themselves can customize instruction, select appropriate texts, and design meaningful learning experiences that align with students' cognitive and affective engagement. In line with that, teachers' perception offers valuable insights into students' comprehension processes, enabling them to scaffold instruction, provide targeted support, and address specific challenges.

Research questions have been previously stated in the beginning section. Therefore, to answer those questions, the following concept has been designed as the framework of research.

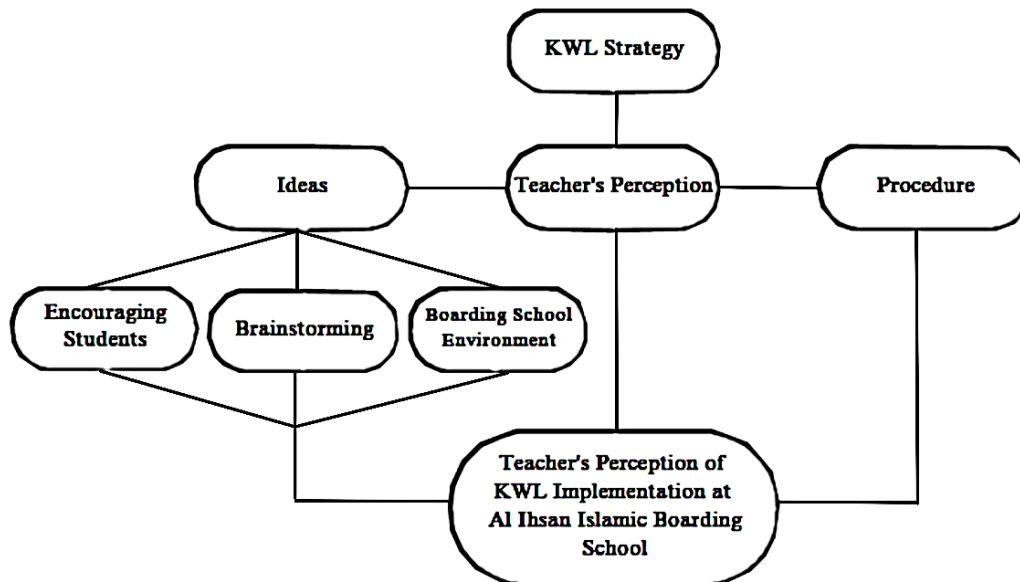


Figure 1.1 Framework of Research

### G. Previous Research

Several relevant researches are cited in this paper as references. The first research was carried out by Nurfadillah (2020); this research aimed to find out teachers' creativity towards KWL strategy in EFL classrooms at MTS Sidrap. The research uses qualitative methods, and to collect the data, the research uses interviews and observation. Data reduction, data analysis, and data presentation were used to analyze the data in this research. The result of this research shows that teachers' creativity was divided into three, they are: progress creativity (actively looking for ideas to combine with KWL), decline creativity (implementing KWL but does not motivate the students, so there is no improvement), and unchanged creativity (implementing KWL as it is, no other ideas).

The second research was conducted by Nanda and Pratama (2021), which uses the KWL strategy to explore the benefit of the strategy. The chosen topic was selected due to the students' difficulties in comprehending English texts, showing that learners' lack of motivation and reading interests and the ineffective teaching



method offered. The research uses interviews as data collection method. The result of the research shows that the KWL strategy boosts students' engagement and understanding. It also enhances students' concentration and grades in reading comprehension. It would be a sensible idea for teachers to apply an interactive learning process and deeper exploration concerning this topic.

Panjaitan and Situmorang (2018) carried out the third research. This research profiles second-grade of junior high school students in reading comprehension using the KWL Strategy and the conventional method. The researcher established a KWL strategy in four stages. The first stage was a pilot test, which was carried out to choose the best fifty-five multiple-choice questions with four options for the instrument. The second stage was giving a pre-test to students to determine their capacity for the KWL strategy. The third stage was implementing the KWL itself, the fourth stage was conducting a post-test. As a result, the KWL strategy has proven to improve students' reading comprehension abilities significantly.

Last, the descriptive study by Kadem and Bouaziz (2020) examined teachers' attitudes towards the role of KWL strategy to enhance EFL students' reading comprehension. The research was conducted through a questionnaire and the participants were 20 teachers of English at University of Oum El Bouaghi in Aljazair. The result of this study have shown that the KWL strategy was very helpful, useful, and effective in enhancing and improving students' understanding of the printed materials compared with the traditional way of teaching.

Drawing from the previous researches, the researcher can analyze the similarity and diversity between those researches and the current research. The shared aspect between the prior studies and this research lies in their utilization of the KWL strategy as an instructional approach. Nonetheless, this research sets itself apart by specifically examining the teachers' perception, such as ideas and procedures for implementing the KWL strategy in teaching reading conversation. Additionally, this research will be conducted within the context of Al-Ihsan Islamic Boarding School in Baleendah, Bandung.