

CHAPTER I

INTRODUCTION

This chapter presents the study's introduction, including the research background, problem identification, research limitation, research question, research objectives, and significance of the research.

1.1 Research Background

Reading is a language skill closely related to listening, writing, and speaking. Reading is considered one of the crucial skills to be mastered to succeed in language learning. Suhaimi (2020) defined reading as an activity related to transferring meaning from mind to mind or transferring a message from a writer to a reader. Suhaimi (2020) mentioned that reading provides some advantages. The readers can gain a lot of information and enrich their knowledge through reading. Furthermore, she also stated that the readers could get enjoyment and even find solutions to specific problems through reading.

In reading, comprehension is fundamental. Saepudin (2018) mentioned that comprehension is the primary purpose of reading. Reading without comprehension will make reading itself useless. Comprehension is needed in reading to obtain the information and understand the context contained in the text (Suhaimi, 2020). In line with this, Saepudin (2018) stated that comprehension in reading is an active thinking process that requires the readers to perceive the text's

intended meaning. Saepudin (2018) further indicated comprehension in reading could be done by selecting the information, ideas, or fact contained in the text, finding the meaning of unknown words, and trying to interpret the meaning the writer want to convey.

Reading comprehension is not an easy skill to master. Utami (2017) stated that students in reading comprehension experience some difficulties, such as they feel difficulty identifying the passage's main idea and the detailed information and making inferences from the text. She further mentioned that low vocabulary mastery and poor knowledge of grammar cause the students to have even more difficulty comprehending the text. Based on Satriani (2018) some factors, such as the students' bad reading habits, poor reading skills, and lack of knowledge, make the readers face difficulties in reading comprehension.

Moreover, as we know, the world is currently facing the Covid-19 Pandemic, in which education is one aspect of life affected by the Covid-19 pandemic. As a result of the Covid-19 pandemic, schools are implementing online learning. Online learning resulted in ineffective communication and interaction between students and teachers because the teacher could not provide supervision to all students. The sudden change from face-to-face to online learning makes the teacher unable to offer an interesting lesson to students. Online learning worsens students' reading comprehension because the teacher only provides a text along with questions based on the text without giving a further explanation, making it more difficult for students to understand the text and decreasing their interest in reading

At SMA N 1 Kintamani, the students also experienced problems regarding reading comprehension. Based on preliminary observation and interviews with the English teachers at SMA N 1 Kintamani, the teacher stated that the students tend to find it difficult to make inferences based on the text and spend a lot of time in comprehending the text. The teacher further explained that the students' poor vocabulary mastery and prior knowledge regarding the topic being read are the main factors that make the students experience difficulty in reading comprehension. It often makes the students get bored quickly and finally give up and do not finish their reading. Moreover, at SMAN 1 Kintamani, the English teachers usually use the conventional method (*three-phase technique*) to teach reading. At SMA N 1 Kintamani, both in face-to-face and online learning, the teacher asks the students to read the text aloud in turn, and the students are asked to find difficult words in the text. After that, the students are asked to answer the questions related to the text to check their comprehension. Besides that, in both face-to-face and online learning, the English teachers at SMAN 1 Kintamani usually ask the students to read the English text independently without giving guidance. After that, the students are asked to answer some questions related to the text. The use of the same teaching method continuously makes the students feel bored easily in following the lesson and make the information contained in English reading texts also not well captured by students

In reading, there is a strategy which is called as KWL strategy. KWL strategy is an effective strategy that makes it easier for readers to understand the text. Ogle (as cited in Irfan et al., 2020) stated that the KWL strategy could stimulate the readers' prior knowledge, determine the purpose of the reading, monitor and

assess the readers' comprehension, and expand the readers' ideas beyond the text. Irfan et al. (2020) stated that there are three steps in implementing the KWL strategy. The first step is the "Know" step, in which in this step the readers do the brainstorming related to what they already know about the topic of the reading. After that, the readers must write down all the ideas in the KWL worksheet (Sinabela, as cited in Irfan et al., 2020). The second step is called the "Want to Know" step; the readers in this step are required to write down the questions that indicate what they want to know about the topic. The last step is called "Learned." In this step, the readers are required to write down all the information that they gained while reading particular text (Ogle, as cited in Irfan et al., 2020)

Research on the use of the KWL strategy on students' reading comprehension has been conducted several times, especially the use of the KWL strategy on students' reading comprehension in Senior High School. First, Farha & Rohani (2019) researched the use of the KWL strategy to improve the students' reading comprehension skills. Farha & Rohani (2019) did the research at SMA Negeri 1 Bae Kudus, which is located in Central Java. Second, Wanci (2018) did the similar research at SMA Negeri 12 Makassar. Third, Rohliah & Suryani (2020) also conducted research on the use of the KWL strategy in SMAN 14 Palembang. Fourth, Febriani & Jono (2021) also conducted a similar study related to the use of the KWL strategy on students reading comprehension in Procedure Text. Febriani & Jono (2021) did the research at MAN 2 Bengkulu. All the studies mentioned were conducted outside Bali Island in face-to-face learning. In Bali, the investigation of the use of the KWL strategy on students' reading comprehension is limited. Viewed the past three years, Putra (2019) researched the use of the

KWL strategy on students' reading comprehension in Singaraja district located in SMAN 3 Singaraja. All of the previous studies on the use of the KWL strategy on students reading comprehension indicated that the KWL strategy was an effective strategy that can be used to teach reading, especially in face-to-face learning. Therefore, it is crucial to carry out research on the use of the KWL strategy in online learning, particularly in this pandemic situation where all teaching and learning activities are carried out online.

This current study was conducted in Bali, Bangli district, Kintamani sub-district, precisely at SMAN 1 Kintamani in an online context where in the school studied, the English teachers have never taught reading using the KWL strategy. In addition, Kintamani is considered as a remote area, where Kintamani is a village located in a mountainous area far from the city center. The students at SMA N 1 Kintamani are also scattered in several regions in Kintamani. This condition certainly causes not all students to have good internet access. Hence, this current study aims to investigate the effect of the implementation of the KWL strategy on students' reading comprehension at SMAN 1 Kintamani in online learning whether this strategy gives any significant effect on students' reading comprehension in online learning or not.

1.2 Problem Identification

Based on Nanda & Azmy (2018), EFL students tend to have lack motivation in reading. Nanda & Azmy (2018) further stated that EFL students have a poor interest in reading and analyzing English texts because they are not used to reading the text in English. It also occurs at SMA N 1 Kintamani. The students at

SMA N 1 Kintamani have lack motivation in reading, and their learning habit causes it. They will read the text in English if their teacher asks them or their teacher gives them an assignment. Moreover, the students at SMA N 1 Kintamani face difficulties in reading comprehension because they have poor prior knowledge and poor vocabulary mastery to comprehend the text in English. In addition, Mubarok & Sofiana (2018) stated that the use of a conventional setting in teaching reading makes senior high school students feel bored following the lesson. This matter also occurs at SMA N 1 Kintamani. The continuous use of conventional settings makes the students not give their attention to the lesson and makes the information in the English reading text not well captured by the students. Moreover, due to the Covid-19 pandemic, which has forced learning to be done online, new problems are emerged and are even more challenging to deal with. Kintamani is considered a remote area, and the students are scattered at several points; situations like this often make not all students have good internet quality. Moreover, in online learning, teachers cannot supervise all students effectively, and other activities at home often attract the students. In addition, due to the sudden change from face-to-face learning to online, teachers at SMA N 1 Kintamani have not been able to design online learning attractively. The teacher only provides reading texts in English and asks students to read the text independently and then answer questions based on the text without providing more guidance. This certainly makes students not enthusiastic in participating in reading lessons because they feel reading activities given by the teacher are not attractive.

1.3 Research Limitation

This research's limitation lies on students' reading comprehension in the second grade of EFL students at SMA N 1 Kintamani in the academic year of 2021/2022. Moreover, the reading text observed using the KWL strategy is Explanation Text.

1.4 Research Question

Based on the research background and problem identification stated above, one research question needs to be answered: "Does KWL Strategy give any significant effect on students' reading comprehension at SMA N 1 Kintamani in online learning?"

1.5 Research Objectives

This study aims to investigate the effect of implementing the KWL strategy on the students' reading comprehension at SMA N 1 Kintamani in online learning.

1.6 Research Significance

- 1.6.1 The theoretical significance of this research is to contribute supporting the theory of teaching English as a foreign language, especially for reading skills.
- 1.6.2 The practical significance of this research are 1) The teacher would be able to use the appropriate strategy to teach reading to make the students more

easily comprehend the text. 2) The EFL students will have experience implementing the KWL strategy in reading comprehension. 3). This research is expected can enrich the literature under-investigated.

