CHAPTER I

INTRODUCTION

This chapter presents the background of the study, statements of the problem, objectives of the study, hypothesis, the significance of the study, the scope and limitation of the study, theoretical framework, key terms, and organization of the thesis.

1.1. Background of the Study

English language is one of the most widely spoken languages in the world. It has four main skills: listening, speaking, reading and writing. Reading is considered as one of the critical skills and a major pillar of teaching and learning process (retrieved from: http://www.nwp.org/cs/public/print/resource/787). At any level, reading is the key to successful and productive learning. It allows students to grasp information and absorb knowledge as much as possible. In other words, reading is the road to knowledge for reading for reading is central to learning in school and everyday life. Reading also helps students build more vocabulary and be more comfortable with written English.

Teachers and educators nowadays face a serious condition as many second or foreign language learners are struggling to read well. As we are in the IT era, students do not really like to read. However, students who cannot read well will probably be on the road to academic failure, because reading is the source of all information. There are several reasons why students cannot read well (McNamara, 2007). First, the students may not be able to read the words for themselves, particularly for young learners and students with learning problems. Moreover, understanding how the words come together in every sentence can also be a challenge for the students. It is also possible that the students understand each word or even each sentence, but

they fail to comprehend the connection between the sentences and the meaning of the text as a whole. Lack of prior knowledge and interest may also inhibit the students in reading. Thus, it is necessary for teachers, as enablers, to teach reading with various reading strategies and methods so that the students can overcome the obstacles and read well.

One of the techniques that have been used for a long time is the translation method. With this method, students are asked to translate the reading passage to their native language. It is expected that if students are able to translate the text into their mother tongue, they can comprehend the text more. The translation may be written, spoken, or both. Yet, students should not idiom translates rather than literally translate, but in a way that shows that they understand their meaning (Larsen-Freeman, Diane. 2000).

However, there are many other techniques that can be used in teaching and learning activities for instance, KWL strategy or Know-Want-Learn strategy. KWL strategy is an instructional reading strategy which is used to guide students through texts. It is commonly used for information text to help students develop effective reading skills (Ogle, 1986). One of the test genre presented in this study is the news items which is information text. KWL encourages students to activate their previous knowledge, set a purpose of reading, and reflect on what they have read. KWL strategy might be beneficial and potential to be applied for teaching reading and help students comprehend more in reading. Thus, the researcher curious about the effect of KWL and Translation Strategy on the 11th grade students' reading achievement.

1.2. Research problem:

Based on the background of the study, a question is asked in the study:

- What is the effect of KWL and translation methods on grade 11th students' reading

  achievement?

1.3. Objective of the study:

Based on the research problems, the objective of the study is to find out the effect of KWL and

translation methods on grade 11th students' reading achievement.

1.4. Hypotheses

There are two hypotheses on this research. They are:

1. Null Hypothesis (Ho):

   a) There is no significant difference between the students' reading achievement of those

      taught by using KWL and those taught using translation method.

2. Alternative Hypothesis (Ha):

   a) There is significant difference between the students' reading achievement of those

      taught by using KWL and those taught using translation method.

1.5. Significance of the study

The writer hopes that this study has some significance:

1. For teachers

    This study can give the teacher insights that there are other techniques in teaching reading. The writer hopes that this study can help the teachers to choose an appropriate technique in teaching reading. In addition, this study can motivate teachers to use various techniques in teaching reading.

2. The findings of this study can be used as a useful reference for researchers and educational society who want to conduct research about teaching reading.

1.6. Scope and Limitation of the Study

The subjects involved in this study are the eleventh grade students of a private senior high school in Surabaya. The writer did not choose the 10th grade student, as the material of this study was not suitable. The writer also did not choose 12th grade student, because all of the materials are already taught in 10th and 11th grade.

The genre of the text is analytical exposition. The writer chooses this genre because of the consideration that is stated in second grade of senior high school students' syllabus.

1.7. Definition of Key Term

*   **Reading**: the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information (Anderson et al., 1985).

- **KWL Strategy**: an instructional reading strategy that is used to guide the students through a text. It is divided into three stages: those are what the students know (K), what the students to know (W), and what the students have learned (L). It is implemented on pre reading, during reading and post reading. (Ogle, 1986)

- **Translation**: translation is the process of translating something, from one language to another. (WWW.dictionary.com)

- **Achievement:** achievement is something that is successful, or that is achieved after a lot of work or effort. (WWW.dictionary.com)

1.8. Theoretical Framework

The theories underlying in this study are the theory of the importance of reading, KWL strategy and translation. Reading is considered as one of the important areas of teaching. It is one of the most important academic skills. It is also a major pillar which teaching and learning process is built. The reading ability plays a central role in teaching and learning success at all education stages (Addison, 1996). It is because most of the materials of teaching and learning are in written form. It means that the students need to improve their reading skills in order to understand the teaching and learning materials. So reading is a process of making and getting the meaning from the printed word.

There are various teaching strategies that can be used by the teachers in classroom. Most of the teaching and learning strategies usually focus on a particular strategy or skill. KWL (Know, Want, and Learned) strategy is one of teaching and learning strategies used mainly for information text. First the readers are asked to consider what they already know, then the readers to consider what they want to learn, and finally after reading, the reader are asked to summarize

what they learned from the reading. Teachers frequently have students use KWL in pairs or small groups. Students take notes of their learning on KWL worksheets. (Ogle, 1986).

In translation technique, students are asked to translate the reading passage to their native language. It is expected that if students are able to translate the text into their mother tongue, they can comprehend the text more. Reading passage provides the focus for vocabulary and grammatical structure which are studied in the next lesson. The translation may be written, spoken, or both. However students should not translate idioms literally, but in a way that shows that they understand their meaning.

1.9. Organization of the Thesis

The proposal consists of three chapters. The first chapter presents the introduction of the study which consists of the background of the study, statement of the roble, hypotheses, objectives of the study, significance of the study, scope and limitation of the study, theoretical framework and definition of key terms. The second chapter presents review of related literature which supports the study. The third chapter consists of research design, population and sample of the study, research instrument, data collection procedure, and data analysis technique.