

THE USE OF KNOW-WANT-LEARN (KWL) STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION AT SECOND GRADE MTS N 1 PADANGSDIDIMPUAN

A THESIS

Submitted to the State Institute for Islamic Studies (IAIN) Padangsidimpuan as a partial Fulfillment of the requirement for the Graduate Degree of Education (S.Pd) in English Program

Written By:

RAHMADONA SAGALA Reg. Number 14 203 00112

ENGLISH EDUCATION DEPARTMENT TARBIYAH AND TEACHER TRAINING FACULTY STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN 2019



THE USE OF KNOW-WANT-LEARN (KWL) STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION AT SECOND GRADE MTS N 1 PADANGSDIDIMPUAN

A THESIS

Submitted to the State Institute for Islamic Studies (IAIN) Padangsidimpuan as a partial Fulfillment of the requirement for the Graduate Degree of Education (S.Pd) in English Program

Written By:

RAHMADONA SAGALA Reg. Number 14 203 00112

ADVISOR L

<u>Eka Sustri Harida, M.Pd</u> NIP. 19750917 200312 2 002 ADVISOR II

Zainuddin, S. S., M. Hum NIP. 19760610 200801 1 016

ENGLISH EDUCATION DEPARTEMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2019

Term: Thesis

a.n RAHMADONA SAGALA

Item: 7 (Seven) exemplars

Padangsidimpuan, Januari 2019

To:

Dean of Tarbiyah and Teacher Training Faculty

In-

Padangsidimpuan

Assalamualaikum Wr. Wb

After reading, studying, and giving advice for necessary revision on thesis belongs to Rahmadona Sagala entitled "The Use of Know-Want-Learn (KWL) Strategy to improve Students Reading Comprehension at Second Grade MTs. N 1 Padangsidimpuan". We approved that the thesis has been acceptable to comlete the requirement to fulfill for the degree of Graduate of Education (S.Pd) in English.

Therefore, we hope that thesis will soon be examined in front of the Thesis Examiners Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsisimpuan. Thank you.

ADVISOR I

Eka Sustri Harida, M.Pd

NIP. 19750917 200312 2 002

ADVISOR II

Zainuddin, S. S., M. Hum NIP. 19760610 200801 1 016

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name

: RAHMADONA SAGALA

Registration Number

: 14 203 00112

Faculty/ Department

: Tarbiyah and Teacher Training Faculty

The Title of Thesis

: THE USE OF KNOW-WANT-LEARN (KWL)

STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION AT SECOND

GRADE MTS. N 1 PADANGSIDIMPUAN

I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from others except the guidance from advisors, and without doing plagiarism as it is in students' ethic code of IAIN Padangsidimpuan article 14, verse 2.

I do this declaration truthfully, if there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get punishment as it is required in students ethic code of IAIN Padangsidimpuan, article 19 verse 4 that is to cancel academic degree disrespectfully, and other punishment regarding norms and legal law.

Padangsidimpuan, December 2018

Declaration maker

RAHMADONA SAGALA

Reg. Number 14 203 00112

AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMY CIVITY

As Academic Civity of the State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

Name

: RAHMADONA SAGALA

Registration Number: 14 203 00112

Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-1

Kind

: Thesis

To develop of science and knowledge, I hereby declare that I present Islamic Studies Padangsidimpuan Non Exclusive Royalty Right on my thesis with entitled: "THE USE OF KNOW-WANT-LEARN (KWL) STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION AT SECOND GRADE MTSN 1 PADANGSIDIMPUAN" With all the sets of equipments (if needed). Based on the this non exclusive royalty right, the State Institute for Islamic Studies Padangsidimpuan has the right to save, to format, to organize in data base form, to keep and to publish thesis for as I am determined as a writer and owner of its creative right.

Based on statement above all, this statement is made truthfully to be used properly.

Padangsidimpuan, December 2018

signed

Reg. No. 14 203 00112

EXAMINERS SCHOLAR MUNAQOSYAH EXAMINATION

Name

: RAHMADONA SAGALA

Registration Number : 14 203 00112

Faculty/Department

: Tarbiyah and Teacher Training Faculty/English Education

Department

The title of Thesis : THE USE OF KNOW-WANT-LEARN STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION

AT SECOND GRADE MTS N 1 PADANGSIDIMPUAN

Secretary,

Dr. Lelya Hida, M.Si NIP. 19720920 200003 2 002

Rayendriani Fahmei Lubis, M.Ag NIP. 19710 10 200003 2 001

Members,

Rayendriani Fahmei Lubis, M.Ag NIP. 19710510 200003 2 001

Eka Sustri Harida, M.Pd NIP. 19750917 200312 2 002 Dr. Lelya Hilda, M.Si NIP. 19720920 200003 2 002

Zainuddin, S. S., M. Hum NIP. 19760610 200801 1 016

Proposed:

Place : Padangsidimpuan Date

: January, 30th 2019 : 14.00-16.30 WIB

Time Result/Mark **IPK**

: 87,50 (A) : 3,75

Predicate

: Cumlaude



RELIGION MINISTRY REPUBLIC OF INDONESIA STATE INSTITUE FOR ISLAMIC STUDIES PADANGSIDIMPUAN

TARBIYAH AND TEACHER TRAINING FACULTY

Jln. H.T. Rizal Nurdin Km. 4,5Sihitang Fax. 24022 Kode Pos: 22733 Phone (0634) 22080 Fax (0634) 24022

LEGALIZATION SHEET

Title of thesis: THE USE OF KNOW-WANT-LEARN (KWL) STRATEGY
TO IMPROVE STUDENTS' READING COMPREHENSION

AT SECOND GRADE MTSN 1 PADANGSIDIMPUAN

Written By : Rahmadona Sagala

Reg. Num. : 14 203 00112

The thesis has been accepted as a partial fulfillment of the requirement for graduate the degree of education (S.Pd) in English.

ang idicappan, February 2019

3920 200003 2 002

ACKNOWLEDGEMENT

Firstly, I would like to convey my grateful to Allah SWT., the most creator and merciful who has given me the health, time, knowledge, and strength to finish my thesis entitled "The Use of Know-Want-Learn (KWL) Strategy to Improve Students' Reading Comprehension at Second Grade MTs. N. 1 Padangsidimpuan". Besides, peace and greeting be upon to our prophet Muhammad SAW, which has brought the human from the darkness era to lightness era like what we feel today.

In the process of finishing my thesis, I got a lot of guidance and motivation from many people. Therefore, in this chance I would like to express my deepest gratitude to the following people, are:

- Special thanks to Mrs. Eka Sustri Harida, M.Pd as the first advisor and Mr.
 Zainuddin, S.S, M.Pd, as the second advisor who had guide, supported, advised, and suggested me with great patience to finish this thesis as well.
 May Allah bless them and their family.
- Special thanks to the Rector of State Institute for Islamic Studies (IAIN Padangsidimpuan) Prof. Dr. H. Ibrahim Siregar, M.CL and vice rector I, II, and II.

- Thanks to Dr. Lelya Hilda, M.Si, as the Dean of Tarbiyah and Teacher Training Faculty, always patient in facing our problem.
- 4. Thank you very much to Mrs. Fitri Rayani Siregar, M.Hum, as the chief of English Education Department, who always supports me and also all of her students in finishing the thesis and always is patient in facing our problem.
- 5. Thank you very much to my beloved mother and father (Muhammad Agusli Sagala and Kartini) and all my beloved siblings (Ahmad Azis Sagala, Zul Fadly Sagala, Muri Sarah Sagala and Wildan Amanah Sagala) who always motivate and always pray for me in all condition, materials, my heroes, taught me how to survive in leading life, support, and sincere to guard. Thank you for
- All lectures, Staff, and all academic cavity of IAIN Padangsidimpuan who had helped during I studied in this institute.
- Head master, Mr. Salman , and Mrs. Yusniati S.Pd as English teacher and Students VIII-1 MTs. N. 1 Padangsidimpuan who helped me to complete my research.
- 8. Thanks to my lovely friends in TBI-1, TBI-2, TBI-3, and TBI-4 that I can not mention one by one, thanks a lot for your support.
- 9. Thank you for every knowledges to all of my teachers since in Elementary School: SDN 200207 Sitamiang Baru and Madrasah Ittihadul Wathoniyah, Junior High School: SMPN 2 Padangsidimpuan and Senior High School: MAN 1 Padangsidimpuan.

10. The beloved Squad RINDAMALISAH, KKL Parigi, PPL SMKN 2 PSP,

Nona Cantik, Nasheed Voice, Business Woman, Hawa and TimNas Tarbiyah

who had never bored to support me.

I realize that this thesis cannot be considered perfectly without critiques

and suggestion from the readers. Therefore, it is such a pleasure for me to get

critiques and suggestion from the readers to make this thesis better.

My Allah Swt always Bless all of you.

Padangsidimpuan, December 2018

The Researcher,

RAHMADONA SAGALA Reg. Num. 14 203 00112 Name : Rahmadona Sagala

Reg. Num. : 14 203 00112

Faculty/Department: Tarbiyah and Teacher Training Faculty/English

Education Department

Title of Thesis :THE USE OF KNOW-WANT-LEARN (KWL)

STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION AT SENCOND GRADE MTS.N 1

PADANGSIDIMPUAN

ABSTRACT

This research was talked about the use of Know-Want-Learn (KWL) strategy to improve students' comprehension at second grade MTs. N. 1 Padangsidimpuan. The students problem were the students' comprehend about the meaning of a text was still lacking, the teacher did not use various resources in the teaching and learning process and only used the book given from the school as the main resource, and teaching strategy in the teaching and learning process of reading was monotonous. The purpose of this research is to describe the improvement of students' reading comprehension and to identify the factors which influence students' reading comprehension through Know-Want-Learn (KWL) Strategy.

This research was categorized into action research that consisted of two cycles. This research used model proposed by *Kemmis and Mc Taggart designed* were consisted four steps, there were; plan, action, observe, and reflect. The participants of this research were consisted *30 students* in *second grade VIII-3 students* of *MTs. N. 1 Padangsidimpuan*. The instruments of collecting the data were observation, test, and interview. To analyze the data, the researcher used quatitative and qualitative analysis.

Based on the research result, showed the improvement of students' reading comprehension through Know-Want-Learn (KWL) strategy. The students mean score in Cycle 1 was 69 (43.33%) and the student mean score in Cycle 2 was 76.66 (76.66%). It could be concluded that the mean score in the Cycle 2 was higher than previous Cycle. Based on Observation sheet stated that the students got improvement and the students were more active and interested in learning reading process. Related to the interview result, it could be known that students' reading comprehension had improved. It asserted that Know-Want-Learn (KWL) strategy improved the students' reading comprehension at second grade VIII-3 students of MTs. N. 1 Padangsidimpuan.

Keywords: Improving, Reading Comprehension, and Know-Want-Learn (KWL) Strategy

ABSTRAK

Penelitian ini membahas tentang meningkatkan pemahaman membaca siswa melalui strategi *Know-Want-Learn (KWL)* siswa kelas VIII di MTs. N 1 Padangsidimpuan. Masalah-masalah siswa diantaranya pemahaman siswa tentang makna sebuah teks yang masih kurang, guru tidak menggunakan variasi sumber dalam proses belajar-mengajar dan hanya menggunakan buku yang diberikan dari sekolah sebagai sumber utama, dan strategi mengajar dalam proses belajar-mengajar membaca membosankan. Tujuan dari penelitian ini untuk mendeskripsikan peningkatan pemahaman membaca siswa dan untuk mengidentifikasi faktor-faktor yang mempengaruhi pemahaman membaca siswa melalui strategi Penelitian ini membahas tentang meningkatkan pemahaman membaca siswa melalui strategi Know-Want-Learn (KWL).

Penelitian ini dikategorikan kedalam penelitian tindakan yang terdiri dari dua siklus. Penelitian ini menggunakan model *Kemmis and Mc Taggart* yang terdiri dari empat langkah, diantaranya rencana, tindakan, observasi dan refleksi. Peserta dalam penelitian ini terdiri dari 30 siswa kelas VIII-3 MTs. N. 1 Padangsidimpuan. Instrumen pengumpulan data terdiri dari observasi, tes, dan wawancara. Untuk menganalisis data, peneliti menggunakan analisis kuantitatif dan kualitatif.

Berdasarkan hasil penelitian menunjukkan peningkatan pemahaman membaca siswa melalui strategi Know-Want-Learn (KWL) Rata-rata skor di siklus 1 adalah 69 (43.33%)dan rata-rata skor di siklus 2 adalah 76.66 (76.66%). Hal ini dapat disimpulkan bahwa rata-rata skor di siklus 2 lebih tinggi dari siklus 1. Berdasarkan lembar observasi menunjukkan bahwa siswa memperoleh peningkatan, siswa lebih aktif dan merasa tertarik dalam proses pembelajaran membaca. Berdasarkan hasil wawancara dapat diketahui bahwa pemahaman membaca siswa meningkat. Ini menegaskan bahwa strategi Know-Want-Learn (KWL) meningkatkan pemahaman membaca siswa kelas VIII-3 MTs. N. 1 Padangsidimpuan.

Kata Kunci: Peningkatan, Pemahaman Membaca, dan Strategi Know-Want-Learn (KWL)

TABLE OF CONTENTS

I	Page
COVER PAGE	i
LEGALIZATION OF ADVISOR SHEET	
AGREEMENT ADVISOR SHEET	
DECLARATION OF SELF THESIS COMPLETION	
AGREEMENT PUBLICATION OF FINAL TASK FOR	
ACADEMY CIVITY	V
SCHOLAR MUNAQOSYAH EXAMINATION	vi
LEGALIZATION OF DEAN OF TARBIYAH AND TEACHER TRAININ	
FACULTY	
ABSTRACT	
AKNOWLEDGEMENT	
TABLE OF COTENTS	
LIST OF TABLES	XV
LIST OF CHARTS	
LIST OF APPENDIXES	
Chapter I INRODUCTION	1
A. Background of the Problem	1
B. Focus of the Problem	
C. Formulation of the Problem	5
D. Purposes of the Research	6
E. Significances of the Research	
F. Definition of the Key Terms	
G. Indicator of Action	
H. Thesis Outline	10
Chapter II REVIEW OF RELATED LITERATURE	11
A. Theoretical Description	11
Description of Reading Comprehension	11
a. Definition of Reading Comprehension	11
b. Assessment of Reading	16
c. Factors Affecting Reading	18
2. Description of Know-Want-Learn (KWL) Strategy	
a. Definition of Know-Want-Learn (KWL) Strategy	
b. Benefits of Know-Want-Learn (KWL) Strategy	22
c. Procedures of Know-Want-Learn (KWL) Strategy	24
B. Review Related Findings	30
C. Conceptual Framework	
D. Hypothesis Action	34

Chapte	r III RESEARCH METHODOLOGY	35
A.	Place and Time of the Research	35
B.	Research Design	35
C.	Participants	36
D.	Instrument of Collecting Data	37
	1. Test	37
	2. Observation Sheet	38
	3. Interview Guidance	39
E.	Technique of Collecting Data	40
	1. Test	40
	2. Observation	40
	3. Interview	
F.	Procedures of the Classroom Action Research	41
G.	Technique of Analyzing Data	45
Chapte	r IV THE RESEARCH FINDING AND DISCUSSION	49
A.	Data Description	49
	1. Students' Achievement	49
	a. Cycle 1	49
	1) Learning Process of Cycle 1	49
	2) Students' Reading Comprehension Score of Cycle 1	54
	b. Cycle 2	59
	1) Learning Process of Cycle 2	59
	2) Students' Reading Comprehension Score of Cycle 2	64
	2. The Comparative Result in Cycle 1 and Cycle 2	69
	3. Influencing Factors	77
	a. Internal Factors	77
	b. External Factors	82
B.	Discussion	87
C.	Threats of The Research	89
CHAP'	FER V CONCLUSION AND SUGGESTION	91
A	. Conclusion	91
В	. Suggestion	92
REFEI	RENCES	95
CURR	ICULUM VITAE	96
A DDEN	JDIYES	97

LIST OF TABLES

	Page
Table 1 K-W-L Chart	U
Table 2 The Indicators of Reading Comprehension Test of First Test	38
Table 3 The Indicators of Reading Comprehension Test of Second Test	38
Table 4 Categories of Standard Value	46
Table 5 The Classification Quality of Students Score	47
Table 6 Students Reading Comprehension Scores in Cycle 1	54
Table 7 The Classification of Students' Scores in Cycle 1	56
Table 8 Students' Scores Based on Indicator Test in Cycle 1	57
Table 9. Students' Achievement for Indicators in Cycle 1	57
Table 10 Students Reading Comprehension Scores in Cycle 2	64
Table 11 The Classification of Students' Scores in Cycle 2	66
Table 12 Students' Scores Based on Indicator Test in Cycle 2	67
Table 13 Students' Achievement for Indicators in the Cycle 2	67
Table 14 Comparison of Students' Achievement in Reading Comprehension in	ı Cycle
1 and Cycle 2	72
Table 15 Students' Scores Based on Indicator Test in Cycle 1	75
Table 16.1 Students' Observation Comparison in Cycle 1 and Cycle 2	75
Table 16.2 Teacher's Observation Comparison in Cycle 1 and Cycle 2	76
Table 17.1 Problem and Solution of Internal Factors	85
Table 17.2 Problem and Solution of External Factors	86

LIST OF FIGURES

	Page
Figure 1. Conceptual Framework	33
Figure 1. Action Research Spiral by Kemmis	33

LIST OF CHARTS

Pag	zе
Chart 1.The Test Result Based on Indicator Test in Cycle 1	3
Chart 2. The Test Result Based on Indicator Test in Cycle 2	3
Chart 3. The Comparison Students' Mean Score between First Cycle and Second	
Cycle	3
Chart 4. The Comparative of Indicator Scores between First Cycle and Second	
Cycle	j

LIST OF APPENDIXES

Appendix 1 Lesson Plan Cycle 1

Learning Material 1

Appendix 2 Reading Comprehension Test Cycle 1

Appendix 3 Lesson Plan Cycle 2

Learning Material 2

Appendix 4 Reading Comprehension Test Cycle 2

Appendix 5 Result of Students Observation Sheet in Cycle 1

Appendix 6 Result of Students Observation Sheet in Cycle 2

Appendix 7 Result of Teacher Observation Sheet in Cycle 1

Appendix 8Result of Teacher Observation Sheet in Cycle 2

Appendix 9 Result of Interview Guidance in Cycle 1

Appendix 10 Class Position

CHAPTER I

INTRODUCTION

A. Background of the Problem

The way to get information from written source is reading. Reading is an activity when people look at the text and assign meaning to the written symbols in the text. After assigning the meaning then people take the information. The information can be taken from books, magazines, articles, newspapers and others. Reading is important for every age, from children, teenagers, adults and especially for students. Reading can also be done wherever, whenever and however we want. Moreover, reading has much importance such as for enhancing knowledge, helping students to do the task and boosting imagination.

First, reading enhances the knowledge. It is important because it helps to get some information. By reading, people can expose own selves to a new thing, new way to solve a problem, new way to achieve one thing and new information. The information can be about history, social, economic, politic, business, culture, art, government or even information about the lesson in school. It might actually explore one thing that really like and it may end up becoming our carrier and success in the future. This is really helpful for readers who want to know the information and the authors who want to share information such as innovation, research and history.

Second, reading can help students to do the task. The task is answering questions that refers to the subject they learn. Students sum up the text and check the suitable answer by finding out the information from reading.

Third, reading boosts imaginations. Reading exposes us to a world of imagination. It shows that nothing is impossible in this world. By reading, students can explore a different angle to see thing that have known on how different actions lead to different result. Reading books are beyond imagination. It is like a huge spider web, where students keep linking to more and more things students know and things they just learnt, structuring new solutions and answers.

However, reading still has problems. In fact, based on interview with English teacher¹, the researcher found that students at second grade MTs. N 1 Padangsidimpuan face some problems in reading comprehension. The first problem is related to the students which have low vocabulary mastery. Second, the teacher use monotonous way in teaching the students. The last, There is no teaching media for reading except text book.

The first problem is related to the students. From the classroom observation in the second grade, the researcher finds some problems related to the students. First, the students have lack vocabulary mastery. When they are given a text to read, they do not know the meanings of most words in the text.

¹ Private Interview with Mrs.Yusniati Nasution, English Teacher of MTs. N 1 Padangsidimpuan on November 07th, 2017, at 04 p.m).

They have to use their dictionaries to find the meaning of the words. They tend to translate every single word in the text. Second, the students are not aware of the use of learning strategies. They do not know how to use the efficient comprehension strategies such as using prior knowledge, making prediction, skimming and scanning, or guessing the meaning from the context. The use of those learning strategies contributes to the success of the learning processes. Third, the students are not interested in reading a text. They find that reading an English text is boring and stressful. This condition made the students find difficulties in understanding the text.

The second problem is related to the teacher. The teacher dominates the whole session of the lesson as she talks to the students in most of the time of the teaching and learning process. The teacher does not give a chance to the students to share knowledge. Besides, the teacher never models how to use efficient reading comprehension strategies. The teacher only focuses on testing students' ability to translate the text and answer the questions based on the text. It can be seen from the monotonous activities which consist of reading aloud, looking for the meaning of English words in the dictionaries, and finally answering the questions based on the text. Sometimes, the teacher just asks the students to submit the work without giving feedback to the students so that the students do not really know how to comprehend the text.

The third problem is related to the media used in the teaching of reading.

There are no media used in the classroom. The students are only given a long

text to read. The teacher said that it is difficult for her to find some related pictures for the students, whereas the use of pictures can stimulate the students to recall their prior knowledge related to the topic of the text.

The fourth, students could not answer the question in reading task well. They need more time to think and spent too many times to finish the task even to answer easy level question. For impacts, there are only about 30% of students who couldpass the standard quality of school (KKM) and 70% of students got score 60-70 under the standard score (70) in Mid-Term examination.²

To solve the problems above, there are many ways to help students. Some strategies can help teacher to improve students reading comprehension. The teacher must have various strategy in teaching reading to helps students comprehending and enjoying reading activities. There are many strategies that can be applied by teacher such as QAR (Question-Answer-Relationship) strategy, 3H (Here-Hidden-in my Head) strategy, KWL (Know-Want-Learn) strategy, Reciprocal Teaching, Synthesizing technique, Skimming technique and Scanning technique. These strategies are able to be applied by the teacher to improve students' reading comprehension. Thus, it shows that the technique or strategy can improve students reading comprehension.

In this case, the researcher interested to conduct classroom action research. KWL strategy can be an answer for the problem of students' reading

 $^{^2\,}$ Score List of Mid Term Examination, *Private Document*, (MTs. N 1 Padangsidimpuan on November 07th, 2017, at 04 p.m).

comprehension. KWL strategy is a strategy that helps students to comprehend the information contained from the text. The strategy helps students to activate prior knowledge, to build the students' interest in reading and to provide a chance for the students to assess what they have learned. The rearcher believes that KWL strategy can help the students to improve students' reading comprehension.

B. Focus of the Problem

From the identification above, many problems are found. This research focuses on improving students' reading comprehension by using KWL strategy in reading descriptive text and uses Classroom Action Research as the kind of research at grade VIII-3, second semester in academic year 2017/2018 MTs. N 1 Padangsidimpuan.

C. Formulations of the Problem

Based on previous background, the reseracher formulates the problems below:

- 1. How can KWL strategy improve students' reading comprehension at second grade MTs. N 1 Padangsidimpuan?
- 2. What factors influence the improvement of students' reading comprehension second grade MTs. N 1 Padangsidimpuan?

D. Purposes of the Research

The purpose of the research are:

- To describe the improvement of students' reading comprehension by using KWL strategy at second grade MTs.N 1 Padangsidimpuan.
- 2. To identify factors that influence the improvement students' reading comprehension at second grade MTs.N 1 Padangsidimpuan.

E. Significances of the Research

The significances of this research are:

1. Theoretically

This research is needed for the next researcher to study the other subjects especially in English language teaching.

2. Practically

- a. For students, this research can improve their ability in reading comprehension.
- b. For the English teacher, the result of this research can be useful to help teacher getting information and source in teching in MTs. N 1 Padangsidimpuan, especially in teaching and learning reading comprehension by using KWL strategy.
- c. For the headmaster, this research is expected to improve the school program by making this research as source to improve students' reading comprehension for better learning.

F. Defenition of the Key Terms

There are some terms that used in this research, they are:

1. Improve

Means become or make something or somebody better.³ It means that the last situation is better than first situation. It is done by practicing, exercising, training or doing something to make the improvement what we want to improve.

2. KWL Strategy

KWL Strategy is in helping students to comprehend the text. It was created by Ogle and has subsequently been recommended in many reading methodology texts.⁴

3. Students' Reading Comprehension

a. Student

Student is a person who is studying at college or university, is person studying at secondary school or person who interested in a particular subject.⁵ Students mean the people who are studying in formal institution such as elemetery school, high school and university.

_

³ Victoria Bull, *Oxford Leraner's Pocket Dictionary*, (New York: Oxford University Press Fourth Edition, 2008), p. 222.

⁴ Peter Westwood, Reading and Learning Difficulties: Approach to Teaching and Assessment (Victoria: Acer Press, 2001), p.10,

https://search.informit.com. au/browse Publication; is bn=9780864313904; res=IELHSS.

⁵ Bull, Oxford Leraner's Pocket Dictionary, p. 441.

b. Reading

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.⁶ Beatrice S and Linda said that Reading is one of important way to improve general language skills in English.⁷ Reading is the process of transferring information from the writer to the reader. It is called one way communication.

c. Comprehension

Comprehension is the essence of reading because the goal of written language is communication of messages. If we do not understand the message, we are not reading.⁸ Comprehension is the result of combining prior knowledge and new information as new idea.

G. Indicator of Action

Classroom action research is a type of practitioner research that is used to improve the practioner's practice; action implies doing or changing something.⁹ Classroom action research involves teachers in their classrooms. It can involve groups of teachers examining common issue. The purpose of classroom action

⁶ David Nunan, *Practical English Language Teaching*, 1st ed. (New York: McGraw Hill, 2003), p. 68.

⁷ Beatrice S. Mikulecky and Linda Jeffries, *Advanced Reading Power: Extensive Reading, Vocabulary Building, Comprehension Skills, Reading Faster* (New York: Longman, 2007), p.1, https://www.scribd.com.

⁸ Gerald G. Duffy, *Explaining Reading: A Resource for Teaching Concepts, Skills and Strategies*, 2nd ed. (New York: The Guilford Press, 2009), p.27, https://epdf.tips/explaining-reading-second-edition-a-resource-for-teaching-concepts-skills-and-st.html.

⁹ L.R. Gay & Peter Airasian, *Educational Research: Competencies for Analysis and Application*, (USA: Prentice Hall, 2000), p. 593

research is to improve classroom practice or to improve practices in the school.¹⁰ In action research, the researcher is as the investor, explorer or one of participant of her personal teaching context.

Action research process begins with problems finding, and then formulating possible actions for the problem, applying an action, and finally evaluating on the outcome of the action. These activities go round in a circle. Sometimes, the researcher should repeat the process until it run well as expected.

That's why the researcher made learning program or lesson plan by using Know-Want-Learn (KWL) strategy in teaching reading comprehension in the classroom. Moreover, researcher did collaboration with English teacher and made a team work to solve the students' problem in improving reading comprehension through Know-Want-Learn (KWL) at second grade of MTs. N 1 Padangsidimpuan.

H. Outline of Thesis

The formation of this research is divided into five chapters. Each chapter consist of sub chapters. The detail will be described in the following sentences:

Chapter I introduction, consists of background of the problem, focus of the problem, formulatiom of the problem, defenition of the key terms, purposes of the research, significances of the research and indicator of actions.

¹⁰ Donald Ary, Lucy Cheser Jacobs & Christine K. Sorensen, *Introduction to Research in Education*, Eighth Edition (Canada: WADSWORTH CENGAGE Learning, 2010), p. 515, ://gen.lib.rus.ec/book/index

Chapter II consists of theoritical description which describe KWL strategy, reading comprehension, conceptual framework and hypothesisi of action.

Chapter III methodology, consists of location and schedule of the research, research design, participants of the research, instrument of collecting data, procedures of classroom action research and technique of analyzing data.

Chapter IV result of the research, consists of findings, discussion and threatening of the action.

The last, Chapter V conclusion and suggestion to end this research.

CHAPTER II

THE REVIEW OF RELATED LITERATURE

A. Theoretical Description

Learning needs theory for explaining the concepts that will support the learning. The theories that will be explained, they are: The description of reading comprehension and Know-Want-Learn (KWL) strategy.

1. Description of Reading Comprehension

a. Definition of Reading Comprehension

Reading is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text.

While, David Nunan states "Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning". In this case, a reader tries to understand the information base on text or what she or he has read. For addition, Douglas Brown states that Reading is a process negotiating meaning;

11

¹ David Nunan, *Practical English Language Teaching*, 1st Ed. (New York: McGraw Hill, 2003), p. 68.

the reader brings to the text a set of schemata for understanding.² The readers construct meaning while reading to understand the text.

Reading is a subtle and complex process that involves a relationship between the text and the reader. The text contains information that can be understood by readers who use their skills and experience to do far more than translate written words into oral language equivalents as they engage with the text, construct meanings and explore the message.³ The reader and the writer are connected by the text, where the writer sends the information in the text and the reader receives the information from the text. So, the researcher concludes that reading is process in which the readers actively search for information and make meaning from a text and process that involves a relationship between the text and the reader.

Reading comprehension needs theories and steps to get it. There are definitions about comprehension by some experts. Comprehension is a continuous process of using text clues- mainly word meanings but also syntactic clues- to access relevant categories of prior knowledge,

³ Ann Browne, *A Practical Guide to Teaching Reading in the Early Years* (New York: Paul Chapman Publishing Ltd, 1998), p.7, https://books.google.co.id/books?id=CJL_FMIZPXA&printsec=frontcover&hl=id#v=onepage&q&f=t rue.

² H. Douglas Brown, *Language Asssessment: Principles and Classroom Practice* (San Fransisco: Longman, 2004), p.189, https://www.pdfdrive.com/language-assessment-principles-and-classroom-practicepdf-e18774430.html.

making predictions about what meaning is to come.⁴ In this case, the reader activates the background knowledge to make the prediction and find the answer as meaning.

Comprehension is part of life. Every waking minute, your brain is busy making sense of your world. It could be compared, in fact, to very complicated computer. Message is constantly coming in about what you see, hear, smell, touch or taste. Your brain receives the messages, interprets them, sorts them, and saves them. In reading, the readers learn how to make sense of what they read and remember it.⁵ It means that in comprehending, the reader needs to make sense while reading.

David Nunan says that comprehension is essential to succeed the reading, for succeeding the comprehending, the reader must use cognitive and meta cognitive skills and cognition can be defined as thinking and meta-cognitive skill.⁶ So, comprehension needs cognitive skill and meta-cognitive skill.

For addition, Comprehension is becoming able to find the meaning from what has been read from the text and then the reader get

⁴ Gerald G. Duffy, *Explaining Reading: A Resource for Teaching Concepts, Skills and Strategies*, 2nd ed. (New York: The Guilford Press, 2009), p.17, https://epdf.tips/explaining-reading-second-edition-a-resource-for-teaching-concepts-skills-and-st.html.

⁵ Beatrice S. Mikulecky and Linda Jeffries, *Advanced Reading Power: Extensive Reading, Vocabulary Building, Comprehension Skills, Reading Faster* (New York: Longman, 2007), p.14, https://www.scribd.com.

⁶ Nunan, Language Teaching Methodology: A Text Book for Teacher, p. 67.

the new information or in the other words the reader can express the new knowledge from the text.⁷ From the definitions above can concluded that comprehension is a process making sense of what has been read by making sense of words, sentences and connected text then receiving message, interpreting, and saving them in mind.

After understanding reading and comprehension, some experts defenenite the defention of reading comprehension. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.⁸ The reader makes and constructs the meaning from written information in the text.

Reading comprehension has been described as 'a complex intellectual process involving a number of abilities'. Readers must use information already acquired to filter, interpret, organize, reflect upon and establish relationships with the new incoming information on the page. In order to understand text, a reader must be able to identify words rapidly, know the meaning of almost all of the words and be able to combine units of meaning into a coherent message.

⁸ Catherine Snow and Chair, *Reading for Understanding Toward an R&D Program in Reading Comprehension* (Santa Monica: RAND, 2002), p.37, https://www.rand.org/.

⁷ Eka Sustri Harida, "An Evaluation on Students' Reading Motivation and Their Reading Comprehension of English Department Students IAIN Padangsidimpuan," *Tazkir* 03, no. 1 (2017): 187–88, http://jurnal.iain-padangsidimpuan.ac.id/index.php/TZ/article/view/817/711.

⁹ Peter Westwood, *Reading and Learning Difficulties: Approach to Teaching and Assessment* (Victoria: Acer Press, 2001), p.69, https://search.informit.com.au/browsePublication;isbn=9780864313904;res=IELHSS.

Reading comprehension is when readers read, they try to concern with the subject-content of what they read and the language in which they express it.¹⁰ Fielding and Person say that although reading was once assumed to be a combination of decoding and oral language, it is now acknowledged that reading comprehensions depends heavily on knowledge about the world as well as on knowledge of language and print.¹¹ The knowledge is gotten by daily life activities that useful to enrich the knowledge.

In reading comprehension, there are some aspects such as how they understand the words and the information from the text, understanding main ideas and details, and be able to make conclusion that the readers should pay attention. Then, the result of reading comprehension depends on the kinds of texts, prior knowledge, goal of reading and tools which are used to values interpretation of reading.¹² It is mean that the reader should focus on the aspects which can make the reading comprehension process become easier.

-

¹⁰ R. R Jordan, *English for Academic Purpose* (Cambridge: Cambridge University Press, 1997), p. 143.

J. Michael O'malley & Lorraine Paldez Pierce, *Authentic Assessment for English Language Learner* (USA: Addison-Wesley Publishing Company Inc., 1996), p. 94.

¹² Eka Sustri Harida, "Students' Ability and Difficulties in Understanding English Text (A Study at English Program IAIN Padangsidimpuan), Al-Ta'lim Journal 21, no. 3 (2014): 183-188, http://journal.tarbiyahiainib.ac.id/index.php/attalim/article/view/102/104.

Based on explanations above, it can be concluded that reading comprehension is a process which the readers try to understand the meaning identify words rapidly, know the meaning of almost all of the words and be able to combine units of meaning into a coherent message.

b. Assessment of Reading

One of important aspects in teaching reading is to be able to test and measure the students' comprehension. Assessment is measurement done by the teacher to know how far the students have already understood the material given.

Assessment is a systematic approach to collect information and make inferences about the ability of a student or the quality or success of a teaching course on the basis of various sources of evidences. To collect the information of the students' improvement in reading comprehension, some assessments of reading are essential to be carried out. Unlike speaking and writing, the reading process and product cannot be seen and observed specifically. For this reason, all assessment of reading must be carried out by inference. Some considerations are needed in designing assessment of reading, such as the types of genres of written text, the components of reading ability, and specific tasks.

¹³ Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching & Applied Linguistics*, 4th ed. (London: Longman, 2010), p.35, https://www.pdfdrive.com/longman-dictionary-of-language-teaching-and-applied-linguistic.

However, there are some basic points to remember in assessment of reading of English language learners:

- a. Activities for assessing reading should be based on activities for teaching reading.
- b. Assessment of reading, like instruction, takes planning, time and experience.
- c. Assessment of reading should include both decoding skills and reading comprehension strategies.
- d. Assessment of reading should include students attitudes and feeling toward reading.
- e. Assessment of reading should hold students accountable for how they use time in class for reading.
- f. Assessment of reading should be conducted regularly and be ongoing.
- g. Students should be actively involved in their own asssessment, whethrt it be in setting criteria, angaging in self assessment or evaluating peers.
- h. Teachers observations of reading should be recorded systematically.
- i. Assessment of reading should consist of multiple assessments for each student in order to monitor students progress.
- j. Result of reading assessment should be used to inform students, parents, and the teachers of needed changes in students performance and in instruction.¹⁴

Based on the explanation above, can be concluded that in assessing students reading, teacher should remember and bend on the ten points.

In assessing reading, there must be indicators There are some indicators in assessing students' reading, they are:

- a. Able to identify the topic of the text.
- b. Able to identify the main idea of the text.
- c. Able to identify needed information of the text.
- d. Able to get the meaning of the text (words or sentence). 15

¹⁴ O. Malley and Pierce, Authentic Assessment for English Language Learners, p. 97-98.

From the indicators above, the students should, able to identify the topic, able to identify the main idea of the text, able to identify needed information of the text and able to get the meaning of the text (words or sentence). These indicators will be used in this research by teacher in assessing students' reading comprehension.

c. Factors Affecting Reading

In addition, there were two factors that affect reading comprehension. They were internal factors and external factors.

1) Internal Factors

Internal factors consisted of linguistic and non linguistic factors. The linguistic factors included semantic abilities and syntactic abilities. Semantic abilities related to the knowledge of word meaning. Syntactic abilities related to the knowledge of the sentence structure. Meanwhile, the non linguistic factors include intellectual, educational background, prior experiences with the literacy, reader's motivation, and schemata (their knowledge of and beliefs of situations, and actions based on their experiences). ¹⁶ So, reading comprehension problems could be caused by a variety of

¹⁵ Silabus, "Bahasa Inggris Wajib SMP/MTS Kelas VIII, Kurikulum 2013", https://www.jagoanbahasainggris.com/.

¹⁶ Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language 3rd Edition*, (Boston: Heinle and Heinle Thomson Learning, 2001), p. 154, http://gen.lib.rus.ec/book/index.

different factors, included linguistic and non linguistic factors as in internal.

2) External Factors

External factors influencing reading comprehension could be found at home, classroom, and the community that motivate students to read.¹⁷ The external factors are opportunities to practice reading for various purposes, a lot of the texts to many different kinds of reading materials, features of the texts being read, the suitability of topic to individual reader's interest, and socio-cultural context which reading take place.

From the theories above, it can be concluded that there were two factors that affect reading comprehension. They were internal factors included linguistic and non linguistic factors and external factors could be found at home, classroom, and the community that motivate students to read.

2. Description of Know-Want-Learn (KWL) Strategy

a. Definition of Know-Want-Learn (KWL) Strategy

K-W-L strategy is a set of well- organized steps to be followed by a student attain reading comprehension. The KWL strategy was created by Ogle in 1986 and has subsequently been recommended in many reading methodology texts. One version of the strategy that can be used

¹⁷ Marianne, *Teaching English as a Second or Foreign Language 3rd Edition*, p. 155

with a class, a small group or an individual involves the preparation of a 'KWL chart'. This strategy helps students to collect everything they know about the topic to be read before they come in to the reading assignment.

There are some definitions about KWL strategy from some experts. The first, *Know-Want-Learn* (KWL) is an instructional reading technique that is used to activate students' background knowledge, assist students in setting purposes for reading, and help students to monitor reading comprehension by using graphic organizer. The strategy can activate background knowledge and help students' reading comprehension.

Next, Stahl states that KWL is a process during which the teacher generates a discussion about a text topic and uses a chart or worksheet to record students' statements about what they know (K), want to learn (W), and, after reading, what they learned (L).¹⁹ It means the strategy is appropriate for discussion method.

Carr & Ogle reported that K.W.L strategy is a method devised to teach students to read actively by engaging previous knowledge, asking questions, and recalling important information in the text to enhance comprehension. In the K.W.L strategy, the students are asked to list what

¹⁹ Stahl et al, *The Role of Prior Knowledge and Vocabulary in Reading Comprehension* (Georgia: Center for the Study of Reading, University of Georgia, 1991), p. 364.

_

¹⁸ S. Peregoy & Boyle, O., *Reading, Writing & Learning in ESL* (New York: Addision Wesley Longman, 2001), p. 70.

they know about the subject and the questions they may have about the subject before reading the text selection. Then after reading the selection, the students are asked to write what they have learned about the subject. This strategy prompts the students to identify previous knowledge, to consider what they want or need to know and list the useful information learned from the selection during reading.²⁰ It means KWL as abridging process between the new information and the old previous knowledge. Students' prior knowledge is activated by asking them what they already know; then students set goals focusing on what they want to learn; and after reading, students discuss what they have studied.

Fisher & Frey stated that K.W.L charts are a great way to hook students into learning. These language charts start with the question, "What do you *know* about the topic?" Following this discussion, students are asked, "What do you still *want* to know about the topic?" Once the unit of study has been completed, the language charts are used again and students answer the third question, "What did you *learn* about the topic?".²¹ So, KWL Strategy has charts which students should fill by answering the questions.

²⁰ Fritz, *Using a reading strategy to foster active learning in content area courses.* Journal of College Reading and Learning, 2002, p.189-194, http://findarticles.com/p/articles//.

Douglas Fisher, Nancy Frey, and Douglas William, "Seven Literacy Strategies That Work," *Department of Supervision and Curriculum Development, N.E.A* 60 (2002): 70–73, https://www.researchgate.net.

For addition, the K.W.L is an organizer to help students check their prior knowledge of a topic, concept, or process before learning about it. With this prior knowledge, the brains of the students will recall what they already know (the K of KWL) about the topic. When they get new information, students will use their brains to join the old knowledge with the new.²² Students will get new knowledge while learning using the strategy.

The researcher can define KWL strategy as an instructional reading comprehension strategy that can be used to assist teachers in activating students' prior or background knowledge of a subject or topic. It consists of the three-columned map to be drawn on the board. The first column represents what the student knows about the topic by recalling that they know. The second represents what the student wants to know in the text by determining what they want to learn. The third represents what the student has learned after having read the text by identifying what they learnt as they read.

b. The Benefits of KWL Strategy

KWL (Know-Want-Learn) strategy has some benefits that can help the students understand the text. Below, three advantages of KWL strategy are presented:

²² Katherine S. Mcknight, *The Teacher's Big Book of Graphic Organizers: 100 Reproducible Organizers That Help Kids with Reading, Writing and the Content Areas* (San Fransisco: Jossey-Bass, 2010), https://www.pdfdrive.com/the-teachers-big-book-of-graphic-organizers-ning-d36659987.html.

1) Helping the students to check prior knowledge

The strategy helps students to activate prior knowledge. The brain of the students will recall what they already know. When students get new information, their brain will connect to old information. So, the students will easily create meaning.

2) Building the students' interest in reading

Students' interest will increase if they make their own question and they felt necessity of finding out what would really happen in the text. By completing K and W column, the students are not only making use of their prior knowledge but also are motivated to keep reading the text. For addition, Sasson states that KWL helps students keep interested as they think about what they want to know and what they have learned. It assists the students to build meaning from what they read and helps them examine their progress toward their goals.²³ Thus, the strategy helps to motivate students' reading and keeps the students' interest.

3) Providing a chance for the students to assess what they have learned

The strategy provides a chance for students at the end of teaching learning process to look back and assess what they have learned. Students record the information they get from the text by

-

Sasson, D., Use K-W-L technique in Reading Lessons: Strategic Thought Process for Engaging Students before They Read, 2008, p. 1, http://newteachersupport.suite101.com/article.cfm.

completing L chart. ²⁴ By filling the chart, the students can assess their selves. From the explanation above, can be concluded that KWL strategy has benefits: the first helping the students to check prior knowledge, Building the students' interest in reading and providing a chance for the students to assess what they have learned.

c. The Procedures of KWL Strategy

KWL represents a three-step procedure intended to help teachers become more responsive to helping students access appropriate knowledge when reading expository text. It is composed of three-columned map to be drawn on the white board. The column consists mainly of three precise questions, asked by and directed to the students themselves. The first column represents what students know about the topic. The second column represents what the students want to know from the text. The last column represents what the students have learned from the text. The three columns are filled by answering the questions based on the procedures.

From the statement before that KWL is the three stages that capture before, during and after reading. Katherine explained "KWL often used at the beginning of an instructional unit, the KWL strategy is one of

²⁴ C. Ros & S. Vaughn, *Strategies for Teaching Students with Learning and Behavior Problems* (USA: Rineheart and Winstone Inc., 2002), p. 179.

²⁵ Robert J. Tierney and John E. Readence, *Reading Strategies and Practices: A Compedium*, 6th ed. (New York: Pearson, 2005), p.157, https://www.amazon.com/Reading-Strategies-Practices-Conpendium-6th/dp/0205386393.

the most widely recognized graphic organizers and instructional strategies". It means the KWL strategy can used for individual, small group and large group instruction. Meanwhile, the students were always did the three stages of reading such as: pre-reading, while reading and post reading.²⁶ These stages were included in or appropriate with the stages of using KWL Staretegy.

Ogle²⁷ also says that KWL strategy has graphic organizers as the initial discussion as below:

- 1) K- Stand helping students to tell what the students already **Know** about the topic.
- 2) W- Stands for helping students to generate a list of question that what the students **Want** to know about the topic.
- 3) L- Stands for helping students to find out or discover to all answer all question that what the students **Learn** about the topic.

From the list of questions, each column has a question to answered, they are:

1) What do I *know* about the topic?

The students ask themselves this question before they read the text and try to write all what they know about the topic of the text to be read. This question aims at brainstorming the reader to recall as

²⁷ Donna. M. Ogle, KWL: A Teaching Model that Develops Active Reading Expository Text, (New York, The Guilford, 1986), p. 22.

Harida, "Students' Ability and Difficulties in Understanding English Text (A Study at English Program IAIN Padangsidimpuan), Al-Ta'lim Journal 21, no. 3 (2014): 183-188, http://journal.tarbiyahiainib.ac.id/index.php/attalim/article/view/102/104.

much as previous knowledge and information related to the topic as possible.

2) What do I want to know?

The students write down whatever they want to know about the topic. They write it in question form. Thus, while doing reading, they attempt to find the answers.

3) What did I learn?

The students answer the question after they have read the text. They try to write all new information they have *learned*, whether the information is answered the questions or it is entirely new that they never known before.²⁸

KWL strategy can be used at the beginning any unit of study. Immediately before a non-fiction text is to be read, the children and teacher together brainstorm and write down all they know about the topic as dot-points under the first column (activating prior knowledge). Under the second column they generate some questions or issues they hope the text may answer (predicting, questioning and seeking information). After reading the text, either silently or as a shared activity, the children write in the third column a dot-point summary of the main things they have learned from the text

_

22.

²⁸ Donna M. Ogle, KWL: A Teaching Model that Develops Active Reading Expository Text, p.

(reflecting, consolidating, evaluating, summarizing). If their questions in column two have been answered the information is noted, but the summary in the final column is not restricted simply to answering the predetermined questions. A fourth column might be added to the chart in which children could record their own feelings about the material in the text or write down suggestions for what they will do next in order to make use of the information they have learned or to extend their study of the same topic.²⁹ Below is the example of KWL chart:

Table 1: K-W-L Chart

KWIL Chart

K	ω	L
What I Think I Know	What I <u>W</u> ant to Know	What I Learned

There are some procedures of KWL strategies that can be implied in the teaching of reading, the steps are:

1) Begin by naming the topic, and ask students to think about what they already know about it.

.

²⁹ Westwood, Reading and Learning Difficulties: Approach to Teaching and Assessment, p.10.

Before presents a topic, teacher introduces the strategy that will be used and explains about the way to use the strategy. After that, teacher presents a title of a text to students on the white board. Teacher gives short explanations and activating students' prior knowledge by asking some question.

2) KWL chart on the board and paper charts.

Teacher presents KWL chart to students on the white board and give each students the paper chart. Firstly, teacher presents K column and tell the students what will be done next.

3) Ask students to fill K column

Before that, teacher explains how to fill it. Teacher asks students to call out what they know about the topic. This is time to brainstorm and recall as much as previous knowledge and information related to the topic as possible. Then, teacher writes their ideas on the column marked K.

4) Ask the students to fill W column

Teacher asks students to think about questions they have about the topic. They might start by reviewing what they know, and find areas where their knowledge is incomplete. Teacher writes their questions on the chart in the column marked W.

5) Students have to read the text

Firstly, teacher presents the whole text then gives them time to find out the answer in the text given. They are reminded to seek answers to their questions.

6) Ask the students to fill L column

After completing the text, students are asked to write down what they learned from reading. Students write their answers to these questions, and then they write the important ideas that they find interesting. Teachers noted these in the chart in the column labeled L. Students are asked to check their questions to determine whether there is an answer to that text. Otherwise, students advised to read more to increase their sense of curiosity. At the last step, students write down the information in the column labeled L.

From the explanation above, can be concluded that K-W-L strategy has some principle, start from naming the topic, and ask students to think about what they already know about it, presenting KWL chart on the board and paper charts, asking students to fill K column, asking the students to fill W column,

-

³⁰ Ogle, M.D., *K-WL-: A Teaching Model that Develops Active Reading of Expository Text* (International Reading Association, 1986), p. 565-566.

having the students to read the text, asking students to fill l column.

B. Review of Related Findings

There are some related findings in this research. The first is Eko Yuniarti.³¹ Two cycles had been conducted in his research. The results of the two cycles show that the use of Know-Want-Learn technique is effective to improve the students' reading comprehension. It is supported by the qualitative data which show that(1) Know-Want-Learn technique can help the teacher to scaffold the students' comprehension of the text by focusing on the steps before, during, and after reading; (2) Know-Want-Learn technique can help the students to preview the text, assess what they have learned after reading, and attrack their interest in reading; (3) The kind of activities given such as pre teaching vocabulary, using skimming and scanning, using fix-up strategies, and guessing meaning can help the students to read the text efficiently. The finding is also supported by the quantitative data. He found that the average score of the pre-test is 7.0500 and the average score of post-test is 8.2500, the average score increases by 1.2000 from the average score in the pre-test. According to the t statistic, the score difference is significant at p < 0.05. It can be concluded that Know-Want to know-Learned technique was affectively improved the students' reading

³¹ Eko Yuniarti, "Improving The Students' Reading Comprehension Through Know-Want-Learn Technique at the Eleventh Grade of SMA Negeri 1 Sanden in the Academic Year of 2012/2013" (State University of Yogyakarta, 2013), EkoYuniarti08202241019.pdf.

comprehension. This research contributes as the reference of theory and methodology for the researcher.

The second, Fitria Cholifah³², her research was conducted by two cycles. It showed from the result of checklist that had done by the English teacher. In cycle 1 were only 51.52% of students who active, but have improvement in cycle 2 were 80.30% students active during teaching and learning process. It can be said that the strategy of reading by using Know, Want, and Learned (KWL) strategy in cycle 2 was on the target. It means that what the researcher implementing the Know, Want, and Learned (KWL) strategy in teaching reading process can improve the students' reading comprehension and students' participation. This research also contributes as the reference of methodology for the researcher.

The third, Siti Aisah Putri Jamina³³, the result in her research shows that the mean of the findings in cycle I and II are higher than the standardized score (Kriteria Ketuntasan Minimal) in score 70. The score of mean of post- test in cycle I and cycle II is 68, 97 and 87, 44. It means that in cycle I and cycle II is successful to achieve the standardized score. From the explanation above, it can be seen that using KWL Strategy can improve students' reading comprehension.

³² Fitria Cholifah, "Improving Students' Reading Comprehension Through KWL (Know, Want, and Learn) Strategy: A Classroom Action Research at Eighth Grade Students of SMP Muhammadiyah 1 Jember" (Muhammadiyah University of Jember, 2015), http://digilib.unmuhjember.ac.id/files/disk1/56/umj-1x-fitriachol-2794-1-jurnal.pdf

³³ Siti Aisah Putri Jamina, "Improving Students' Reading Comprehension Using Know Want Learn (KWL) Strategy for the Second Grade Students of SMP NU Suruh in Academic Year 2015/2016" (State Institute for Islamic Studies Salatiga, 2016), http://erepository.perpus.iainsalatiga.ac.id/1493/1/SITI%20AISAH%20PUTRI%20JAMINA.pdf

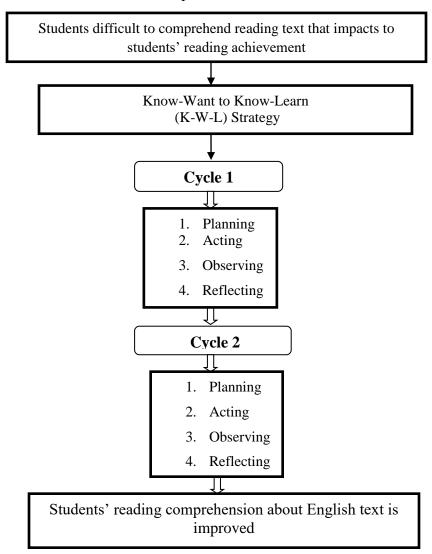
Moreover, the result of test in cycle I and cycle II is increased. The implementation of KWL Strategy can improve students' reading comprehension. This research contributes as the references of methodology for the researcher and the references as the research using the same strategy.

In summary, this strategy could improve the students' reading comprehension. Thus, the researcher thought that KWL Strategy can improve students' reading comprehension. Then, this research will do by researcher to add the kind of researches before. The researcher wants to solve students' reading problem in order to improve students' reading comprehension at second grade MTs. N 1 Padangsidimpuan by using KWL Strategy.

C. The Conceptual Framework

Based on the review of related theories above, conceptual framework can be seen from figure below:

Figure 1: Conceptual Framework



The scheme above, illustrates the chronology of this research. It starts from the students' problem, the solution to solve these problems, how the research will be done or conducted. It also helps the researcher to do this research easier.

D. Hypothesis of The Action

The hypothesis of this research is stated that: "The Use of Know-Want-Learn (KWL) Strategy Can Improve Students' Reading Comprehension at Second Grade MTs. N 1 Padangsidimpuan".

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

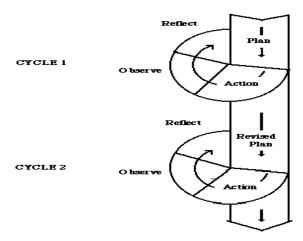
This research is conducted in MTs. N 1 Padangsidimpuan. This school is located on JL. ST. Soripada Mulia No. 27 Padangsidimpuan, North Sumatera. This research was started from October 13rd 2017 until October 14th 2018.

B. Research Design

This research is categorized as Classroom Action Research (CAR). This research is aimed to show the process of the improvement of the students' reading comprehension. In this study, the researcher collaborated with the English teacher to conduct the research.

In this scheme, the researcher and collaborators found a problem, planned a possible solution, implemented and observed the actions, and reflected on the outcome of the actions. It formed the action research Cycles as can be seen in the illustration below

Figure 2: Action Research Spiral by Kemmis¹



The limitation of each cycle will be done when students reach scores 70 as the standard quality of school (KKM) or upper of the standard quality of school (KKM). The cycles will recur until the action of researcher has achieved a satisfactory outcome and it is time to stop.

C. Participants

The participants in the research were the students who follow all teaching learning process until end at grade VIII-3 MTs. N 1 Padangsidimpuan which consist of 38 students. The reason choosing this class because the researcher found some problems of reading comprehension in the class and the students in this class had lowest achievement in English subject. Then, this

¹ Anne Burns, *Doing Action Research in English Language Teaching : A Guide for Practitioners* (New York and London: Routledge, 2010), p. 2, https://www.goodreads.com/author/list/464452.Anne Burns.

research collaborated with one of English teacher at second grade MTs. N 1 Padangsidimpuan.

D. Instrument of Collecting Data

The instruments for collecting the data were a test instrument and non-test instruments. They are:

1. Test

The researcher used reading test type multiple choice that consist of 20 items with four options (a, b, c and d) to examine the students' reading comprehension. The first test and the second test were compared to see the improvement in students' reading achievement. It is expected that by comparing students' result. It can give a clear description whether or not the use of KWL strategy can help the students to improve their reading comprehension. The test is given for each student to find out the scores of each student's answer, the researcher gives 5 scores for each item. Thus, the maximum score of the test was 100.

Moreover, the researcher had some indicators in reading test by using K-W-L strategy, as follow:

Table 2: Indicators Reading Comprehension Test (Cycle 1)

NO	Indicators of Reading Assessment	Items	Number of Items	Score	Total Score
1.	Able to identify the topic of the text	3	6, 11, 17	5	15
2.	Able to identify the main idea of the text 4 1, 7, 12, 16		item X 5	20	
3.	Able to identify needed information of the text	2	2, 5, 8, 9, 3, 13, 14, 15, 19, 20,	scores	50
4.	Able to get the meaning of the text (word or sentence)	3	4, 10, 18		15
	Total	20	_		100

Table 3: The Indicators Reading Comprehension Test (Cycle 2)

NO	Indicators of Reading Assessment	Items	Number of Items	Score	Total Score
1.	Able to identify the topic of the text	4	11, 14, 20	5	25
2.	Able to identify the main idea of the text	5	1, 8, 18	item X 5	25
3.	Able to identify needed information of the text		2, 3, 4, 5, 7, 9, 10, 15, 16, 19.	scores	25
4.	Able to get the meaning of the text (word or sentence)	5	6, 12, 17		25
	Total				100

2. Observation Sheet

Observation is used to get information about phenomenon that occurs by observing every moment and write down it. Researcher will observe students' activities and teachers' activity during the teaching-learning process and the factors which influence the teaching-learning process. The data from this season was used a basis to continue to next season and to prepare all materials needed in the following steps.

Observation sheet is created by focusing on students' act in the class and how they responded to their teacher. In observation sheet, there was a note column for the observer to conclude the overall learning process and to give comments to the weakness of the learning process. Observation sheet has some indicators such as classroom management, material, procedure, and reinforcement and interaction with students. Furthermore. Students' activities which observed were as follow: students are noisy, students who move to another chair, students who ask permission, students are absent, students who don't finish the task, and students who don't collect the task appropriate the time.

3. Interview Guidance

The researcher used the interview to know the condition or situation of the students and also to know the students' problems in reading comprehension by using K-W-L strategy in the classroom. There are two kinds of interview, they were unstructured interview and structured interview.² The type of interview used was unstructured interview. Unstructured interview was choosen because the interviewer could expound the topics by modifying the questions so that the interviewer could catch the meaning aesier, moreover the interviewer could ask the participants to

² Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 2010), p. 172.

elaborate the answer. The elaboration of the answers would add the richness, depth of the response, comprehensiveness, and honesty.³ There were 7 indicators as students problem in reading comprehension:

- 1) Students are able to identify the topic of the text
- 2) Students are able to identify the main idea of the text
- 3) Students are able to identify needed information of the text
- 4) Students are able to get the meaning of the text (words or sentences)

E. Technique of Collecting Data

1. Test

In this research, there are two tests, first test and second test. The researcher gives the reading comprehension test at the end of each cycle at grade VIII-3 MTs. N 1 Padangsidimpuan. Before doing the test, the researcher gives the instruction clearly and teaches reading comprehension. After finishing the test, the researcher analyzed the data. Then, the result of the data was used for making a decision for the next cycle.

2. Observation

The observation method is most commonly used method, especially in students reading behavioral science. This season, the researcher as only an observer because the researcher took a nonparticipant observation.⁴ The

-

³ Louis Cohen et.al., *Research Methods in Education 5th Edition* (London: Routledge Farmer), p. 278.

Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&B* (Bandung: Alfabeta, 2008), p. 145.

observer was not involved as only as an independent observer to monitor and record the data of the teacher's and students' performance during learning and teaching process in the class. By direct observing, the researcher take some notes, behaviour, development, and so on, which happens anytime.⁵ The observer filled an observation sheet in every meeting in cycle I and cycle II to observe teacher's and students' performance during learning and teaching process in the class.

3. Interview

This season, interview was used to get the data needed. The number of students was 20% of the subject. The researcher asked the questions to the students related to the use of KWL strategy in the teaching and learning process. The result of interview was taken as guideliness to complete the data needed to see students' improvement in reading comprehension.

F. Procedures of the Classroom Action Research

This action research followed the model of Kemmis. It was a famous representation of the action research "spiral" that consists of four stages; planning, acting, observing, reflecting. These stages are the fundamental steps in a spiraling process through which participants in an action research group undertake to:

1. Develop a plan of critically informed action to improve what is already happening,

⁵ Moh. Nazir, *Metode Penelitian* (Bogor: Gralia Indonesia, 2005), p. 175.

- 2. Act to implement the plan,
- Observe the effects of the critically informed action in the context in which it occurs, and
- 4. Reflect on these effects as the basis for the further planning, subsequent critically informed action and so on, through a succession of stages.

The action research used the action research model based on Kemmis. In this research, the researcher applyied two cycles. Every cycle consisted of two meeting, and the time allocation is 2x40 minutes/80 minutes.

In this classroom action research, in the cycle 1, the researcher's procedures are:

1. Cycle I

a. Planning

Making lesson plan that consist of the steps of action.

- 1) Making learning planning approach that using KWL strategy.
- 2) Preparing the topic to do KWL strategy along with first test reading to be given to the students and make an instrument as a tool to see the students' reading comprehension achievement improvement.
- 3) Discussing how KWL strategy to be done in teaching-learning activity.
- 4) Preparing all materials that would be need in teaching-learning process, such as lesson plan and value criteria.

b. Action

- Explaining the purpose of the research and technique KWL strategy to the students.
- 2) Giving learning material to the students.
- 3) Using KWL strategy to students in learning process.
- 4) Monitoring every step that had been planned.
- 5) Monitoring time allocation with all activity was done.
- 6) Prepare the solution if have problem when the action was done.
- 7) Collecting the students discussion result.

c. Observation

- a) Discussion with the English teacher to observe planning
- b) Monitoring KWL strategy was done
- c) Making note activity and different when KWL strategy using in teaching-learning was done.
- d) Discussion with the English teacher about the weakness or finding activity during observation was done.

d. Reflection

- 1) Analyzing the finding during the observation was done.
- 2) Analyzing the weakness and the teacher progress that using KWL strategy to determine the followed up of activity.
- 3) Reflecting strategy was used.
- 4) Reflecting the teacher learning activity.

5) Evaluating or interpreted the data gotten from the class and make any decisions for the next meeting.

2. Cycle II

a. Planning

- 1) Analyzing the reflection result in the first cycle.
- 2) Preparing all materials that would be needed in the teaching-learning process, as lesson plan and value criteria.
- 3) Encoding the problem and progress in the learning process.

b. Action

- 1) Giving motivation to students.
- 2) Giving the explanation and hint about the passages. Therefore, every student could answer the test correctly.
- 3) Using KWL strategy to students in learning process.
- 4) Monitoring time allocation with the all activity was done.
- 5) Collecting the students result.

c. Observation

- 1) Monitoring the teaching-learning by using KWL strategy in teachinglearning process, especially in teaching reading comprehension.
- 2) Discussing the problem in process learning and giving the solution.
- 3) Monitoring KWL strategy was done.
- 4) Making note activity and different when KWL strategy using in teachinglearning was done.

d. Reflection

1) Analyzing the weakness and progress when KWL strategy was done to

determine the next activity planning.

2) Reflecting of KWL strategy that using in learning process.

3) Reflecting of teaching activity and students learning result that using

KWL strategy.

4) Evaluating or interpreted the data that getting from the class and make

any decisions for the next meeting.

G. Technique of Analyzing Data

Researcher uses quantitative and qualitative dataIn technique of analyzing

the data. The quantitative data is collected and analyzed by computing the mean

score of students' reading comprehension which was found by test. The

researcher appliesd the following formula:⁶

$$M = \frac{\sum f\vec{x}}{N} \times 100\%$$

Explanation:

M: The mean of the students

 $\sum \overrightarrow{fx}$: The total score

N : The number of the students

⁶ Hartono, *Statistik: Untuk Penelitian* (Yogyakarta: Pustaka Pelajar Offset, 2004), p. 30.

The percentage of students' improvement in reading comprehension was analyzed by the following formula:⁷

$$P = \frac{R}{T} \times 100\%$$

Explanation:

40.

P: the percentage of students who get the score 75

R : the number of students who get the score up 75

T: total numbers of students do test

After calculating and scoring students' answer sheets then, their scores are consulted the classification quality on the table. There are the categories of standard of value, as follow below:⁸

Table 4: Categories of Standard Value

Categories of Standard Value			
Criteria	Score		
Excellent	100		
Very good	90		
Good	80		
Average	75		
Poor	≤75		

After calculating and scoring students' answer sheets then, their score are classified on the table below, the aim of this scoring is after test taking by students and calculating them, this is to know the comprehension of students and classify of students in reading comprehension through K-W-L strategy.

⁷ Zainal Aqib, et.al., *PTK untuk Guru SD, SLB, TK* (Bandung: CV. Yrama Widya, 2008), p.

⁸ The Categories of Standard of Value in MTs. N 1 Padangsdimpuan.

Table 5:The Classification Quality of Students Score

No	Percentage	Criteria
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	Good
5	81% - 100%	Very Good

After the researcher found the mean scores of all students, it is consulted to the criteria as follows:

- 1. If the value of mean score 81 100%, it can be categorized into very high.
- 2. If the value of mean score 61 80%, it can be categorized into high.
- 3. If the value of mean score 41 60%, it can be categorized into enough.
- 4. If the value of mean score 21 40%, it can be categorized into low.
- 5. If the value of mean score 0 20%, it can be categorized into very low.

The other technique as qualitative data is used to describe the situation during the teaching process in analyzing qualitative data, the researcher follows the technique that developed by Gay and Airasian which consists of five steps as follows ¹⁰:

⁹ Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Penelitian Pemula*, (Bandung: Alfabeta, 2005), p. 89.

¹⁰ L. R. Gay, Geoffrey E. Mills, and Peter W. Airasian, *Educational Research: Competencies for Analysis and Applications*, 10th ed. (New York: Pearson, 2012), p.240-249, http://englishlangkan.com/produk.E%252520Book%252520Research%252520%2520W25Gay%25 2520Pearson%2525202012.pdf.

1. Data Managing

This step involves creating and organizing the data collected during the research in a form that facilitate analysis. The purpose of data managing is to organize the data and check for completeness and to start analyzing the data.

2. Reading

This step concerns with reading in data recorded in the field notes, transcription of the interview data and observation sheets is order to get explanation of the data.

3. Description

This step is devoted to address the issue on what happen in the field based on the collected data.

4. Classifying

This step concerns with grouping every small pieces of data into larger categories in order to make explanation or meaning and to find the connection among the data.

5. Interpreting

This step, data is interpreted based on the connections, common aspects, and relationship among the data pieces, categories and pattern.

CHAPTER IV

THE RESEARCH FINDINGS AND DISCUSSION

A. Data Description

This chapter presents finding and discussion based on analysis and result of data collected from implementation Know-Want-Learn (KWL) Strategy in the classroom. In this chapter would be described about the data description involved; learning process and students' reading comprehension score on cycle 1 and 2, comparison of learning process, influencing factors, and students' reading comprehension score on cycle 1 and 2, discussion, and threats of the research.

1. Students' Achievement

Researcher divided this action research into two cycles. The data could be found from learning process in every cycle. It was based on the instrument: test, interview and observation. Researcher would describe learning process of cycle 1 and cycle 2 and students' score in cycle 1 and cycle 2.

a. Cycle 1

The first cycle was done at 27^{th} and 29^{th} November 2018. In this case, the cycle was conducted for two meetings. Every meeting was done for 2×40 minutes. The researcher described the result as follow:

1) Learning Process of Cycle 1

Teaching activity had some stages from opening learning until closing the class. Every activity in each meeting of teaching learning runs chronologically. Researcher would describe learning process and activities of teacher in cycle 1. There were criteria of teaching learning process in every cycle. They were teacher physical appearance, teacher written, teacher sound and classroom management, teacher opening, teaching procedure, teacher reinforcement, teacher classroom interaction and teacher closing.

Teacher physical appearance when the first time came to the class. First, teacher dressed brown, red veil, black skirt, and dressed cleanly and neatly. Second, teacher used shoes and socks when teaching in class. Third, teacher always gave her smile for students, smart, friendly, good manners, and neat in the classroom. Last, teacher taught the learning energetically.

Teacher whiteboard written when writing something on the white board. First teacher stood and wrote sideway. Second, teacher divided whiteboard in two part if is needed. Third, the teacher wrote the definition and the categories of Know-Want-Learn (KWL) Strategy. When the teacher wrote it, her writing was too small and unreadable. Third, teacher did not write and explain the material integratedly. When the teacher wrote on the whiteboard, her explanation was too fast. Last, teacher faced to the students when writing on the whiteboard.

Teacher sound when explained the material. First, teacher's sound was audible. Teacher's voice is loud and can be heard all over

the room. Second, teacher talked intelligibly so that the students could understand the teacher's explanation. Third, teacher talk fluently. It meant every word sounded clearly.

Classroom management was the strategies used by teacher in organizing the classroom, learning and students. First, for seating arragement, teacher asked them to be consistent on their seating (do not move wherever or whenever they want) while teaching-learning process was going on. Their seating lined up in columns that were perpendicular to the front wall of the room. Second, teacher walked around the class for checking learning and providing support as necessary. Researcher always check the formation of class before starting the lesson, but researcher could not control noise of class. During reading activities, some students asked the answer to other but their friend did not give the answer, it made the class to be noisy.

Teacher opening while started learning process. The teacher greeted to students and students respond, motivated students by saying the information about the benefits of learning English, activated students' background knowledge by asking some question before using this strategy and explained the purpose of the learning by introducing Know-Want-Learn (KWL) Strategy to students and how to use the strategy in answering questions.

Teaching procedures were the proper way of doing or applying the Know-Want-Learn (KWL) Strategy by the teacher to the students. First, teacher introduced Know-Want-Learn (KWL) strategy. The researcher explained and showed the function of Know-Want-Learn (KWL) by writing it on the whiteboard. She told the students that Know-Want-Learn (KWL) comprised three chart categories: What do I know, what I want to know and what I have learned. Second, the teacher gave the example of the three question categories and conveyed how to find the answer, either from the text or from the students' background knowledge (experiences). After introducing and practicing the Know-Want-Learn (KWL) strategy, the researcher distributed a descriptive text to the students. The researcher asked the students to read the questions silently. The questions were proposed by using Know-Want-Learn (KWL) categories. After that, she asked them to find out the answer based on Know-Want-Learn (KWL) categories from the text given. In this phase, the students worked individually to find the answer while the teacher monitored them by turning around the class to help whether students got difficulties. The last, having finished to think the answer, the teacher asked the students to report their answer by raising their hand and answered the question on their seats.

Teacher reinforcement while teaching in the classroom. The actions of the researcher were making the students be motivated and enthusiastic in teaching-learning process. Teacher did individual performance reward. It meant, when students gave response to the teacher's questions in learning process, the researcher gave reward to them by saying "excellent", "good job" and gave applause for the students who answered the teachers' question correctly. In other ways, for the students who got wrong in answering the questions, teacher said "it could be" or "almost" and asked the other students to help or revise the students' wrong in answering the question.

Teacher classroom interaction in the classroom. First, teacher stimulated students' responses by giving some questions to the students about the material and also about their knowledge or experience during learning process. Second, teacher stimulated students' question by asking them to give their questions related to their comprehension to the learning material. Third, the teacher responded students' questions by answering students' question when the teaching learning process was run.

Teacher closing in the classroom. First, the teacher made the conclusion about the learning material that had been learned. Second, teacher asked the students about their difficulties in understanding

Know-Want-Learn (KWL) strategy during the teaching learning process was run.

After the class was over, some students were interviewed informally by asking about their feeling of activity they already had.

The interview activities were done after the class was over.

2) Students' Reading Comprehension Score of Cycle 1

After analyzed the result of first test, the students' reading comprehension at tenth grade students of VIII-3 MTs. N 1 Padangsidimpuan could be seen that there were only 13 students who passed the Minimum Mastery Criterion (KKM) and 17 students who did not pass the Minimum Mastery Criterion (KKM). Based on the calculation, the mean score of students in first cycle was 69 and the percentage of students' score was 43.33%. Below the students' reading comprehension score in the first cycle:

Table 6. Students' Reading Comprehension Scores in Cycle 1

	Students' . Initial	Indicators			Total		
No		Topic	Main Idea	Needed. Inf.	Meaning	Score	Test score
1	AAR	2	2	6	3	(2+2+6+3) x5	65
2	AD	2	2	7	2	(2+2+7+2) x5	65
3	AMD	1	3	7	2	$(1+3+7+2) \times 5$	65
4	AHP	3	4	6	2	(3+4+6+2) x5	75*
5	ARS	2	2	7	2	(2+2+7+2) x5	65
6	ASA	3	4	7	2	(3+4+7+2) x5	80*
7	AZS	2	2	7	2	(2+2+7+2) x5	65
8	DM	3	3	6	3	(3+3+6+3) x5	75*

	Students'		Indicators				
No	Initial	Topic	Main Idea	Needed. Inf.	Meaning	Score	Test score
9	FAS	1	3	5	3	(1+3+5+3) x5	65
10	JHA	1	4	5	3	(1+4+5+3) x5	65
11	KAS	1	3	7	2	(1+3+7+2) x5	65
12	LEA	3	2	7	3	(3+2+7+3) x5	75*
13	MAA	2	2	6	2	(2+2+6+2) x5	60
14	MNL	2	4	7	2	(3+2+3+1) x5	75*
15	NAP	2	4	8	3	(2+4+8+3) x5	85*
16	NH	2	4	7	2	(2+4+7+2) x5	75*
17	NTP	2	3	8	2	(2+3+8+2) x5	75*
18	NZP	2	4	7	2	(2+4+7+2) x5	75*
19	PRP	2	3	5	2	(2+3+5+2) x5	60
20	RBA	3	4	6	2	(3+4+6+2) x5	75*
21	RFG	2	4	4	2	(2+4+4+2) x5	60
22	RFR	2	2	5	3	(2+2+5+3) x5	60
23	RFN	2	4	6	2	(2+4+6+2) x5	70*
24	RH	1	3	6	3	(1+3+6+3) x5	65
25	RY	2	1	6	3	(2+1+6+3) x5	60
26	SRS	1	4	6	2	(1+4+6+2) x5	75*
27	SSim	1	2	8	2	(1+2+8+2) x5	65
28	SSir	3	2	8	2	(3+2+8+2) x5	75*
29	UKS	3	3	6	2	(3+3+6+2) x5	70*
30	YFH	2	3	5	3	(2+3+7+3) x5	65
Total 60 90 191 70							
TOTAL SCORE							2070 69
	MEAN SCORE						
PERCENTAGE							43.33%

^{*:} The students who passed the KKM (70) in first cycle

Based on table above, it could be concluded that there were five students got score 60, 11 students got score 65, two students got score

70, 10 student got score 75, one student got score 80 and one student got score 85.

There were one student categorized into very good category (the scores 85-90), twenty four students were categorized into good category (the scores 65-80) and five students were categorized into enough (the scores 45-60). That's why students' achievement in cycle 1 was categorized still need to be improved. The classification of students' scores would describe as the following table.

Table 7. The Classification of Students' Scores in Cycle 1

No	Classification	Predicate	Total of Student	Percentage		
1	0% - 20%	Very Low	-	-		
2	21% - 40%	Low	-	-		
3	41% - 60%	Enough	5 students	16.67%		
4	61% - 80%	Good	24 students	80%		
5	81% - 100%	Very Good	1 students	3.33%		
	Total					

There were four indicators in reading comprehension that focused of this research. They were identifying topic, main idea, needed information and meaning of the text. These indicators became problem in students' score. It could be seen through the following table and chart below:

Table 8. Students' Scores Based on Indicator Test in Cycle 1

		Total the		Maximal
No	Indicator	correct	Percentage	Score
		answer		Percentage
1	Topic	60	10%	15%
2	Main idea	90	15%	20%
3	Needed Information	191	31.83%	50%
4 Meaning		70	11.66%	15%
Total		411	68.49%	100%

Based on table above, there were 20 questions in cycle 1; 3 items for topic with total score 15, 4 items for main idea with total score 20, 10 items for needed information with total score 50 and 3 items for meaning of the text with total score 15. The result of Students' achievement based on indicator of reading comprehension in cycle 1 could be seen in chart below:

Table 9. Students' Achievement for Indicators in Cycle 1

No	Indicator	Description
1	Topic	• The students were mostly could not identify the
		topic of the text.
		• There were only 7 students could answer all
		item for topic.
2	Main Idea	• The students could not determine which one
		main idea of the text after reading it.
		• There were 11 students could answer all items
		for main idea correctly.
3	Needed	• The students did not know to find the specific
	Information	information in the text, caused by their lack of
		specific reading technique for locating certain
		information rapidly.
		• There were 8 students could answer only 8
		items of 10 items for needed information.
4	Meaning of	• The students were difficult to get meaning of
	The Text	the text (word/sentence) in the text, caused by
		their limitations on vocabulary and looked for

No	Indicator	Description
		variations of words that had same meaning.
		• There were 10 students could answer 3 items of
		4 items for meaning.

From the chart above, the students were mostly difficult to identify all of indicators as shown by the score of each indicator. The result of indicator reading comprehension in cycle 1 could be seen in chart below:

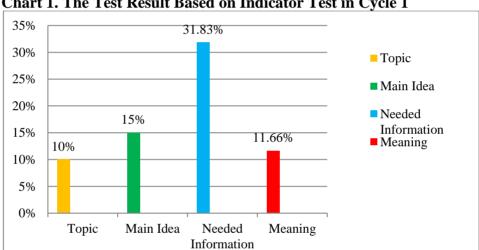


Chart 1. The Test Result Based on Indicator Test in Cycle 1

From the chart above could be seen the students' ability for each indicator of reading comprehension. The higher indicator that the students had achieved was identifying specific information. The percentage score was 31.83% from maximal score was 50%. Meanwhile, the lower indicator that the students had achieved was identifying topic of the text. The percentage score was 10% from maximal score was 15%. Therefore the researcher had to continue it to learning process in cycle 2.

b. Cycle 2

The second cycle was done at 04^{th} and 06^{th} December 2018. In this case, the cycle was conducted for two meetings. In this case, the cycle was conducted for two meetings. Every meeting was done for 2×40 minutes. The researcher described the result as follow:

1) Learning Process of Cycle 2

Learning process describe the students series to do something that would be expected in this research. In sum up this section describe the learning process and teacher activity in cycle 2. Same as the first cycle, the criteria for it were teacher physical appearance, teacher written, teacher sound and classroom management, teacher opening, teaching procedure, teacher reinforcement, teacher classroom interaction and teacher closing.

Teacher physical appearance was ways of teacher performing based on for her physical for doing teaching learning process. Similarity with cycle 1, the first teacher weared brown dress and dressed cleanly and neatly. Second, teacher used shoes and socks when teaching in class. Third, teacher always gave her smile for students, smart, friendly, good manners, and neat in the classroom. Last, teacher taught the learning energetically. Different with cycle 1, in cycle 2 the teacher dressed brown, red veil and she did some action for adding and improving student reading comprehension from cycle

1. The teacher explained material more enthusiastically to make students more active in learning activity. Then, teacher used facial and hand gestures to enhance meaning of words and sentences that might otherwise be unclear during learning activities.

Teacher whiteboard written when write something or word in whiteboard. Similarity with cycle 1, the first teacher stood and wrote sideway. Second, teacher divided whiteboard in two part if is needed. Last, the teacher faced to the students when she wrote on the whiteboard. Different with cycle 1, in cycle 2 teacher's writing was nice and readable. It made teacher's writing could be read clearly by students from all side. Then, teacher wrote and explained the material integratedly. When the teacher wrote on the blackboard, her explanation was in harmony with the written. After that, teacher wrote the numbering and bullet or another symbols in every section to make students understood easily and the teacher also underlined the words or sentences that need the explanation more.

Teacher sound when explain the material. Similarity with cycle1, the first, teacher's sound was audible. Teacher's voice is loud and can be heard all over the room. Second, teacher talked intelligibly so the students could understand the teacher's explanation. Third, teacher talk fluently. It meant every word sounded clearly. Different with

cycle 1, in cycle 2 teacher showed the important part from the material clearly.

Classroom management was the strategies used by teacher in organizing the classroom, learning and students. Similarity with cycle 1, the first, for seating arragement, teacher asked them to be consistent on their seating (do not move wherever or whenever they want) while teaching-learning process was going on. Their seating lined up in columns that were perpendicular to the front wall of the room. Second, teacher walked around the class for checking learning and providing support as necessary. Teacher always checked the formation of class before starting the lesson. Different with cycle 1, in cycle 2 teacher could control noise of class during reading activities because the teacher gave punishment to the student who made noise in the classroom and teacher answered students' questions clearly (explained the material twice). It helped students not to ask their friends and made the class more conducive than before.

Teacher opening while start learning process. Similarity with cycle 1, the first teacher greeted to students and students respond. Different with cycle 1, in cycle 2 teacher asked students how far they understood about Know-Want-Learn (KWL) strategy that had been learned.

Teaching procedures were the proper way of doing or applying the Know-Want-Learn (KWL) strategy by the teacher to the students. Similarity with cycle 1,the first, teacher reviewed the explanation about the function of Know-Want-Learn (KWL) by writing it at the whiteboard. She explained both of categories of Know-Want-Learn (KWL) briefly and clearly. She told the students that Know-Want-Learn (KWL) comprised three column of chart categories: What do I know, what I want to know and what I have learned. The category of first column was activating prior knowledge of the students. This category required the students to find the information according to their background knowledge and experiences. Therefore, the teacher also invited students to ask about what they did not understand. Second, the teacher gave the example of both question categories and conveyed how to find the answer, either from the text. Third, after introducing and practicing the Know-Want-Learn (KWL) strategy, the teacher distributed a descriptive text to the students. The teacher asked the students to read the questions silently. The questions were proposed by using Know-Want-Learn (KWL) categories. After that, she asked them to find out the answer based on Know-Want-Learn (KWL) categories from the text given. In this phase, the students worked individually to find the answer while the teacher monitored them by turning around the class to help whether students got difficulties. Different with cycle 1, in cycle 2 having finished to think the answer, the teacher asked the students to report their answer by raising their hand and answered the question by writing in the whiteboard. In this phase, the teacher told to the students who could answer the questions would be given additional scores and at the end of meeting, the teacher would give reward to students who had the highest score during the teaching and learning process. It made the students more active and enthusiastic looking for the answers.

Teacher reinforcement while teaching in the classroom with students was the actions by the researcher to make the students felt enthusiast in teaching-learning process. Similarity with cycle 1, teacher did individual performance reward. It meant when students gave response to the teacher's questions in learning process, the researcher gave reward to them.

Teacher classroom interaction in the classroom. Similar with cycle 1, the first, teacher stimulated students' responses by giving some questions to the students about the material and also about their knowledge or experience during learning process. Second, teacher stimulated students' question by asking them to give their questions related to their comprehension to the learning material. Third, the teacher responded students' questions by answering students' question when the teaching learning process was run.

Teacher closing in the classroom. Similar with cycle 1, the first, the teacher made the conclusion about the learning material that had been learned. Second, teacher asked the students about their difficulties in understanding Know-Want-Learn (KWL) strategy during the teaching learning process was run. Different with cycle 1, in cycle 2 teacher motivated them to learn more about the Know-Want-Learn (KWL) strategy at their home and practiced Know-Want-Learn (KWL) strategy when answering questions in English text at another times.

2) Students' Reading Comprehension Score of Cycle 2

After analyzed the result of first test, the students' reading comprehension at tenth grade students of VIII-3 MTs. N 1 Padangsidimpuan could be seen that there were only 6 students who did not pass the Minimum Mastery Criterion (KKM) 70 and there were 23 passed the Minimum Mastery Criteria (KKM) 70 from 30 students. Below the students' reading comprehension score in the second cycle:

Table 10. Students' Reading Comprehension Scores in Cycle 2

	Ctudonts'			Indicators		Total	Test
No	Students' initial	Topic	Main Idea	Needed. Inf.	Meaning	Score	score
1	AAR	2	4	6	3	(2+4+6+3) x5	75*
2	AD	2	3	8	3	(2+3+8+3) x5	80*
3	AMD	2	4	5	3	(2+4+5+3) x5	70*
4	AHP	2	3	8	3	(2+3+8+3) x5	80*
5	ARS	2	4	5	3	(2+4+5+3) x5	70*

	G. 1			Indicators		Total	m .
No	Students' initial	Topic	Main Idea	Needed. Inf.	Meaning	Score	Test score
6	ASA	3	3	9	3	(3+3+9+3) x5	85*
7	AZS	3	3	6	3	(3+3+6+3) x5	75*
8	DM	3	4	6	3	(3+4+6+3) x5	80*
9	FAS	2	2	7	3	(2+2+7+3) x5	80*
10	JHA	2	3	4	2	(2+3+4+2) x5	55
11	KAS	3	4	7	3	(3+4+7+3) x5	85*
12	LEA	3	4	10	2	(3+4+10+2) x5	90*
13	MAA	3	1	7	2	(3+1+7+2) x5	65
14	MNL	3	2	8	3	(3+2+8+3) x5	80*
15	NAP	3	4	9	3	(3+4+9+3) x5	95*
16	NH	3	4	6	3	(3+4+6+3) x5	80*
17	NTP	2	4	9	2	(2+4+9+2) x5	85*
18	NZP	2	4	8	3	(2+4+8+3) x5	85*
19	PRP	1	4	6	2	(1+4+6+2) x5	65
20	RBA	3	3	9	3	(3+3+9+3) x5	80*
21	RFG	2	4	5	2	(2+4+5+2) x5	65
22	RFR	2	3	6	2	(2+3+6+2) x5	65
23	RFN	2	4	7	3	(2+4+7+3) x5	80*
24	RH	2	4	7	3	(2+4+7+3) x5	80*
25	RY	2	3	5	3	(2+3+5+3) x5	65
26	SRS	2	3	8	3	(2+3+8+3) x5	80*
27	SSim	2	4	8	2	(2+4+8+2) x5	80*
28	SSir	2	3	9	3	(2+3+9+3) x5	85*
29	UKS	3	2	8	3	(3+2+8+3) x5	80*
30	YFH	1	2	7	2	(1+2+7+2) x5	60
69 99 213 81							
TOTAL SCORE							
			MEAN	SCORE			76.66
			PERCI	ENTAGE			76.66%

Bold name who did not pass the KKM (70) in second cycle

Based on the data in the table, the researcher could explain that the mean score of students were 76,66. There was one students got score 55, one student got score 65, two students got score 70, two students got score 75, 12 students got score 80, five students got score 85, one student got score 90, and one student got score 95.

From the scores of students, it could be concluded that the students' achievement in cycle 2 was increased. The mean score of students in cycle 2 was 76.66% and the percentage of students' score was about 76.66%. Students' achievement in reading comprehension was categorized good. The students' score in cycle 2 got improvement from the cycle 1. It shown that cycle 1 was 43.33 (46.4%) and cycle 2 was 76.66%.

There were seven students were categorized into very good category (the scores 85-95), twenty one students were categorized into good category (the scores 65-80) and two students were categorized into enough (the scores 50-55). The classification of students' scores would describe as the following table:

Table 11. The Classification of Students' Scores in Cycle 2

No	Classification	Predicate	Total of Student	Percentage
1	0% - 20%	Very Low	-	-
2	21% - 40%	Low	-	
3	41% - 60%	Enough	2 students	6.67%
4	61% - 80%	Good	21 students	70%
5	81% - 100%	Very Good	7 students	23.33%
		100%		

Most of the students showed the improvement in the indicator of reading test; topic, main idea, needed information and meaning of the text. The students improvement in indicator of reading comprehension test could be seen through the following figure.

Table 12. Students' Scores Based on Indicator Test in Cycle 2

No	Indicator	Total the	Dorgantaga	Maximal Score
NO	indicator	correct answer	Percentage	Percentage
1	Topic	69	11.5%	15%
2	Main idea	99	16.5%	20%
2	Needed	213	35.5%	50%
3	Information	213	33.3%	30%
4	Meaning	81	13.5%	15%
	Total	462	77%	100%

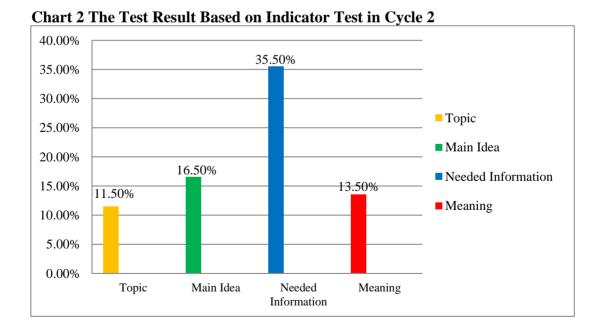
Based on table above, there were 20 questions in cycle 2; 3 items for topic with total score 15, 4 items for main idea with total score 20, 10 items for needed information with total score 50 and 3 items for meaning of the text with total score 15. The result of Students' achievement based on indicator of reading comprehension in cycle 1 could be seen in chart below:

Table 13. Students' Achievement for Indicators in Cycle 2

No	Indicator	Description			
1	Topic	• The students were mostly could identify the topic of the text.			
		• There were 11 students could answer all item for topic.			
2	Main Idea	 The students could determine which one main idea of the text after reading it. There were 15 students could answer all items for main idea correctly. 			
3	Needed	• The students easily find the specific			

	Information	 information in the text by using the strategy. There were 1 student could answer all items for needed information, 5 students could 9 items and 7 students could answer 8 items correctly of 10 items for needed information.
4	Meaning of The Text	 The students were easy to get meaning of the text (word/sentence) in the text, caused by their vocabulary and looked for variations of words that had same meaning. There were 21 students could answer 3 items of 4 items for meaning correctly.

From the chart above, the students were mostly difficult to identify all of indicators as shown by the score of each indicator. Most of the students showed the good improvement in reading comprehension indicators were; main idea, specific information, detail information, and meaning of the text (word/sentence). It could be seen from chart below:



From the chart above can be seen the students' ability for each indicator of reading comprehension. After getting students' reading comprehension scores in the second cycle, the researcher found the students' achievement in all indicators. It meant that the students who had some problems in reading comprehension in the first cycle were improved and the problems in the first cycle were solved.

2. The Comparative Result in Cycle 1 and Cycle 2

The researcher used some steps to compare the learning process and students' achievement between first cycle and second cycle. The steps were calculating the students mean score, calculating the percentage students' improvement score from first and second cycle and calculating the improvement indicator of reading test score from first and second cycle. Based on the first and second test, it could be concluded that students' reading comprehension had improved by through Know-Want-Learn (KWL) strategy.

The result of the test in first cycle was five students got score 60, 11 students got score 65, two students got score 70, 10 students got score 75, one students got score 80 and one students got score 85. It could be concluded that from 30 students at second grade VIII-3, there were 13 students passed the Minimum Mastery Criteria (KKM) 70 score. Meanwhile, there were 1 students did not pass the Minimum Mastery Criteria (KKM) 70 score. In analyzing the data of first test, first step was calculating the mean score of the class. It was calculated as following:

$$X = \frac{\sum x}{N} \times 100\%$$
$$X = \frac{2,070}{30} \times 100\%$$
$$X = 69$$

Based on the calculation, the mean score of class in first test was 63. It showed that the students' reading comprehension was categorized into enough categories. The second step to know the percentage of students' score who passed the Minimum Mastery Criteria (KKM) 70. It was calculated as following:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{13}{30} \times 100\%$$

$$P = 43.33\%$$

After that, in the second test for second cycle, the researcher calculated the result of second test to know the students' score improvement from the first test result. There was one student got score 55, one student got score 60, five students got score 65, two student got score 70, two students got score 75, 12 students got score 80, five students got score 85, one student got score 90 and one student got score 95.

It could be concluded that from 30 students at second grade VIII-3, there were 23 students passed the Minimum Mastery Criteria (KKM) 70 score. Meanwhile, there was 7 student did not pass the Minimum Mastery Criteria (KKM) 70 score. In analyzing the data of second test, first step was calculating the mean score of the class. It was calculated as following:

$$X = \frac{\sum x}{N} \times 100\%$$

$$X = \frac{2.300}{3.000} \times 100\%$$

$$X = 76.66$$

Based on the calculation, the mean score of class in second test was 76.66. It showed that the students' reading comprehension was categorized into good categories. The second step to know the percentage of students' score who passed the Minimum Mastery Criteria (KKM) 70 score. It was calculated as following:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{23}{30} \times 100\%$$

$$P = 76.66\%$$

Based on explanation above, it could be concluded that the mean score and the percentage of the second test had improved than the first test. In the first test, the mean score was 69 and the percentage was 43.33. It included into enough category. Meanwhile, mean score in second test was 76.66 and percentage was 76.66%. It included into good category. So, the mean score improved about 7.66 and the percentage improved about 33.33%.

The improvement of students' reading comprehension from first cycle to second cycle could be seen in the table below.

Table 14.
Comparison of Students' Achievement in Reading Comprehension in Cycle 1 and Cycle 2

1 AAR 65 75* Improved 2 AD 65 80* Improved 3 AMD 65 70* Improved 4 AHP 75* 80* Improved 5 ARS 65 70* Improved 6 ASA 80* 85* Improved 7 AZS 65 75* Improved 8 DM 75* 80* Improved 9 FAS 65 80* Improved 10 JHA 65 55 Declined 11 KAS 65 85* Improved 12 LEA 75* 90* Improved 13 MAA 60 65 Improved 14 MNL 75* 80* Improved 15 NAP 85* 95* Improved 16 NH 75* 80* Improved <t< th=""><th>No</th><th>Students' initial</th><th>Cycle 1 and Cycle 1</th><th>Cycle 2</th><th>State</th></t<>	No	Students' initial	Cycle 1 and Cycle 1	Cycle 2	State
3 AMD 65 70* Improved 4 AHP 75* 80* Improved 5 ARS 65 70* Improved 6 ASA 80* 85* Improved 7 AZS 65 75* Improved 8 DM 75* 80* Improved 9 FAS 65 80* Improved 10 JHA 65 55 Declined 11 KAS 65 85* Improved 12 LEA 75* 90* Improved 13 MAA 60 65 Improved 14 MNL 75* 80* Improved 15 NAP 85* 95* Improved 16 NH 75* 80* Improved 17 NTP 75* 85* Improved 18 NZP 75* 85* Improved	1		65	75*	
3 AMD 65 70* Improved 4 AHP 75* 80* Improved 5 ARS 65 70* Improved 6 ASA 80* 85* Improved 7 AZS 65 75* Improved 8 DM 75* 80* Improved 9 FAS 65 80* Improved 10 JHA 65 55 Declined 11 KAS 65 85* Improved 12 LEA 75* 90* Improved 12 LEA 75* 90* Improved 13 MAA 60 65 Improved 14 MNL 75* 80* Improved 15 NAP 85* 95* Improved 16 NH 75* 85* Improved 17 NTP 75* 85* Improved	2	AD	65	80*	Improved
4 AHP 75* 80* Improved 5 ARS 65 70* Improved 6 ASA 80* 85* Improved 7 AZS 65 75* Improved 8 DM 75* 80* Improved 9 FAS 65 80* Improved 10 JHA 65 55 Declined 11 KAS 65 85* Improved 12 LEA 75* 90* Improved 13 MAA 60 65 Improved 14 MNL 75* 80* Improved 15 NAP 85* 95* Improved 16 NH 75* 80* Improved 17 NTP 75* 85* Improved 18 NZP 75* 85* Improved 19 PRP 60 65 Improved	3	AMD	65	70*	•
5 ARS 65 70* Improved 6 ASA 80* 85* Improved 7 AZS 65 75* Improved 8 DM 75* 80* Improved 9 FAS 65 80* Improved 10 JHA 65 55 Declined 11 KAS 65 85* Improved 12 LEA 75* 90* Improved 13 MAA 60 65 Improved 13 MAA 60 65 Improved 14 MNL 75* 80* Improved 15 NAP 85* 95* Improved 16 NH 75* 80* Improved 17 NTP 75* 85* Improved 18 NZP 75* 85* Improved 19 PRP 60 65 Improved	4	AHP	75*	80*	•
6 ASA 80* 85* Improved 7 AZS 65 75* Improved 8 DM 75* 80* Improved 9 FAS 65 80* Improved 10 JHA 65 55 Declined 11 KAS 65 85* Improved 12 LEA 75* 90* Improved 13 MAA 60 65 Improved 14 MNL 75* 80* Improved 15 NAP 85* 95* Improved 16 NH 75* 80* Improved 17 NTP 75* 85* Improved 18 NZP 75* 85* Improved 19 PRP 60 65 Improved 20 RBA 75* 80* Improved 21 RFG 60 65 Improved	5	ARS	65	70*	•
8 DM 75* 80* Improved 9 FAS 65 80* Improved 10 JHA 65 55 Declined 11 KAS 65 85* Improved 12 LEA 75* 90* Improved 13 MAA 60 65 Improved 14 MNL 75* 80* Improved 15 NAP 85* 95* Improved 16 NH 75* 80* Improved 17 NTP 75* 85* Improved 18 NZP 75* 85* Improved 19 PRP 60 65 Improved 20 RBA 75* 80* Improved 21 RFG 60 65 Improved 22 RFR 60 65 Improved 23 RFN 70* 80* Improved	6	ASA	80*	85*	Improved
9 FAS 65 80* Improved 10 JHA 65 55 Declined 11 KAS 65 85* Improved 12 LEA 75* 90* Improved 13 MAA 60 65 Improved 14 MNL 75* 80* Improved 15 NAP 85* 95* Improved 16 NH 75* 80* Improved 17 NTP 75* 85* Improved 18 NZP 75* 85* Improved 19 PRP 60 65 Improved 20 RBA 75* 80* Improved 21 RFG 60 65 Improved 22 RFR 60 65 Improved 23 RFN 70* 80* Improved 24 RH 65 80* Improved	7	AZS	65	75*	Improved
10 JHA 65 55 Declined 11 KAS 65 85* Improved 12 LEA 75* 90* Improved 13 MAA 60 65 Improved 14 MNL 75* 80* Improved 15 NAP 85* 95* Improved 16 NH 75* 80* Improved 16 NH 75* 80* Improved 17 NTP 75* 85* Improved 18 NZP 75* 85* Improved 19 PRP 60 65 Improved 20 RBA 75* 80* Improved 21 RFG 60 65 Improved 22 RFR 60 65 Improved 23 RFN 70* 80* Improved 24 RH 65 80* Improved	8	DM	75*	80*	Improved
11 KAS 65 85* Improved 12 LEA 75* 90* Improved 13 MAA 60 65 Improved 14 MNL 75* 80* Improved 15 NAP 85* 95* Improved 16 NH 75* 80* Improved 17 NTP 75* 85* Improved 18 NZP 75* 85* Improved 19 PRP 60 65 Improved 20 RBA 75* 80* Improved 21 RFG 60 65 Improved 22 RFR 60 65 Improved 23 RFN 70* 80* Improved 24 RH 65 80* Improved 25 RY 60 65 Improved 26 SRS 75* 80* Improved	9	FAS	65	80*	Improved
12 LEA 75* 90* Improved 13 MAA 60 65 Improved 14 MNL 75* 80* Improved 15 NAP 85* 95* Improved 16 NH 75* 80* Improved 17 NTP 75* 85* Improved 18 NZP 75* 85* Improved 19 PRP 60 65 Improved 20 RBA 75* 80* Improved 21 RFG 60 65 Improved 22 RFR 60 65 Improved 23 RFN 70* 80* Improved 24 RH 65 80* Improved 25 RY 60 65 Improved 26 SRS 75* 80* Improved 27 SSim 65 80* Improved	10	JHA	65	55	Declined
13 MAA 60 65 Improved 14 MNL 75* 80* Improved 15 NAP 85* 95* Improved 16 NH 75* 80* Improved 17 NTP 75* 85* Improved 18 NZP 75* 85* Improved 19 PRP 60 65 Improved 20 RBA 75* 80* Improved 21 RFG 60 65 Improved 22 RFR 60 65 Improved 23 RFN 70* 80* Improved 24 RH 65 80* Improved 25 RY 60 65 Improved 26 SRS 75* 80* Improved 27 SSim 65 80* Improved 28 SSir 75* 85* Improved	11	KAS	65	85*	Improved
14 MNL 75* 80* Improved 15 NAP 85* 95* Improved 16 NH 75* 80* Improved 17 NTP 75* 85* Improved 18 NZP 75* 85* Improved 19 PRP 60 65 Improved 20 RBA 75* 80* Improved 21 RFG 60 65 Improved 22 RFR 60 65 Improved 23 RFN 70* 80* Improved 24 RH 65 80* Improved 25 RY 60 65 Improved 26 SRS 75* 80* Improved 27 SSim 65 80* Improved 28 SSir 75* 85* Improved 29 UKS 70* 80* Improved <tr< td=""><td>12</td><td>LEA</td><td>75*</td><td>90*</td><td>Improved</td></tr<>	12	LEA	75*	90*	Improved
15 NAP 85* 95* Improved 16 NH 75* 80* Improved 17 NTP 75* 85* Improved 18 NZP 75* 85* Improved 19 PRP 60 65 Improved 20 RBA 75* 80* Improved 21 RFG 60 65 Improved 22 RFR 60 65 Improved 23 RFN 70* 80* Improved 24 RH 65 80* Improved 25 RY 60 65 Improved 26 SRS 75* 80* Improved 27 SSim 65 80* Improved 28 SSir 75* 85* Improved 29 UKS 70* 80* Improved 30 YFH 65 60 Declined	13	MAA	60	65	Improved
16 NH 75* 80* Improved 17 NTP 75* 85* Improved 18 NZP 75* 85* Improved 19 PRP 60 65 Improved 20 RBA 75* 80* Improved 21 RFG 60 65 Improved 22 RFR 60 65 Improved 23 RFN 70* 80* Improved 24 RH 65 80* Improved 25 RY 60 65 Improved 26 SRS 75* 80* Improved 27 SSim 65 80* Improved 28 SSir 75* 85* Improved 29 UKS 70* 80* Improved 30 YFH 65 60 Declined 2070 2300 Improved	14	MNL	75*	80*	Improved
17 NTP 75* 85* Improved 18 NZP 75* 85* Improved 19 PRP 60 65 Improved 20 RBA 75* 80* Improved 21 RFG 60 65 Improved 22 RFR 60 65 Improved 23 RFN 70* 80* Improved 24 RH 65 80* Improved 25 RY 60 65 Improved 26 SRS 75* 80* Improved 27 SSim 65 80* Improved 28 SSir 75* 85* Improved 29 UKS 70* 80* Improved 30 YFH 65 60 Declined 2070 2300 Improved	15	NAP		95*	Improved
18 NZP 75* 85* Improved 19 PRP 60 65 Improved 20 RBA 75* 80* Improved 21 RFG 60 65 Improved 22 RFR 60 65 Improved 23 RFN 70* 80* Improved 24 RH 65 80* Improved 25 RY 60 65 Improved 26 SRS 75* 80* Improved 27 SSim 65 80* Improved 28 SSir 75* 85* Improved 29 UKS 70* 80* Improved 30 YFH 65 60 Declined 2070 2300 Improved	16	NH		80*	Improved
19 PRP 60 65 Improved 20 RBA 75* 80* Improved 21 RFG 60 65 Improved 22 RFR 60 65 Improved 23 RFN 70* 80* Improved 24 RH 65 80* Improved 25 RY 60 65 Improved 26 SRS 75* 80* Improved 27 SSim 65 80* Improved 28 SSir 75* 85* Improved 29 UKS 70* 80* Improved 30 YFH 65 60 Declined 2070 2300 Improved	17	NTP	75*	85*	Improved
20 RBA 75* 80* Improved 21 RFG 60 65 Improved 22 RFR 60 65 Improved 23 RFN 70* 80* Improved 24 RH 65 80* Improved 25 RY 60 65 Improved 26 SRS 75* 80* Improved 27 SSim 65 80* Improved 28 SSir 75* 85* Improved 29 UKS 70* 80* Improved 30 YFH 65 60 Declined 2070 2300 Improved	18	NZP	75*	85*	Improved
21 RFG 60 65 Improved 22 RFR 60 65 Improved 23 RFN 70* 80* Improved 24 RH 65 80* Improved 25 RY 60 65 Improved 26 SRS 75* 80* Improved 27 SSim 65 80* Improved 28 SSir 75* 85* Improved 29 UKS 70* 80* Improved 30 YFH 65 60 Declined 2070 2300 Improved	19	PRP		65	Improved
22 RFR 60 65 Improved 23 RFN 70* 80* Improved 24 RH 65 80* Improved 25 RY 60 65 Improved 26 SRS 75* 80* Improved 27 SSim 65 80* Improved 28 SSir 75* 85* Improved 29 UKS 70* 80* Improved 30 YFH 65 60 Declined 2070 2300 Improved	20	RBA	75*	80*	Improved
23 RFN 70* 80* Improved 24 RH 65 80* Improved 25 RY 60 65 Improved 26 SRS 75* 80* Improved 27 SSim 65 80* Improved 28 SSir 75* 85* Improved 29 UKS 70* 80* Improved 30 YFH 65 60 Declined 2070 2300 Improved	21	RFG	60	65	Improved
24 RH 65 80* Improved 25 RY 60 65 Improved 26 SRS 75* 80* Improved 27 SSim 65 80* Improved 28 SSir 75* 85* Improved 29 UKS 70* 80* Improved 30 YFH 65 60 Declined 2070 2300 Improved		RFR			Improved
25 RY 60 65 Improved 26 SRS 75* 80* Improved 27 SSim 65 80* Improved 28 SSir 75* 85* Improved 29 UKS 70* 80* Improved 30 YFH 65 60 Declined 2070 2300 Improved		RFN			Improved
26 SRS 75* 80* Improved 27 SSim 65 80* Improved 28 SSir 75* 85* Improved 29 UKS 70* 80* Improved 30 YFH 65 60 Declined 2070 2300 Improved					Improved
27 SSim 65 80* Improved 28 SSir 75* 85* Improved 29 UKS 70* 80* Improved 30 YFH 65 60 Declined 2070 2300 Improved	25	RY			Improved
28 SSir 75* 85* Improved 29 UKS 70* 80* Improved 30 YFH 65 60 Declined 2070 2300 Improved					•
29 UKS 70* 80* Improved 30 YFH 65 60 Declined 2070 2300 Improved					Improved
30 YFH 65 60 Declined 2070 2300 Improved					Improved
2070 2300 Improved					Improved
	30	YFH	65	60	Declined
			2070	2300	Improved
69 76.66 Improved			69	76.66	Improved
43.33% 76.66% Improved			43.33%	76.66%	Improved

^{*: -} The students who passed the KKM (70) in cycle 1 and cycle 2

⁻ Bold name that did not pass the KKM (70) and declined from cycle 1 to cycle 2

Based on the table, 28 students got improvement and 2 students got declined on their score. In summary, the comparison of students' mean score could be seen in the following chart:

80 76.66 Cycle 1 Cycle 2

Chart 3. The Comparison Students' Mean Score between Cycle 1 and Cycle 2

In the second cycle of the research, the students showed better understanding of the material. Those who had difficulty in the previous meeting in identifying topic, main idea, needed information and meaning of the text had shown improvement. They were able to give correct responses to the reading comprehension questions. It meant that students' reading comprehension were improved and better than the previous cycle. It could be looked from the chart below:

Table 15. The Comparison of Students' Achievement for Indicators

No	Indicator	Description		
110	indicator	Cycle 1 Cycle 2		
1	Topic	• The students were mostly could not identify the topic of the identify the topic of the mostly could identify the topic of the text.		
		text. • There were only 7 students could answer all item for topic. • There were 11 students could answer all item for topic.		
2	Main Idea	• The students could not • The students could		

NT.	T., J 4	Description		
No	Indicator	Cycle 1	Cycle 2	
		determine which one main idea of the text after reading it. • There were 11 students could answer all items for main idea correctly.	determine which one main idea of the text after reading it. • There were 15 students could answer all items for main idea correctly.	
3	Needed Information	 The students did not know to find the specific information in the text, caused by their lack of specific reading technique for locating certain information rapidly. There were 8 students could answer only 8 items of 10 items for needed information. 	 The students easily find the specific information in the text by using the strategy. There were 1 student could answer all items for needed information, 5 students could 9 items and 7 students could answer 8 items correctly of 10 items for needed information. 	
4	Meaning of The Text	 The students were difficult to get meaning of the text (word/sentence) in the text, caused by their limitations on vocabulary and looked for variations of words that had same meaning. There were 10 students could answer 3 items of 4 items for meaning. 	 The students were easy to get meaning of the text (word/sentence) in the text, caused by their vocabulary and looked for variations of words that had same meaning. There were 21 students could answer 3 items of 4 items for meaning correctly. 	

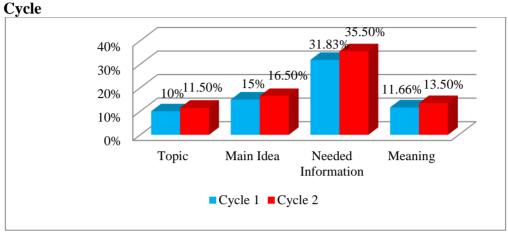


Chart 4. The Comparative of Indicator Scores between First Cycle and Second Cycle

The highest improvement of indicator was needed information from 31.83% in cycle 1 became 35.50% in cycle 2 and the lowest improvement of indicator were topic from 10% became 11.50% and needed information from 15% in cycle 1 become 16.50% in cycle 2.

As the result of test in cycle 1 and cycle 2, the observation sheet showed the improvement students in reading comprehension while learning process. Every students' problem while teaching learning process has been solved. The explanation above could be explained briefly in table below:

Table 16.1 Students' Observation Comparison in Cycle 1 and Cycle 2

Cycle 1	Cycle 2
A few of students were active during teaching learning process. They did not want to ask the teacher when they had difficulty.	Mostly the students were more active during teaching learning process. They were not ashamed and afraid again to ask to the teacher if they had difficulty. Even, students' confidences also improve when they were asked to answer the questions.

Some of students seemed do the useless activity during the reading lesson, such as making the noise, cheating their friends, and moving to another chair.	Most of students paid attention while learning process. The students were less of talking when teaching and learning had begun. Therefore the processed of teaching and learning became more effective because almost all the students were focus following the lesson.
Some of students asked permission during the teaching learning process. After getting permit from the teacher, they were very long to return to the classroom.	No students asked permission to the teacher during teaching learning process.

From the table above, it could be seen the students' activities has improvement through Know-Want-Learn (KWL) strategy (see appendixes). The students were more active in the next meeting and there were less of students who cheated, made a noisy, moved to another chair, and asked pemission.

Based on the list of teacher indicators in teaching learning process, the teacher still had weaknesses in cycle 1. After getting the suggestions from the observer, the researcher gained a better understanding about the teaching process. It could be seen in the following table:

Table 16.2. Teacher's Observation Comparison in Cycle 1 and Cycle 2

Cycle 1	Cycle 2
The researcher performances in teaching reading comprehension by using Know-Want-Learn (KWL) strategy still had weaknesses. The researcher did not write face to students when writing the material in	The researcher performances in teaching reading comprehension by using Know-Want-Learn (KWL) strategy was done well. All of the activities
whiteboard. Also, researcher's writing	were improved by the

was not nice and readable. That's why the researcher's writing could not be read clearly by students from all side. Then, researcher did not write and explain the material integrated, the researcher could not control the noise in the classroom. Last, researcher did not do celebration. researcher.

From the observation, the researcher performances in teaching reading comprehension by using Know-Want-Learn (KWL) strategy was done well in cycle 2. All of indicators were improve by the researcher.

1. Influencing Factors

From the description of students' achievement in the first cycle, it could be concluded that the students, problem in learning process had been resolved and it had improved in the second cycle. There were two factors could influenced students' reading comprehension, they were internal factors and internal factors. It would be explained below.

a. Internal Factors

Internal factors in this research referred to semantic and syntactic abilities. Semantic abilities related to the knowledge of word meaning. Syntactic abilities related to knowledge of the sentences structures as topic, main idea and needed information.

1) Topic

There were three items topic in reading comprehension test in cycle 1. There were 30 students in the classroom, 7 students answered 1 items correctly, 16 students answered 2 items correctly and 7 students answered 3 items correctly. The percentage students' score of this indicator was 10% from maximal percentage 15%.

Based on interview had done in the class, AMD, JHA, NH, SRS, and YFH said that they were difficult to identify the topic in the text, caused by their lack of knowledge about parts of text. There were some actions conducted by the researcher in cycle 2 to solve the concerning problems. They were; the researcher motivated them to read text clearly and explain more about how to find the topic of the text.

As a result, students' achievement in this indicator was improved. There were three items detail information in reading comprehension test of cycle 2. From 30 students in the classroom, 11 students answered 3 items correctly, 17 students answered 2 items correctly and 2 students answered 1 items correctly. The percentage students' score of this indicator was 11.50% from maximal percentage 15%.

2) Main Idea

There were four items main idea in reading comprehension test in cycle 1. There were 30 students in the classroom, 1 student answered 1 items correctly, 9 students answered 2 items correctly, 9 students answered 4 items correctly. The percentage students' score of this indicator was 15% from maximal percentage 20%.

The researcher and co-teacher had found students who had difficulty in dealing with the questions of identifying main idea in English text. Based on the interview had done in the class, MAA, RY, AAR, and SSim admitted that they confused in identifying main idea because they could not determine which one main idea of the text after reading it. They thought main idea just their opinion about the text. In conclusion, students who had difficulty in dealing with the questions of identifying main idea in English text caused due to their lack of understanding the concept of a paragraph or texts' main idea. So, they were misunderstanding to identify main idea in English text.

There were some actions conducted by the researcher in cycle 2 to solve the concerning problems. They were; the researcher gave example to the studentss how to identify main idea, the main idea of a paragraph is commonly found in the first sentence and also could be

found in the last sentence of paragraph or text. Stuents must analyze important idea that the author develops throughout paragraph or text.

As a result, students' achievement in this indicator was improved. There were also four items main idea in reading comprehension test of cycle 2. The percentage students' score of this indicator was 16.50% from maximal percentage 20%.

3) Needed Information

There were 10 items specific information in reading comprehension test in cycle 1. From 30 students in the classroom, four students answered 8 items correctly, ten students answered 7 items correctly, 10 students answered 6 items correctly, 5 students answered 5 items correctly, and 1 students answered 4 items correctly. The percentage students' score of this indicator was 31.83% from maximal percentage 50%.

Based interview had done in the class, YFH, RFR, PRP and FAS said that they did not know how to find the needed information in the text, caused by their lack of specific reading technique for locating certain information rapidly. There were some actions conducted by the researcher in cycle 2 to solve the concerning problems. They were; the researcher advised the students to find the needed information develops the topic sentence by giving definition and examples.

As a result, students' achievement in this indicator was improved. There were also ten items needed information in reading comprehension test of cycle 2. From 30 students in the classroom, onestudents answered 10 items correctly, five students answered 9 items correctly, seven students answered 8 items correctly, 6 students answered 7 items correctly, 6 students answered 6 items correctly, 4 students answered 5 items correctly and 1 students answered 4 items correctly. The percentage students' score of this indicator was 35.50% from maximal percentage 50%.

4) Meaning

There were four items to get meaning of the text (word/sentence) in reading comprehension test in cycle 1. From 30 students in the classroom, 10 students answered 3 items correctly and 20 students answered 2 the items correctly. The percentage students' score of this indicator was 11.1% from maximal percentage 15%.

Based interview had done in the class, RFN, NZP, MAA and AZS said that they were difficult to get meaning of the text in the text, caused by their limitations on vocabulary and looked for variations of words that had same meaning. There were some actions conducted by the researcher in cycle 2 to solve the concerning problems. They were; the researcher asked students to bring the complete dictionary because certain word was not available in the

"less general" dictionary the students had, and was only available in the "more complete" ones; and researcher gave methods to memorize unfamiliar words such as using list of synonim words and using key words that could be prediced by them in the school or in the house.

As a result, students' achievement in this indicator was improved. There were three items to get meaning of the text in reading comprehension test of cycle 2. From 28 students in the classroom, 21 students answered 3 items correctly and 9 students answered 2 items correctly. The percentage students' score of this indicator was 13.55% from maximal percentage 15%.

b. External Factors

By the observation notes, the researcher and co-teacher as observer had a duty to monitor all activities through Know-Want-Learn (KWL) strategy in the classroom. It was about class situation, students' activities and teacher's activities in teaching learning process in the classroom. There were some external factors that influenced students' reading comprehension beside internal factors. In short, there were other factors that influenced students' problem that happened in the classroom.

1) Students' Interest

Students' interest was the one of external factors in the first cycle. There were just 10 students be active in asking and answering about learning material during teaching learning process in cycle 1 or it could be said 20 students un-active during teaching learning process. They were not interest to share and report their ideas when the researcher gave them chance to share their ideas about learning material, especially in asking and aswering questions for whole of class. It made them were low attention to the material, and still confused about Know-Want-Learn (KWL) procedures. So, some of students cheated the answer from their friend when teacher gave some task to them,

By these problems, in the second cycle the researcher explained the Know-Want-Learn (KWL) strategy twice to make them more understand; motivated them to be active in reading comprehension activity because they need it for long time whether in reading English book or others; answered and explained the question slowly to make them understand easily. In summary, in the second cycle there were most of them more active during teaching learning process and there were only three students who cheated their friends answer.

2) Disturbance

In the first cycle there were 3 students (JHA, RFG and YFH) who were noisy in the class where they sometimes could not be forbidden to chat with their friends about a topic that did not relate with learning material. It meant, they did not pay attention to teacher's

explanation. There was also 2 students who moved to another chairs, they were MAA and RY. He always move from his chair to another chairs. Both of these conditions made other students disturbed and lost their focus on learning.

By these problems, in the second cycle the researcher gave punishment to students who made noise and who moved to another chairs that did not allow to follow teaching learning activities. As the result, the situation in the classroom during teaching learning process more conducive and most of them became focused to follow the teaching learning activities and made them easy to understand the material.

3) Asking Permission

For asking permission, in the first cycle there were two students (SSim and RH) asked permission to toilet that made them missed the material taught by the researcher. The researcher solved these problems by limiting them to ask permission whether to the toilet or the outdoor only one time. They could accept the role of the researcher. The researcher also gave the reward to students who never asking permission to the toilet. The reward would be given after the class was finished. Finally there were not students who asked permission in the second cycle.

Finally, the problem solving for all indicators could be seen as the following table;

Table 17.1. Problem and Solution of Internal Factors

No.	Internal Factor	Problems	Solution
1	Topic	• The students could	
1	Торіс	 The students could not identify the topic of the text. The students did not know how to extract the text to get the topic. 	 The researcher gave more explanation about how to identify the topic well based on the table. The researcher gave some examples how to take the topic from another text.
2	Main Idea	 The students could not determine which one main idea of the text after reading it. The students thought main idea just their opinion about the text. 	 The researcher gave example to the students how to identify main idea commonly found in the first sentence and also could be found in the last sentence of paragraph or text. The researcher ordered students must analyze important idea that the author develops throughout paragraph or text.
3	Needed Information	• The students did not know to find the specific information in the text, caused by their lack of specific reading technique for locating certain information rapidly.	The researcher advised to identify that specific information develops the topic sentence by giving definition and examples
4	Meaning of The Text	• The students were difficult to get meaning of the text (word/sentence) in the text, caused by	• The researcher asked students to bring the complete dictionary because certain word was not available in the

No.	Internal Factor	Problems	Solution
		their limitations on	"less general" dictionary
		vocabulary and	the students had, and
		looked for variations	was only available in the
		of words that had	"more complete" ones;
		same meaning.	and researcher gave
			methods to memorize
			unfamiliar words such as
			using list of synonim
			words, and using key
			words that could be
			prediced by them in the
			school or in the house.

Table 17.2. Problem and Solution of External Factors

No	External	Problems	Solution
	Factor		
1	Students'	1) The students did not	3) The researcher explained
	Interest	active in asking and	the Question-Kow-Want-
		answering about learning	Learn (KWL) strategy
		material during teaching	twice to make them more
		learning process because	understand; motivated
		were not interest to share	them to be active in
		and report their ideas	reading comprehension
		about learning material,	activity because they need
		especially in asking and	it for long time whether in
		aswering questions.	reading English book or
		2) The students who cheated	others.
		the answer from their	4) The researcher answered
		friends when the	and explained the
		researcher gave them	question slowly to make
		task.	them understand easily.
2	Disturbanc	• The students who were	• The researcher gave
	e	noisy in the class where	punishment to students
		they sometimes could	who made noisy and who
		not be forbidden to chat	moved to another chairs
		with their friends about a	that did not allow to
		topic that did not relate	follow teaching learning
		with learning material. It	activities.
		meant, they did not pay	

No	External Factor	Problems	Solution
		 attention to teacher's explanation. The students who moved to another chairs that made other students disturbed and lost their focus on learning. 	
3	Asking Permissio n	The students who asked permission to toilet that made them missed the material taught by the researcher.	 The researcher limited their time to toilet or the outdoor only one time. The researcher also gave the reward to students who never asking permission to the toilet. The reward would be given after the class was finished.

B. Discussion

The researcher discussed the result of this research with four related findings because three of them also delivered the description about the applying Know-Want-Learn (KWL) strategy to teach reading comprehension in the classroom and another delivered students reading comprehension.

The researcher discussed the result of this research with three related findings because three of them also delivered the description about the applying Know-Want-Learn (KWL) strategy to teach reading comprehension in the classroom.

The first is Eko Yuniarti¹, two cycles had been conducted in his research. The results of the two cycles show that the use of Know-Want-Learn technique is effective to improve the students' reading comprehension. The Know-Want to know-Learned technique was affectively improved the students' reading comprehension. This research agreed with Eko Yuniarti's research, this research also found that the KWL Strategy improved the students' reading comprehension. It is shown by the improvement of each indicators: identifying topic, identifying main idea, identifying needed information and knowing the meaning. It was proved the theory by Ogle which stated that the strategy help students to monitor their knowledge.

The second, Fitria Cholifah², her research was conducted by two cycles. The researcher implemented the Know, Want, and Learned (KWL) strategy in teaching reading process and it could improve the students' reading comprehension and students' participation. Meanwhile, this research also conducted into two cycles. The result showed that the students' achievement were increased from cycle one in cycle 2.

The third, Siti Aisah Putri Jamina, the result in her research shows that the mean of the findings in cycle I and II are higher than the standardized score

¹ Eko Yuniarti, "Improving The Students' Reading Comprehension Through Know-Want-Learn Technique at the Eleventh Grade of SMA Negeri 1 Sanden in the Academic Year of 2012/2013" (State University of Yogyakarta, 2013), EkoYuniarti08202241019.pdf.

² Fitria Cholifah, "Improving Students' Reading Comprehension Through KWL (Know, Want, and Learn) Strategy: A Classroom Action Research at Eighth Grade Students of SMP Muhammadiyah 1 Jember" (Muhammadiyah University of Jember, 2015), http://digilib.unmuhjember.ac.id/files/disk1/56/umj-1x-fitriachol-2794-1-jurnal.pdf

(Kriteria Ketuntasan Minimal) in score 70. The score of mean of post- test in cycle I and cycle II is 68, 97 and 87, 44. It means that in cycle I and cycle II is successful to achieve the standardized score.³ Meanwhile, in this research, the researcher found that there was the improvement of students' reading comprehension where the mean score of cycle 2 was higher than in cycle 1.

The fourth, Eka Sustri Harida⁴,her study was dealing with the ability and difficulties in understanding text. The result of her result showed that the students' ability in understanding text was still low. Students had many problems in understanding english text which one of them is the used of the reading strategies. The students did not apply appropriate reading strategies while reading. As the result, their comprehension was lack. Meanwhile, this research showed that the students reading comprehension increased through the use of appropriate strategy. The KWL strategy helped the students to maintain and record their knowledge.

Based on the the findings above, the using of Know-Want-Learn (KWL) strategy has been proven could achieve a good result in teaching English for the students' reading comprehension. It has become one of strategy that can be used by the English teacher in teaching reading.

⁴ Eka Sustri Harida, "Students' Ability and Difficulties in Understanding English Text (A Study at English program IAIN Padangsidimpun), At-Ta'lim 21, no. 3 (2014): 183-188, hhtp://journal.tarbiyahiainib.ac.id/index.php/attalim/article/view/102/104.

³ Siti Aisah Putri Jamina, "Improving Students' Reading Comprehension Using Know Want Learn (KWL) Strategy for the Second Grade Students of SMP NU Suruh in Academic Year 2015/2016" (State Institute for Islamic Studies Salatiga, 2016), http://erepository.perpus.iainsalatiga.ac.id/1493/1/SITI% 20AISAH% 20PUTRI% 20JAMINA.pdf

C. Threats of the Research

The researcher had some threats in the research. They were:

- This research focused on the students' reading comprehension through KWL Strategy. The teacher let the students to use reading aloud while reading the text and did not directed the students to do skimming or scanning technique to make easier the students got the information in the text.
- 2. The implementation the strategy in this research was implemented well. Meanwhile, there was still a weakness on the way to implement the KWL strategy. The material was not really appropriate to the level of English of the students and the topic was not familiar to the students. Beside that, the teacher was not maximal using teaching media to support the success of the using of KWL strategy.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the classroom action research had done, it could be concluded that:

- 1. Know-Want-Learn (KWL) strategy can improve the students reading comprehension at second grade VIII-3 MTs. N. 1 Padangsidimpuan. It could be seen from the students' score from cycle 1 to cycle 2. The main score of students' reading comprehension in cycle 1 is 69 with the percentage is 43.33% and the main score of students' reading comprehension in cycle 2 is 76.66 with percentage 76.66%. The students' improvement is categorized as good. Based on the result, it meant that there was improvement between students' reading comprehension process result in the first cycle and second cycle.
- 2. There were two factors that influence the improvements of students' reading comprehension, they were; First, internal factors consisted of identifying topic, identifying main idea, needed information and getting the meaning of the text (word/sentence). Second, external factors consisted of students' interest, teacher's appearance, disturbance and asking permission.

B. Suggestion

After conducting an action research and based on the research findings, the researcher want to propose some suggestions for the English teacher, the students, and other researcher. These suggestion were:

- 1. English teachers can apply Know-Want-Learn (KWL) strategy in teaching reading comprehension by looking at the students' problem in reading comprehension, give solutions to the students' problem, and looking at the teacher's ways in teaching. English teachers are expected be creative in designing teaching learning process, in explaining learning material, in motivating students, and in controlling the classroom so that students' reading comprehension can be improved as very high improvement.
- Students can use Know-Want-Learn (KWL) strategy to figure out how to answer questions based on a given text and helps students consider both information from the text and information from their own background knowledge.
- 3. The other researcher can improve students' reading comprehension by using Know-Want-Learn (KWL) strategy until 100%. The other researcher can use the other creative solutions in solving students' reading comprehension and can do research in two or three cycles so that the improvement can be achieved until 100%.

REFERENCES

- Brown, H. Douglas. *Language Asssessment: Principles and Classroom Practice*. San Fransisco: Longman, 2004. https://www.pdfdrive.com/language-assessment-principles-and-classroom-practicepdf-e18774430.html.
- Browne, Ann. A Practical Guide to Teaching Reading in the Early Years. New York: Paul Chapman Publishing Ltd, 1998. https://books.google.co.id/books?id=CJL_FMIZPXA&printsec=frontcover&hl=id#v=onepage&q&f=true.
- Bull, Victoria. *Oxford Leraner's Pocket Dictionary*. New York: Oxford University Press Fourth Edition, 2008.
- Burns, Anne. *Doing Action Research in English Language Teaching*. New York: Routledge, 2010.
- Cholifah, Fitria. "Improving Students' Reading Comprehension Through KWL (Know, Want, and Learn) Strategy: A Classroom Action Research at Eighth Grade Students of SMP Muhammadiyah 1 Jember." Muhammadiyah University of Jember, 2015. digilib.unmuhjember.ac.id.
- Cohen, Louis et. al. *Research Methods in Education 5th Edition*. London: Routledge Farmer.
- Duffy, Gerald G. *Explaining Reading: A Resource for Teaching Concepts, Skills and Strategies*. 2nd ed. New York: The Guilford Press, 2009. https://epdf.tips/explaining-reading-second-edition-a-resource-for-teaching-concepts-skills-and-st.html.
- Eka Sustri Harida. "An Evaluation on Students' Reading Motivation and Their Reading Comprehension of English Department Students IAIN Padangsidimpuan". *Tazkir* 03, no. 1 (2017): 187–88. http://jurnal.iain-padangsidimpuan.ac.id/index.php/TZ/article/view/817/711.
- "Students' Ability and Difficulties in Understanding English Text (A Study at English Program IAIN Padangsidimpuan). *Al-Ta'lim* 21, no. 3 (2014): 183-188. http://journal.tarbiyahiainib.ac.id/index.php/attalim/article/view/102/104.
- Fisher, Douglas, Nancy Frey, and Douglas William. "Seven Literacy Strategies That Work." *Department of Supervision and Curriculum Development, N.E.A* 60 (2002): 70–73. https://www.researchgate.net.

- Fritz, M. Using A Reading Strategy to Foster Active Learning in Content Area Courses. Journal of College Reading and Learning, 2002, p.189-194, http://findarticles.com/p/articles//.
- Gay, L. R., Geoffrey E. Mills, and Peter W. Airasian. Educational Research: Competencies for Analysis and Applications. 10th ed. New York: Pearson, 2012. http://englishlangkan.com/produk.E%252520Book%252520Research%2525 20%252520%25Gay%252520Pearson%2525202012.pdf.
- Hartono. Statistik: Untuk Penelitian, Yogyakarta: Pustaka Pelajar Offset, 2004.
- Hornby, A. S. Oxford Learner's Pocket. New York: Oxford University Press, 2008.
- Jamina, Siti Aisah Putri. "Improving Students' Reading Comprehension Using Know Want Learn (KWL) Strategy for the Second Grade Students of SMP NU Suruh in Academic Year 2015/2016." State Institute for Islamic Studies Salatiga, 2016. e-repository.perpus.iainsalatiga.ac.id.
- Jordan, R.R. *English for Academic Purpose*. Cambridge: Cambridge University Press, 1997.
- Mcknight, Katherine S. *The Teacher's Big Book of Graphic Organizers: 100 Reproducible Organizers That Help Kids with Reading, Writing and the Content Areas.* San Fransisco: Jossey-Bass, 2010. https://www.pdfdrive.com/the-teachers-big-book-of-graphic-organizers-ning-d36659987.html.
- Mikulecky, Beatrice S., and Linda Jeffries. *Advanced Reading Power: Extensive Reading, Vocabulary Building, Comprehension Skills, Reading Faster.* New York: Longman, 2007. https://www.scribd.com.
- Moh., Nazir. Metode Penelitian. Bogor: Gralia Indonesia, 2005.
- Nunan, David. *Practical English Language Teaching*. New York: Mc Grow Hill, 2003.
- Ogle, M. Donna. KWL: A Teaching Model that Develops Active Reading Expository Text. New York: The Guilford, 1986.
- _____ K-WL-: A Teaching Model that Develops Active Reading of Expository Text. International Reading Association, 1986.

- O'malley, J. Michael, & Lorraine Paldez Pierce. *Authentic Assessment for English Language Learners*. USA: Addison-Wesley Publishing Company, Inc., 1996.
- Peregoy, S. & Boyle, O. *Reading, Writing & Learning in ESL.* New York: Addision Wesley Longman, 2001.
- Richards, Jack C., and Richard Schmidt. *Longman Dictionary of Language Teaching & Applied Linguistics*. 4th ed. London: Longman, 2010. https://www.pdfdrive.com/longman-dictionary-of-language-teaching-and-applied-linguistic.
- Riduan. Belajar Mudah Penelitian untuk Guru-Karyawan dan Penelitian Pemula. Bandung: Alfabeta, 2005.
- Ros, C. & S. Vaughn. Strategies for Teaching Students with Learning and Behavior Problems. USA: Rineheart and Winstone Inc., 2002.
- Sasson, D. Use K-W-L Technique in Reading Lessons: Strategic Thought Process for Engaging Students Before They Read, 2008. http://newteachersupport.suite101.com/article.cfm.
- Silabus, "Bahasa Inggris Wajib SMP/MTS Kelas VIII Kurikulum 2013". https://www.jagoanbahasainggris.com/.
- Snow, Catherine, and Chair. *Reading for Understanding Toward an R&D Program in Reading Comprehension*. Santa Monica: RAND, 2002. https://www.rand.org/.
- Stahl, et al. *The Role of Prior Knowledge and Vocabulary in Reading Comprehension*. Georgia: Center for the study of reading, University of Georgia, 1991.
- Suharsimi Arikunto. Prosedur Penelitian. Jakarta: Rineka Cipta, 2010.
- Anas Sudijono. *Pengantar Statistik Pendidikan*, Jakarta: PT Raja grafindo Persada, 2008.
- Sugiyono. Metode Penelitian Pendidikan. Bandung: Alfabeta, 2013.
- Tierney, Robert J., and John E. Readence. *Reading Strategies and Practices: A Compedium.* 6th ed. New York: Pearson, 2005. https://www.amazon.com/Reading-Strategies-Practices-Conpendium-6th/dp/0205386393.
- Westwood, Peter. Reading and Learning Difficulties: Approach to Teaching and Assessment. Victoria: Acer Press. 2001.

- https://search.informit.com.au/browsePublication; is bn=9780864313904; res=IELHSS.
- Yuniarti, Eko. "Improving The Students' Reading Comprehension Through Know-Want-Learn Technique at the Eleventh Grade of SMA Negeri 1 Sanden in the Academic Year of 2012/2013." State University of Yogyakarta, 2013. EkoYuniarti08202241019.pdf.
- Zainal Aqib, et. al. *PTK untuk Guru SD*, *SLB*, *TK*. Bandung: CV. Yrama Widya, 2008.

Cycle 1 (Siklus 1)

RPP

(Rencana Pelaksanaan Pembelajaran)

A. Sekolah : MTs. N. Padangsidimpuan

B. Mata Pelajaran: Bahasa Inggris

C. Kelas/Semester: VIII/2

D. Materi Pokok : Teks descriptive

E. Skill : Reading

F. Alokasi waktu : 4 x 40 Menit (2 x Pertemuan)

G. Kompetensi Inti:

K.I: Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk deskriptif dan recount yang berkaitan dengan lingkungan sekitar.

H. Kompetensi Dasar

5.3 : Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk deskriptif dan recount.

I. Indikator Pembelajaran

- a. Mengidentifikasi topik dalam teks deskriptif
- b. Mengidentifikasi gagasan utama informasi rinci dalam teks deskriptif
- c. Mengidentifikasi informasi tertentu dalam teks deskriptif
- d. Memahami makna kalimat atau kata dalam teks deskriptif

J. Tujuan Pembelajaran:

Pada akhir pembelajaran, siswa dapat mengungkapkan:

- a. Siswa mampu mengidentifikasi topic dalam teks deskriptif
- b. Siswa mampu mengidentifikasi gagasan utama dalam teks deskriptif
- c. Siswa mampu mengidentifikasi informasi tertentu dalam teks deskriptif
- d. Siswa mampu memahami makna kalimat atau kata dalam teks deskriptif

K. Materi Pembelajaran:

Describing someone and something

L. Strategi Pembelajaran:

Know-Want-Learn (KWL) Strategy

M. Langkah-langkah Pembelajaran:

1. Pertemuan I

Aktivitas Guru	Aktivitas Siswa	Alokasi Waktu
1. Kegiatan Awal a. Guru membuka kelas dengan mengucapkan salam dan mempersiapkan siswa untuk membaca doa belajar sesuai dengan agamanya masing-masing b. Guru mengabsen siswa c. Guru bertanya kepada	 a. Siswa menjawab salam dan berdoa sesuai dengan agama dan kepercayaannya masingmasing b. Menyatakan kehadirannya dengan mengatakan "present" c. Siswa mendengarkan dan 	10 Menit
siswa tentang materi yang berkaitan dengan strategi yang akan digunakan d. Guru menjelaskan tujuan pembelajaran yang akan dicapai 2. Kegiatan Inti	menjawab pertanyaan guru tentang materi yang berkaitan d. Siswa mendengarkan dan memahami tujuan yang dijelaskan guru	
a. Guru memperkenalkan strategi dengan menunjukkan hubungan antara pertanyaan dan jawaban. Memperluas penerapannya bisa diterapkan di dalam kelas dimana siswa bisa menerapkannya.	a. Siswa menyimak penjelasan guru tentang hubungan antara pertanyaan dan jawaban sesuai dengan strategi yang akan diperkenalkan.	
b. Guru membuat pertanyaan terkait KWL dari bagian teks singkat menggunakan ketiga kategori (What do I know, What do I want to	b. Siswa memperhatikan penjelasan guru mengenai penggunaan ketiga kategori (What do I know, What do I want to know and What did I	60 Menit

know and What did I	learn) melalui pertanyaan-	
learn) dan menggunakan	pertanyaan yang dibuat serta	
pertanyaan-pertanyaan	menjawab pertanyaan-	
berikut, serta	pertanyaan tersebut jika	
menunjukkan bagaimana	dibutuhkan.	
setiap level pertanyaan		
terkait bisa		
diidentifikasikan dan		
dijawab.		
c. Guru memberikan siswa	c. Siswa memperhatikan	
contoh pertanyaan dan	penjelasan guru bagaimana	
bagaimana	mengidentifikasi jawaban	
mengidentifikasi jawaban	berdasarkan kategori dalam	
berdasarkan level KWL	strategi KWL yang	
yang digunakan	digunakan. Siswa menjawab	
d. Guru memerintahkan	pertanyaan teks yang lebih	
siswa menjawab	panjang berkaitan dengan	
pertanyaan teks yang	level KWL yang digunakan	
lebih panjang berkaitan	(What do I know, What do I	
dengan kategori KWL	want to know and What did I	
yang digunakan (What do	learn)	
I know, What do I want to		
know and What did I		
learn) secara individu.		
3. Kegiatan Penutup		
	a-sama menyimpulkan pertemuan	
hari ini		
b. Guru menanyakan ke	10 Menit	
pembelajaran berlangsun	IO MICHIL	
c. Guru menutup pembelajaran dan memotivasi siswa dalam		
pembelajaran bahasa ingg		
d. Siswa memberi salam ke	epada guru	

2. Pertemuan II

	Aktivitas Guru	Aktivitas Siswa	Alokasi Waktu
1.	a. Guru membuka kelas dengan mengucapkan salam dan mempersiapkan siswa untuk membaca doa belajar sesuai dengan agamanya masing-	a. Siswa menjawab salam dan berdoa sesuai dengan agama dan kepercayaannya masing-masing	10 Menit
	masing b. Guru mengabsen siswa c. Guru menyelesaikan masalah-masalah yang terjadi dipertemuan sebelumnya	 b. Menyatakan kehadirannya dengan mengatakan "present" c. Siswa mengikuti semua arahan guru untuk menghindari terjadinya 	
2.	Kegiatan Inti a. Guru mengulang kembali penggunaan ketiga kategori kolom KWL (What do I know, What do I want to know and What did I learn) secara singkat. b. Guru memerintahkan	suatu masalah a. Siswa memperhatikan penjelasan guru mengenai penggunaan ketiga kategori kolom KWL (What do I know, What do I want to know and What did I learn) secara seksama	
	siswa menjawab pertanyaan teks yang lebih panjang berkaitan dengan ketiga kategori kolom KWL (What do I know, What do I want	b. Siswa menjawab pertanyaan teks yang lebih panjang berkaitan dengan ketiga kategori kolom KWL (What do I know, What do I want to know and What did I learn)	30 menit

to know and What did I learn) secara individu	secara individu	
pertemuan hari ini	bersama-sama menyimpulkan est pertama kepada siswa m kepada guru	50 Menit

N. Sumber Belajar

- 1. Internet
- 2. Handbook
- 3. Kamus Bahasa Inggris

O. Media Pembelajaran

- 1. Laptop
- 2. Whiteboard
- 3. Printed media
- 4. Spidol

P. Penilaian

Indikator Pencapaian Kompetensi	Teknik	Bentuk	Instrumen
	Penilaian	Instrumen	Soal
a. Mengidentifikasi topic dalam	Tes Tulis	Pilihan	Choose
teks deskriptif		Ganda	the best
b. Mengidentifikasi gagasan			answer
utama dalam teks deskriptif			based on
c. Mengidentifikasi informasi			the text.
tertentu dalam teks deskriptif			
d. Memahami makna kalimat			
atau kata dalam teks			
deskriptif			

a. Pedoman penilaian

- 1) Jumlah skor maksimal keseluruhan adalah 100
- 2) Setiap jawaban benar diberi skor 5. Skor keseluruhan 5 x 20 = 100
- 3) Nilai maksimal = <u>jumlah jawaban yang benar</u>

jumlah soal

b. Instrumen : menjawab pertanyaan berdasarkan kepada teks

c. Rubrik penilaian

Uraian	Skor
Jawaban benar	5
Jawaban salah	0

Padangsidimpuan, - - 2018

Mengetahui,

Validator Researcher

 Zainuddin, S. S., M. Hum
 Rahmadona Sagala

 NIP. 19760610 200801 1 016
 NIM. 14 203 00112

Learning Material 1

Giraffe

. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, Doraemon is a good cat. He always helps Nobita.(**Description**A giraffe is a mammal. It is found in Africa, but now we can find it in the zoo around the world. Giraffe is one of unique animal which people like to see because of its appearance.(**Identification**)

The height of a giraffe is about six meters tall. It eats leaves. It has big brown eyes. They are protected by very thick lashes. The skin has many spots. The spots are brown. This coloring helps the giraffe from its enemy. It also has two short horns on its head. The giraffe has two methods of self protection. If something frightens an adult giraffe, it can gallop away at about fifty kilometer per hour or stay to fight with its strong legs. (**Description**)

Doraemon

Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. He has small body and white hands and feet. Although he can hear perfectly well, Doraemon has no ears. (**Identification**)

Doraemon possesses a large pocket that can produce many gadgets from the future. The pocket is called *yojigen-pocket*, or fourth-dimensional pocket. Doraemon's favorite food is *dorayaki*, a Japanese treat filled with red bean paste.

Padangsidimpuan, - - 2018

Mengetahui,

Validator

Zainuddin, S. S., M. Hum

NIP. 19760610 200801 1 016

APPENDIX II

Test for Cycle I

Name:

Class:

Instruction: choose the correct answer by crossing (X) a, b, c, or d!

Question 1-5: this text below is for question number 1 up 5. Choose the best answer based on text.

Mr. Bakri's House

Mr. Bakri is a rich man. He has a big house. It has large garden. It is a two-story house. It has two large living-rooms, three bedrooms, a dining room, a kitchen, two bathrooms, two toilets and a garage. It has a tiny swimming pool at the back of the house. A large living room, four bedrooms, a bathroom and a toilet are up stair.

- 1. What is the main idea of the text above?
 - a. Mr. Bakri has a big house
 - b. Mr. Bakri's house
 - c. Mr. Bakri's house is large
 - d. Mr. Bakri is a rich man
- 2. How many toilets are in the house?
 - a. Two
 - b. Five
 - c. Three
 - d. Four
- 3. How many living-rooms are in the first floor?
 - a. There is a living-room
 - b. There are two living-rooms
 - c. There are three living-room
 - d. There are no living-room
- 4. What is the meaning of word *garage* in the text above?
 - a. Garasi
 - b. Ruang dapur
 - c. Ruang tamu

- d. Ruang tidur
- 5. Where is the swimming pool?
 - a. It is at the back of the house
 - b. It is in the yard
 - c. It is at the left of the house
 - d. It is in the garden

Question 6-10: this text below is for question number 6 up 10.

Peter

Peter is the youngest in our family. He is fourteen years old and four years younger than me.

Peter is the best. He has long straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family and Peter's favorite sport is badminton.

- 6. What is the paragraph telling about?
 - a. Peter's hobby
 - b. Peter
 - c. Peter's family
 - d. peters' elder brother
- 7. What is the main idea of the first paragraph?
 - a. Peter is the diligent in his family
 - b. Peter is the oldest in his family
 - c. Peter is the youngest child in his family
 - d. Peter is the most stupid in his family
- 8. How is Peter's hair?
 - a. He has straight hair
 - b. He has black hair
 - c. He has long hair
 - d. He has long straight hair
- 9. What is Peter's favorite sport?
 - a. Football
 - b. Volley

- c. a, b and d is true
- d. Badminton
- 10. "Peter *is interested in sports very much*, and at school he plays football and tennis." The underlined phrase can be replaced by?
 - a. Dislike sport
 - b. Finds sport not really entertaining
 - c. Really likes sport
 - d. Hates sport very much

Question 11-15: this text below is for question number 11 up 15.

Kartikasari

Kartikasari was born on December 15, 2004 in Bandung. Her friends call her Ika. She lives at Jl. Gatot Subroto 12A, Bandung. She is an SMP students. She is in the seventh grade. She is quite tall and slim. She has long wavy hair and dark eyes. She looks beautiful with her long hair. She will not have hair cut, because she prefers it that way.

Everyone knows she is very serious person and very discipline with her main duty as a student. That's why she always does well in her class. She is also symphatic, honest, kind and friendly. Her parents must be proud of her.

- 11. What do the first paragraph tell about?
 - a. Kartika's personality
 - b. Kartika's background
 - c. Kartika's characteristics
 - d. Kartika's address
- 12. What is the main idea of the second paragraph?
 - a. She is very serious person and very discipline
 - b. She is not a serious person but very discipline

- c. She always does well in her class
- d. She also symphatic, honest, kind and friendly
- 13. From the description we know that Kartika is?
 - a. A good girl
 - b. A bad girl
 - c. A discipline students
 - d. A serious girl
- 14. She is also symphatic, honest, kind and friendly.

What is the sentence included in?

- a. Opening
- b. Description
- c. Identification
- d. Thesis
- 15. How is Kartika's hair?
 - a. She has wavy hair
 - b. She has straight hair
 - c. She has long wavy hair
 - d. She has brown hair

My Timmy

I have some pets. However, my favorite pet is Timmy. Timmy is a male tabby cat. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always meows when I come home, he usually give me a kiss.

Timmy is a nice playmate. I'm so happy to spend my time with him. Most of the time, he's a good cat. It's almost impossible for me to be angry at him. In the morning, he always wakes up early. When he wakes up earlier, he waits quality by my bed side until I wake up.

- 16. What is the main idea in second paragraph?
 - a. I have some pets
 - b. It is a male tabby cat
 - c. He always meows when I come home, he usually give me a kiss.
 - d. Timmy is a nice playmate

- 17. What is the topic of the text above?
 - a. Characteristic
 - b. Habitat
 - c. Food
 - d. pet
- 18. I'm so happy to spend my time with him.

What is the antonym of underlined word?

- a. Soft
- b. Bold
- c. Glad
- d. Sad
- 19. What does Timmy usually do when the writer comes home?
 - a. Meows and gives a kiss
 - b. Meows and give some food
 - c. Gives a kiss
 - d. Meows
- 20. How is Timmy's voice?
 - a. It has feeble and sweet voice
 - b. Its voice is bad
 - c. It has loud voice
 - d. Its voice is sweet

APPENDIX III

Cycle 2 (Siklus 2)

RPP

(Rencana Pelaksanaan Pembelajaran)

A. Sekolah : MTs. N. Padangsidimpuan

B. Mata Pelajaran : Bahasa Inggris

C. Kelas/Semester : VIII/2

D. Materi Pokok: Teks descriptive

E. Skill : Reading

F. Alokasi waktu : 4 x 40 Menit (2 x Pertemuan)

G. Kompetensi Inti:

K.I : Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk deskriptif dan recount yang berkaitan dengan lingkungan sekitar.

H. Kompetensi Dasar

5.3 : Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk deskriptif dan recount.

I. Indikator Pembelajaran

- a. Mengidentifikasi topik dalam teks deskriptif
- b. Mengidentifikasi gagasan utama informasi rinci dalam teks deskriptif
- c. Mengidentifikasi informasi tertentu dalam teks deskriptif
- d. Memahami makna kalimat atau kata dalam teks deskriptif

J. Tujuan Pembelajaran:

Pada akhir pembelajaran, siswa dapat mengungkapkan:

- a. Siswa mampu mengidentifikasi topik dalam teks deskriptif
- b. Siswa mampu mengidentifikasi gagasan utama dalam teks deskriptif
- c. Siswa mampu mengidentifikasi informasi rinci dalam teks deskriptif
- d. Siswa mampu mengidentifikasi informasi tertentu dalam teks deskriptif

K. Materi Pembelajaran:

Describing someone and something

L. Strategi Pembelajaran:

Know-Want-Learn (KWL) Strategy

M. Langkah-langkah Pembelajaran:

a. Pertemuan I

Aktivitas Guru		Aktivitas Siswa	Alokasi Waktu
1. Kegiatan Awal			
a. Guru membuka kelas dengan mengucapkan salam dan mempersiapkan siswa untuk membaca doa belajar sesuai dengan agamanya masing-masing	a.	Siswa menjawab salam dan berdoa sesuai dengan agama dan kepercayaannya masing- masing	10 Menit
b. Guru mengabsen siswa	b.	Menyatakan kehadirannya dengan mengatakan "present"	
c. Guru menanyakan kembali kepada siswa tentang pengetahuan yang telah mereka dapat dan belum mereka fahami terhadap pelajaran yang telah dipelajari sebelumnya mengenai strategi Know-Want-Learn (KWL)		Siswa memberikan respon mereka tentang pelajaran yang telah mereka pelajari sebelumnya mengenai strategi Know-Want-Learn (KWL) Strategy	
()	a.	Siswa memperhatikan	

- d. Pengembangan dari Cycle 1
- 2. Kegiatan Inti
- a. Guru lebih fokus menjelaskan bagianbagian dari strategy Know-Want-Learn (KWL) yang belum di fahami siswa
- b. Guru memberikan siswa contoh pertanyaan dan bagaimana mengidentifikasi jawaban berdasarkan kategori kolom KWL yang digunakan
- c. Guru memerintahkan siswa menjawab pertanyaan teks yang lebih panjang berkaitan dengan kategori kolom KWL yang digunakan (What do I know, What do I want to know and What did I learn) secara individu

- penjelasan guru dengan serius dan mencatat bagian-bagian penting kedalam buku catatan mereka
- b. Siswa memperhatikan penjelasan guru bagaimana mengidentifikasi jawaban berdasarkan kategori kolom KWL yang digunakan.
- c. Siswa menjawab pertanyaan teks yang lebih panjang berkaitan dengan level KWL yang digunakan (What do I know, What do I want to know and What did I learn) secara individu

3. Kegiatan Penu	ıtup
------------------	------

- a. Guru dan siswa bersama-sama menyimpulkan pertemuan hari ini
- b. Guru menanyakan kesulitan siswa ketika kegiatan
- pembelajaran berlangsung
 c. Guru menutup pembelajaran dan memotivasi siswa dalam pembelajaran bahasa inggris
- d. Siswa memberi salam kepada guru

10 Menit

b. Pertemuan II

Aktivitas Guru	Aktivitas Siswa	Alokasi Waktu
1. Kegiatan Awal		
a. Guru membuka kelas dengan mengucapkan salam dan mempersiapkan	a. Siswa menjawab salam dan berdoa sesuai dengan agama dan kepercayaannya masingmasing	10 Menit
siswa untuk membaca doa belajar sesuai dengan agamanya masing-masing b. Guru mengabsen siswa	b. Menyatakan kehadirannya dengan mengatakan	
2. Kegiatan Inti	"present"	
a. Guru mengulang kembali dan memperdalam penjelasan mengenai penggunaan ketiga kategori kolom	penjelasan guru mengenai penggunaan ketiga kategori Know-Want-	31 menit

KWL	(What	do I
know,	What	do I
want t	o kno	w and
What	did I	learn)
secara	singka	ıt.

- b. Guru memerintahkan siswa menjawab pertanyaan teks yang lebih panjang berkaitan dengan ketiga kategori **KWL** kolom (What do I know, What do I want to know and What did I learn) secara individu
- b. Siswa menjawab pertanyaan teks yang lebih panjang berkaitan dengan ketiga kategori kolom KWL (What do I know, What do I want to know and What did I learn) secara individu

3. Kegiatan Penutup

- a. Guru dan siswa bersama-sama menyimpulkan pertemuan hari ini
- b. Guru memberikan test kedua kepada siswa
- c. Siswa memberi salam kepada guru

N. Sumber Belajar

- 1. Internet
- 2. Handbook
- 3. Kamus Bahasa Inggris

O. Media Pembelajaran

- 1. Laptop
- 2. Whiteboard
- 3. Printed media
- 4. Spidol

P. Penilaian

Indikator Pencapaian Kompetensi	Teknik	Bentuk	Instrumen
	Penilaian	Instrumen	Soal
e. Mengidentifikasi gagasan	Tes Tulis	Pilihan	Choose
utama dalam teks deskriptif		Ganda	the best
f. Mengidentifikasi informasi			answer
rinci dalam teks deskriptif			based on
g. Mengidentifikasi informasi			the text.
tertentu dalam teks deskriptif			
h. Memahami makna kalimat			
atau kata dalam teks			
deskriptif			

- 1. Pedoman penilaian
 - a. Jumlah skor maksimal keseluruhan adalah 100
 - b. Setiap jawaban benar diberi skor 5. Skor keseluruhan 5 x 20 = 100
 - c. Nilai maksimal = <u>jumlah jawaban yang benar</u> jumlah soal
- 2. Instrumen : menjawab pertanyaan berdasarkan kepada teks
- 3. Rubrik penilaian

Uraian	Skor
Jawaban benar	5
Jawaban salah	0

Padangsidimpuan, - - 2018

Mengetahui,

Validator Researcher

Zainuddin, S. S., M. Hum NIP. 19760610 200801 1 016 Rahmadona Sagala NIM. 14 203 00112

Learning Material 2

Jellyfish

Jellyfish are not really fish. They are invertebrate animals. This means that unlike fish or people, they have no backbones. In fact, they have no bones at all. Jellyfish have stomachs and mouths, but no heads. They have nervous systems for sensing the world around them, but no brains. They are made almost entirely of water, which is why you can look through them. (**Identification**)

Some jellyfish can glow in darkness by making their own light. The light is made by a chemical reaction inside the jellyfish. Scientists believe jellyfish glow for several reasons. For example, they may glow to scare away predators or to attract animals they like to eat. Most jellyfish live in salt water, apart from a few types that live in fresh water. Jellyfish are found in oceans and seas all over the world. They live in warm, tropical seas and in icy waters near the North and South poles. (**Description**)

Padangsidimpuan, - - 2018

Mengetahui,

Validator

Zainuddin, S. S., M. Hum

NIP. 19760610 200801 1 016

APPENDIX IV

Test for Cycle II

Name: Class:

Instruction: choose the correct answer by crossing (X) a, b, c, or d

Question 1-4: this text below is for question number 1 up 4. Choose the best answer based on text.

My Neighbour

Mr. and Mrs. Harry are my neighbours. They have two children, a son and a daughter. Their names are Sigit and Nuri. Mr Harry is a lecturer in a state university in our town. Mrs. Harry is a house wife. She likes cooking many kinds of food. She often invites me to cook together in her kitchen. Mr. Harry's family has some pets. There are some birds, a cat and two rabbits. I sometimes feed them. I like going there because they are kind and friendly. They always show good attitude to everyone.

- 1. What is the main idea of the text?
 - a. My soulmate
 - b. Writer's friend
 - c. Mr. and Mrs. Harry neighbour
 - d. Mr. and Mrs. Harry are my neighbours
- 2. What are Mr. and Mrs. Harrys' pets?
 - a. Rabbit
 - b. Cat
 - c. b, c and d are right
 - d. Birds
- 3. Who are Sigit and Nuri?
 - a. Writer's friends
 - b. Mr. and Mrs. Harry's son and daughter
 - c. Mr. and Mrs. Harry's neighbor
 - d. Mr. and Mrs. Harry's parents
- 4. Why does the writer like going to visit Mr. and Mrs. Harry's house?
 - a. Mr. and Mrs. Harry's family are kind and friendly
 - b. Mr. and Mrs. Harry are rich
 - c. Mr. and Mrs. Harry are arrogant
 - d. Mr. and Mrs. Harry are handsome and beautiful

Question 5-8: this text below is for question number 5 until 8 Surya Department Store

Surya Department Store is a very big shop. It is on Jl. Singosari. There are some other shops around Surya Department Store, but people prefer to shop there.

Surya department store is different from a stall or another shop. It has many employees. It is self-service. It means that customers choose the things they want to buy. Then using a basket they take them to the cashier. After paying, customers get their goods.

- 5. Where is the location of Surya Department Store?
 - a. Jl. Singosari
 - b. Jl. Merdeka
 - c. Jl. Surya
 - d. Jl. Pattimura
- 6. Surya department store is <u>different</u> from a stall or another shop.

What is the antonym of the underlined word?

- a. Lazy
- b. Similar
- c. Famous
- d. Cheap
- 7. From the text above, we know that....
 - a. Surya department store is not good
 - b. Surya department store is not popular
 - c. Surya department store is good
 - d. Surya department store is better than stores around it
- 8. What is the conclusion of the text?
 - a. Surya Department Store is a very big shop which located on Jl. Singosari and has a little employees inside.
 - b. Surya Department Store is a small shop which located on Jl. Singosari and has many employees inside.
 - c. Surya Department Store is a very luxury shop which located on Jl. Singosari and many employees inside.
 - d. Surya Department Store is a very big shop which located on Jl. Singosari and has many employees inside.

Question 9-13: this text below is for question number 9 until 13

Kuta Beach

Kuta Beach is a beautiful beach in a southern Bali. Its location is in Bandung Regency, 9 km from Denpasar, the capital of Bali exactly near Bali's Ngurah Rai Airport. Kuta is one of the first towns with substantial tourist development and also remains one of Indonesia's major tourist destinations. Its long sandy beach is known internationally, with its varied accommodation, many restaurants and bars, and many renowned surfers.

It is also well-known as the right place for people to see scenic sunset in the afternoon. People who come to Bali will be very unlucky if they do not see the panoramic sunset in this town. It is real the tourists feel happy to be there. They can sunbathe, swim, surf, play soccer beach, kite flying, play football or just take a walk. For persons who like playing soccer, do not forget to try the game with some locals. The locals usually set up the goal posts between Hard Rock Café and Discovery Shopping Mall at 16.00.

Kuta with its beauty of the beach will make the tourists feel satisfied and hope to visit it back. Believe it or not, though for 50 years ago Kuta is the village of fishermen nowadays it is called as the International City because this town is the place where tourists all over the world meet each other. Therefore, Kuta Beach is one of interesting places in Indonesia.

- 9. Where is the location of Kuta Beach?
 - a. It is located in Bandung
 - b. Kuta Beach is a beautiful beach in a southern Bali
 - c. People can get the location by driving about 9km from Denpasar
 - d. Kuta Beach is located Bandung Regency, near to Ngurah Rai Airport
- 10. When will people see scenic sunset in Bali?
 - a. In the morning
 - b. In the evening
 - c. In the afternoon
 - d. In the night
- 11. What is the text describes about?
 - a. Tourist
 - b. Kuta beach
 - c. Bali
 - d. Bali beach

12. <u>K</u>	Luta with its beauty	y of the beach will make the tourists feel satisfied and ho	pe to visit it back ((paragraph 3)

What is the bold words in the sentence means?

- a. Keindahan, berkunjung
- b. Keindahan, menemani
- c. Pesona, menjumpai
- d. Keelokan, meninggalkan
- 13. What can be concluded from the text that Kuta beach is?
 - a. Famous place
 - b. Worst place
 - c. Bad place
 - d. Narrow place

Question 14-17: this text below is for question number 14 until 17

His name is Kevin Anggara. Kevin Anggara is my classmate. He has tall body, he is 170 cm, he has straight black hair, he has oval face, he has small eyes, he has sharp nose, he has thick lips, he has dark brown skin, he has thin body, he always wears black shirt, he is kind, he is smart, he is helpful, he is generous, and he is diligent.

- 14. What is the text talking about?
 - a. Classmate
 - b. Kevin
 - c. A boy
 - d. Tall boy
- 15. How tall is Kevin?
 - a. 165 cm
 - b. 160 cm
 - c. 170 cm
 - d. all is true
- 16. What is the colour of Kevin Anggara's hair?
 - a. Green
 - b. White
 - c. Brown
 - d. Black

17. ...he is kind, he is smart, he is helpful, he is generous, and he is dilligent.

What is the meaning of underlined words?

- a. Perhatian
- b. Cerdas
- c. Cantik
- d. Rajin

Question 18-20: this text below is for question number 26 until 30

A Beautiful Bag

When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight. This was the first time I've spent much money on a bag and I don't regret it.

The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made.

The bag is very functional. It is the perfect size to carry a cell phone, a pocket sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag.

- 18. What is the main idea of the text?
 - a. An expensive bag
 - b. A very small bag
 - c. A very beautiful bag
 - d. A luxury bag
- 19. How is the design of the bag?
 - a. simple
 - b. Simple and well made
 - c. Simple and luxury
 - d. Simple and small
- 20. What is the conclusion of the text above?
 - e. The bag is very beautiful, wonderful and functional
 - f. The bag is not really beautiful but functional
 - g. The bag is beautiful but not wonderful and not functional
 - h. The bag is very bad but functional

APPENDIX V

Observation Sheet Students' Activities in Learning Process Classroom Action Research

Subject : English (Descriptive Text)

Class/ Semester : VIII-3/2

Cycle : 1

No.	Activities	Yes	No
A.	Introduction		
1.	Students answered teacher's greeting with smile and showing happy face		$\sqrt{}$
2.	Students followed teacher's instruction to pray together		
3.	Students were quite and listened to teacher's explanation when introducing the next material that would be learnt	$\sqrt{}$	
4.	Students were quite and listened to teacher's explanation when teacher explained the purpose of learning out come	$\sqrt{}$	
5.	Students were quite and listened to teacher's explanation when teacher introduce <i>Know-Want-Learnt (KWL) Strategy</i>	√	
В.	Content		
1.	Students were quite when teacher explained the topic and gave response by raising hand and answered teacher's question about the topic		√
2.	Students were quite and listened to teacher's explanation how to identify main idea, generic structure and language feature	V	
3.	Students open dictionary and listened to teacher explanation how to memorize vocabulary		√
4.	Students were quite and listened to teacher's explanation to identify needed information	√	
5.	Students were quite and showed curiousness expression when teacher explained about KWL Strategy	√	
6.	Students gave response to teacher's question		
7.	Students showed enthusiasm by raising hand and asking		

	some question about the explanation		
8.	Students have full attention in learning reading comprehension about descriptive text through KWL Strategy		√
9.	Students are active to ask and answer some questions in learning reading comprehension about descriptive text through <i>KWL Strategy</i>		√
10.	Students had full attention to KWL Chart		
11.	Students wrote down all the information they already know about <i>Giraffe</i> in first column K	√	
12.	Students were quite and listened to the example of how to fill the column with information about <i>Giraffe</i>	√	
13.	Students thought the things they wished to know based on the title before reading in W column. It showed by their serious expression while thinking.	V	
14.	Students had full attention while teacher wrote some of students' questions on the white board		√
15.	Students were quite and listened to the example of how to fill W column		√
16.	Students had full attention while teacher presented whole Descriptive text about Giraffe to all students	V	
17.	Students read the text silently		
18.	After reading, students wrote the questions they would like answered as learnt in L column	V	
19.	Students were quite and listened to the example of how to fill L column	√	
20.	Students fill L column by writing the questions inside		
21.	Students discussed new information that they did not include in the column and noted any questions that were not answered after reading	V	
22.	Students wrote down all the information that just learnt and new vocabularies they had learnt		√
23.	Students had multiple choices test about the topic just learnt after teaching and learning		√

24.	Stud	ents collected their test sheets	V	
C.	Clos	ing	•	
1.	Stude teach	ents told the problem in understanding the material to	√	
2.	Stud	ents made summarizing of the lesson		
3.	Students paid attention when teacher told the summarizing of the lesson		V	
4.	Students listened to teacher when told the next meeting topic and answered the greeting			
Condition The classroom was not under control. There were 18 studen		dents fr	om 30	

Condition of Classroom

The classroom was not under control. There were 18 students from 30 students who were not active in asking questions about learning material, 9 who cheated, 3 students were noisy, 2 students asked permission, and there was 2 student (MP) who moved to another chair. The students were confused in understanding the Know-Want-Learn (KWL) strategy procedures. They were low attention to the material.

APPENDIX VI

Observation Sheet Students' Activities in Learning Process Classroom Action Research

Subject : English (Descriptive Text)

Class/ Semester : VIII-3/2

Cycle : 2

No.	Activities	Yes	No
A.	Introduction		
1.	Students answered teacher's greeting with smile and	\checkmark	
	showing happy face		
2.	Students followed teacher's instruction to pray together	\checkmark	
3.	Students were quite and listened to teacher's explanation	$\sqrt{}$	
	when introducing the next material that would be learnt		
4.	Students were quite and listened to teacher's explanation	$\sqrt{}$	
	when teacher explained the purpose of learning out come		
5.	Students were quite and listened to teacher's explanation	$\sqrt{}$	
	when teacher introduce Know-Want-Learnt (KWL) Strategy		
В.	Content		
1.	Students were quite when teacher explained the topic and		
	gave response by raising hand and answered teacher's	$\sqrt{}$	
	question about the topic		
2.	Students were quite and listened to teacher's explanation	,	
	how to identify main idea, generic structure and language	$\sqrt{}$	
	feature		
3.	Students open dictionary and listened to teacher explanation	$\sqrt{}$	
	how to memorize vocabulary	V	
4.	Students were quite and listened to teacher's explanation to	$\sqrt{}$	
	identify needed information	V	
5.	Students were quite and showed curiousness expression	V	
	when teacher explained about KWL Strategy	V	
6.	Students gave response to teacher's question	$\sqrt{}$	

7.	Students showed enthusiasm by raising hand and asking some question about the explanation	$\sqrt{}$	
8.	Students have full attention in learning reading comprehension about descriptive text through KWL Strategy	V	
9.	Students are active to ask and answer some questions in learning reading comprehension about descriptive text through <i>KWL Strategy</i>	V	
10.	Students had full attention to KWL Chart		
11.	Students wrote down all the information they already know about <i>Giraffe</i> in first column K	√	
12.	Students were quite and listened to the example of how to fill the column with information about <i>Giraffe</i>	V	
13.	Students thought the things they wished to know based on the title before reading in W column. It showed by their serious expression while thinking.	$\sqrt{}$	
14.	Students had full attention while teacher wrote some of students' questions on the white board	$\sqrt{}$	
15.	Students were quite and listened to the example of how to fill W column	$\sqrt{}$	
16.	Students had full attention while teacher presented whole Descriptive text about Giraffe to all students	$\sqrt{}$	
17.	Students read the text silently		
18.	After reading, students wrote the questions they would like answered as learnt in L column	$\sqrt{}$	
19.	Students were quite and listened to the example of how to fill L column	$\sqrt{}$	
20.	Students fill L column by writing the questions inside		
21.	Students discussed new information that they did not include		
	in the column and noted any questions that were not answered after reading	$\sqrt{}$	
22.	Students wrote down all the information that just learnt and new vocabularies they had learnt	√	
23.	Students had multiple choices test about the topic just learnt		

	after teaching and learning		
24.	Students collected their test sheets		
C.	Closing		
1.	Students told the problem in understanding the material to	٦/	
	teacher	٧	
2.	Students made summarizing of the lesson	$\sqrt{}$	
3.	Students paid attention when teacher told the summarizing	V	
	of the lesson	V	
4.	Students listened to teacher when told the next meeting topic	N	
	and answered the greeting	٧	

Condition of Classroom

The classroom in cycle 2 was better than cycle 1. There were less of students who were not active in asking questions about learning material, there were still 3 students who cheated, but there was no students who were noisy, there was only 1 students who asked permission, and there was no student who moved to another chair. Most of the students were understand the Know-Want-Learn (KWL) strategy procedures that made them more attention to the material and helped them to answer the question easily and effectively.

APPENDIX VII

Observation Sheet Teacher's Activities in Learning Process Classroom Action Research

Subject : English (Descriptive Text)

Class/ Semester : VIII-3/2

Cycle : 1

No.	ACTIVITIES	Yes	No
Α.	Introduction		
1.	Teacher opened the class by greeting with smile and showing happy face		
2.	Teacher asked the students to pray together	V	
3.	Teacher introduce the next material that would be learnt (Descriptive text)	√	
4.	Teacher explained the purpose of learning out come		
5.	Teacher introduce <i>Know-Want-Learnt (KWL) Strategy</i>		
B.	Content		
1.	Teacher explained the material (Descriptive text)	√	
2.	Teacher explained how to identify main idea, generic structure and language feature of Descriptive text	√	
3.	Teacher asked students to open dictionary and taught them to memorize vocabulary		V
4.	Teacher explained how to identify needed information from the text	√	
5.	Teacher explained how to do the activities by using KWL Strategy	√	
6.	Teacher asked students whether they did not understand about the explanation	V	
7.	Teacher gave response to students' questions about the explanation		V
8.	Teacher presented <i>Descriptive text</i> with a title of topic on the white board (<i>Giraffe</i>)	$\sqrt{}$	

9.	Teacher activated students' background knowledge about the		
9.			$\sqrt{}$
	topic and activated students' prior knowledge by asking		V
10	some questions related to the topic		
10.	Teacher presented the blank KWL framework chart in the		
	black board and shared the paper chart to each student		
11.	Teacher asked the students to write all the information they	$\sqrt{}$	
	already know about <i>Giraffe</i> in first column K	•	
12.	Teacher gave example how to fill the column with		
	information about <i>Giraffe</i>	V	
13.	Teacher asked the students the things they wished to know		
	based on the title before reading in W column	V	
14.	Teacher wrote some of students' questions on the white	V	
	board	V	
15.	Teacher gave the example of the questions to fill W column		
16.	Teacher presented whole <i>Descriptive text</i> about <i>Giraffe</i> to all	. 1	
	students	$\sqrt{}$	
17.	Teacher asks the students to read the text silently		
18.	After reading, teacher asked the students to write questions	. 1	
	they would like answered as learnt in L column	$\sqrt{}$	
19.	Teacher gave the example how to fill the L column		
20.	Teacher asked students to fill L column by writing the	1	
	questions inside	$\sqrt{}$	
21.	Teacher asked the students to discuss new information that		
	they did not include in the column and note any questions		
	that were not answered after reading.	,	
22.	Teacher asked the students to write down all the information	1	
	that just learnt and new vocabularies they had learnt		
23.	Teacher gives multiple choices test about the topic just learnt	1	
	after teaching and learning		
24.	Teacher asked the students to collect their test sheets	V	
C.	Closing	'	
1.	Teacher asked students about the problem in understanding		,
1.	the material		$\sqrt{}$
2.	Teacher asked students to make summarizing of the lesson		√
	1 Turner active of the control of many building of the leason		'

4. Teacher told the next meeting topic and closes teaching by greeting Condition The teacher was not teaching in good way. There were still unclear explanation about the procedural how to fill the table and there was no teaching media used while teaching.	3.	Teacher told the summarizing of the lesson	V	
Condition The teacher was not teaching in good way. There were still unclear explanation about the procedural how to fill the table and there was no	4.	• •	V	
of explanation about the procedural how to fill the table and there was no		greeting	,	
	Condit	ion The teacher was not teaching in good way. There were	e still u	ınclear
Classroom teaching media used while teaching.	of	explanation about the procedural how to fill the table and	there v	was no
	Classro	teaching media used while teaching.		

APPENDIX IX

Observation Sheet Teacher's Activities in Learning Process Classroom Action Research

Subject : English (Descriptive Text)

Class/ Semester : VIII-3/2

Days/Date of : Cycle : 1

ACTIVITIES	Yes	No
Introduction		
Teacher opened the class by greeting with smile and	2/	
showing happy face	V	
Teacher asked the students to pray together		
Teacher introduce the next material that would be learnt	2/	
(Descriptive text)	V	
Teacher explained the purpose of learning out come		
Teacher introduce Know-Want-Learnt (KWL) Strategy	V	
Content		
Teacher explained the material (Descriptive text) clearly		
Teacher explained how to identify main idea, generic	J	
structure and language feature of Descriptive text	٧	
Teacher asked students to open dictionary and taught them	J	
to memorize vocabulary	'	
Teacher explained how to identify needed information from	J	
the text	'	
Teacher explained again how to do the activities by using	V	
0	,	
Teacher asked students whether they did not understand	V	
about the explanation	'	
Teacher gave response to students' questions about the	V	
explanation	, v	
Teacher presented <i>Descriptive text</i> with a title of topic on the		
	Teacher opened the class by greeting with smile and showing happy face Teacher asked the students to pray together Teacher introduce the next material that would be learnt (Descriptive text) Teacher explained the purpose of learning out come Teacher introduce Know-Want-Learnt (KWL) Strategy Content Teacher explained the material (Descriptive text) clearly Teacher explained how to identify main idea, generic structure and language feature of Descriptive text Teacher asked students to open dictionary and taught them to memorize vocabulary Teacher explained how to identify needed information from the text Teacher explained again how to do the activities by using KWL Strategy Teacher asked students whether they did not understand about the explanation Teacher gave response to students' questions about the explanation	Introduction Teacher opened the class by greeting with smile and showing happy face Teacher asked the students to pray together Teacher introduce the next material that would be learnt (Descriptive text) Teacher explained the purpose of learning out come Teacher introduce Know-Want-Learnt (KWL) Strategy Content Teacher explained the material (Descriptive text) clearly Teacher explained how to identify main idea, generic structure and language feature of Descriptive text Teacher asked students to open dictionary and taught them to memorize vocabulary Teacher explained how to identify needed information from the text Teacher explained again how to do the activities by using KWL Strategy Teacher asked students whether they did not understand about the explanation Teacher gave response to students' questions about the explanation

	white board (Doraemon)		
9.	Teacher activated students' background knowledge about the topic and activated students' prior knowledge by asking some questions related to the topic	√	
10.	Teacher presented the blank KWL framework chart in the black board and shared the paper chart to each student	V	
11.	Teacher asked the students to write all the information they already know about <i>Doraemon</i> in first column K	$\sqrt{}$	
12.	Teacher gave example how to fill the column with information about <i>Doraemon</i>	V	
13.	Teacher asked the students the things they wished to know based on the title before reading in W column	$\sqrt{}$	
14.	Teacher wrote some of students' questions on the white board	$\sqrt{}$	
15.	Teacher gave the example of the questions to fill W column	$\sqrt{}$	
16.	Teacher presented whole <i>Descriptive text</i> about <i>Doraemon</i> to all students	$\sqrt{}$	
17.	Teacher used teaching media: pictures	$\sqrt{}$	
18.	Teacher asks the students to read the text	$\sqrt{}$	
19.	After reading, teacher asked the students to write questions they would like answered as learnt in L column	$\sqrt{}$	
20.	Teacher gave the example how to fill the L column	$\sqrt{}$	
21.	Teacher asked students to fill L column by writing the questions inside	√	
22.	Teacher asked the students to discuss new information that they did not include in the column and note any questions that were not answered after reading.	V	
23.	Teacher asked the students to write down all the information that just learnt and new vocabularies they had learnt	√	
24.	Teacher gives multiple choices test about the topic just learnt after teaching and learning	$\sqrt{}$	
25.	Teacher asked the students to collect their test sheets	√	
C.	Closing	• • • • • • • • • • • • • • • • • • •	

1.		er asked students about the problem in understanding						
	the ma	nterial	•					
2.	Teach	er asked students to make summarizing of the lesson	\checkmark					
3.	Teach	er told the summarizing of the lesson	\checkmark					
4.	Teach	er told the next meeting topic and closes teaching by						
	greetii	ng	V					
Cond	ition	The teacher improved the way of teaching, include the	ne way	of the				
of	implementation of the strategy. The teacher used teacher							
Classi	room	that supposed to be appropriate to the teaching-learnin	g proce	ss and				
		encourage the students' interest by giving responses to	the st	udents				

questions.

LIST OF INTERVIEW

Interview to Students

1. Apakah kesulitan Anda dalam mengidentifikasi gagasan utama? Mengapa?

(What are your difficulties in identifying main idea? Why?)

Result:

AAR, AD, RFR, MAA, LEA, SSim and AZS admitted that they confused in identifying main idea because they could not determine which one main idea of the text after reading it. Students who had difficulty in dealing with the questions of identifying main idea in English text caused due to their lack of understanding the concept of a paragraph or texts' main idea. Thus, they could not identify main idea in English text easily.

2. Apakah kesulitan Anda dalam mengidentifikasi informasi dalam sebuah teks? Mengapa?

(What are your difficulties in identifying specific information in a text? Why?)

Result:

RGF, YFH, and RFR said that they did not know how to find the specific information in the text, caused by their lack of specific reading technique for locating certain information rapidly.

3. Apakah kesulitan Anda dalam memahami makna kalimat atau kata dalam sebuah teks? Mengapa?

(What are your difficulties in understanding the meaning of the text (word or sentence)? Why?)

Result:

KAS, NH, ASA, ARS and PRP said that they were difficult to get meaning of the text (word/sentence) in the text, caused by their limitations on vocabulary and looked for variations of words that had same meaning.

4. Mengapa kamu jarang menanyakan dan menjawab pertanyaan berkenaan dengan materi pembelajaran di dalam kelas?

(Why do you rarely ask and answer questions about learning material in the classroom?)

Result:

JHA, AMD, YFH, RFG, RFR and RY said that they had not familiar with this strategy and they were low attention to the material, and still confused about Know-Want-Know (KWL) procedures. They were afraid to share and report their ideas about learning material, especially in asking and aswering questions. The main reason was they were not confidence to ask more explanation about something difficult for them.

5. Mengapa Anda mencontek jawaban dari teman anda?

(Why do you cheat the answer from your friend?)

Result:

MP, AK, RZS, AH, and ARB said that they were low attention to the material, and still confused about Question-Answer-Relationship (QAR) procedures.

6. Mengapa Anda sering membuat keributan di dalam kelas?

(Why do you often make noise in the classroom?)

Result:

AHP, NH, RFG, RFR and RY said that they made noise because they did not interest about the lesson. AK and GAP said that they wanted to ask the answer but their friend did not give the answer. It made the class were noisy.

7. Mengapa Anda sering berpindah- pindah tempat duduk di dalam kelas?

(Why do you often move to another chair in the classroom?)

Result:

AD and FAS said that his friend took his book so he went there to take back his book. He still repeated it. His reason were different from first, he said that his friend throwed a roll of paper at him and he went there to reply his friend's treatment. He also moved to another chair for cheating the answer to his friends.

8. Mengapa Anda sering permisi?

(Why do you often ask permission?)

Result:

SRS and PRP said that they went permission because they wanted to go to toilet

Padangsidimpuan, - - 2018 Validator,

Zainuddin, S. S., M. Hum NIP. 19760610 200801 1 016

APPENDIX X Classroom Arragement D WHITE BOARD O O R Teacher seat **** Observer Table

APPENDIX XI

No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	0	0	0	21	441
2	0	0	1	1	0	0	1	1	1	1	1	1	0	0	0	1	0	1	0	1	1	1	0	0	0	0	1	1	1	0	16	256
3	1	1	0	0	0	0	1	1	0	1	1	0	1	0	1	1	1	1	0	1	1	0	0	0	1	1	1	0	1	1	18	324
4	1	0	0	0	0	0	1	1	1	1	0	1	1	1	0	0	0	1	0	1	0	0	1	1	1	0	0	0	1	1	15	225
5	1	0	1	0	0	1	1	0	1	0	0	0	0	0	1	0	1	1	0	0	1	0	1	1	1	1	0	0	1	1	15	196
6	0	0	1	0	1	0	1	0	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	21	441
7	1	1	0	0	0	1	1	0	0	1	1	1	0	1	0	0	1	0	0	1	1	0	0	1	1	1	0	1	1	1	17	289
8	0	0	0	0	0	0	1	1	1	1	0	1	0	0	1	0	1	0	1	1	0	1	1	0	0	0	1	0	1	1	14	196
9	1	1	1	1	1	1	0	0	0	1	0	0	1	1	0	1	1	1	0	0	1	0	0	1	1	1	0	0	1	1	18	324
10	1	0	0	0	1	1	1	1	1	0	0	1	1	1	0	0	1	0	1	0	1	0	1	1	1	1	0	1	1	1	19	361
11	1	1	1	0	0	1	0	0	0	1	1	1	0	1	1	1	0	1	0	1	1	1	1	0	0	1	0	0	0	0	16	256
12	0	0	0	0	0	1	1	1	1	0	1	0	1	0	0	0	1	1	1	0	1	0	0	1	1	0	1	1	1	1	16	256
13	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	0	0	0	22	484
14	0	0	1	1	0	1	1	1	1	1	1	1	0	0	0	1	0	1	0	1	1	1	0	0	1	0	1	1	0	0	17	289
15	0	1	1	1	0	0	1	0	1	0	1	0	1	0	0	1	1	1	1	0	1	1	1	0	0	1	0	0	1	1	17	289
16	0	1	1	1	1	1	0	0	0	1	1	0	1	1	1	1	0	1	0	1	1	0	0	0	1	1	1	1	1	1	20	400
17	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	0	0	0	1	21	441
18	0	0	1	1	0	0	1	1	1	1	1	1	0	0	0	1	0	1	0	1	1	1	0	0	0	0	1	1	1	0	16	256
19	1	1	1	1	1	1	0	0	1	0	0	1	1	1	0	1	1	1	1	0	0	0	1	0	0	1	1	1	1	0	19	361
20	0	0	1	0	1	1	1	0	0	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	22	484
21	1	0	1	0	0	0	1	1	1	0	0	1	1	1	0	0	1	0	1	0	1	0	1	1	1	0	0	0	0	1	15	225
22	1	0	1	0	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	23	529
23	0	1	1	0	1	1	1	0	1	1	0	1	1	0	0	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	21	441
24	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	0	1	1	1	1	1	1	1	0	23	529
25	0	0	0	1	1	1	1	1	0	0	1	0	1	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	20	400
26	0	0	0	1	1	1	1	0	0	1	1	0	1	0	1	0	1	1	0	1	1	0	1	0	1	1	1	1	1	1	19	361
27	0	1	1	0	1	1	1	0	1	1	0	1	1	0	0	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	21	441
28	1	0	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	1	1	0	0	1	1	0	0	1	1	1	1	1	20	400
29	1	0	1	1	1	1	1	0	0	1	0	0	1	0	0	0	1	1	1	1	0	0	0	1	1	1	0	0	1	1	17	289
30	1	0	1	0	0	1	0	1	1	1	1	1	1	1	0	0	1	0	0	1	0	1	0	0	1	0	0	1	1	1	17	289
	17	12	21	13	16	21	22	17	21	21	18	18	22	15	12	17	21	24	15	20	24	14	17	15	21	21	17	18	24	22	556	####

	0.5	0.4	0.7	0.4	0.5	0.7	0.7	0.5	0.7	0.7	0.6	0.6	0.7	0.5	0.4	0.5	0.7	0.8	0.5	0.6	0.8	0.4	0.5	0.5	0.7	0.7	0.5	0.6	0.8	0.7	_	$\sum xt^2$	
	0.5	0.6	0.3	0.6	0.5	0.3	0.3	0.5	0.3	0.3	0.4	0.4	0.3	0.5	0.6	0.5	0.3	0.2	0.5	0.4	0.2	0.6	0.5	0.5	0.3	0.3	0.5	0.4	0.2	0.3	Σx	t	

APPENDIX XIII

Table Validity of Test

		1		,	ne vanuity			
Number of Item	Mp	Mt	SDt	Р	Q	$ ho_{ m pbi} = rac{Mp - Mt}{SDt} \sqrt{rac{p}{q}}$	r _{t on} 5% Significant	Interpretation
1.	19.19	18.53	2.40	0.7	0.3	0.419	0.349	Valid
2.	20.90	18.53	2.40	0.4	0.6	0.805	0.349	Valid
3.	19.76	18.53	2.40	0.7	0.3	0.781	0.349	Valid
4.	18.61	18.53	2.40	0.6	0.4	0.407	0.349	Valid
5.	20.37	18.53	2.40	0.5	0.5	0.766	0.349	Valid
6.	17.55	18.53	2.40	0.5	0.5	-0.408	0.349	Invalid
7.	19.72	18.53	2.40	0.7	0.3	0.755	0.349	Valid
8.	19.54	18.53	2.40	0.8	0.8	0.841	0.349	Valid
9.	20.26	18.53	2.40	0.5	0.5	-0.006	0.349	Valid
10.	20.23	18.53	2.40	0.5	0.5	0.708	0.349	Valid
11.	18.77	18.53	2.40	0.6	0.4	0.734	0.349	Valid
12.	18.11	18.53	2.40	0.6	0.4	-0.214	0.349	Invalid
13.	18.52	18.53	2.40	0.7	0.3	-0.006	0.349	Invalid
14.	18.52	18.53	2.40	0.7	0.3	0.720	0.349	Invalid
15.	19.25	18.53	2.40	0.6	0.4	0.367	0.349	Valid
16.	18.66	18.53	2.40	0.7	0.3	0.082	0.349	Invalid
17.	20.13	18.53	2.40	0.5	0.3	0.666	0.349	Valid
18.	19.41	18.53	2.40	0.8	0.2	0.733	0.349	Valid
19.	18.66	18.53	2.40	0.7	0.5	0.082	0.349	Valid
20.	19.40	18.53	2.40	0.6	0.6	0.450	0.349	Valid
21.	18.41	18.53	2.40	0. 5	0.5	-0.120	0.349	Invalid
22.	19.27	18.53	2.40	0.6	0.4	0.377	0.349	Valid
23.	18.76	18.53	2.40	0.8	0.6	0.841	0.349	Valid
24.	18.73	18.53	2.40	0.7	0.3	0.477	0.349	Valid
25.	19.28	18.53	2.40	0.5	0.5	0.083	0.349	Invalid
26.	19.47	18.53	2.40	0.7	0.3	0.598	0.349	Valid
27.	20.11	18.53	2.40	0.5	0.5	0.658	0.349	Valid
28.	18.57	18.53	2.40	0.4	0.5	0.013	0.349	Invalid
29.	19.54	18.53	2.40	0.5	0.2	0.095	0.349	Invalid
30.	19.13	18.53	2.40	0.7	0.3	0.381	0.349	Valid

DOCUMENTATION









CURRICULUM VITAE



A. Identify

Name : Rahmadona Sagala Reg. Num. : 14 203 00112

Place/Birth : Padangsidimpuan/January, 27th 1996

Sex : Female Religion : Islam

Address : Jl. Makmur Ujung, Bakaran Batu, Kel. Sitamiang Baru,

Kec. Padangsidimpuan Selatan

B. Parents

Father's Name : Muhammad Agusli Sagala

Mother's Name : Kartini

C. Educational Bckgrund

Elementary School : SD N 200207 Sitamiang Baru (2007)
 Junior High School : SMP N 2 Padangsidimpuan (2010)
 Senior High School : MAN 1 Padangsidimpuan (2014)
 University : IAIN Padangsidimpuan (2019)