

LAPORAN PENELITIAN

**THE EFFECT OF KNOW-WANT-LEARN (K-W-L) TECHNIQUE ON
TEACHING READING COMPRHENSION FOR FIFTH SEMESTER
STUDENTS FACULTY OF EDUCATION.**



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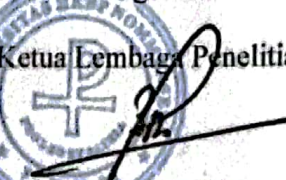
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Thank to the Lord Jesus Christ for his guidance and blessing. The writer finally finished the research proposal entitled The Effect Of Know-Want-Learn (K-W-L) Technique On Teaching Reading Comprehension for Fifth Semester Students Faculty Of Education. She will apply the use of KWL (Know What Learn) teaching technique in teaching Reading Comprehension for the fifth semester students of Faculty of Education. It is expected that the finding will be useful for the teaching experience for a teacher who teaches Teaching Comprehension. And hopefully the writer's and the reader's knowledge about this technique of teaching Reading Comprehension.

She would like to express her deepest appreciation to the Head of English Department, for funding and supporting the research, secondly to their colleagues. To the Research Institution of Nommensen University, to the Dean of language and Art Faculty of Nommensen University and last but not least the Rector.

Hopefully this study would give some of useful to all the readers.

ABSTRACT

Sinambela, Erika. 2014. *The effect of Know-Want-Learn (KWL) on the students' reading comprehension.*

This research is aimed at investigating the effect Of using KWL on students reading comprehension. This research use experimental design. The population of this research is the fifth semester students of Faculty of Education, English Department of University of HKBP Nommensen. In this research, the total sample were 23 students (of 46 students). The sample was divided into two groups namely experimental group and control group. The experimental group was taught by using KWL while the control group was taught without using KWL. The instrument of collecting the data was multiple choice test. It was applied to pre-test and post-test. To obtain the reliability of the test, the writer used Kuder-Richardson formula 21(KR 21). The data was analyzed by using t-test formula and it is concluded that there is a significant effect of applying Know- Want-Learn on students reading comprehension.

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CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is a tool for communication, we can not live without language because to live we need a communication with other people. Language is used as a tool for a relationship with others to build communication and help us to understand the world, the events and arts and science.

There are many languages in the world, one of them is English. English is a global language nowadays. English itself is taught as the foreign language in Indonesia. English is one of the subjects that is taught in school and involved in national examination.

There are four language skills in English, they are: listening, speaking, reading and writing. Listening competence is universally 'larger' than speaking competence. It is any wonder, that in recent years the language teaching profession has placed a concerted emphasis on listening comprehension. Speaking and listening skills are closely intertwined. The interaction between these two models of performance is applied especially to conversation, the most popular discourse category in the profession. Reading is also one of the most important skills in learning a language besides listening, speaking and writing (Kustaryo 1998). It is certainly not easy to present the English reading to Indonesian students whose language system is different. Reading in their own language is much easier than that of the language learned because they have mastered the vocabulary and the structure of their own. As reading plays an important role in language learning, it would be better that this teaching is wisely done. To understand a text students must have a good command of the vocabulary of the target language. The reader uses knowledge, skills and strategies to determine what the text meaning is. Writing is an act of discovery, of communication, of joy.

It connects us to work, to culture, to society, to existing knowledge, and to the meanings of our lives.

It was found that students' ability in reading was still low. The students faced many difficulties in reading texts. They often failed in reading texts because of lack of vocabularies and technique in reading. The problem also comes from the teacher's technique and strategy in teaching. During the writer's observation, she found that the teacher still applied a traditional method, the teachers asked the students to write things in their exercise books freely, read the texts by heart and opened dictionary anytime they stuck on using words that they didn't know. It caused the students bored and did not have a concentration in learning so, they could not gain the purpose of reading.

To overcome this problem, it is advisable that the teacher change their strategy in the teaching process and should consider the most effective and creative language teaching strategy in teaching reading skill. A teacher is one the most influencing factor in obtaining the success of learning English. An Approach may be the solution to improve the teaching process. Approach is a correlative assumptions dealing with the nature of language teaching and learning. In doing their profession as an educator a teacher always gives the best for their student.

The aim of teaching reading is to develop the students reading skill so that they can read English text effectively and efficiently. To be able to read effectively and efficiently student should have a particular purpose in their mind before they interact with the text.

The main purpose of reading a text is to comprehend and obtain much information. To understand a text a student must have a good command of vocabulary of the target language but it does not mean merely learning the words. Many students find some difficulties when they are reading.

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