

**THE EFFECT OF KNOW, WANT, LEARNED (KWL)
STRATEGY ON READING COMPREHENSION OF
DESCRIPTIVE TEXT OF THE SEVENTH GRADE
STUDENTS AT SMP N 1 BATANG TORU**



A Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan
Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement for
Result Seminar in English Educational Department*

Written By:

ADELIA SARI
Reg. No. 21 203 00030

ENGLISH EDUCATIONAL DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN

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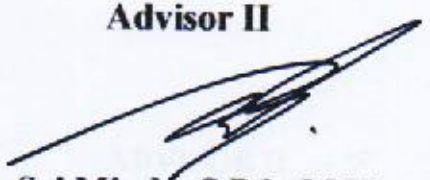
Written by:

ADELIA SARI
Reg. Num. 21 20300030

Advisor I


Fitri Ravani Siregar, M.Hum
NIP. 19820731 200912 2 004

Advisor II


Sri Minda, S.Pd., M.Hum
NIP. 19880118 202321 2 033

**ENGLISH EDUCATIONAL DEPARTMENT
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUN
2025**

LETTER OF AGREEMENT

Term: Thesis
a.n Adelia Sari

Padangsidempuan, Mei 2025
to:
**Dean Tarbiyah and Teacher Training
Faculty**
In-
Padangsidempuan

Assalamu'alaikum Warahmatullahi Wabarakatuh,

After reading, studying and giving advice for necessary revise on thesis belongs to *Adelia Sari*, entitled "*The Effect of Know, Want, Learned (KWL) Strategy on Reading Comprehension of Descriptive Text of the Seventh Grade Students at SMP N 1 Batang Toru*", the researcher assume that the thesis has been acceptable to complete the requirement to fulfill the degree of Islamic Educational Scholar (S.Pd) in English Department, Tarbiyah and Teacher Training Faculty, in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.
Thank you


Wassalamu'alaikum Warahmatullahi Wabarakatuh

ADVISOR I



Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004

ADVISOR II



Sri Minda, S.Pd., M.Hum
NIP. 19880118 202321 2 003

DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : Adelia Sari
Registration Number : 21 203 00030
Department : English Education
Faculty : Tarbiyah and Teaching Training Faculty
The Title of Thesis : The Effect of Know, Want, Learned (KWL) Strategy on
Reading Copenhension of Descritive Text of The Seventh Grade
Students at SMP N 1 Batang toru

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Padangsidimpuan, May 2025
Declaration Maker



Adelia Sari
Reg.Num. 21 203 00030

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FOR ACADEMIC CIVITY**

As Academic Civity of The State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan, the name who signed here:

Name : Adelia Sari
Registration Number : 21 203 00030
Department : English Education
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Reg.Num. 21 203 00030



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UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan. H.T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faxmile (0634) 24023

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : Adelia Sari
Registration Number : 21 203 00030
Department : English Education
Faculty : Tarbiyah and Teaching Training Faculty
The Title of Thesis : **The Effect of Know, Want, Learned (KWL) Strategy on Reading Comprehension of Descriptive Text of The Seventh Grade Students at SMP N 1 Batang Toru**

Chief,

Secretary

Dr. Fitriadi Lubis, M.Pd.
NIP.19620917 199203 1 002

Sri Minda, M.Hum.
NIP. 11980118 202321 2 003

Members,

Dr. Fitriadi Lubis, M.Pd
NIP. 19620917 199203 1 002

Sri Minda, M.Hum.
NIP. 11980118 202321 2 003

Dr. Hanika, M.Hum.
NIP. 19840815 200919 1 005

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

Proposed:

Place : Padangsidimpuan
Date : June, 10th 2025
Time : 08.00 WIB s/d 12.00 WIB
Result/ Mark : 83.75/A
IPK : 3.54
Predicate : Pujian



**RELIGION MINISTRY REPUBLIC OF INDONESIA
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY**

Jalan T. Rizal Nurdin Km 4,5 Sihitang 22733
Phone (0634) 22080 Fax (0634) 24022

LEGALIZATION

**Title Thesis : The Effect of Know, Want, Learned (KWL) Strategy on
Reading Comprehension of Descriptive Text of the
Seventh Grade Students at SMP N 1 Batang Toru**

Written By : Adelia Sari

Reg. Num : 21 203 00030

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

Padangsidimpuan, Mei 2025

Dekan



Dr. Lelya Hilda, M.Si

NIP.19720920 200003 2 002

ABSTRACT

Name : Adelia Sari

Reg. Number : 2120300030

Title of Thesis: The Effect of Know, Want, Learned (KWL) Strategy on Reading Comprehension of Descriptive Text of The Seventh Grade Students at SMP N 1 Batang Toru

This objectives of this research was intended to achieve empirical efficacy on the impact of KWL (Know-Want-Learned) strategy on students reading comprehension of descriptive text of the seventh grade students at SMP N 1 Batang Toru. The writer used a quantitative method with experimental research design for this study. The population of this research is the seventh grade students of SMP N 1 Batang Toru. The sampling technique used was random sampling which consists of 60 students. The researchers have been distributed in two groups to collect information: VII-4 for the experimental class taught by the strategy of KWL and VII-2 for the control class which consist of 30 students for each class. Furthermore, a multiple-choice test like pre-test and post-test was the instrument for this study, which consist of 25 questions for each test. Thus, the data was obtained from measuring by using T-Test formulation on SPSS v.26 program for windows with a significance level (α) = 0.05. The experimental gained score (15.00) is higher than controlled class (8.13). In addition, t-count (tc) was higher than t-table (tt), $1.967 > 1.671$. In other words, the alternatives Hypothesis (H_a) is accepted. In conclusion, KWL (Know-Want-Learned) strategy is effective toward students reading comprehension of descriptive text.

Keywords: KWL Strategy, Reading Comprehension, Descriptive Text

ABSTRAK

Nama : Adelia Sari
NIM : 2120300030
Judul Skripsi : Pengaruh Strategi Know, Want, Learned (KWL) terhadap Pemahaman Membaca Teks Deskriptif Siswa Kelas Tujuh di SMP N 1 Batang Toru

Laporan ini bertujuan untuk mengetahui secara empiris efektivitas strategi KWL (Know-Want-Learned) terhadap pemahaman membaca teks deskriptif siswa kelas Tujuh di SMP N 1 Batang Toru. Penulis menggunakan metode kuantitatif dengan desain penelitian eksperimen. Populasi dalam penelitian ini adalah seluruh siswa kelas Tujuh SMP N 1 Batang Toru. Teknik pengambilan sampel yang digunakan adalah random sampling yang terdiri dari 60 siswa. Peneliti membagi siswa menjadi dua kelompok: VII-4 sebagai kelas eksperimen yang diajar menggunakan strategi KWL dan VII-2 sebagai kelas kontrol, masing-masing terdiri dari 30 siswa. Instrumen yang digunakan dalam penelitian ini adalah tes pilihan ganda berupa pre-test dan post-test yang masing-masing terdiri dari 25 soal. Data dianalisis menggunakan rumus uji T (T-Test) dengan bantuan program SPSS versi 26 untuk Windows, dengan tingkat signifikansi (α) = 0,05. Hasil skor yang diperoleh kelas eksperimen (15,00) lebih tinggi dibandingkan dengan kelas kontrol (8,13). Selain itu, nilai t-hitung (th) lebih besar dari t-tabel (tt), yaitu $1,967 > 1,671$. Dengan kata lain, Hipotesis Alternatif (H_a) diterima. Kesimpulannya, strategi KWL (Know-Want-Learned) efektif terhadap pemahaman membaca teks deskriptif siswa.

Kata kunci: Strategi KWL, Pemahaman Membaca, Teks Descriptive

الملخص

الاسم :أديليا ساري
الرقم الجامعي : ٢١٢٠٣٠٠٠٣٠٠
عنوان البحث :تأثير استراتيجية "أعرف -أريد أن أعرف -تعلمت "على فهم قراءة النص الوصفي لدى طلاب الصف السابع في المدرسة المتوسطة الأولى بباتانغ تورو

يهدف هذا البحث إلى معرفة مدى فاعلية استراتيجية "أعرف -أريد أن أعرف -تعلمت "على فهم قراءة النص الوصفي لدى طلاب الصف السابع في المدرسة المتوسطة الأولى بباتانغ تورو .استخدم الباحث المنهج الكمي بتصميم تجريبي .كانت عينة البحث مكونة من ستين طالباً تم اختيارهم بطريقة العينة العشوائية، وقُسموا إلى مجموعتين :المجموعة التجريبية (الصف السابع-٤) (التي دُرست باستخدام استراتيجية ، والمجموعة الضابطة)الصف السابع-٢ (التي لم تُستخدم معها الاستراتيجية، وكل مجموعة تتكون من ثلاثين طالباً .أداة البحث كانت اختبار اختيار من متعدد، أُجري قبل التدريس وبعده، ويتكون كل اختبار من خمس وعشرين مسألة .تم تحليل البيانات باستخدام اختبار "ت" بمساعدة برنامج الإصدار ٢٦ لنظام ويندوز، بدرجة دلالة $\alpha = 0.05$.وقد بلغت الدرجة المتوسطة للمجموعة التجريبية (١٥,٠٠) (وهي أعلى من المجموعة الضابطة) (٨,١٣) .(كما أن قيمة "ت" المحسوبة كانت أكبر من قيمة "ت" الجدولية، أي $1,967 > 1,671$ ، بدرجة حرية مقدارها ٥٨ .وبذلك قُبِلت الفرضية البديلة .وتوصل البحث إلى أن استراتيجية فعالة في تحسين فهم قراءة النصوص الوصفية لدى الطلاب.

استراتيجية "أعرف -أريد أن أعرف -تعلمت"، فهم القراءة : الكلمات المفتاحية

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Praise be to Allah, the Lord of the universe who gave His grace and mercy to the author to carry out the skripsi. The peace and salutation may be addressed to the Prophet Muhammad, may peace be upon him, his family and his companion and his followers.

This study entitle **“The Effect of Know, Want, Learned (KWL) Strategy on Reading Comprehension of Descriptive Text of the Seventh Grade Students at SMP N 1 Batang Toru”** is presented to the English Educational Department, Faculty of Tarbiyah, State Islamic University of Syekh Ali Hasan Ahmad Addary in one of fulfilling the requirements for the degree of “S.Pd” in this college. It is also very happy and glad that this paper can be finished by the writer. The writer faces many difficulties in concluding this paper. In reality, it could not be resolved without the assistance of many parties, such as God, lectures, families, dear friends, the school institution.

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Finally, the writer admits that this skripsi is still far from being perfect. Therefore, she hopes some suggestions and criticism from the reader for this skripsi. Hopefully, this paper will have some values for her and the reader.

Padangsidimpuan, 2025
Researcher

Adelia Sari
Reg. Num. 21 203 00030

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is the process of understanding and finding the meaning in written material. To understand the messages, it is important to recognize the meaning of words based on their context. Additionally, reading is a receptive skill because it allows people to gain information, knowledge, and new experiences. Harida stated that reading is a receptive skill transactional between a reader and a writer. A writer can communicate with a reader through a text.¹ They communicate by the author using words to convey. Then, readers often feel the same emotions as what the author wrote, finally readers will understand and be able to respond to the writing in their own way, such as about their personal experiences or discussing with other people about the content of the text.

Reading is one of the language skills, besides listening, speaking, and writing. Nunan stated reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.² It means that it is an activity to find information and produce the meaning from sentences or paragraphs that they have read. The goal of reading is comprehension. Comprehension is the process of understanding words, sentences, and connected text. It happens when the words that are written connect with what the readers already know from outside the text.

¹Eka Sustri Harida, *Basic Reading For EFL University Student* (Merdeka Kreasi Group, 2021), p. 1. <https://books.google.co.id/books?id=wtRgEAAAQBAJ>.

²David Nunan, *Practical English Language Teaching* (McGraw-Hill Education, 2003), p. 68. <https://books.google.co.id/books?id=v1DMAAAACAAJ>.

Reading comprehension is the process of making meaning from the text. The aim is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.³ In reading comprehension, the students not only read for comprehending or just answering the text, but also must know the meaning of the text they read. Reading without understanding seem useless. When students cannot comprehend and understand the text well, they will find the difficulties to find main ideas and the purpose of the text.

Based on information from English teacher in pre interview that the ability of the students' reading comprehension at SMP N 1 Batang toru were still poor. Some of the students did not understand what they read. They just read the text, but they were not able to identify and comprehend the text. They cannot answer the questions correctly because they had difficulties in comprehending the reading text. They are increasingly lazy to learn English especially in reading.⁴

To increase the students' reading comprehension, it needs appropriate strategy to helping them as solution for their problems. By using a strategy, students will be reading in the way that expert readers do and strategies also can help readers to process the text actively, to monitor their comprehension, and to connect what they are reading to their own knowledge and to other parts of the

³G Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties* (Springer Netherlands, 2011), p. 15. [https://books.google.com/books/about/Reading_Comprehension.html?hl=id&id=S9keqWMLu6wC#v=onepage&q=gary wooley%2C reading comprehension \(australia%3A springer%2C 2011\)%2C 15.&f=false](https://books.google.com/books/about/Reading_Comprehension.html?hl=id&id=S9keqWMLu6wC#v=onepage&q=gary%20wooley%20reading%20comprehension%20australia%3A%20springer%202011%2015.&f=false).

⁴Privat interview, Hartini Harahap, The Teacher at VIII Grade SMP N 1 Batangtoru

text.⁵ By using a strategy in comprehending a text, it can make the teaching learning process more effective and make the students more interest and active in learning reading. The strategy helps to improve reading comprehension and makes reading more effective.

There are many strategies in reading that can be used to teach reading comprehension. One of them is using Know, Want, Learned (KWL) strategy. KWL is an acronym for what I know, what I want to know, and what I have learned. Students use a chart to record their ideas and questions before reading a selection and then to record what they have learned after reading. Donna Ogle in 1986 who first developed the KWL strategy, suggest that it is best suited for text containing factual information. The KWL strategy is used before and after the reading process.⁶ Using this strategy, students activate their current knowledge before reading. This strategy help them to become more actively engaged in their reading, organize their thoughts, put their knowledge in perspective, and integrate their new knowledge with prior knowledge.

Yurek and Strong stated that KWL is a comprehension instructional reading strategy that guides students through a text. The KWL strategy draws upon students' prior knowledge of the topic of the text and helps to set a purpose for reading. It helps students monitor their comprehension.⁷ This process not only

⁵ Jack C. Richards and Willy A. Renadya, *Methodology in Language Teaching: An Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p, 289.

⁶ Kathleen Feeney Jonson, *60 Strategies for Improving Reading Comprehension in Grades K-8* (SAGE Publications, 2005), p. 81.
<https://books.google.co.id/books?id=PU9OAwAAQBAJ>.

⁷ Elaine Traynelis Yurek and Mary Winifred Strong, *The Language Experience Approach and the Science of Literacy Instruction* (Anthem Press, 2024),
<https://books.google.co.id/books?id=IQICEQAAQBAJ>.

engages students but also helps to set a clear purpose for reading, as they read encouraged to think about what they want to learn from the text. By actively reflecting on what they know, want to know, and what they have learned, students are better able to monitor their understanding throughout the reading process.

Herlinyanto stated that the application of the KWL strategy is very good for reading comprehension. The KWL strategy involves three basic steps that guide students in providing about what they already know, determining what they want to know, and remembering what they learned from reading.⁸ The KWL strategy gives students a purpose for reading and provides an active role for students before, during, and after reading. This strategy also strengthens students' ability to develop questions about various topics and can assess their own learning outcomes.

Know, Want, Learned (KWL) strategy divided into three columns such as K (what I know) in the K column students are asked to explain what they know about the topic they will be reading about. And in the W (what I want to know) column students are asked again what they wonder or want to find out in the further reading. And in the L (Learned) column students explain what they have learned from the reading text. KWL strategy is a way engage students in active learning.

There is study that show effectiveness of using KWL (Know, Want, Learned) strategy in the teaching learning process of English classroom. Rhamadina prove that using KWL (Know-Want, Learned) strategy is effective to

⁸ Herlinyanto, *Membaca Pemahaman Dengan Strategi KWL* (Yogyakarta: Deepublish, 2015), hlm, 4.

improve students' reading comprehension of descriptive text. Using this strategy can increase motivation and attentions by activating the students' prior knowledge.⁹

Based on the problem and explanation above, the researcher is interested and need to introduce this strategy in teaching with the title "The Effect of Know, Want, Learned (KWL) Strategy on Reading Comprehension of Descriptive Text of The Seventh Grade Students at SMP N 1 Batang Toru". This strategy is suitable for students in junior high school especially in the first class. Because in this class the students are not interested in learning English especially reading books in English, they only read without understanding the text of reading book.

B. The Identifications of the Problem

Based on the background above, it can be seen that the identifications problems are:

1. Students are less to comprehend the text
2. Students do not know about the text they read
3. Students do not know how to identify the text
4. Students are lazy and be a passive when learning English reading

Based on the student problems above, there are several factors for improve reading comprehension through strategy, teaching technique, and method, they are numbered heads together (NHT), think pair share, jigsaw, student teams achievement division (STAD), herringbone, skimming, speed reading, and SQ3R.

⁹ Wiwi Rhamadina, "Using Kwl (Know-Want-Learned) Strategy To Improve Students' Reading Comprehension Of Descriptive Text (A Quasi-Experimental Study at Tenth-Grade Students of SMA PGRI 56 Ciputat," 2020, <https://repository.uinjkt.ac.id/dspace/bitstream/123456789/51827/1/11160140000018> Wiwi Rhamadina water mark.pdf.

C. The Limitation of the Problem

Based on the identification of the problem above, not all the factors are discussed in this research. This research only focus on Know, Want, Learned (KWL) Strategy to teach students reading comprehension on descriptive text with Animal theme as the material especially in comprehend the text and identify main idea, supporting details, and generic structure of descriptive text.

The reason why this research use Know, Want, Learned (KWL) Strategy is because this strategy is more effective improve reading comprehension. This strategy could make learning process interesting and active. It creates by set a purpose of questions before, during, and after reading. It consists of three steps: What I Know (K), where students activate prior knowledge; What I Want to Know (W), where they set learning goals; and What I Learned (L), where they summarize new information after reading. This strategy could make learning process interesting and active, formulate questions, helps students retain information effectively and increase critical thinking.

D. The Formulations of the Problems

The problems of the research are formulated as follows :

1. How is students' reading comprehension of descriptive text before learning using KWL (Know, Want, Learned) strategy of the seventh grade students at SMP N 1 Batang toru?
2. How is students' reading comprehension of descriptive text after learning using KWL (Know, Want, Learned) strategy of the seventh grade students at SMP N 1 Batang toru?

3. What is significant effect of learning using KWL (Know, Want, Learned) strategy on reading comprehension of descriptive text of the seventh grade students at SMP N 1 Batang toru?

E. The Objectives of the Research

Based on the formulation of the problems above, the objectives of this research are:

1. To know how is students' reading comprehension of descriptive text before learning using KWL (Know, Want, Learned) strategy of the seventh grade students at SMP N 1 Batang toru.
2. To know how is students' reading comprehension of descriptive text after learning using KWL (Know, Want, Learned) strategy of the seventh grade students at SMP N 1 Batang toru.
3. To know what is a significant effect of learning using KWL (Know, Want, Learned) strategy of the seventh grade students at SMP N 1 Batang toru.

F. The Significances of the Research

The result of this study is significant for: the students, teachers, and other researchers.

1. For the Teacher, the result of this research is expected to be useful for English teacher as the information about the strategy in improve reading comprehension.
2. For the students, the result of this research is expected will enable and motivate students to learn by applying the strategy given.

3. For the other researchers, the result of this study can help the other researchers especially who conduct the research with the same subject and it can be reference.

G. The Definitions of Operational Variables

To avoid misunderstanding of the research, the writer will explain about the key terms as followed:

1. KWL (Know, Want, Learned) strategy

KWL stands for Know, Want to Know, and Learned. It is a strategy where students use a chart to write down what they already know, what they want to find out, and what they learned after reading. The KWL chart is used before and after reading to help students organize and summarize information. The chart has three columns: K is for what students already know, W is for what they want to learn, and L is for what they learned after reading. The KWL strategy improves reading comprehension by encouraging students to set a purpose for reading and engage actively with the text. By asking questions and seeking answers, students develop critical thinking and focus better on the material. This method also helps students monitor their understanding as they read, making it easier to identify gaps in knowledge and clarify confusing parts of the text.

2. Reading Comprehension

Reading comprehension is how readers understand and gather information from a text. it involves not just reading the words but also grasping their meaning. Reading is not enough to just read the words on pages, readers

must actively think about what those words mean to understand the message or information being conveyed.

3. Descriptive Text

There are thirteen texts in English, and one of them is a descriptive text. This type of text is intended to provide a description of an object, animal, person, or specific place. The goal is to explain what someone or something is like. It may also include information about the location of a place. Descriptive texts focus on outlining the features or characteristics of a person, place, or thing. Descriptive Text has two generic structure such as identification and description. Also have language feature, they are using specific noun, using simple present tense, using adjective or adverb, using thinking and feeling verbs or thought to express thought and feelings, and using action verbs.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Reading

a. The Definitions of Reading

Reading is one of the language skills including listening, speaking, and writing which is important to be learned and mastered by every individual. Reading is a process to get information that the author conveyed through written. By reading, someone can know what happened in the world, obtain information and improve knowledge that useful in the future. Reading is an important activity in daily life, because reading can improve provide useful knowledge and information.

Harida stated that reading is an interactive process between the readers and the text. An interactive process happens when the readers try to understand the text.¹ They think about the ideas, ask question, and make connections to what they already know. This interaction helps them better understand the text and remember it. While understanding the text, the readers want to communicate with ideas proposed by the writers.

¹ Eka Sustri Harida, *Basic Reading For EFL University Students* (Medan: Merdeka Kreasi, 2021). <https://books.google.co.id/books?id=wtRgEAAQBAJ>.

Furthermore, Harmer stated reading is useful for other purposes too; any exposure to English (provided students understand it more or less) is a good thing for language students.² Good reading skills it can improve the other language skills. Reading also is the best way to learn and remember the best spelling words.

Johnson stated that reading is the practice of using text to create meaning.³ It means when someone reads a text, the person should know the main point of the text to create the conclusion and understanding the text as a result. Then, the person should understand the other purpose of the text that she/he read.

b. The Importances of Reading

Every reader have their own interest to read a book. Most of people like to read a book for reduce their stress, or to getting information about something. They may read a novel or comic, a magazine, a textbook, a newspaper, a journal or an article to get what they need from the text. What the readers need from a reading text is depend on their book.

Besides, as a quoted by Pradani that reading is very important because reading is a process carried out to get messages or information.⁴ In

² Jeremy Harmer, *How To Teach English* (England: Longman, 2001).

³ Andrew Paul Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students* (United State of America: R&L Education, 2008), p, 3. <https://books.google.co.id/books?id=b2TXqhcovMMC>.

⁴ Anindhita Pradani, "The Importance Of Reading To Expand Lecturer: Ratna Rintaningrum, S. S., M. Ed., Ph. D By: Faculty Of Science And Data Analytics," *Sepuluh Nopember Intitute of Technology* 02, no. (2021): 233–321. https://www.researchgate.net/profile/Anindhita-Pradani/publication/352020734_THE_IMPORTANCE_OF_READING_TO_EXPAND_KNOWLEDGE/links/60b6102ba6fdcc476bdb30e8/THE-IMPORTANCE-OF-READING-TO-EXPAND-KNOWLEDGE.pdf

addition to getting information, we can also understand the information which can be useful in the future. Reading can also stimulate mentally, reduce stress, improve vocabulary, and expand thinking.

The reason why people want to read are definitely different, depending on their desires and goals. Reading is a good habit that someone needs to develop in life. Once you start reading, you experience a whole new world. When you start loving the habit of reading you eventually get addicted to it. Reading develop language skills and vocabulary. Reading is also way to relax and reduce stress. it is important to read a book at least for a few minutes each day to stretch the brain muscles for healthy functioning.

c. The Purposes of Reading

The purpose of reading is to get the new information from the text. To get purpose of reading, readers need to connect with subject about what they read. Reading purpose also involves deciding how much time and effort they will put into understanding the information in the text. According to Grabe and Stoller, the category of reading purposes includes are:⁵

- 1) Reading to search for simple information
- 2) Reading to skim quickly
- 3) Reading to learn from text
- 4) Reading to integrate information
- 5) Reading to write and reading to critique texts
- 6) Reading for general comprehension

⁵ William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, Applied Linguistics in Action (Britania Raya: Taylor & Francis, 2019), p, 286. <https://books.google.co.id/books?id=ssyxDwAAQBAJ>.

Purpose of reading is not only for students, but also people. They have to read extensively to get information and knowledge of social living. It can help a reader keeps informed on the social, political, economical and also entertainment. Having the purpose of reading can make them easier to understand the passage what they read.

d. The Types of Reading

There are many kinds of reading that teacher has to know to guide the students as follow:⁶

1) Extensive Reading

This type of reading is carried out to achieve a general understanding of a text. The way of reading is influenced by the purpose of reading. Most of people have the habit of reading when they are free, or have a lot leisure time. They hold a novel, a comic strip, or a magazine. When someone read for pleasure, it is known as extensive reading.

2) Intensive reading

Intensive reading calls for paying attentions to fine details for understanding literal meaning, implications and rhetorical relationship. When someone read shorter text like a research paper for getting specific details or information, they read slowly with a lot of concentration. This is known as intensive reading.

3) Skimming

Skimming is a technique of glancing through an article to see whether or not in contains information that is of interest to you. It also helps you gain an understanding of the article in a short time.

4) Scanning

This type of reading is used to find specific information in a reading, such as dates, names, and places. Scanning involves quick eye movements, not necessarily linear in fashion, in which the eyes wander until the reader finds the piece information needed.

⁶ Shalini Verma, *Technical Communication for Engineers* (Vikas Publishing House, 2015), p, 301. <https://books.google.co.id/books?id=R7JDDAAAQBAJ>.

Based on the explanation about 4 ways of reading that can help everyone to get information from a text with the basic of reading and more effective to understand the meaning from text with their way chosen.

2. Reading Comprehension

a. The Definitions of Reading Comprehension

Comprehension is the result of reading process which the key of reading success. This is the second fundamental competency of reading, and the central one. Comprehension refers to the act or capacity of understanding something. Effective comprehension instruction goes beyond literal comprehension by challenging students to make deep inferences about texts, to think critically about the material they read, and to creatively transform the texts they encounter into other forms and formats.

Reading comprehension is one of the pillars of the act of reading. Reading comprehension is not just saying the words of the text, but also understanding or getting idea. In reading comprehension someone must to know the meaning of the text, get important idea, and take information from the passage has been read. In addition, the readers should be able to make connection between the text and their own experiences, draw inferences based on the context, and summarize the main point effectively. This deeper understanding helps readers engage with the material in a more meaningful way, so they can analyze and apply what they have learned in a variety of situations. In other words, good reading comprehension skills will improve critical thinking and more effective communication.

Santi and Reed stated that reading comprehension as a process in which the reader constructs meaning from text based information.⁷ Reading comprehension involves much more than readers' responses to text. It includes recognizing words and understanding their meanings. Good reading comprehension allows readers to make summaries about what they read and make inferences.

Harida stated that reading comprehension is a mental process in which the readers try to understand the meaning of the text by interpreting what has been read to find the idea given by writers.⁸ In reading comprehension, readers need to focus on a few important things like how they understand the words and information in the text, understand the main idea and details, and being able to draw conclusions. Reading comprehension has several goals. These include understanding and gathering information from a written text, getting ideas and opinions, and also improving critical thinking and communication skills.

b. Reading Comprehension Strategies

Reading comprehension strategies help students understand texts better. To make reading successful, there are some strategies which can be practiced in the classroom. According to Morellion, there are some

⁷ Kristi L. Santi and Deborah K. Reed, *Improving Reading Comprehension of Middle and High School Students*, Literacy Studies (New York: Springer International Publishing, 2015), <https://books.google.co.id/books?id=EpoRBwAAQBAJ>.

⁸ Eka Sustri Harida, *Basic Reading For EFL University Student* (Medan: Merdeka Kreasi, 2021). p. 6.

strategies in teaching reading comprehension in the class, such as;⁹ First, activating or building background knowledge connects what students already know with the new information in the text. Using sensory images helps them visualize the story or content. Questioning encourages curiosity and keeps them engaged while reading. Making predictions and inferences helps students think ahead and read between the lines. Determining the main ideas ensures they focus on the most important points. Finally, using fix-up options, like rereading or looking up unfamiliar words, helps them overcome difficulties and improve understanding.

c. Assessment of Reading Comprehension

Assessment is a tool to know how far the students reading comprehension and ability of material. In addition, by comprehending the text students will find the main idea, supporting details, and important information from the text. There are two types of assessment of reading comprehension such as; The first is informal assessment. It is done by the teacher without designing the assessment first.¹⁰ For examples are good job, excellent, great, and well-done. Moreover, this kind of assessment can be done by commenting on students' paper. The second way is using 5 indicators, they are:

- 1) The students can identify the main idea from the text.

⁹ J Moreillon, *Collaborative Strategies for Teaching Reading Comprehension* (United State of America: American Library Association, 2007), <https://books.google.co.id/books?id=VXnzdJxLp0YC>.

¹⁰ H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (United State of America, 2004), https://evelintampubolon.files.wordpress.com/2016/09/h-_douglas_brown_-_language_assessment.pdf.

- 2) The students can identify the supporting details from the text.
- 3) The students can understand word that refer to the specific pronoun from the text.
- 4) The students can find meaning from unknown word from the text.
- 5) The students can identify the structure of descriptive text as material of learning from the text.

From the explanation above the researcher choose the second type of assessment reading comprehension with 5 indicators to know the students reading comprehension with their understanding the item.

d. Material of Reading Comprehension

There are many materials in teaching reading comprehension. From topics in English book that used for the seventh grade students of SMP N 1 Batang Toru. It is divided into eight chapters, they are: (chapter I) Good morning. How are you?, (chapter II) Hy my name is Irma! , (chapter III) What time is it? , (chapter IV) This is My World, (chapter V) It' s a Beautiful Day, (chapter VI) What do you do, (chapter VII) I'm Proud of Indonesia, (chapter VIII) That's What Friends are Supposed To Do. And then, the researcher took (chapter VII) I'm Proud of Indonesia. In this chapter is learn about some examples of text, its text about describing animal, thing, and person.



Figure I. 1 The Material of Reading Comprehension

Conjunction **'but'** shows contrary among two things/sides.

- I can do the English test **but** I am not sure about Physics.
- Your dog looks fierce **but** it is actually very nice and cute.
- Today I have no classes **but** we still go to school to finish our tasks.

Conjunction **'or'** means a choice between two or more conditions or items.

- Prima is not really sure whether she will have soto or chicken porridge for breakfast.
- Which one do you like, tea **or** coffee?

Read some examples of descriptive text below.
Discuss with your partner.

My brother is very smart. He is also a good football player. He is generous. He is funny, too. I love him very much. But I don't like some things about him. His room is always messy. He puts his things everywhere. Sometimes he is smelly because he is sweaty but he doesn't take a bath straight away. He drinks too much soft drink. He does not like fresh water. I'm often worried about his health.

Adopted from: Kementerian Pendidikan dan Kebudayaan, Bahasa Inggris When English Rings a Bell SMP/MTs Kelas VII Edisi Revisi Cetakan Ke-2, Jakarta, Kementerian Pendidikan dan Kebudayaan, 2016

1. What is the text about?
2. What is he like?
3. Does the writer love him?
4. Does he have something the writer like? What is it?
5. Does he have something the writer does not like? What is it?

I have a cat. I name it Manis. She makes me happy. When I tickle her, she rolls around and taps her paws on my hand. I like the feeling. She has three colors, white, yellow, and black. She often lies on my feet when I study or watch TV. Sometimes she sleeps in my bed with me, on my feet. It feels warm.

Adopted from: Kementerian Pendidikan dan Kebudayaan, Bahasa Inggris When English Rings a Bell SMP/MTs Kelas VII Edisi Revisi Cetakan Ke-2, Jakarta, Kementerian Pendidikan dan Kebudayaan, 2016

¹¹S P Eusibia Asih Prihatmi, Buku Siswa Bahasa Inggris SMP/MTs Kelas 7 (Gramedia Widiasarana Indonesia, 2021), hlm.160-166.
<https://books.google.co.id/books?id=RoArEAAAQBAJ>.

3. The Descriptive Text

a. The Definitions of Descriptive Text

Descriptive text, also known in simply is description, is an important part of English lesson that junior high and senior high school student should learn. Prayudha stated that descriptive texts are the texts which are used to describe about a particular place, person, or thing.¹² It help the reader imagine what something looks like, feels like, or sounds like by using detailed words and descriptions.

Descriptions are more than just copies of what things look like, even simple description suggest how the observer feels about the subject. Instead of just creating a picture of an object, descriptions often include personal interpretations. This kind of potrayal is different from detailed analysis of features and qualities, which is more about explaining things clearly.

b. The Generic Structure

The descriptive text has dominant generic structure as below:

1) Identification

Recognition of the subject, whether a person, object or place being described.

2) Description

Description means describing the features or characteristics of the object being described.

¹² Joko Prayudha, *Jenis-Jenis Teks Dalam Bahasa Inggris* (GUEPEDIA, 2022), <https://books.google.co.id/books?id=Rd9sEAAAQBAJ>.

c. The Language Features

Language features of descriptive text there are as follows:

- 1) Using specific noun
- 2) Using simple present tense
- 3) Using adjective or adverb
- 4) Using thinking and feeling verbs or thought to express thoughts and feelings
- 5) Using action verbs.

Table II. 1
Generic Structure and Language Features of Descriptive Text

No.	Structure of Text	Generic Structure	Language Features
1.	Introductory	Identification	1. Using specific noun 2. Using simple present tense 3. Using adjectives or adverbs 4. Using thinking and feeling verbs to express thoughts and feelings 5. Using action verbs.
2.	Body/content	Description	
3.	Conclusion	Not needed	

d. Example of Descriptive Text

Table II.2
Descriptive Text

Title	My Lovely Cat, Manis
Identification	I have a cat. I name it Manis. She makes me happy
Description	When I tickle her, she rolls around and taps her paws on my hand. I like the feeling. She has three colors, white, yellow, and black. She often lies on my feet when I study or watch TV. Sometimes she sleeps in my bed with me, on my feet. It feels warm.

4. Know, Want, Learned (KWL) Strategy

a. The Definitions of Know, Want, Learned (KWL) Strategy

Strategy has been one of the main elements that could supervise by the teacher throughout the learning process. A mental action plan to accomplish a certain goal can be described as a strategy.¹³ The KWL strategy has subsequently been recommend in many reading methodology texts. This strategy use a chart that divided into three column. The chart stands for What I Know, What I want to know, and What I Learned. This strategy encourages students to activate their prior knowledge, set learning goals, and reflect on what they have learned after reading.

Yurek and Strong stated that KWL is a comprehension instructional reading strategy that guides students through a text. the KWL strategy draws upon students' prior knowledge of the topic of the text and helps to set a purpose for reading. It helps students monitor their comprehension.¹⁴ This process not only engages students but also help to set a clear purpose for reading, as they read encouraged to think about what they want to learn from the text.

The KWL strategy helps students become more aware of their thinking, make it easier for them to collect, organize, and understand information. It is also can be used to keep track of progress while reading. This strategy approach has positive implications for students' reading

¹³ Peter S. Westwood, *Reading and Learning Difficulties: Approaches to Teaching and Assessment* (ACER Press, 2001), <https://books.google.co.id/books?id=3xzF4Z7wg2gC>.

¹⁴ Elaine Traynelis Yurek and Mary Winifred Strong, *The Language Experience Approach and the Science of Literacy Instruction* (Anthem Press, 2024). P,

ability. These include helps students actively engage with the text. So, this approach encourages critical thinking, improve understanding, and enhances retention of information, making it easier for students to comprehend the text.

Herlinyanto stated the application of the KWL strategy is very good for reading comprehension. The KWL strategy involves three basic steps that guide students in providing about what they already know, determining what they want to know, and remembering what they learned from reading.¹⁵ This strategy gives students a purpose for reading and provides an active role for students before, during, and after reading.

By this explanation, KWL is an effective strategy to find out what students know about the topic and want to know about the topic before they begin an instructional unit or lesson. It helps guide instruction and focuses learning on students' interest and needs, ultimately improving comprehension.

Table III. 3
KWL (Know-Want-Learned) Chart

KWL CHART		
Topic :		
Students background knowledge. The things that the students have already learned.	What else the students want to know about the topic; some questions of the students to get the purpose of reading.	What the students' learned from the reading class; some new ideas that they had not considered previously.

¹⁵ Herlinyanto, *Membaca Pemahaman dengan Strategi KWL* (Yogyakarta: Deepublish, 2015), hlm, 4.

KWL (Know-Want-Learned) chart divided into three columns. The K stands for what students already know about the topic. This serves to activate their prior knowledge. The W stands for what students want to learn. This serves help students to identify goals, thus giving a purpose of reading. The L stands for what was learned. This provide a post-reading emphasis promoting application of ideas and concepts.¹⁶ This strategy is a very popular strategy for teachers to help students effectively relate background information, intent and resume. It can be excellent for beginning study units where students gather information over several classes.

b. The Purpose of Know, Want, Learned (KWL) Strategy

KWL strategy provides the readers with an active role before, during, and after their reading. This strategy helps students to gain new knowledge. It is also improve their ability to talk about different topics. Students can see how well they are doing in their course.

By using this strategy, students activate their current knowledge before reading. Next, they determine why they would like to learn, there by establishing a purpose of reading. Finally, they reflect on what they have learn and summarize their understanding.¹⁷ This process helps them to become more actively engaged in their reading, organize their thoughts, put

¹⁶David K. Pugalee, *Effective Content Reading Strategies to Develop Mathematical and Scientific Literacy: Supporting the Common Core State Standards and the Next Generation Science Standards* (United State of America: Rowman & Littlefield Publishers, 2015), p, 95. https://books.google.co.id/books?id=nTW_BgAAQBAJ.

¹⁷Kathleen Feeney Jonson, *60 Strategies for Improving Reading Comprehension in Grades K-8* (Corwin Press, 2005). P, 81.

their knowledge in perspective, and integrate their new knowledge with prior knowledge.

c. The Advantages and Disadvantages of Know, Want, Learned (KWL) Strategy

According to Suyanti et. al there are advantages and disadvantages in using KWL (Know, Want, Learned) strategy on reading comprehension.¹⁸

Therefore, the advantages of KWL strategy includes:

- 1) Can have positive influence on students' reading ability
- 2) Stimulate students to want to read the lessons given
- 3) Easy to implement and does not require a lot of costs
- 4) Provide opportunities for students to be more courageous in expressing their opinions in learning

Meanwhile, there are some disadvantages to the KWL strategy includes:

- 1) Requires supervision and also educator skills in teaching
- 2) It requires a loud voice for educators to be able to explain to students
- 3) This strategy is likely to only benefit students who have the mentally and courage to dare to express their opinions, while students who do not have sufficient mentality will feel inferior and out competed

¹⁸Suyanti et.al., *Prosiding Seminar Nasional PGMI Dan PIAUD UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan: Implementasi Kurikulum Merdeka Berbasis Kearifan Lokal Di MI/SD Dan PIAUD* (Program Studi Pgmi & Program Studi Piaud Uin Syekh Ali Hasan Ahmad Addary Padangsidimpuan, 2023), p, 622. <https://books.google.co.id/books?id=xOrwEAAQBAJ>.

d. The Procedures of Using Know, Want, Learned (KWL) in Teaching Reading Comprehension

There are three steps of KWL strategy according to Herlinyanto. The KWL strategy are defined as follows:¹⁹

1) Know (K)

This step is the first step and is included in pre-teaching. Teacher guides students to brainstorm students' knowledge of what they already know before reading. To stimulate students' knowledge of the reading they will read, a picture and the title of the reading are presented. Thus, the picture and the title of the reading are the main media in this activity. While students observe the picture, the teacher can ask guiding questions that can stimulate students' knowledge related to the picture and the title of the reading.

The picture displayed by the teacher must be interesting for students and related to the content of the reading that the students will read. The title of the reading also adjusted to the level of students development, the level of difficulty, and the interestingness. All information known to students related to the reading topic and the picture displayed by the teacher are written in the column K of the KWL chart.

2) Want (W)

This step is the second step and is included in while-teaching. In this step students formulate questions about what they want to know and

¹⁹ Herlinyanto, *Membaca Pemahaman dengan Strategi KWL* (Yogyakarta: Deepublish, 2015), p. 4.

learn from reading. The teacher's role here is to highlight the differences and gaps in the information they have, so that raise questions that can help students focus on the new information they will discover.

After the purpose of the reading is determined, the next steps are to create questions, which related to the information they want to know from the reading. The question that the students made are adjusted to the result of their predictions at the Know steps and are directed at the reading goals that have been set. In W column each student write the questions they are interested in learning.

3) Learned (L)

This step is the third step and is included in post-teaching. After reading, students must write the information they remember from the text. Students must check their written questions in the W column to see if they have found the answers, some questions may need further reading or checking in other sources.

In this step, namely students write down the information they get from the reading, recheck the questions they have made to make sure whether they have been answered or not. In determining how far the reading objectives have been achieved, students are asked to write down the information obtained from reading in column L. if there are still questions that cannot be answered in the reading text, the teachers need to emphasize that the answer to the questions requires another reading

source. The teacher can give students homework so that the question can be answered.

e. Teaching Reading Comprehension on Descriptive Text by Using Know, Want, Learned (KWL) Strategy

The researcher expect that using KWL (Know, Want, Learned) strategy can overcome the students' difficulties in reading comprehension. Using this KWL (Know, Want, Learned) strategy make students interest and help them in comprehending the text well. And here is the procedure of teaching by using this strategy, as follows:

Table II. 4
Teaching Reading Comprehension on Descriptive Text by Using Know, Want, Learned (KWL) Strategy

Teacher Activities	Procedures	Student Activities
A. Pre-Teaching		
1. Teacher open the class by greeting and prepare the students to pray before learn.		1. Student answer the teacher's greeting and pray before learn.
2. Teacher checks the students attendance list		1. Student listen to the teacher. 2. Students state the attendance by saying present.
3. Teacher tells the students they will learn about descriptive text, then explain the material.		1. Student listen carefully to the teacher.
4. Teacher tells the students about KWL strategy and ask the students to make the KWL chart in their book.		1. Students listen carefully to the teacher. 2. Students make the KWL chart in their book
5. Teacher show a picture about the descriptive text with	1. Know step, where the students know about the text	1. Students listen carefully to the teacher.

Animal theme to the students, and ask questions like what they know about the picture to activate their prior knowledge.		2. Students answer the teacher questions about the picture.
6. After the students answer their opinion about the picture, teacher ask them to write their answer into the column K.		1. Students write the answer into the K column
B. While Teaching		
The teacher ask the students about what information they want to know or they curious about the picture of descriptive text with Animal theme.	Want step, where the students set a purpose of question about what they want to know more about the animal theme of descriptive text	Students answer the question about the information they need.
2. After the students answer the information they want to know about the picture, teacher ask them to write their answer into the column W		1. students answer the teacher questions about the information needed of the picture. 2. Students write the set a purpose of question they want to know about the picture to the W column
3. Teacher give the descriptive text about the animal theme to the students and ask them to read it into 10 minutes		1. Students accept the descriptive text about the animal theme. 2. Students read the text.
C. Post-Teaching		
1. After the students read the descriptive text about animal theme, then teacher ask what is the new information they get after reading the text.	1. Learned step, where the students summarize information they get after reading.	1. Students answer the teacher questions about the new information they get after reading.

3.The teacher closes the class with greeting		Students respond teacher's greeting
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B. The Related Findings

There are some researchers have found related result referred to particularly in improving reading comprehension by using a lot of method, techniques, strategies, and activities. First, Jumriati, the statement of this research: is the use of KWL strategy able to improve students' reading comprehension of descriptive text at the eighth grade students of SMPN 9 Lembang. Furthermore, the design of this research is quantitative research. The researches used pre-experimental research which employed one group as pre-test and pos-test design. In addition, the result of this research showed that the post-test (71.89) was greater then pre-test (58.21). It means using KWL (Know, Want, Learn) was able to increase the students' reading comprehension at the eighth grade of SMP Negeri 9 Lembang.²⁰

The second research is Rhamadina, the main purpose of this research was to know whether the effective influence of using Know Want Learn (KWL) strategy towards students' reading comprehension on descriptive text. this quasi-experimental design was used in this research. The sample of this technique used total sampling which consists of 62 students with two groups to collect information: X1 for the experimental class taught by the technique of KWL and X2 for the control class which consist of 30 questions for each test. The result

²⁰Jumriati, "Enhancing Student's Reading Comprehension of Descriptive Text By Using KWL (Know, Want, Learn) Strategy At The Eighth Grade Students Of SMP Negeri 9 Lembang Kabupaten Pinrang" 2507, no. February (2020): 1-9.
<https://repository.iainpare.ac.id/id/eprint/1816/>.

showed that KWL (Know-Want-Learned) strategy is effective toward students' reading comprehension of descriptive text.²¹

Third research relevant of this study conducted by Wulandari, the statement of this research: Is there any essential differences on students' reading comprehension before and after using Know-Want-Learned (KWL) strategy to the Eighth-Grade students of MTs Ma'Arif Balong in academic year 2016/2017. Furthermore, the design of this research is quantitative research. The researcher used pre-experimental research which employed one group as pre-test and post-test design. In addition, the result of this research showed that there is a significant difference on the students' reading comprehension before and after using Know-Want-Learned (KWL) strategy to the Eighth-Grade students of MTs Ma'Arif Balong in academic year 2016/2017.²²

The last researchers was conducted by Aprilia, the main purpose of this research was to find the empirical evidence of the effectiveness using KWL technique on students' reading comprehension of descriptive text at the eight grade of MTs Negeri 3 Jakarta. The sample of this technique is used purposive sampling, the writer took 62 students as a sample. There were 2 classes; experiment and control group. The experimental group was taught by using KWL technique and control group was not taught by using KWL technique. Thus, the

²¹Wiwi Rhamadina, "Using Kwl (Know-Want-Learned) Strategy To Improve Students' Reading Comprehension Of Descriptive Text (A Quasi-Experimental Study at Tenth-Grade Students of SMA PGRI 56 Ciputat." (Syarif Hidayatullah State Islamic University Jakarta, 2020). <https://repository.uinjkt.ac.id/dspace/handle/123456789/51827>.

²²Sri Wulandari, "The Effect of Using Know-Want To Know-Learned (KWL) Strategy on Students ' Reading Comprehension to the Eighth Grade Students of Mts Ma'Arif Balong in Academic Year 2016/2017," 2017, 1-79. <https://etheses.iainponorogo.ac.id/2065/1/Sri%20Wulandari.pdf?fbcli>.

result of this research that KWL technique is effective in enhancing students' reading comprehension score on descriptive text.²³

From those researchers that have been described using Know, Want, Learned (KWL) strategy, can be prove students in reading comprehension. There are differences and similarities between previous researches and current researchers. The researcher is also will do this method to know the effect of KWL (Know, Want, Learned) strategy to descriptive text comprehension of the eighth grade of SMP N 1 Batang Toru. The similarity is that researchers both use KWL (Know, Want, Learned) strategy.

C. The Conceptual Framework

Reading is one of the skills and ways that helps people understand the meaning of a text, and everyone has their own way of understanding the text well. Good reading comprehension for students is based on the outlined in the curriculum. Students at the junior high school level should have can determine the main idea, supporting detail, understand word to specific pronoun, meaning unknown word. But the reality is not like that at SMP N 1 Batang Toru it turns out that students cannot determine the main ideas, supporting detail, specific pronoun, and meaning of unknown word, these are facts found in the field. The students also have low motivation in reading class. It makes the students become passive and lazy to read exactly a reading text.

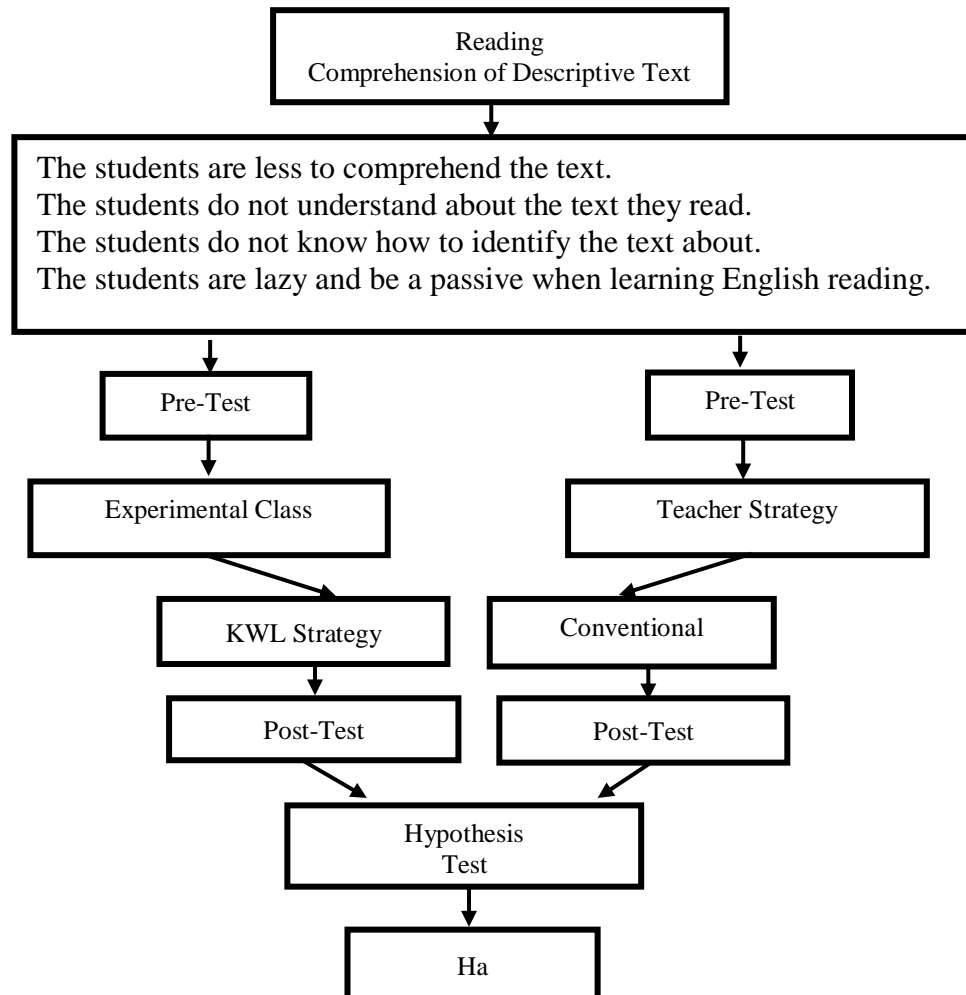
²³Nunky Aprillia, The Effectiveness of K-W-L (Know-Want-Learnt) Technique on Students' Reading Ccomprehension of Descriptive Text (a Quasi-Experimental Study at Eighth Grade of MTs Negeri 3 Jakarta), 2016. <https://repository.uinjkt.ac.id/dspace/bitstream/123456789/44630/1/NUNKY%20APRILLIA-FITK.pdf>.

This research aims to determine the effect of using Know, Want, Learned (KWL) strategy on reading comprehension of descriptive text of the seventh grade students at SMP N 1 Batang Toru. It is hope that this research can provide new insights for teachers on how to choose effective teaching strategy that can enhance students' in reading comprehension.

The research design is quantitative particularly research which design of experimental research. In experimental class the research taught by using KWL (Know, Want, Learned) strategy, while in control class use teachers' strategy. So that in post-test it known whether this strategy has an significant effect or not on students' reading comprehension.

The population of this study is all of the students at seventh grade of SMP N 1 Batang Toru consists seventh classes, where a total of 210 students with a sampling technique that is random sampling conducted by researcher, the instrument will be this research carried out a multiple choice test, after that for data collection the researcher gave a pre-test to two classes with the difference that in experimental class was treatment with KWL strategy and for the control class only the way of teacher strategy, then the data collecting is data from pre-test scores and post-test. The analysis will use the t-test.

Figure II. 1
Framework



From the diagram the researcher conducts a research based on the framework

D. Hypothesis

Hypothesis of this research is:

There is a significant effect of the Know, Want, Learned (KWL) strategy on reading comprehension of descriptive text of the seventh grade students at SMP N 1 Batang Toru.

CHAPTER III

RESEARCH METODOLOGY

A. Place and Time of Research

The location of this research was in SMP N 1 Batang toru, specifically in Kec. Batangtoru, Kab. Tapanuli Selatan, North Sumatra. This research begin on June 2024 up to finih.

B. Research Design

This research is about quantitative research method by using experimental method. This research have two classes, which are experimental class and control class. The experimental class with the Know, Want, Learned (KWL) strategy as a treatment and control class with a teacher strategy. This research use experimental design with pre-test and post-test control group design. It means there are two classes have been selected, then give pre-test to know the basic and to know condition of the two classes. Next, the both of classes give post-test. The result of the text to compare know the different effect of treatment to experimental class.

Table III. 1
Research Design

Group	Pre-test	Treatment	Post-test
Experimental	O1	X	O1
Control	O2	-	O2

Where: O1 = Pre-test of experimental and control class

O2 = Post-test of experimental and control class

X = Treatment using Know, Want, Learned (KWL) Strategy¹.

¹ Sugiyono, *Metode Penelitian Pendidikan (Pendektaan Kuantitatif, Kualitatif, dan R&D)*, ed. oleh Sugiyono, 22 ed. (Bandung: ALFABETA, cv, 2015).

In this model, both of classes will given pre-test (O1). Then, in experimental group will given a treatment (X) and control class is not given a treatment. After giving a treatment, both of classes will given post-test (O2).

C. Population and Sample

1. Population

The population of this research is all of students at the seventh grade students at SMP N 1 Batang Toru. They consist of 210 students in 7 classes. It can be seen in the following table:

Table III. 2
Population of The Research

No	Class	Total
1	VII-1	30 students
2	VII-2	30 students
3	VII-3	30 students
4	VII-4	30 students
5	VII-5	30 students
6	VII-6	30 students
7	VII-7	30 students
	TOTAL	210 students

The population in this study is all students of class the seventh grade students at SMP N 1 Batang Toru. So, the total population were 210 students.

2. Sample

The sample in this study used simple random sampling, namely taking two classes at random from the population. The researcher determines the sample by writing down the number of the two classes as many as 7 numbers according to the number of classes in a piece of paper, then put all paper into glasses, and then shake the glass. After that, the researcher took one paper for control class and then the researcher have the name of the paper was VII-2,

thus VII-2 as control class. Then the researcher took again a paper for experimental class, it is VII-4, thus, VII-4 as experimental class. Furthermore, the two of piece of papers, one as experimental class and the other one as a control class.

Table III. 3
The Sample of The Research

No	Grade	Number
1.	VII-4 (experimental class)	30
2.	VII-2 (control class)	30
Total		60

D. The Instrument of The Research

The instrument of this research was a reading test that consisted of 50 questions, 25 questions for pre-test and 25 for post-test. This test give to both classes, experimental class and control class. In this research, the researcher used multiple choice tests about identify main idea, supporting details, specific pronoun, unknown verb, and generic structure of descriptive text. To find out the score of the students' answer, the researcher give 4 score for each item. So, from all the item 25 questions, the maximum of test is 100.

Table III. 4
The Indicator of Reading Comprehension on Descriptive Text test
Pre-test and Post-test

Indicator	Sub Indicator	Number of Items	Total Items	Score	Total Score
Comprehension	Students are able to understand word that refer to the specific pronoun to the text	12, 15	2	4	8
	Students are able to find meaning of unknown word from the text	4, 7, 17, 22	4	4	16
Descriptive Text	Students are able to identify main idea of the text	1, 11, 14, 21	4	4	16

	Students are able to identify the supporting details of the text	2, 13, 20	3	4	12
	Students are able to differentiate the generic structure in descriptive text: a. Identification b. Description	5, 10, 16, 19, 22, 25 6, 8, 9, 18, 23, 24	12	4	48
	Total		25		100

From the table above, the maximum score is 100 and the final score examine by formula. The final score get by students' score divided by maximum score times 100. The score is make by researcher. The right answer will be score by 4, while the wrong answer will be score by 0. By this, the total score will be 100.

E. Validity and Reliability of Instrument

1. Validity

Validity is one of the characteristics that make a good learning outcome test. It be able to determine whether a learning outcome test has the validity or accuracy of measuring. In this research, the researcher use content validity. To make it sure that the test is valid, the test was validated by checking by the English teacher of SMP N 1Batang Toru to confirm its relevance and appropriateness. The researcher made 30 questions before being validated by the English teacher, there were 25 questions that were worthy of being tested and 5 questions not worthy of being tested because the test is too simple and has been repeatedly used by the students and several test items were considered in appropriate for the participants' age, as they were to advanced relative to their cognitive development. This may affect on the content validity of the test.

So, the questions given amounted 25 multiple choice questions for pre test and post test.

2. Reliability

The reliability test means that the test results shows similarity. It makes the result in the measurement consistent. In this study, the researcher used interrater reliability to measure reliability of multiple choice test. To do this, the researcher asked the teacher to correct. So that, the researcher concluded that the instrument that applied in this research was reliable and can be used to test the students at SMP N 1 Batang Toru, because the test result demonstrated consistency and stability.

F. The Research Procedure

In complementing the data, the researcher continues to collecting the data. The function of data collection is to determine result of the research. In collecting data the researcher uses some steps, namely:

1. Pre-test

The pre-test is to conducted to find out the homogeneity of the sample. The function of pre-test to find out the mean score of using KWL (Know, Want, Learned) strategy and conventional teaching before gave the treatment. The steps are:

- a. The researcher prepared 25 questions test to the students
- b. The researcher give the test paper to the students in experimental class and control class
- c. The researcher give instruction to the students

- d. The researcher give the time for about 30 minutes to answer the questions test
- e. The students answer the questions
- f. The researcher correct the test of students in experimental class and control class.

2. Treatment

In this treatment session, the researcher conducted the treatment by using Know, Want, Learned (KWL) strategy. The treatment was the application of KWL strategy on student's reading comprehension of descriptive text in VII 4 class as the experimental class, and in control class using teacher's strategy.

- a. The researcher write the title of lesson in the whiteboard about reading comprehension of descriptive text to the students related to the material
- b. The researcher explain about descriptive text and KWL strategy to the students
- c. The teacher presents the title and the picture of descriptive text with animal theme first. The teacher ask the student what they know about the title and picture. Next, ask them to write it into K column.
- d. The teacher ask again what they want to know based on the title and picture, then the students write it into W column. Then, the teacher give the descriptive text to students, and the students read it.
- e. After reading the text, teacher ask again what they have learned from the text and ask them to write it into L column. What information they get after

read the text, then ask the students are the question in their W column have been answered or not. If not the teacher make it as assignment.

3. Post-test

After giving a treatment, the researcher conducted a post-test. This post-test is the final test in the research, especially measuring the treatment, whether there is an effect or not. After determining a post-test, the researcher analysis the data, then find out the effect of using KWL (Know, Want, Learned) strategy in experimental class. The researcher follows a certain procedure, they are:

- a. The researcher prepared 25 questions test to the students
- b. The researcher give the test paper to the students in experimental class and control class
- c. The researcher gave time about 30 minutes to students to answer the questions
- d. The students respond the questions
- e. The researcher collected all the students test
- f. The researcher corrected the test of students in experimental class and control class to know the different result of the strategy.

G. The Technique of Analyzing Data

1. Requirement Test

a. Normality test

The normality test is used to determine whether the distribution is normal or not. The aims of Normality test is to determine whether the data

of each class is normally distribute or not. In this research, the test used SPSS V.26 using Shapiro Wilk with a significant level of 5% or 0.05 with criteria. If the value is significant (sig)>0.05, the students' pre-test and post-test are normally distributed. If the significant value (sig)<0.05, the students' pre-test and post-test are not normally distributed.

b. Homogeneity Test

Homogeneity test was used to see the data from two classes were same or different in variant case. Homogeneity test means to know whether control class and experimental class had same variant or not. The researcher used SPSS v.26 to calculated the data.

The test criteria are :

- 1) If the significant value (sig)>0.05, the data variance of two classes is homogeneous.
- 2) If the significant value (sig)<0.05, the data variance of two classes is not homogeneous.

c. Mean

The mean score was statistic measure that represented the average value of a set of numerical data points. This provided a central point that reflected the typical or average response within a group, giving researcher insight into the overall performance related to the measured variable. The mean score identified by the interpretation of mean score, as follows:

Table III. 5
The Interpretation of Mean Score²

No	Interval	Predicate
1.	80-100	Very Good
2.	60-79	Good
3.	50-59	Enough
4.	40-49	Less
5.	0-39	Fail

d. Hypothesis Test

The researcher used T-test to examine the hypothesis. The researcher used Independent Sample T-test by using SPSS v.26, the result could be seen from the mean score. The mean score would show whether there is significant difference between mean score of control class and experimental class.

The researcher formulated the hypothesis based on the data that had been analyzed by comparing the t-count to the t-table. The researcher can conclude that the alternative hypothesis (H_a) is accepted, if the t-test value is greater than the t-table value. This indicates that the Know, Want, Learned (KWL) Strategy has a significant effect on reading comprehension of descriptive text of the seventh grade students at SMP N 1 Batang Toru.

H. The Outline of the Research

The first chapter is introduction, this chapter talks about the research background, identification of the problem, delimitation of the problem,

²Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2018), p. 117

formulation of the problem (research question), aims of the research, significance of the research, and writing system of the research.

The second chapter is literature review, this chapter presents the theoretical such as; definition of reading, including the importance of reading, the kinds of reading, teaching reading, and also definition of reading comprehension, characteristic of good reading comprehension, component of reading comprehension, reading comprehension strategies and reading comprehension in the classroom. This chapter presents the theoretical of KWL (Know, Want, Learned) strategy including the definition, the purpose, the advantages and disadvantages, and also the procedure of using this strategy.

The third chapter is the method of the research, on this chapter the research would like to discuss the method of the research based on research question and aims of the research, the objective of the research, research design, variable of the research, population and sample, technique of collecting the data, instrument of research test, technique of data analysis, and statistic hypothesis.

The fourth chapter is research findings and discussion, this chapter is aimed to answer the research question in chapter one which consist of research findings and discussion. In research findings, there are data that show the learning result of Know, Want, Learned (KWL) strategy on reading comprehension of descriptive text.

The fifth chapter is conclusion, this chapter is presented to describe the last chapter of the research including conclusion and suggestion. Conclusions is the sample statements can be formed as essay or number. The suggestion is

interpreted as the submission and recommendation related to the research findings that needed to inform the reader.

CHAPTER IV

RESULT OF THE RESEARCH

This chapter presents the result of the research. It talks about the effect of Know, Want, Learned (KWL) Strategy on reading comprehension of descriptive text. This research has calculated the data using pre-test and post-test. This study applied quantitative research by using the formulation of t-test to test the hypothesis.

A. Description of Data

1. Description of Data Before Using Know, Want, Learned (KWL) Strategy

a. The Pre-Test Score of Experimental Class

This research used class VII-4 as the experimental class. This research calculated the students' score based on their pre-test responses, then ranked the results in the form class intervals, starting from the lowest to the highest scores. Scores, intervals, mean, median, mode, variance, and standard deviation were obtained by the researcher through calculations. The total score of experimental class in pre-test was 1812, highest score was 80, lowest score was 40, range was 40, interval was 7, mean was 60.40, median was 60.00, mode was 72, variance was 147.14, standard deviation was 12.13. The score of pre-test in experimental class can be seen in the following table :

Table IV. 1
The Score of Experimental Class in Pre-Test

No.	Description	Statistics
1	Total Score	1812
2	Highest Score	80
3	Lowest Score	40

4	Range	40
5	Interval	7
6	Mean	60.40
7	Median	60.00
8	Mode	72
9	Variant	147.14
10	Standard Deviation	12.13

After getting the result of total score, highest score, lowest score, range, interval, mead, median, mode, variant and standard deviation, the nest step was this research made it into percentages to see the dominant score of the students. The frequency distribution of the students score of experimental class in pre-test could be into table frequency distribution as follow:

Table IV.2
Frequency Distribution of Experimental Class in Pre-Test

No	Interval	Mid-Point	Frequency	Percentage
1	40-46	43	4	13.33%
2	47-53	50	6	20.00%
3	54-60	57	8	26.66%
4	61-67	64	3	10.00%
5	68-74	71	5	16.66%
6	75-81	78	4	13.33%
	<i>I= 7</i>		30	99.98%

From the table, the researcher got frequency the most students were in the 54-60 interval with a total of 8 students with almost 30%, then students who were in the lowest frequency was 61-67 interval with a total of 3 students with percentages 10.00%. So, the students got score 75-81 was about 4 students, from the two highest and lowest data obtained from intervals of 40-81 in the experimental class in the pre-test.

From the table above it can be draw at histogram as below :

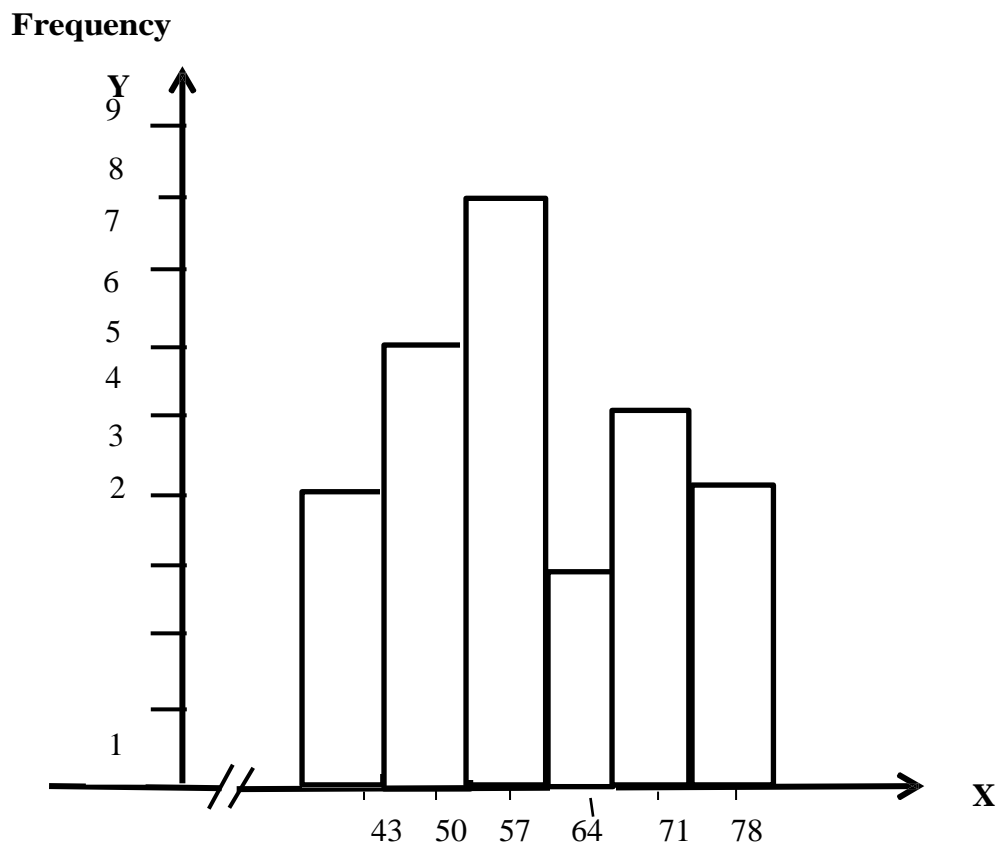


Figure IV. 1 Pre-test Histogram of Experimental Class

The histogram above showed that the highest peak was at the mid point 57 was 8 students. The lowest peak was at the mid point 64 was 3 students. It means that the students who got the score between 61 until 67 has the fewest number. The highest peak was at the last of the histogram.

b. The Pre-Test of Control Class

In pre-test of control class, this research chose the VII-2 as the control class. The researcher calculated the result that has gotten from the students answering the question. The score of pre-test control class could be seen in the following table:

Table IV. 3
The Score of Control Class in Pre-Test

No.	Description	Statistics
1	Total Score	1836
2	Highest Score	80
3	Lowest Score	40
4	Range	40
5	Interval	7
6	Mean	61.20
7	Median	60.00
8	Mode	52
9	Variant	129.26
10	Standard Deviation	11.37

The descriptive statistics of the students' on reading comprehension of descriptive text of the seventh grade students at SMP N 1 Batang Toru in control class provide valuable insights into their reading comprehension. The mean score was 61.20, mode score was 52 and the median score was 60.00. Furthermore, the variance, which is 129.26, also indicates that while there is some spread in the data, it is not excessively wide. The range of 40 between the lowest score of 40 and the highest score of 80 shows a considerable difference in students' abilities, with some students demonstrating significantly stronger reading comprehension than others. The calculation of the frequency distribution of the students' scores is as follows:

Table IV. 4
Frequency Distribution of Control Class in Pre-Test

No	Interval	Mid-Point	Frequency	Percentage
1	40-46	43	2	6.66%
2	47-53	50	8	26.66%
3	54-60	57	7	23.33%
4	61-67	64	3	10.00%
5	68-74	71	5	16.66%
6	75-81	78	5	16.66%
	<i>I = 7</i>		30	99.97%

The frequency distribution of students' reading comprehension of descriptive text by using teacher strategy nearly half of the students (26%) have scores concentrated in the 47-53 indicating that most students have a moderate level of reading comprehension, centered around this score. Then students who were in the lowest frequency was 61-67 interval with a total of 3 students with percentages 10.00%. So, the students got score 75-81 was about 5 students, from the two highest and lowest data obtained from intervals of 40-81 in the experimental class in the pre-test.

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure.

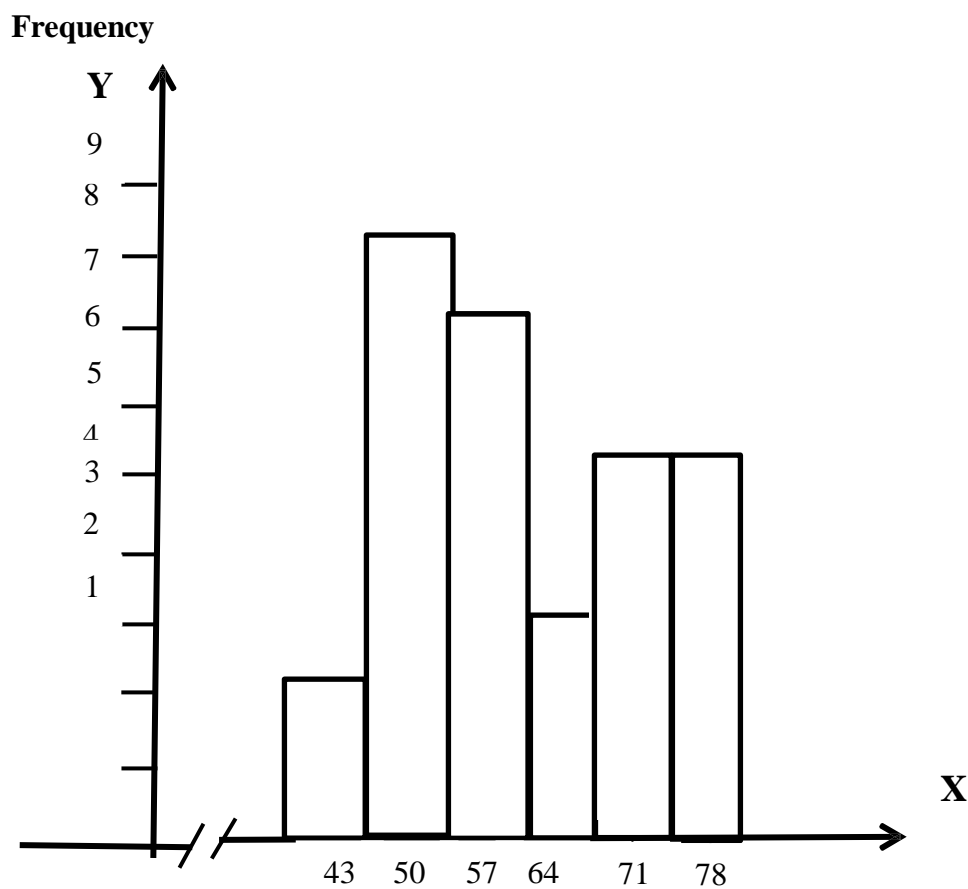


Figure IV. 2 The Pre-Test Score of Control Class

From the histogram above, the students' score 40-46 was 2 students, the students' score 47-53 was 8 students, the students' score 54-60 was 7 students, the students' score 61-67 was 3 students, the students' score 68-74 was 5 students, and the students' score 75-81 was 5 students.

2. Description of Data After Using Know, Want, Learned (KWL) Strategy

a. The Post-Test Score of Experimental Class

After giving the Know, Want, Learned (KWL) Strategy treatment, the students did the post-test to know the Know, Want, Learned (KWL) Strategy effects to the students' reading comprehension. The calculation of the result that had been gotten by the students in doing the test after researcher did the treatment, can be seen in the following table:

Table IV.5
The Score of Experimental Class in Post-Test

No.	Description	Statistics
1	Total Score	2262
2	Highest Score	96
3	Lowest Score	54
4	Range	42
5	Interval	7
6	Mean	75.40
7	Median	76.00
8	Mode	72
9	Variant	163.62
10	Standard Deviation	12.79

Based on the table above, the highest score in the post-test experimental class was 96. While the lowest score was 54. It means that there was the different score level that students got in pre-test and post-test in experimental class. Because the mean in post-test was 75.40 and the distance between values to reach 100 is about 24. It was very good. So, we

can conclude from the data different score the effect of treatment in experimental was significant.

The median was 76.00 after calculating using SPSS v.26. then the mode was 72. In this data, the range was 42, and the interval was 7. Next, the variance was 163.62 and the standard deviation was 12.79.

Then, the calculation of the frequency distribution of the students' score is described in the following table as follow

Table IV. 6
Frequency Distribution of Experimental Class in Post-Test

No	Interval	Mid-Point	Frequency	Percentage
1	54-60	57	6	20.00%
2	61-67	64	3	10.00%
3	68-74	71	4	13.33%
4	75-81	78	7	23.33%
5	82-88	85	6	20.00%
6	89-96	92	4	13.33%
	<i>I= 7</i>		30	99.99%

From the table, the researcher got the frequency the most students were in the 75-81 interval with a total of 7 students with almost 30%, then students who were in the lowest frequency was 61-67 interval with a total of 3 students with the 10.00% percentage. So, the students got score 89-96 was 4 students, from the two highest and lowest data obtained from intervals of 54-96 in the experimental class in the post-test.

From the table above it can be draw at histogram as follows:

Frequency

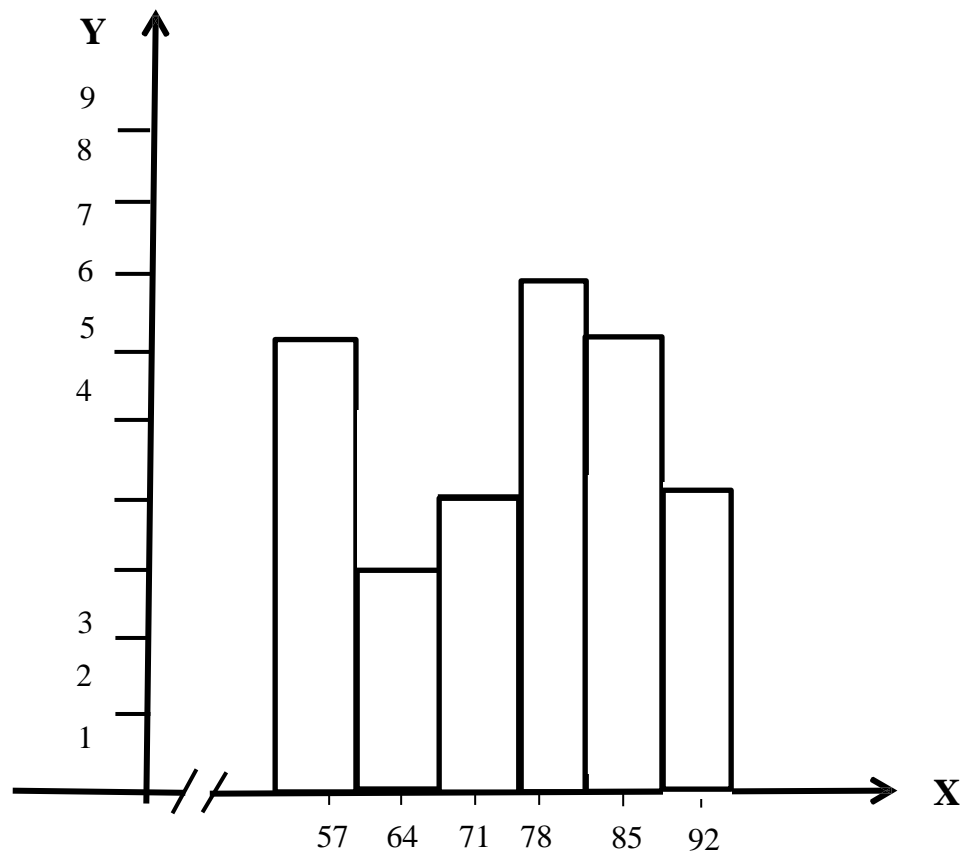


Figure IV. 3 The Post-Test Histogram of Experiment Class

From the histogram above, the students' score 54-60 was 6 students, the students' score 61-67 was 3 students, the students' score 68-74 was 4 students, the students' score 75-81 was 7 students, the students' score 82-88 was 6 students, and the students' score 89-96 was 4 student.

b. The Post-Test Score of Control Class

This research gave the teacher strategy to students for the treatment. After that, the students did the post-test. The researcher gave the test consist 50 multiple choice and this research has calculated the students score an arranged it from the lowest score until the highest score in interval class

form. The researcher calculated it used SPSS 26. This research calculated it to get the score of total score, highest score, lowest score, range, interval, mean, median, mode, standard deviation, and variant. The score of post-test control class could be seen in the following table.

Table IV. 7
The Score of Control Class in Post-Test

No.	Description	Statistics
1	Total Score	2080
2	Highest Score	88
3	Lowest Score	52
4	Range	36
5	Interval	6
6	Mean	69.33
7	Median	72.00
8	Mode	72
9	Variant	121.74
10	Standard Deviation	11.03

Based on the table above, the highest score in the post-test control class was 88. While the lowest score was 52. It means that there was the different score level that students got in post-test of control class. Because the mean in post-test just 69.33 and the distance between values to reach 100 is about 30, it was not very good. The median was 72.00 that researcher got after calculating using SPSS v.26, the mode was 72. Then, the range was 36 in this data, the interval was 6. The standard deviation was 11.03, the variance was 121.74 and the total score of control class in post-test was 2080. Then the calculation of the frequency distribution of the students' score is described in the following table as follow.

Table IV. 8
Frequency Distribution of Control Class in Post-Test

No	Interval	Mid-Point	Frequency	Percentage
1	52-57	54.5	6	20.00%
2	58-63	60.5	3	10.00%
3	64-69	66.5	4	13.33%
4	70-75	72.5	6	20.00%
5	76-81	78.5	8	26.66%
6	82-88	84.5	3	10.00%
	<i>I= 6</i>		30	99.99%

From the table above, the researcher got frequency the most students was in 76-81 interval with 8 frequency was almost 30%. Then students who were in the lowest frequency was in 58-63 and 82-88 intervals with 3 frequency with 10.00% percentages. This distribution shows the majority of students performing at a moderate level, while fewer students exhibit either very low or very high.

The students number in class interval between 52-57 was 6 students (20.00%), then students interval between 58-63 was 3 students (10.00%), students interval between 64-69 was 4 students (13.33%), the students interval between 70-75 was 6 students (20.00%), the students interval between 76-81 was 8 students (26.66%), and the students interval between 82-88 was 3 students (10.00%). From on the table above, it can be draw at histogram as below:

Frequency

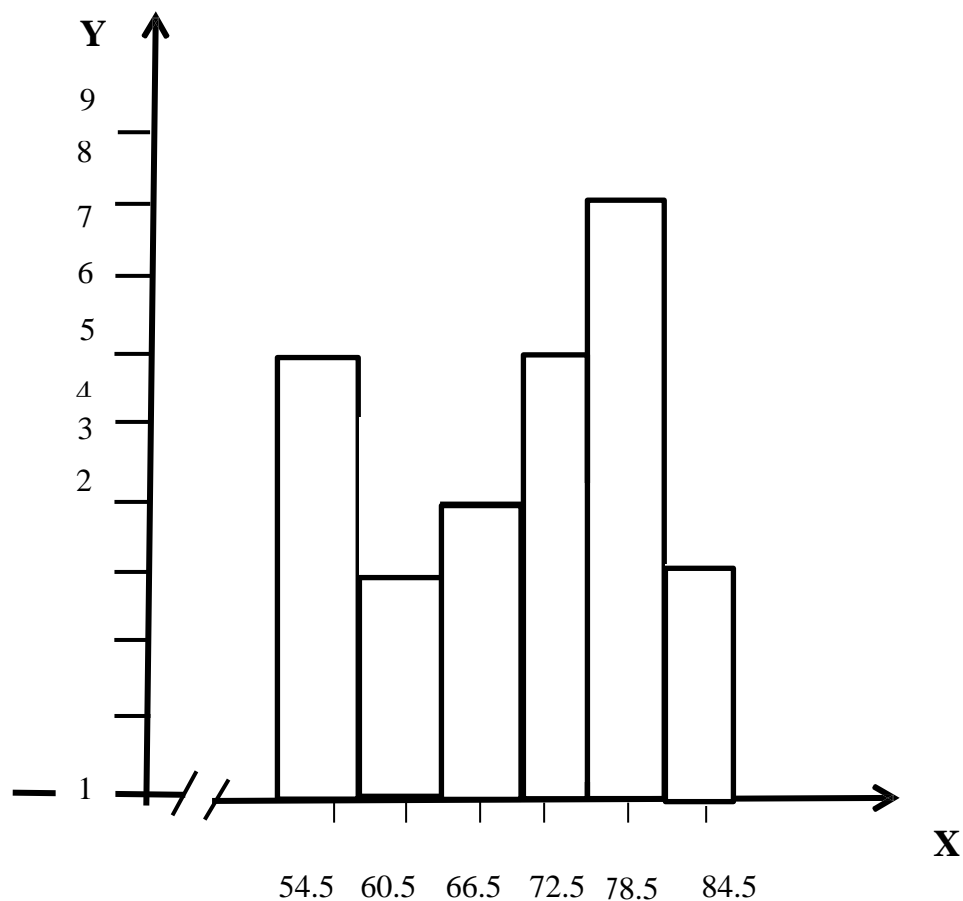


Figure IV. 4 The Post-Test Histogram of Control Class

The histogram above showed that the highest peak was at the mid point 78.5. The lowest peak was at the mid point 60.5 and 84.5. From the histogram, the students' who got score 54.5 was 6 students, the students' score 60.5 was 3 students, students' who got 66.5 was 4 students, the students' who got score 72.5 was 6 students, students' who got score 78.5 was 8 students and students' who got 84.5 was 3 students.

3. Description of Comparison the Score of Pre-Test and Post-Test

a. The Comparison of Score Pre-Test and Post-Test in Experimental

After getting the score of pre-test and post-test in experimental class, the researcher made the comparison of score in form of table. The comparison of score pre-test and post-test in experiment class can be seen in the table below:

Table IV.9
The Comparison of Score Pre-Test and Post-Test in Experiment Class

No.	Description	Pre-Test	Post-Test
1	Total Score	1812	2262
2	Highest Score	80	96
3	Lowest Score	40	54
4	Range	40	42
5	Interval	7	7
6	Mean	60.40	75.40
7	Median	60.00	76.00
8	Mode	72	72
9	Variant	147.14	163.62
10	Standard Deviation	12.13	12.79

Based on the table above, the researcher found the different between pre-test and post-test in experiment class, the most of students got the lowest score in pre-test, the score was 40, and in post-test was 54. The highest score in pre-test was 80, and in post-test was 96. It can be concluded the score of students' reading comprehension was higher in the post-test than the pre-test.

b. The Comparison of Score Pre-Test and Post-Test in Control Class

After getting the score of pre-test and post-test in control class, the researcher made the comparison of score in form of table. The comparison

of score of pre-test and post-test in control class can be seen in the table below:

Table IV.10
The Comparison of Score Pre-Test and Post-Test in Control Class

No.	Description	Pre-Test	Post-Test
1	Total Score	1836	2080
2	Highest Score	80	88
3	Lowest Score	40	52
4	Range	40	36
5	Interval	7	6
6	Mean	61.20	69.33
7	Median	60.00	72.00
8	Mode	52	72
9	Variant	129.26	121.74
10	Standard Deviation	11.37	11.03

Based on the table above, the researcher found the different between pre-test and post-test in control class, the most of students got the lowest score in pre-test, the score was 40, and in post-test was 52. The highest score in pre-test was 80, and in post-test was 88. It can be concluded the score of students' reading comprehension was higher in post-test than pre-test.

B. The Requirement and Hypothesis Test

1. Requirement Test

a. Normality Test

After got the score of pre-test and post-test in experimental class and control class, the researcher calculated the normality test. The normality test in this research used *Shapiro-Wilk*. The data was calculated using SPSS v.26. The result of normality data can be seen in the table below:

Table IV.11
Test of Normality

Class	df	Sig.
Pre-test Experimental	30	.121
Post-test Experimental	30	.138
Pre-test Control	30	.138
Post-test Control	30	.094

In this research, the researcher used Shapiro-Wilk that the test is used for small samples (Less than 50). If the p-value is greater than 0.05, the data is considered normal. So, based on the table test of normality above can be seen that the significances >0.05 .

b. Homogeneity Test

Homogeneity test is conducted to determine whether the variance is homogeneous or not. In calculating the data, researcher used SPSS v.26. The result in calculating the data can be seen in the table below:

Table IV. 12
Homogeneity Test

Result	Levene Statistic	df 1	df 2	Sig
Based on Mean	.483	1	58	.490
Based on Median	.621	1	58	.434
Based on Median and with adjusted df	.621	1	57.71	.434
Based on trimmed mean	.475	1	58	.493

From the table above, based on mean of post-test experimental class and post-test control class, sig is .490. where $.490 > 0.05$, it means that the variances are homogeneous.

2. Hypothesis Test

From the results of the data analysis requirement test, it can be seen that the two classes after treatment are normal and have homogeneous

variance. Therefore, to test the hypothesis can be done by using independents sample t-test using SPSS v.26. the hypothesis that was tested as follows:

Ha : It means there is significant effect of Know, Want, Learned (KWL)

Strategy to the reading comprehension of descriptive text of the seventh grade students at SMP N 1 Batang Toru.

Table IV. 13
T-test of both Averages in Post-Test

Tcount	Ttable
1.967	1.671

The test hypothesis have two criteria. First, if $t_{count} < t_{table}$, H_0 is accepted. Second, $t_{count} > t_{table}$, H_a is accepted. Based on researcher calculation in post-test, researcher found that t_{count} 1.967 while t_{table} 1.671. t means that H_a was accepted and H_0 was rejected. So, there was significant effect of Know, Want, Learned (KWL) strategy on reading comprehension of descriptive text at the seventh grade students at SMP N 1 Batang Toru.

In this case gain of mean score in pre-test and post-test in experimental class and control class can be seen in the table below:

Table IV.14
Gain of Score in Experimental Class and Control Class

	Pre-test	Post-test	Enhancement	Gain Score
Experimental class	60.40	75.40	15.00	6.87
Control class	61.20	69.33	8.13	

The score of control class for pre-test was 61.20 and post-test 69.33. Then, the enhancement was 8.13. In experimental class it was 60.40 for pre-test and 75.40 for post-test. Then, the enhancement value was 15.00 and the difference in scores between control class and experimental class was 6.87.

Based on the data above, it can be concluded that experimental class that used know, want, learned (KWL) strategy as a strategy in learning had a positive effect of increasing students grades.

C. The Discussion of the Result

This research was conducted to find out effect of Know, Want, Learned (KWL) strategy on reading comprehension of descriptive text. In this research, the researcher chose the technique of collecting the data in this research by giving test, (pre-test and post-test) to the students. The reading comprehension of descriptive text test consisted of 50 items, 25 items for pre- test and 25 items for post-test. The option of multiple choice questions was A, B, C, and D. The test conducted to measure students' reading comprehension of descriptive text. Next, the researcher gave the test to know the information about the students' reading comprehension of descriptive text in experimental and control class. After the researcher got all data, the researcher analyzed by comparing the result of reading comprehension of descriptive text test in order to find out the effect of Know, Want, Learned (KWL) strategy, is there any significant effect or not. The researcher selected 60 sample. To conduct this research, the researcher used quantitative method because it was relevant to the research in order to find out the effect of Know, Want, Learned (KWL) strategy on reading comprehension of descriptive text.

The data of quantitative was gained in numeric and had 15 been analyzed using SPSS v.26. Because of the settings of variables was in natural, the researcher did not give any treatment to the variables. In conclusion, effectiveness

research used to find out whether there was any positive or negative relationship between variables and how strong the effect was without controlling the participants. Researcher used the experimental. It used because the data acquired the data interval and take the sample by using random sampling.

The results of calculation using independent sample t-test, it was found that $t_{count} > t_{table}$ or $1.967 > 1.671$ Based on the test criteria, H_a (alternative hypothesis) is accepted because $t_{count} > t_{table}$. Thus, there was significant effect of Know, Want, Learned (KWL) strategy on reading comprehension of descriptive text of the seventh grade students at SMP N 1 Batang Toru. In this study, it was found that there is a positive effect of Know, Want, Learned (KWL) strategy on reading comprehension of descriptive text. This means that the more effectively students' apply Know, Want, Learned (KWL) strategy in learning, especially in reading comprehension of descriptive text. The positive effect indicates that the use of Know, Want, Learned (KWL) strategy significantly contributes to the improvement of students' reading comprehension of descriptive text. When conducting the research, the researcher found several obstacles that were not too prominent such as, some students were still confused and do not understand with reading comprehension. The researcher also found that several other students did not know how to identify the text that had been studied and then the students confused to use the Know, Want, Learned (KWL) strategy because the explanation of this strategy is too fast and less detail.

It also discussed with the related finding that has been stated by researcher. Based on the related findings, Thesis by Rhamadina, The result of data analysis

showed there is a significant difference between the results of students' test scores before treatment and after treatment. Therefore, it could be concluded that there was an effect of using Know, Want, Learned (KWL) strategy on reading comprehension of descriptive text.¹ Next, research conduct by Herlinyanto in reading comprehension by using Know, Want, Learned (KWL) strategy.² The result of the research show that Know, Want, Learned (KWL) strategy is able to improve students reading comprehension and that students enjoy learning reading comprehension using Know, Want, Learned (KWL) strategy implications of these findings will be critically discussed in this paper.

This proofs that Know, Want, Learned (KWL) strategy can help in teaching reading comprehension. It can be seen from above that Know, Want, Learned (KWL) strategy has given the effect to the research that has been done by the researcher or the other researcher who mentioned in related findings. So, Know, Want, Learned (KWL) strategy is a strategy that is sufficiently recommended for teachers to increase students reading comprehension of descriptive text.

D. The Threats of the Research

In doing the research, the researcher found some threats in this research as follow:

¹ Wiwi Rhamadina, "Using Kwl (Know-Want-Learned) Strategy To Improve Students' Reading Comprehension Of Descriptive Text (A Quasi-Experimental Study at Tenth-Grade Students of SMA PGRI 56 Ciputat." (Syarif Hidayatullah State Islamic University Jakarta, 2020). <https://repository.uinjkt.ac.id/dspace/handle/123456789/51827>.

² Herlinyanto, *Membaca Pemahaman dengan Strategi KWL* (Yogyakarta: Deepublish, 2015).

1. Some of students did not understand and still confused how to use KWL strategy because the teacher explanation is too fast and less detail.
2. Some of the students are passive and still did not have interest while learning the material, because the treatment given by the teacher is only two meetings. So, this makes some students passive and not interested in the lesson.
3. Some of students did not understand and did not know the meaning of the reading text, because the teacher's voice when explaining the material was too low and there was a lot of noise from outside the classroom.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. The Conclusions

Based on the result of the research, the conclusions of this research are:

1. The students' reading comprehension of descriptive text before learning using Know, Want, Learned (KWL) strategy at the seventh grade students of SMP N 1 Batang Toru was 60.40 in pre-test experimental class and mean score for control class was 61.20.
2. The students' reading comprehension of descriptive text after learning using Know, Want, Learned (KWL) Strategy of descriptive text at the seventh grade students of SMP N 1 Batang Toru it was 75.40 in post-test experimental class, it means, score of post-test for control class taught by teacher's strategy was 69.33.
3. The result found that t_{count} was higher than t_{table} . T_{count} was 1.967 and t_{table} was 1.671 ($1.967 > 1.671$). It means, there is a significant effect of learning using Know, Want, Learned (KWL) Strategy on reading comprehension of descriptive text at the seventh grade students of SMP N 1 Batang Toru.

B. The Suggestions

On the basis of the findings and the discussions in the previous chapter, participants who have a strong link with this research give some suggestions, as follows:

1. For teacher

The English teacher must use Know, Want, Learned (KWL) Strategy as

one way in teaching reading in the classroom because this strategy has benefit that can increase student reading comprehension. And also, the teacher should understand the step of KWL strategy when learning process.

2. For students

Students should be active learners who do not merely receive materials of the teacher. It means, students play a significant role in the learning process. In conclusion, to develop their knowledge, students can read more reading text.

3. For the next researcher

The outcome of this study can be used for further research into KWL strategy that can help students improve their reading comprehension of descriptive text. The other researchers are required to establish more successful practices as a recommendation, apart from work already presented. Also, this research can be the relevant research for next research.

B. The Implications

Based on research conducted on Know, Want, Learned (KWL) Strategy on reading comprehension of descriptive text of the seventh grade students at SMP N 1 Batang Toru. Then some of the implications obtained from the result of the study include:

1. Know, Want, Learned (KWL) Strategy can be used as an alternative in creating an active learners because this strategy have a set purpose goals for students, so it makes them become more active and more interesting because of picture about the material. So, the students do not get bored and passive anymore.
2. Based on the analysis of the experimental class and the control class, it can be

seen that the scores obtained in the experimental class during the post-test were higher, this indicates that students are interested and easier to comprehend the reading text by using this strategy.

3. This research can be used as input for English teacher in junior high schools using this strategy, which can increase learning activity, and is simple to understand.

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APPENDIX 1
Experimental Class

MODUL AJAR
READING COMPREHENSION
Oleh : Adelia Sari

Sekolah : SMP N 1 Batangtoru
Kelas/Semester : 2/1
Mata Pelajaran : Bahasa Inggris
Materi Pembelajaran : Reading
Ket Berbahasa : Reading Comprehension
Jenis Teks : Descriptive Texts
Topic : Animal
Alokasi Waktu : 1 x Pertemuan (1 x 45 menit)

f. Tujuan Pembelajaran

1. Melalui kegiatan presentasi, peserta didik diharapkan dapat memahami lebih mudah materi yang sedang berlangsung
2. Melalui kegiatan diskusi, peserta didik diharapkan dapat mengetahui lebih dalam struktur descriptive text dan tentang pentingnya pemahaman dalam membaca teks
3. Melalui kegiatan KWL (Know, Want, Learned) strategy, peserta didik diharapkan dapat menganalisis struktur dari deskriptive text dan meningkatkan pemahaman dalam membaca teks.

g. Indikator Pembelajaran

1. Setelah membaca teks deskriptif tentang Animal, siswa diharapkan dapat menganalisis struktur dari descriptive text
2. Siswa diharapkan dapat merumuskan gagasan utama dalam teks
3. Siswa diharapkan dapat memformulasikan tujuan teks
4. Siswa diharapkan dapat menemukan informasi rinci dalam teks
5. Siswa diharapkan dapat menentukan makna kata atau frasa dalam teks.

h. Media Pembelajaran

1. Buku paket bahasa Inggris
2. Gambar
3. Laptop (PPT)

4. Infocus

5. Kertas

i. Metode Pembelajaran

KWL (Know, Want, Learned) Strategy

j. Materi Pembelajaran

1. Pengertian Teks Deskriptif

Teks deskriptif adalah teks yang menyajikan informasi tentang sesuatu secara spesifik atau mengatakan seperti apa seseorang atau suatu benda. Artinya, teks deskriptif adalah teks yang konteksnya mendeskripsikan suatu benda, hewan, orang, atau yang lainnya, misalnya: hewan peliharaan kita atau orang yang kita kenal dengan baik.

2. Struktur Umum Teks Deskriptif

- a. Identification : Menjelaskan nama benda, tempat, kota, gambar, dan keluarga dengan deskripsi singkat, untuk mengidentifikasi objek yang akan di deskripsikan.
- b. Deskripsi : Menjelaskan bagian-bagian, ciri-ciri, dan kualitas dari bagian-bagian objek tersebut.

3. Fitur-fitur berbahasa pada Teks Deskriptif

- a. Fokus pada bagian tertentu (Kota, Hewan, Benda)
- b. Menggunakan simple present tense
- c. Menggunakan kata sifat (taring putih, kaki yang kuat)
- d. Menggunakan noun phrase yang rinci untuk memberikan informasi tentang subjek (a sweet young lady, very thick, a very beautiful scenery).
- e. Menggunakan kata kerja aksi (ia makan rumput, ia berlari cepat).
- f. Menggunakan kata keterangan untuk memberikan informasi tambahan tentang perilaku (cepat, rumah pohon)

4. Contoh Teks Deskriptif :

TIGER

The tiger are basically a big cat, and the largest of the big cats. It's most famous for its unique orange coloring and black and white stripes. Their distinctive stripes provide camouflage for tigers while hunting.

Tigers have large front paws with long sharp claws. They use these to bring down prey. They are carnivores and will eat most any animal it can catch. This includes some larger mammals such as water buffalo, deer, and wild boar.

There are many kinds of tiger. In Indonesia itself, there are three different species of tiger, namely Sumatran Tiger, Javan Tiger, and Balinese Tiger. Sadly Javan Tiger and Balinese Tiger are now facing the extinction while the population of Sumatran Tiger is decreasing day by day.

k. Kegiatan Pembelajaran

Aktivitas guru	Aktivitas murid
Pendahuluan <ol style="list-style-type: none">1. Guru mengucapkan salam2. Guru mengajak murid untuk berdoa menurut agama dan kepercayaan masing-masing3. Guru memeriksa daftar hadir mereka.	Pendahuluan <ol style="list-style-type: none">1. Murid menjawab salam2. Murid berdoa menurut agama dan kepercayaan masing-masing3. Murid mendengarkan nama mereka saat absensi.
Kegiatan inti <ol style="list-style-type: none">1. Guru menjelaskan pengertian reading comprehension2. Guru menunjukkan gambar tentang hewan yang menjadi topik dari teks dan menanyakan sesuatu tentang gambar tersebut3. Guru menyampaikan kepada siswa bahwa mereka akan membaca sebuah teks dengan tema hewan dalam teks deskriptif, kemudian guru siap untuk mengaplikasikan KWL (Know, Want, Learned) strategy. Tahap 1 “What do you know”	Kegiatan inti <ol style="list-style-type: none">1. Siswa mendengarkan dengan seksama penjelasan yang diberikan oleh guru2. Menjawab pertanyaan guru3. Siswa bersiap untuk membaca teks dengan informasi yang akan diberikan oleh guru. Tahap 1 “What do you know” <ol style="list-style-type: none">1. Siswa menerima teks, dan membacanya dengan seksama.2. Siswa menuliskan informasi apa yang ingin mereka ketahui dari pertanyaan guru di kolom “K” Tahap 2 “What do you want to know” <ol style="list-style-type: none">1. Siswa menjawab pertanyaan

Aktivitas guru	Aktivitas murid
<ol style="list-style-type: none"> 1. Guru memberikan teks berjudul “Penguins” lalu menanyakan “what do you know about penguin?”, “where penguin lives?” 2. Setelah itu guru meminta siswa menuliskan apa yang mereka ketahui tentang Penguin ke dalam kolom “K” <p>Tahap 2 “What do you want to know”</p> <ol style="list-style-type: none"> 1. Guru mulai menanyakan lagi tentang “what do you want to know about Penguin?” 2. Lalu guru meminta siswa menuliskan apa yang mereka ketahui lebih tentang Penguin dan menuliskannya di kolom “W”. 3. Setelah kolom “K” dan “W” terisi guru meminta siswa membaca teks tentang Penguin secara keseluruhan. <p>Tahap 3 “What have you Learned”</p> <ol style="list-style-type: none"> 1. Setelah para siswa membaca teks tersebut secara keseluruhan, guru meminta siswa menuliskan jawaban dari pertanyaan yang mereka buat pada kolom “W” sebelumnya, dan menjawabnya di kolom “L”. 2. Setelah itu guru meminta siswa menuliskan informasi tambahan yg mereka dapat di kolom “L”. 3. Guru meminta masing-masing siswa nya untuk membaca hasil belajarnya kedepan. 	<p>guru</p> <ol style="list-style-type: none"> 2. Siswa menuliskan informasi yang ingin diketahui di kolom “W”. 3. Siswa membaca seluruh isi teks tersebut. <p>Tahap 3 “What have you learned”</p> <ol style="list-style-type: none"> 1. Siswa menuliskan jawaban dari pertanyaan yang mereka buat ke kolom “L”. 2. Siswa menuliskan informasi tambahan yang mereka dapat. 3. Siswa membacakan hasil kerjanya kedepan.

a. Penilaian Pembelajaran

Penilaian terhadap materi ini dapat dilakukan sesuai dengan kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan dan presentasi untuk kerja atau hasil karya/proyek dengan rubik penilaian.

Batangtoru, 12 Oktober 2024

Mengetahui Guru Mata

Pelajaran


Hartini Harahap

Peneliti


Adelia Sari

PENILAIAN

Penilaian terhadap proses dan hasil pembelajaran dilakukan oleh guru untuk mengukur. Tingkat pencapaian kompetensi peserta didik. Hasil penilaian dilakukan sebagai bahan penyusun laporan kemajuan hasil belajar dan memperbaiki proses pembelajaran. Penilaian terhadap materi ini dapat dilakukan sesuai kebutuhan guru yaitu pengamatan sikap, tes pengetahuan, presentasi/keterampilan untuk kerja dengan rubrik penilain sebagai berikut :

a. Teknik Penilaian Sikap

1. Penilaian sikap : Observasi
2. Penilaian pengetahuan : Tes Tertulis
3. Penilaian keterampilan : Untuk Kerja

b. Instrumen penilaian

1. Penilaian sikap

Petunjuk :

Berilah tanda centang (✓) pada sikap setiap siswa yang terlihat!

No.	Nama Siswa	Jujur		Disiplin		Tanggung Jawab		Santun		Peduli		Percaya Diri	
		T	BT	T	BT	T	BT	T	BT	T	BT	T	BT
1.													
2.													
3.													

Keterangan :

T : Terlihat

BT : Belum Terlihat

2. Penilaian Pengetahuan

Setiap jawaban yang benar diberi skor 4

Skor maksimal = 100

Nilai = $(\text{jumlah perolehan skor} / \text{skor maksimal}) \times 100$

Nilai maksimal = 100

3. Penilaian Untuk Kerja

Siswa mampu memahami isi teks dengan baik.

Indikator pencapaian kompetensi	Teknik penilaian	Bentuk instrumen	Insrumen soal
Mampu memahami teks descriptive	Untuk kerja	membaca	Text descirptive

Rubrik penilaian

Aspect	Baik sekali	Baik	Cukup	Perlu bimbingan
	4	3	2	1
1. Main idea 2. Structure a. Identification b. Description	Siswa mampu memahami isi teks dan menganalisis dengan baik descriptive text	Siswa hanya mampu memahami sebagian besar dari materi	Siswa hanya mampu memahami sebagian kecil dari materi	Siswa tidak mampu memahami dan menganalisis semua bagian dari materi

Nilai = (jumlah perolehan skor : skor maksimal) x 100

c. Remedial dan Pengayaan

1. Remedial

- Menjelaskan kembali tentang Descriptive text
- Membimbing siswa yang belum bisa memahami isi teks dan menganalisis descriptive text.

2. Pengayaan

- Siswa diarahkan untuk menyebutkan mengenai structure descriptive text
- Siswa membaca lebih lanjut dan memahaminya mengenai descriptive text.

APPENDIX 2

Control Class

MODUL AJAR READING COMPREHENSION

Oleh : Adelia sari

Sekolah : SMP N 1 Batangtoru
Kelas/Semester : 2/1
Mata Pelajaran : Bahasa Inggris
Materi Pembelajaran : Reading
Ket Berbahasa : Reading Comprehension
Jenis Teks : Descriptive Texts
Topic : Animal
Alokasi Waktu : 1 x Pertemuan (1 x 45 menit)

A. Tujuan Pembelajaran

1. Melalui kegiatan presentasi, peserta didik diharapkan dapat memahami lebih mudah materi yang sedang berlangsung
2. Melalui kegiatan diskusi, peserta didik diharapkan dapat mengetahui lebih dalam struktur descriptive text dan tentang pentingnya pemahaman dalam membaca teks
3. Melalui kegiatan strategi guru, peserta didik diharapkan dapat menganalisis struktur dari deskriptive text dan meningkatkan pemahaman dalam membaca teks.

B. Indikator Pembelajaran

1. Setelah membaca teks deskriptif tentang Animal, siswa diharapkan dapat menganalisis struktur dari descriptive text
2. Siswa diharapkan dapat merumuskan gagasan utama dalam teks
3. Siswa diharapkan dapat memformulasikan tujuan teks
4. Siswa diharapkan dapat menemukan informasi rinci dalam teks
5. Siswa diharapkan dapat menentukan makna kata atau frasa dalam teks.

C. Media Pembelajaran

1. Buku paket bahasa Inggris
2. Gambar
3. Laptop (PPT)
4. Infocus
5. Kertas

D. Metode Pembelajaran

Conventional teaching

E. Materi Pembelajaran

1. Pengertian Teks Deskriptif

Teks deskriptif adalah teks yang menyajikan informasi tentang sesuatu secara spesifik atau mengatakan seperti apa seseorang atau suatu benda. Artinya, teks deskriptif adalah teks yang konteksnya mendeskripsikan suatu benda, hewan, orang, atau yang lainnya, misalnya: hewan peliharaan kita atau orang yang kita kenal dengan baik.

2. Struktur Umum Teks Deskriptif

- a. Identification : Menjelaskan nama benda, tempat, kota, gambar, dan keluarga dengan deskripsi singkat, untuk mengidentifikasi objek yang akan di deskripsikan.
- b. Deskripsi : Menjelaskan bagian-bagian, ciri-ciri, dan kualitas dari bagian-bagian objek tersebut.

3. Fitur-fitur berbahasa pada Teks Deskriptif

- a. Fokus pada bagian tertentu (Kota, Hewan, Benda)
- b. Menggunakan simple present tense
- c. Menggunakan kata sifat (taring putih, kaki yang kuat)
- d. Menggunakan noun phrase yang rinci untuk memberikan informasi tentang subjek (a sweet young lady, very thick, a very beautiful scenery).
- e. Menggunakan kata kerja aksi (ia makan rumput, ia berlari cepat).
- f. Menggunakan kata keterangan untuk memberikan informasi tambahan tentang perilaku (cepat, rumah pohon)

4. Contoh Deskriptif Teks :

DOLPHINS

I really interested in the dolphins. They are one of the most playful and intelligent animals on our planet Even though dolphins spend their lives in the water, they are not fish, but are mammals.

Dolphins can't breathe water like fish, but need to come to the surface to breath air. Dolphins eat other smaller fish, but they eat squid, too, and some dolphins, like Killer Whales, will often eat small sea mammals like seals and penguins. Dolphins often hunt together, herding fish into packed groups or into inlets where they can be easily caught. Some dolphins will share their food with the young or let the young catch injured prey as practice. They don't chew their food, they swallow it whole. Dolphins get the water they need from the animals they eat, rather than drinking ocean water. Dolphins have excellent eyesight and hearing. Underwater they use echolocation. Echolocation is kind of like sonar where dolphins make a sound and then listen to the echo. Dolphin is also tame animal that people can play with.

F. Kegiatan pembelajaran

Aktivitas guru	Aktivitas murid
Pendahuluan <ol style="list-style-type: none">1. Guru mengucapkan salam2. Guru mengajak murid untuk berdoa menurut agama dan kepercayaan mereka masing-masing3. Guru memeriksa daftar hadir mereka	Pendahuluan <ol style="list-style-type: none">1. Murid menjawab salam2. Murid berdoa menurut agama dan kepercayaan mereka masing-masing3. Murid mendengarkan nama mereka
Kegiatan inti <ol style="list-style-type: none">1. Guru menjelaskan pengertian descriptive text2. Guru menjelaskan satu cerita dengan tema animal kepada murid3. Guru memberikan satu topik yang diberikan guru kepada setiap murid4. Guru memerintahkan agar membaca teks tersebut5. Guru meminta siswa menuliskan vocabulary yang sulit mereka pahami	Kegiatan inti <ol style="list-style-type: none">1. Siswa mendengarkan penjelasan guru2. Siswa mendengarkan penjelasan guru dengan seksama3. Siswa menerima topik teks tersebut4. Siswa membaca teks tersebut5. Siswa menuliskan vocabulary yang sulit untuk mereka

Aktivitas guru	Aktivitas murid
<p>dalam teks tersebut</p> <p>6. Guru meminta siswa untuk menjawab pertanyaan yang diberikan.</p> <p>7. Guru beserta siswa membahas jawaban.</p>	<p>pahami</p> <p>6. Siswa menjawab pertanyaan yang telah diberikan</p> <p>7. Siswa membahas soal yang telah dikerjakan.</p>
<p>Kegiatan penutup</p> <p>1. Guru memberikan apresiasi kepada murid</p>	<p>Kegiatan penutup</p> <p>1. Murid menerima apresiasi dari guru</p>

b. Penilaian Pembelajaran

Penilaian terhadap materi ini dapat dilakukan sesuai dengan kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan dan presentasi untuk kerja atau hasil karya/proyek dengan rubrik penilaian.

Batangtoru, 12 Oktober 2024

Mengetahui Guru Mata

Pelajaran



Hartini Harahap

Peneliti



Adelia Sari

PENILAIAN

Penilaian terhadap proses dan hasil pembelajaran dilakukan oleh guru untuk mengukur. Tingkat pencapaian kompetensi peserta didik. Hasil penilaian dilakukan sebagai bahan penyusun laporan kemajuan hasil belajar dan memperbaiki proses pembelajaran. Penilaian terhadap materi ini dapat dilakukan sesuai kebutuhan guru yaitu pengamatan sikap, tes pengetahuan, presentasi/keterampilan untuk kerja dengan rubrik penilain sebagai berikut :

- a. Teknik Penilaian Sikap
 1. Penilaian sikap : Observasi
 2. Penilaian pengetahuan : Tes Tertulis
 3. Penilaian keterampilan : Untuk Kerja
- b. Instrumen penilaian
 1. Penilaian sikap

Petunjuk :

Berilah tanda centang (✓) pada sikap setiap siswa yang terlihat!

No.	Nama Siswa	Jujur		Disiplin		Tanggung Jawab		Santun		Peduli		Percaya Diri	
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1.													
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Keterangan

T : Terlihat

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2. Penilaian Pengetahuan

Setiap jawaban yang benar diberi skor 4

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3. Penilaian Untuk Kerja

Siswa mampu memahami isi teks dengan baik.

Indikator pencapaian kompetensi	Teknik penilaian	Bentuk instrumen	Insrumen soal
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Nilai = (jumlah perolehan skor : skor maksimal) x 100

c. Remedial dan Pengayaan

1. Remedial

- Menjelaskan kembali tentang Descriptive text
- Membimbing siswa yang belum bisa memahami isi teks dan menganalisis descriptive text.

2. Pengayaan

- Siswa diarahkan untuk menyebutkan mengenai structure descriptive text
- Siswa membaca lebih lanjut dan memahaminya mengenai descriptive text

APPENDIX 3

Instrument for Pre-Test

Name :

Class :

Read the text below, this text will answer the question from number 1-12

ELEPHANTS

The elephant is one of the largest land animals in the world. It is easily recognized by its large body, long trunk, and big ears.

Elephants are known for their thick gray skin, which helps protect them from the sun and minor injuries. They have long trunks that serve various purposes, such as grabbing food, drinking water, and communicating with other elephants. Their large ears help them regulate their body temperature by releasing heat.

Elephants are herbivores, meaning they only eat plants. They consume grass, leaves, fruits, and bark in large quantities every day. They are also highly social animals, living in herds led by a matriarch, the oldest female in the group.

Elephants are intelligent creatures, capable of showing emotions such as joy, sorrow, and empathy. They are often considered symbols of wisdom and memory because of their ability to remember locations, people, and other elephants for years. Sadly, elephants face threats from habitat loss and poaching, making them endangered in many parts of the world.

1. What is the main idea from the text...
 - a. Elephants are herbivores
 - b. Elephants are the largest land animals and have unique features
 - c. Elephants live in herds
 - d. Elephants face many threats
2. What do elephants use their trunks for...
 - a. Protecting themselves
 - b. Communicating and grabbing food
 - c. Regulating body temperature
 - d. Running fast
3. Why are elephants considered symbols of wisdom and memory...
 - a. Because they are the largest animals
 - b. Because they can remember things for years
 - c. Because they are herbivores
 - d. Because they live in herds

4. What does the word “matriarch” mean in the text...
 - a. The leader of the male group
 - b. The leader of the oldest female in the group
 - c. The strongest member of the group
 - d. The youngest member of the group
5. What animal is identified as having a long trunk and big ears...
 - a. Elephant
 - b. Tiger
 - c. Lion
 - d. Zebra
6. What helps protect the elephant's skin from the sun...
 - a. Its big ears
 - b. Its thick gray skin
 - c. Its long trunk
 - d. Its large body
7. What does “herbivores” mean...
 - a. Animals that eat meat
 - b. Animals that eat plants
 - c. Animals that eat all type of food
 - d. Animals that eat insects
8. What is the purpose of an elephant’s large ears according to the description...
 - a. To help them hear distant sounds
 - b. To store water
 - c. To regulate their body temperature
 - d. To defend themselves from threats
9. What does the text describe about the elephant's intelligence...
 - a. Elephants have large brains for problem-solving
 - b. Elephants can show emotions and remember for years
 - c. Elephants are skilled hunters
 - d. Elephants live in small groups
10. Which part of the text provides the overall introduction to the elephant...
 - a. The last paragraph
 - b. The first paragraph
 - c. The middle of the text
 - d. The final sentence
11. What does the text emphasize about the elephant's social behavior...
 - a. They are solitary animals
 - b. They live in herds led by a matriarch

- c. They only interact with their offspring
 - d. They avoid other animals
12. In the sentence “it is easily recognized by its large body and long trunk, and big ears,” the pronoun “it” refers to...
- a. The elephant
 - b. The sun
 - c. The hed
 - d. The trunk

Read the text below, this text will answer the question from number 13-25

PENGUIN

Penguin is an aquatic animal species of birds that can not fly and can survive in cold place, such as antartica. A few species live around Australian and South Africa. Penguins are different with the other birds. Although penguin has wings but it cannot fly like the other birds. Penguins use their wings like flippers throught the water.

Penguin has thick feathers to keep their body still warm. It has fat short body. Penguin can eat much of fish every day. But it can also survive for 60 days without eating. They can drink salt water because their gland filters excess salt from the bloodstream, Penguins have black feather on their head, wings and back body. Penguin’s neck is yellow and the few part of their body is white. They have small short black feet.

Penguin is kind of ovivar which produce egg. Most penguins lay two eggs in a clutch, although the two largest species. When mothers lose a chick, they sometimes attempt to steal another mother’s chick. It is because penguins have special characteristic which can make them famous and like by many people in the world. There isn’t any bird which can live in Antartica except penguin.

13. What is the main idea of the text...
- a. Penguins are aquatic animals with unique characteristics
 - b. Penguins can fly using their wings
 - c. Penguins eat a lot of fish
 - d. Penguins only live in Antarctica
14. What helps penguins survive in cold places...
- a. They have thick feathers and fat bodies
 - b. They eat fish
 - c. They lay eggs in warm areas
 - d. They use their wings for flying

15. In the sentence “it has fat short body,” the pronoun “it” refers to...
 - a. The penguin
 - b. The Fish
 - c. The body
 - d. The wings
16. How many eggs do most penguins lay in a clutch...
 - a. One egg
 - b. Two eggs
 - c. Three eggs
 - d. Four eggs
17. What does the word “flippers” refers to...
 - a. Penguin’s wings
 - b. Penguin’s feet
 - c. Penguin’s beak
 - d. Penguin’s fins
18. Which part identifies the penguin as an aquatic bird...
 - a. The first paragraph
 - b. The second paragraph
 - c. The third paragraph
 - d. The last paragraph
19. Why do penguins use their wings like flippers...
 - a. To protect themselves
 - b. To swim through the water
 - c. To stay warm in cold weather
 - d. To climb icy surfaces
20. What is the main idea of the third paragraph...
 - a. Penguins are oviparous and have specific parenting behaviors
 - b. Penguins eat a lot of fish
 - c. Penguins lay eggs only in Antarctica
 - d. Penguins live in groups with other birds
21. What makes penguins different from other birds as stated in the identification...
 - a. Penguins live in cold regions
 - b. Penguins have wings but cannot fly
 - c. Penguins eat fish
 - d. Penguins lay eggs

22. What does the word “clutch” mean...
- a. A place where penguins sleep
 - b. A group of penguins
 - c. A penguin’s nest
 - d. A group of eggs being incubated
23. What does the description say about penguins' reproduction...
- a. Penguins are oviparous, laying eggs
 - b. Penguins lay their eggs in nests in trees
 - c. Penguins produce live offspring
 - d. Penguins lay eggs only during the summer
24. Why are penguins considered unique in the identification section...
- a. They are aquatic birds that cannot fly
 - b. They can survive for 60 days without food
 - c. They lay eggs on ice
 - d. They eat only plants
25. What is stated in the identification section...
- a. Penguins can fly using their wings
 - b. Penguins are aquatic birds that cannot fly and live in cold places
 - c. Penguins eat a lot of fish daily
 - d. Penguins have a gland to filter salt water

KEY ANSWER INSTRUMENTS PRE TEST

- | | |
|-------|-------|
| 1. B | 16. A |
| 2. B | 17. A |
| 3. B | 18. B |
| 4. D | 19. B |
| 5. A | 20. A |
| 6. B | 21. A |
| 7. B | 22. B |
| 8. B | 23. A |
| 9. C | 24. B |
| 10. B | 25. B |
| 11. B | |
| 12. B | |
| 13. B | |
| 14. A | |
| 15. A | |

APPENDIX 4

Instrument For Post-Test

Name :

Class :

Read the text below, this text will answer the question from number 1-13

PENGUIN

Penguin is an aquatic animal species of birds that can not fly and can survive in cold place, such as antartica. A few species live around Australian and South Africa. Penguins are different with the other birds. Although penguin has wings but it cannot fly like the other birds. Penguins use their wings like flippers throught the water.

Penguin has thick feathers to keep their body still warm. It has fat short body. Penguin can eat much of fish every day. But it can also survive for 60 days without eating. They can drink salt water because their gland filters excess salt from the bloodstream, Penguins have black feather on their head, wings and back body. Penguin's neck is yellow and the few part of their body is white. They have small short black feet.

Penguin is kind of ovivar which produce egg. Most penguins lay two eggs in a clutch, although the two largest species. When mothers lose a chick, they sometimes attempt to steal another mother's chick. It is because penguins have special characteristic which can make them famous and like by many people in the world. There isn't any bird which can live in Antartica except penguin.

1. What is the main idea of the text...
 - a. Penguins are aquatic animals with unique characteristics
 - b. Penguins can fly using their wings
 - c. Penguins eat a lot of fish
 - d. Penguins only live in Antarctica
2. What helps penguins survive in cold places...
 - a. They have thick feathers and fat bodies
 - b. They eat fish
 - c. They lay eggs in warm areas
 - d. They use their wings for flying
3. In the sentence "it has fat short body," the pronoun "it" refers to...
 - a. The penguin
 - b. The Fish
 - c. The body
 - d. The wings
4. How many eggs do most penguins lay in a clutch...
 - a. One egg

- b. Two eggs
 - c. Three eggs
 - d. Four eggs
5. What does the word “flippers” refers to...
 - a. Penguin’s wings
 - b. Penguin’s feet
 - c. Penguin’s beak
 - d. Penguin’s fins
 6. Which part identifies the penguin as an aquatic bird...
 - a. The first paragraph
 - b. The second paragraph
 - c. The third paragraph
 - d. The last paragraph
 7. Why do penguins use their wings like flippers...
 - a. To protect themselves
 - b. To swim through the water
 - c. To stay warm in cold weather
 - d. To climb icy surfaces
 8. What is the main idea of the third paragraph...
 - a. Penguins are oviparous and have specific parenting behaviors
 - b. Penguins eat a lot of fish
 - c. Penguins lay eggs only in Antarctica
 - d. Penguins live in groups with other birds
 9. What makes penguins different from other birds as stated in the identification...
 - a. Penguins live in cold regions
 - b. Penguins have wings but cannot fly
 - c. Penguins eat fish
 - d. Penguins lay eggs
 10. What does the word “clutch” mean...
 - a. A place where penguins sleep
 - b. A group of penguins
 - c. A penguin’s nest
 - d. A group of eggs being incubated
 11. What does the description say about penguins' reproduction...
 - a. Penguins are oviparous, laying eggs
 - b. Penguins lay their eggs in nests in trees
 - c. Penguins produce live offspring
 - d. Penguins lay eggs only during the summer

12. Why are penguins considered unique in the identification section...
 - a. They are aquatic birds that cannot fly
 - b. They can survive for 60 days without food
 - c. They lay eggs on ice
 - d. They eat only plants
13. What is stated in the identification section...
 - a. Penguins can fly using their wings
 - b. Penguins are aquatic birds that cannot fly and live in cold places
 - c. Penguins eat a lot of fish daily
 - d. Penguins have a gland to filter salt water

Read the text below, this text will answer the question from number 14-25

ELEPHANTS

The Elephant is one of the largest land animals in the world. It is easily recognized by its large body, long trunk, and big ears.

Elephants are known for their thick gray skin, which helps protect them from the sun and minor injuries. They have long trunks that serve various purposes, such as grabbing food, drinking water, and communicating with other elephants. Their large ears help them regulate their body temperature by releasing heat.

Elephants are herbivores, meaning they only eat plants. They consume grass, leaves, fruits, and bark in large quantities every day. They are also highly social animals, living in herds led by a matriarch, the oldest female in the group.

Elephants are intelligent creatures, capable of showing emotions such as joy, sorrow, and empathy. They are often considered symbols of wisdom and memory because of their ability to remember locations, people, and other elephants for years. Sadly, elephants face threats from habitat loss and poaching, making them endangered in many parts of the world.

14. What is the main idea from the text...
 - e. Elephants are herbivores
 - f. Elephants are the largest land animals and have unique features
 - g. Elephants live in herds
 - h. Elephants face many threats
15. What do elephants use their trunks for...
 - a. Protecting themselves
 - b. Communicating and grabbing food
 - c. Regulating body temperature
 - d. Running fast
16. Why are elephants considered symbols of wisdom and memory...
 - a. Because they are the largest animals
 - b. Because they can remember things for years

- c. Because they are herbivores
 - d. Because they live in herds
17. What does the word “matriarch” mean in the text...
- a. The leader of the male group
 - b. The leader of the oldest female in the group
 - c. The strongest member of the group
 - d. The youngest member of the group
18. What animal is identified as having a long trunk and big ears...
- a. Elephant
 - b. Tiger
 - c. Lion
 - d. Zebra
19. What helps protect the elephant's skin from the sun...
- a. Its big ears
 - b. Its thick gray skin
 - c. Its long trunk
 - d. Its large body
20. What does “herbivores” mean...
- a. Animals that eat meat
 - b. Animals that eat plants
 - c. Animals that eat all type of food
 - d. Animals that eat insects
21. What is the purpose of an elephant’s large ears according to the description...
- a. To help them hear distant sounds
 - b. To store water
 - c. To regulate their body temperature
 - d. To defend themselves from threats
22. What does the text describe about the elephant's intelligence...
- a. Elephants have large brains for problem-solving
 - b. Elephants can show emotions and remember for years
 - c. Elephants are skilled hunters
 - d. Elephants live in small groups
23. Which part of the text provides the overall introduction to the elephant...
- a. The last paragraph
 - b. The first paragraph
 - c. The middle of the text
 - d. The final sentence

24. What does the text emphasize about the elephant's social behavior...
- a. They are solitary animals
 - b. They live in herds led by a matriarch
 - c. They only interact with their offspring
 - d. They avoid other animals
25. In the sentence "it is easily recognized by its large body and long trunk, and big ears," the pronoun "it" refers to...
- a. The elephant
 - b. The sun
 - c. The head
 - d. The trunk

KEY ANSWER INSTRUMENT POST-TEST

- | | |
|-------|-------|
| 1. B | 14. B |
| 2. A | 15. B |
| 3. A | 16. B |
| 4. A | 17. D |
| 5. A | 18. A |
| 6. B | 19. B |
| 7. B | 20. B |
| 8. A | 21. B |
| 9. A | 22. C |
| 10. B | 23. B |
| 11. A | 24. B |
| 12. B | 25. B |
| 13. B | |

SURAT PERNYATAAN VALIDASI INSTRUMENT PENELITIAN TUGAS AKHIR SKRIPSI

Saya yang bertanda tangan dibawah ini :

Nama : Hartini Harahap, M.Pd

NIP : -

Jurusan : Bahasa Inggris

Menyatakan bahwa instrument penelitian atas nama mahasiswa:

Nama : Adelia Sari

Nim : 2120300030

Prodi : Tadris Bahasa Inggris

Judul Penelitian : The Effect of Know, Want, Learned (KWL) Strategy on Reading Comprehension of Descriptive Text of The Seventh Grade Students at SMP N 1 Batang Toru

Setelah dilakukan kajian atas instrumental penelitian dengan mempertimbangkan beberapa aspek diantaranya topic, soal, jumlah item dan model soal bervariasi sesuai dengan indikatornya. Instrument ini layak digunakan untuk penelitian dan dapat diujikan diantaranya :

Jumlah Item	Soal yang layak diuji kan	Soal yang tidak layak diuji kan
30	1, 2, 3, 4, 6, 7, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 29, 30.	5, 8, 10, 23, 28.
Total	25	5

NB:

- Adapun beberapa soal yang tidak layak digunakan karena soal tersebut dianggap terlalu simpel dan sudah sering digunakan peserta didik terdapat dalam soal no 5 dan 8
- Adapun beberapa soal yang tidak layak digunakan karena soal tersebut mengandung materi yang belum dipelajari atau belum sesuai dengan usia mereka terdapat dalam soal no 10, 23, 28.

Demikian agar dapat digunakan sebagaimana mestinya.

Validator,


Hartini Harahap, M.Pd

APPENDIX 6

Score of Experimental Class and Control Class in Pre-Test

A. Score of Experimental Class

No.	VII-4	
	Name	Score
1	AA	72
2	AK	80
3	AD	60
4	AA	72
5	ATY	48
6	DS	80
7	ES	72
8	FR	80
9	FA	40
10	HY	76
11	HA	56
12	IQ	52
13	MF	64
14	NA	60
15	NS	72
16	NI	52
17	NJ	52
18	OH	76
19	QA	64
20	RA	60
21	RA	56
22	RG	72
23	SS	48
24	SN	44
25	SS	56
26	SA	60
27	VA	52
28	WH	40
29	WI	56
30	ZA	44
	Total	1.858

B. Score of Control Class

VII-2		
No.	Name	Score
1	AI	48
2	DS	40
3	DA	44
4	ES	52
5	ES	48
6	EA	80
7	HM	56
8	HS	60
9	HN	52
10	HA	72
11	JN	76
12	JO	64
13	KM	56
14	KA	76
15	KI	80
16	LS	71
17	MA	52
18	MI	64
19	MS	60
20	ML	56
21	MS	72
22	NS	60
23	PO	56
24	RR	60
25	SD	64
26	SK	72
27	TO	48
28	VR	52
29	YA	72
30	ZA	76
	Total	1.878

APPENDIX 7

Score of Experimental Class and Control Class in Post-Test

A. Score of Experimental Class

No.	VII-4	
	Name	Score
1	AA	92
2	AK	92
3	AD	84
4	AA	80
5	ATY	54
6	DS	88
7	ES	84
8	FR	96
9	FA	56
10	HY	80
11	HA	72
12	IQ	64
13	MF	72
14	NA	72
15	NS	76
16	NI	56
17	NJ	56
18	OH	96
19	QA	76
20	RA	76
21	RA	60
22	RG	88
23	SS	76
24	SN	64
25	SS	88
26	SA	72
27	VA	80
28	WH	64
29	WI	88
30	ZA	60
	Total	2.210

B. Score of Control Class

VII-2		
No.	Name	Score
1	AI	52
2	DS	56
3	DA	60
4	ES	76
5	ES	64
6	EA	88
7	HM	72
8	HS	64
9	HN	64
10	HA	80
11	JN	88
12	JO	72
13	KM	76
14	KA	80
15	KI	88
16	LS	76
17	MA	51
18	MI	72
19	MS	64
20	ML	60
21	MS	72
22	NS	60
23	PO	52
24	RR	72
25	SD	72
26	SK	80
27	TO	56
28	VR	56
29	YA	76
30	ZA	80
	Total	2.048

Score of Experimental Class and Control Class in Pre-Test

Pre-Test Experiment

Statistics

pretest

N	Valid	30
	Missing	0
Mean		60.40
Median		60.00
Mode		72
Std. Deviation		12.130
Variance		147.145
Range		40
Minimum		40
Maximum		80
Sum		1812

Pre-Test Control

Statistics

pretestcontrol

N	Valid	30
	Missing	0
Mean		61.20
Median		60.00
Mode		52 ^a
Std. Deviation		11.370
Variance		129.269
Range		40
Minimum		40
Maximum		80
Sum		1836

a. Multiple modes exist. The smallest value is shown

Score of Experimental Class and Control Class in Post-test

Post-Test Experiment

Tests of Normality

Statistics

posttestex

N	Valid	30
	Missing	0
Mean		75.40
Median		76.00
Mode		72 ^a
Std. Deviation		12.792
Variance		163.628
Range		42
Minimum		54
Maximum		96
Sum		2262

a. Multiple modes exist. The smallest value is shown

Post-Test Control

Statistics

posttestcon

N	Valid	30
	Missing	15
Mean		69.40
Median		72.00
Mode		72
Std. Deviation		10.931
Variance		119.490
Range		36
Minimum		52
Maximum		88
Sum		2082

kelas		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
hasil belajar reading kwl	Pre-test Experiment (KWL Strategy)			.164	30	.039	.945
	Post-test Experiment (KWL Strategy)			.114	30	.200	.947
	Pre-test Control (Teacher Strategy)			.162	30	.043	.947
	Post-test Control (Teacher Strategy)			.162	30	.043	.940

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Test of Homogeneity of Variance

		Levene			
		Statistic	df1	df2	Sig.
hasil belajar reading comprehension	Based on Mean	.483	1	58	.490
	Based on Median	.621	1	58	.434
	Based on Median and with adjusted df	.621	1	57.719	.434
	Based on trimmed mean	.475	1	58	.493

	Pre-test	Post-test	Enhancement	Gain Score
Experimental class	60.40	75.40	15.00	6.87
Control class	61.20	69.33	8.13	

Independent Samples T-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
hasil belajar reading comprehension	Equal variances assumed	.483	.490	1.967	58	.054	6.067	3.084	-.107	12.240

Equal variances not assumed			1.967	56.777	.054	6.067	3.084	-.110	12.243
--------------------------------------	--	--	-------	--------	------	-------	-------	-------	--------

APPENDIX 8

T-Table

Pr df	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

DOCUMENTATION

1. Pre-Test Experimental Class

Picture 1 : Students taking the Pre-test in Experimental Class



2. Pre-Test Control Class

Picture 2 : Students taking the Pre-test in Control Class



3. Treatment 1



4. Treatment 2



5. Post-test Experimental Class



6. Post-test Control Class





KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km 4,5 Sihitang Kota Padang Sidempuan 22733
Telepon (0634) 22080 Faximili (0634) 24022
Website: uinsyahada.ac.id

Nomor: B - 1688 /Un.28/E.1/TL.00.9/05/2025
Hal : Izin Penelitian
Penyelesaian Skripsi

14 Mei 2025

Yth. Kepala SMP N 1 Batangtoru

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Adelia Sari
NIM : 2120300030
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Alamat : Perk. Hapesong, Batangtoru

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect of Know, Want, Learned (KWL) Strategy on Reading Comprehension of Descriptive Text of the Seventh Grade Students at SMP N 1 Batang Toru"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.



a.n. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan

Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A.
NIP. 19801224 200604 2 001



PEMERINTAH KABUPATEN TAPANULI SELATAN
DINAS PENDIDIKAN DAERAH
SMP NEGERI 1 BATANGTORU

Jl. Merdeka Barat Desa Napa Kec. Batangtoru Kab Tapanuli Selatan Kode Pos 22738
Telepon (0634) 370118
Email : smpn_1batangtoru@yahoo.co.id

Nomor : 420 / 525 /SMPN.1/ 2025
Lampiran: 1 Lembar
Hal : Surat Balasan Permohonan
Izin Melaksanakan Penelitian

Batangtoru, 22 Mei 2025

Kepada Yth:
Bapak / Ibu Pimpinan
UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan
Kota Padangsidempuan
Di _
Tempat

Dengan Hormat

Berdasarkan Surat Permohonan dari UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan (UIN SYAHADA) Kota Padangsidempuan No:B-1689/ Un.28/E.1/TL.00.9/05/2025 Perihal Permohonan izin melaksanakan penelitian yang dilaksanakan pada tanggal 09 April 2025, Maka dengan ini kami menerima mahasiswa tersebut untuk melaksanakan penelitian di SMP Negeri 1 Batangtoru atas nama.

Nama : Adelia Sari
NIM : 2120300030
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Alamat : Perk. Hapesong, Batangtoru

Dengan Judul Skripsi : **The Effect Of Know, Want, Learned (KWL) Strategy On Reading Comprehension Of Descriptive Text Of The Seventh Grade Students at SMP Negeri 1 Batangtoru**

Demikianlah Surat Balasan ini kami sampaikan, atas kerjasamanya kami ucapkan terimakasih.



22 Mei 2025
Kepala SMP Negeri 1 Batangtoru

ERDAMEAN HARAHAP, M.Pd
NIP. 197108302 19980 1 001

CURICULUM VITAE



A. Identify

Name : Adelia Sari
NIM : 2120300030
Place and Birthday : Perkebunan Hapesong, 08 December 2003
Gender : Female
Religion : Islam
Address : Perkebunan Hapesong, Batang Toru
Phone Number : 0822-7651-1692
Email : adeliasari1208@gmail.com

B. Parents

Father Name : Mas Joko
Mother Name : Yenni Melinda Sari Nasution

C. Educational Background

Elementary School : SDN 100708 Hapesong
Junior High School : SMP N 1 Batang Toru
Senior High School : SMA N 1 Batang Toru
Collage : UIN Syahada Padangsidempuan