

Chapter I

Introduction

1.1 Background of The Problem

English is an International language, in order to understand English there are four skills in teaching English; Listening, Speaking, Reading, and Writing. Reading is one of the important skills, because in reading we can find information about what happened in this world through reading. Moreover, reading also includes the language components such as vocabulary and grammar. According to Addison (1996) Reading is one of the important skills on teaching English.

Although reading skill is very important, students in Indonesia seem to have difficulty in reading. Thus was assumed that the reading skill is still difficult. Based on *The International Association for the Evaluation of Educational Achievement*, reading scores of Indonesian students in East Asia is still low. Indonesian students are just capable of mastering 30% of the reading material, and find difficulty in reading items that are in the form of commentary requiring cognitive process (IAE for the Evaluation of Educational Achievement, 2003). In addition, PISA 2009 database shows that Indonesia students' score is below the OECD average and on the 57th of 65 countries (OECD, PISA 2009 Database).

Based on the data above, the ability in reading needs to be improved to make the students easier to understand the meaning of the text. For teaching reading, there are many techniques that can improve the reading achievement. The technique that usually used in teaching reading is translation. This method is monotonous to

teach reading and sometimes it is boring. In teaching reading, the teacher has to guide and make sure that the students really understand about the meaning of the text, this is the basic rule in teaching reading. One of the best ways to teach reading is brainstorming. Brainstorming is a teaching technique that gathers all of the ideas in the class about one topic. In brainstorming all of the students are active to give their idea; even the silent one is thinking and listening to their peers as Sasson (2008) argued that brainstorming is a great way to begin a reading lesson because it engages all students, including the more silent ones who might not be talking but were in fact listening to their peers. One of the techniques that use brainstorming is KWL technique, which also guides the students through a text (Ogle, 1986) KWL is an instructional reading strategy that is used to guide students through a text. In KWL first the teacher asks what the students know about the text it's the K, stands for *Know*. Next the teacher asks the students about what they want to know about the text it's the W, stands for *Want*. The L stands for *Learn*, it's after the students read the text and then the teacher asks the students about what they have learnt in the text. Compare to translation technique which is monotonous, KWL technique can help students to be more active by brainstorming the students' idea about the text, and brainstorming which is very effective to begin a lesson. Based on that reason the researcher wants to suggest teaching reading using K-W-L technique. In order to help the students to improve the reading achievement, the researcher wants to apply KWL technique for teaching reading.

1.2 Statement of the Problems

Based on the background that has been described, the students still have difficulty in reading. The researcher suggested teaching reading using KWL technique than the traditional technique which is known as translation technique. Therefore, the researcher's question is "What is the effect of using KWL technique and translation technique on the reading achievement of grade 10 students?"

1.3 Objective of the Study

To answer the statement of the question which is stated in the statement of the problem the objective of this study is to know the effect of using KWL technique and translation technique on the reading achievement of grade 10 students.

1.4 Theoretical framework

The theoretical framework of this study is based on the theory of reading, according to Heilman, Blair, Rupley (1981:4) reading is an active and on-going process that is affected directly by an individual's interaction with his environment. The purpose of reading based on Wallace (1992:6) there are three purposes of reading (reading for survival, reading for learning, and reading for pleasure). In this study, the researcher used KWL and translation technique in the GTM method. Know-Want-Learn (KWL) is a reading technique to teach the students by brainstorming the idea of the students'. GTM is a way of teaching in which students study grammar and translate words into their own language. (British Council). In the GTM method, there is a technique named translation. According to Bassnett, Susan (1991) translation is the transfer of

‘meaning’ through competent use of the dictionary and grammar, the process involves a whole set of extra-linguistic criteria also. In this study, the researcher used Bloom Taxonomy revised edition to make the instrument for the pre-test and post-test. Based on Anderson and Krathwohl (2001:31) bloom taxonomy is A classification that is used to distinguish the different levels of human cognition.

1.5 Hypothesis

In relation to the research question and the theoretical framework, hypotheses are formulated as follow;

- Alternative Hypothesis: There is a significant difference between the reading achievement of grade 10 students taught using translation and those taught using KWL technique
- Null Hypothesis: There is no significant difference between the reading achievement of grade 10 students taught using translation and those taught using KWL technique.

1.6 Significance of The Study

This study is expected to improve the reading skill through KWL technique. The researcher has two significant, for English teacher and for the other researcher. The first one is for English teacher, this result of the study is expected the result to give the teacher the alternative technique for teaching reading. The second is for the other researcher, it is suggested that the result of this research can be used as a reference and

information to conduct a further research about KWL and translation technique with different levels of students, different designs, or different materials (variety of texts).

1.7 Scope and Limitation of The Study

This research focuses on grade 10 students. This research focused on reading as the skill, for the technique the researcher used KWL technique and the translation technique. The researcher need two classes for treatment and control group. For this research the researcher has done 6 meetings of each class. (One meeting for pre-test, four meeting for the treatment, and one meeting for post-test)

1.8 Definition of Key Term

The key term in this study is used to avoid the reader's misunderstanding and to make the definition of each key term clear. There are some of key terms in this study such as effect, KWL technique, translation technique, reading, and also reading achievement.

The first one is the meaning of Effect according to Hornby (1987) as quoted by Wahyunui, Sri. (2011) Effect means the change produced by an action causes any result or outcome. The second term is KWL Technique (Technique for the treatment)

As stated by Ogle (1986) as quoted by Riswanto, Risnawati, and Lismayant Detti. (2014) KWL is an instructional reading strategy that is used to guide students through a text. It is divided in 3 stages. Those are what the students know (K), what the students want to know (W), and what the students have learned (L). The third term is translation technique (the usual technique) according to Bassnet Susan(1991:14) is the process of transfer from SL (Source Language) to TL (Target Language). The next term is reading. According to Gibson and Levin (1985; 5) reading is an active process,

self-directed by the reader in many ways and for many purposes. The last term in this study is achievement. Based on Djamarah (1994:19) as quoted by learning achievement BlogSpot, achievement is the result of an activity that has been done, created both individually and in groups. There are the terms that used in this study.

1.9 Organization of the Study

In organization of the study, the researcher explained the content of every chapter (Chapter I-III).

Chapter I

Chapter I is about the introduction which are discusses about the background of the thesis, statement of the problems, objective of the study, statement of the problems, objective of the study, theoretical framework, hypothesis, significance of the study, scope and limitation of the study, definition of key term, and organisation of the study.

Chapter II

Chapter II is about the related literature and about the previous study

Chapter III

Chapter III is about Research Design, Population and Sample, Instruments, The Procedure of Data Collection, The Technique of Data Analysis