

**THE USE OF KNOW-WANT-LEARN
(K-W-L) STRATEGY TO IMPROVE READING
COMPREHENSION AT GRADE XI STUDENTS OF
MAN TAPSEL**



A Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfillment of the Requirement
for the Degree of Educational (S.Pd) in English Educational
Department*

Written By:

SITI ASLAN HASIBUAN

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ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2025

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2025

LETTER OF AGREEMENT

Term: Thesis

a.n Siti Aslan Hasibuan

Padangsidempuan,
Desember 2025

To:
Dean Tarbiyah and
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Assalamu'alaikum warahmatullah wabarakatuh

After reading, studying, and giving advice for necessary revision on the thesis belongs to **Siti Aslan Hasibuan**, entitled "**The use of Know-Want-Learn (K-W-L) strategy to improve reading comprehension at grade XI students of MAN TAPSEL**". We approved that the thesis has been acceptable to complete the requirement to fulfill for the graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of 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 Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Thank you.

Wassalamu'alaikum warahmatullah wabarakatuh

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I hereby declare that I have arranged and written the thesis by my self, without asking illegal help from others, expect the guidance from advisors, and without plagiarism along with the ethic code of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 14 subsection .

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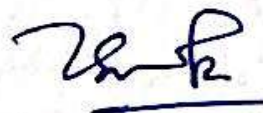
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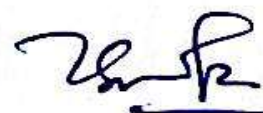
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ABSTRACT

The purpose of this research is to improve students' achievement in reading comprehension through Know-Want-Learn Strategy at XI grade of Madrasah Aliyah Negeri Tapanuli Selatan. This research employed classroom action research (CAR). The researcher used two cycles and each cycle consisted of two meetings in English learning. The subjects of this study were the students at the grade XI Madrasah Aliyah Negeri Tapanuli Selatan. There are 33 students as the participant and also collaborated with the English teacher. The researcher purposed to describe the improvement students' reading comprehension by collecting data through test and observation. In this research, researcher focused on the application of Know-Want-Learn Strategy. The researcher found in the first cycle students' reading comprehension mean score 57.27 (9.09%). It was indicated that students still low in reading comprehension. The second cycle students' reading comprehension mean score was 75.00 (63.63%). Based on the classroom action research, it could be concluded that Know-Want-Learn (K-W-L) Strategy improved students' reading comprehension in Madrasah Aliyah Negeri Tapanuli Selatan. Finally, the novelty of this research took a look from the place, and the way of analyzing the data.

Key words: *Reading Comprehension, and Know-Want-Learn Strategy.*

سيتي أصلان حسيبوان : اسم
٢١٢٠٣٠ : رقم التسجيل
كلية التربية وتدريب المعلمين : كلية
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استخدام استراتيجية "أعرف-أريد-تعلم" لتحسين فهم القراءة لدى طلاب : عنوان الرسالة
الصف الحادي عشر في برنامج المدرسة الإسلامية الحكومية تابانولي
سيلتان

1. خلاصة

يهدف هذا البحث إلى تحسين مستوى الطلاب في مهارة فهم المقروء من خلال تطبيق استراتيجية «أعرف -أريد -أتعلم» في الصف الحادي عشر من المدرسة الإسلامية الحكومية مان تابانولي سيلتان. اعتمد هذا البحث على منهج البحث الإجرائي في الصف، حيث تم تنفيذ دورتين تدريبيتين، وتضمنت كل دورة اجتماعين في تعلم اللغة الإنجليزية. تكونت عينة البحث من طلاب الصف الحادي عشر في المدرسة الإسلامية الحكومية مان تابانولي سيلتان، وبلغ عدد المشاركين ثلاثة وثلاثين طالبًا، وقد تم التعاون مع معلم مادة اللغة الإنجليزية خلال تنفيذ البحث. سعى الباحث إلى وصف وتحليل مدى تحسن فهم الطلاب للقراءة من خلال جمع البيانات بواسطة الاختبارات والملاحظات الصفية. ركز هذا البحث على تطبيق استراتيجية «أعرف -أريد -أتعلم» كوسيلة لزيادة تفاعل الطلاب مع النصوص المقروءة وتنمية قدراتهم على الفهم والتحليل. أظهرت نتائج الدورة الأولى أن متوسط درجة الفهم القرائي للطلاب كان منخفضًا، مما يشير إلى وجود صعوبات في فهم النصوص. أما في الدورة الثانية فقد ارتفع متوسط درجة الفهم بشكل ملحوظ، مما يدل على فعالية الاستراتيجية في تحسين مهارة الفهم القرائي لدى الطلاب. وبناءً على نتائج البحث، يمكن الاستنتاج أن استخدام استراتيجية «أعرف -أريد -أتعلم» أسهم إسهامًا كبيرًا في تحسين مهارات الفهم القرائي لدى طلاب المدرسة الإسلامية الحكومية مان تابانولي سيلتان. كما أثبتت النتائج أن تطبيق الاستراتيجيات التعليمية النشطة يسهم في رفع مستوى مشاركة الطلاب وتحفيزهم على التعلم الذاتي والتفكير النقدي.

الكلمات الرئيسية: فهم القراءة، واستراتيجية المعرفة والرغبة والتعلم.

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ABSTRAK

Tujuan dari penelitian ini adalah untuk meningkatkan prestasi siswa dalam pemahaman membaca melalui Strategi Know-Want-Learn di kelas XI Madrasah Aliyah Negeri Tapanuli Selatan. Penelitian ini menggunakan penelitian tindakan kelas (PTK). Peneliti menggunakan dua siklus dan setiap siklus terdiri dari dua pertemuan dalam pembelajaran Bahasa Inggris. Subjek penelitian ini adalah siswa di kelas XI Madrasah Aliyah Negeri Tapanuli Selatan. Ada 33 siswa sebagai partisipan dan juga berkolaborasi dengan guru Bahasa Inggris. Peneliti bertujuan untuk mendeskripsikan peningkatan pemahaman membaca siswa dengan mengumpulkan data melalui tes dan observasi. Dalam penelitian ini, peneliti berfokus pada penerapan Strategi Know-Want-Learn. Peneliti menemukan pada siklus pertama skor rata-rata pemahaman membaca siswa 57,27 (9,09%). Hal ini menunjukkan bahwa siswa masih rendah dalam pemahaman membaca. Pada siklus kedua skor rata-rata pemahaman membaca siswa adalah 75,00 (63,63%). Berdasarkan penelitian tindakan kelas, dapat disimpulkan bahwa strategi Know-Want-Learn (K-W-L) mampu meningkatkan kemampuan pemahaman membaca siswa di Madrasah Aliyah Negeri Tapanuli Selatan. Terakhir, kebaruan penelitian ini dilihat dari lokasi dan cara menganalisis datanya.

Kata kunci: *Pemahaman Membaca, dan Strategi Tahu-Ingin-Belajar.*

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Researcher

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CHAPTER I

INTRODUCTION

A. The Background of the Problems

Reading is a process which done by the reader to get the information from printed text because by reading the reader can understand the writers' means. It is thought the interaction between speaker and listener (or reader and writer) so that it has meaning. As an usual a text or passage consist of many information inside for conducting a complete meaning, and we have to combine all related information inside of the text. Then we have to combine all information recently within all own information before. But once more it is a fluent process.¹ Therefore, reading comprehension involves combining information from the text with the reader's prior knowledge to understand the text meaningfully and smoothly.

In one hand, the importance of reading is stated by Wiranda et.al state that, "reading is a way of understanding a text".² By that simple explanation, reading skill is expected by the students to obtain and absorb more information, and ideas through that activity.

Moreover, reading has much importance such as for enhancing knowledge, helping students to do the task and boosting imagination. The first

¹ Abdi Yunus, H. Syahid Muammar Pulungan, and Zainuddin, "Students' Comprehension in Reading Expository Text at the Fourth Semester of English Education Study Program STAIN Padangsidimpuan," *English Education* 1, no. 2 (July 2013): 118–137.

² Ramadhan Wiranda, Arya. Alvindi. Solin, *Develop Reading Skill*, ed. Emeliya Sukma Dara Damanik, 1st ed. (Solok: Yayasan Pendidikan Cendekia Muslim, 2023), https://books.google.co.id/books?id=_nLKEAAAQBAJ&pg=PA14&dq=reading&hl=id&newbks=1&newbks_redir=0&sa=X&ved=2ahUKEwiwjKHZ1IaCAxWg1jgGHZitBuYQuwV6BAgHEAk#v=onepage&q=reading&f=false p. 2.

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

The second, reading can help students to do the task. The task is answering questions that refers to the subject they learn. Students sum up the text and check the suitable answer by finding out the information from reading. The third, reading boosts imaginations. Reading exposes us to a world of imagination. It shows that nothing is impossible in this world. By reading, students can explore a different angle to see thing that have known on how different actions lead to different result. Reading books are beyond imagination. It is like a huge spider web, where students keep linking to more and more things students know and things they just learnt, structuring new solutions and answers.

However, reading still has problems. In fact, based on interview with an English teacher¹, the researcher found that students at second grade MAN Tapanuli Selatan, face some problems in reading comprehension. The first problem is related to the students' lack of prior knowledge, and the second one is

¹ *Private Interview with Mrs. Afnidartriani, English Teacher of MAN Tapanuli selatan, on september 16th, 2024, at 11.20 wib).*

students have low vocabulary mastery.

Related to the students' lack of prior knowledge, the students struggle to connect what they are reading with what they already know. Without activating relevant background knowledge, they may find it difficult to make sense of new information presented in texts. Students' lack of prior knowledge significantly impacts their reading comprehension. When students do not have a solid foundation of background knowledge related to the content they are reading, they struggle to make connections with the new material. This lack of context can hinder their ability to understand key concepts, make inferences, and fully engage with the text. As a result, students may miss important details or fail to grasp the overall meaning of the passage, ultimately limiting their comprehension and learning outcomes.

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

Therefore, students could not answer the question in reading task well . They need more time to think and spent too many times to finish the task even to answer easy level question. For impacts, there are only about 30% of students who could pass the standard quality of school (KKM) and 70% of students got score 60-70 under the standard score (75) in Mid-Term examination.²

To solve the problems above, there are many ways to help students. Some strategies can help teacher to improve students reading comprehension. There are many strategies that can be applied by teacher such as QAR (Question-Answer-Relationship) strategy, 3H (Here-Hidden-in my Head) strategy, and K-W-L (Know-Want-Learn) strategy. These strategies are able to be applied by the teacher to improve students' reading comprehension. One of the strategies that can be applied for reading comprehension is the K-W-L (Know, Want to Know, Learned) Strategy. K-W-L strategy is a breakthrough in comprehending the text by providing certain techniques that make it easy for readers to understand the reading. using this strategy can help students know their background knowledge. As proposed by Ogle, the K-W-L strategy helps readers to gain prior knowledge about the topic of the text, set goals for reading, monitor their comprehension, assess their comprehension of the text, and expand ideas beyond the text.³ Thus, it shows that the technique or strategy can improve students reading comprehension.

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

² Score List of Mid Term Examination, *Private Document*, (MAN Tapanuli Selatan on september 16th, 2024, at 11.25 wib.)

³ Donna M. Ogle, "K-W-L: A Teaching Model That Develops Active Reading of Expository Text," *The Reading Teacher* 39, no. 6 (1986): 564–570.

comprehension. K-W-L strategy is a strategy that helps students to comprehend the information contained from the text. The writer think that the teacher should find and apply the suitable strategy in learning process so that the teacher could improve the student's achievement in reading comprehension.

Therefore, by using K-W-L (Know-Want-Learn) strategy the students could comprehend the text and the learning process will run well. The researcher believes that K-W-L strategy can help the students to improve students' reading comprehension. As a result, the researcher would like to investigate whether applying the K-W-L strategy affects students' reading comprehension.

B. The Identifications of the Problems

According to the background of the problem above, the researcher finds and summarizes several problems that take place in that school, they are:

1. The students are lack of prior knowledge
2. The students are lack of vocabulary mastery
3. The students are about less about reading comprehension cause by misunderstanding the words, sentences, and complicated vocabularies.

C. The Formulation of the Problems

Based on previous background, the researcher formulated the problem as:

“To what extent can KWL strategy improve the students' reading comprehension at second grade MAN Tapanuli selatan”?

D. The Objectives of the Research

The purpose of the research is to describe the improvement of the students' reading comprehension by using KWL strategy at second grade MAN

Tapanuli selatan.

E. The Significances of the Research

The significances of this research are:

1. Theoretically

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

2. Practically

- a. For the students, this research can improve their ability in reading comprehension.
- b. For the English teachers, the result of this research can be useful to help teacher getting information and source in teching in MAN Tapanuli selatan, especially in teaching and learning reading comprehension by using K-W-L strategy.
- c. For the headmaster, this research is expected to improve the school program by making this research as source to improve students' reading comprehension for the better learning.

F. The Focus of the Problems

To make this study specifically, a researcher limits the problems that need to focus and pay attention more in one problem. In order to, researcher can analyze several problems how to solve it as long as this study. Researcher focuses on solving students' problems by using Know-Want Learn Strategy. This study focuses on how the **K-W-L strategy** (Know, Want to Know, Learned) can help students improve their reading comprehension, especially when working with **descriptive texts**. Many students struggle with understanding these texts because

they have trouble identifying important details, organizing information, and connecting new ideas with what they already know. By using the KWL strategy, students can activate their prior knowledge, set clear reading goals, and reflect on what they've learned.

G. The Definitions of the Key Terms

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

- (1) K-W-L strategy is a strategy that is a constructivist strategy where the learner records all his background knowledge about the subject matter and then he decides what he needs in light of what is presented by his teacher and at last he records what he has actually learnt.⁴
- (2) Reading comprehension is the condition when the readers are able to understand the information from the text.

H. The Indicator of Research

Classroom action research is a type of practitioner research that is used to improve the practitioner's practice; action implies doing or changing something.⁵ Classroom action research involves teachers in their classrooms. It can involve groups of teachers examining common issue. The purpose of classroom action research is to improve classroom practice or to improve practices in the school.⁶ In action research, the researcher is as the investor, explorer or one of participant

⁴ Mohammed M.Y. Aseeri, "Effectiveness of Using KWL Strategy in Teaching Mathematics on the Achievement and Motivation of High School Students in Najran City, KSA," *Journal of Educational and Psychological Sciences* 21, No. 04 (2020) : 317-43

⁵ L.R. Gay & Peter Airasian, *Educational Research: Competencies for Analysis and Application*, (USA: Prentice Hall, 2000), p. 593

⁶ Donald Ary, Lucy Cheser Jacobs & Christine K. Sorensen, *Introduction to Research in Education*, Eighth Edition (Canada : WADSWORTH CENGAGE Learning, 2010), p. 515,

of her personal teaching context.

Action research process begins with problems finding and then formulating possible actions for the problem, applying an action, and finally evaluating on the outcome of the action. These activities go round in a circle. Sometimes, the researcher should repeat the process until it run well as expected. That's why the researcher made learning program or lesson plan by using Know-Want-Learn (K-W-L) strategy in teaching reading comprehension in the classroom. Moreover, researcher did collaboration with English teacher and made a team work to solve the students' problem in improving reading comprehension through Know-Want-Learn (K-W-L) at second grade of MAN 1 Tapanuli Selatan.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

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

1. Description of Reading Comprehension

a. Definition of Reading Comprehension

Reading is a complex activity that involves both perception and thought. Perception and thinking are both involved in the complicated action of reading. Word recognition and comprehension are two interrelated processes that make up reading. The technique of recognizing how spoken language and written symbols match up is known as word recognition. Making understanding of words, sentences, and related text is the process of comprehension.

While Nurdiana states “Reading comprehension is process and activity to understand about all of reading text that include vocabulary and concepts, making inferences, and linking key ideas, besides the reader will get idea or meaning from the written text.”¹ Punksirikul also states that “Three important elements contributing to reading comprehension are word

¹ Amelia Nurdiana Rizki, Interpretative Reading, Sustainability (Switzerland), 2017, P. 8

meaning, sentence meaning and paragraph meaning.”¹ The readers construct meaning while reading to understand the text. It means that reading comprehension involves not just understanding vocabulary and concepts but also making inferences and connecting key ideas to grasp the meaning of the text.

Reading is a lifelong skill for academic learning and success in school.² So, the researcher concludes that Reading is a fundamental skill essential for academic learning and long-term success in school. It forms the basis for acquiring knowledge across subjects, enabling students to understand, analyze, and synthesize information effectively. Mastery in reading enhances comprehension, critical thinking, and problem-solving abilities, which are crucial for academic achievement and overall intellectual growth. Cultivating strong reading skills provides students with the tools needed to navigate and succeed in the academic environment.

Theories and procedures are needed to understand reading comprehension. There are definitions about comprehension by some experts. Banditvilai stated that “For comprehension to occur, working memory must not be too heavily burdened. When cognitive load exceeds the limits of available working memory, the situation model formed is less detailed and elements of the text base and situation model are less likely to be encoded in

¹ Piyaporn Punkasirikul, *Assessing English Reading Comprehension*, Textbook Development Project Faculty of Humanities and Social Sciences Khon Kaen University, 2020, P. 5

² Choosri Banditvilai, “The Effectiveness of Reading Strategies on Reading Comprehension,” *International Journal of Social Science and Humanity* 10, no. 2 (2020): 46–50, <https://doi.org/10.18178/ijssh.2020.v10.1012>.

long-term memory”.¹ Therefore the researcher concludes that reading comprehension is highly dependent on the available working memory capacity. When cognitive load exceeds working memory capacity, the situation model formed becomes less detailed, and text elements and situation models are less likely to be stored in long-term memory.

Reading comprehension is a procedure where the reader needs to select an etymological picture and reproduce it to the point where the whole is planned by the writer. Reading comprehension is just a term that refers to reading, the ability through which is important is not on articulation or reading load, however, but it is the comprehension that is considered. Comprehension includes understanding and understanding the main thinking and related subtleties. It is worth feeling that a lot of thought is suggested and he has to find out the real story to get the full meaning.² So, the researcher concludes that reading comprehension is not just about articulation or reading load, but rather focuses on understanding the gist and related details of the text. In order to achieve full comprehension, readers need to interpret the implied meaning in the text and understand the overall idea that the author wants to convey.

¹ Reid Smith et al., “The Role of Background Knowledge in Reading Comprehension: A Critical Review,” *Reading Psychology* 42, no. 3 (2021): 214–40, <https://doi.org/10.1080/02702711.2021.1888348>.

² Norazean Sulaiman et al., “Students’ Perceptions on Using Different Listening Assessment Methods: Audio-Only and Video Media,” *English Language Teaching* 10, no. 8 (2017): 93, <https://doi.org/10.5539/elt.v10n8p93>.

b. Assessments of Reading

Assessing and measuring pupils' understanding is a crucial part of teaching reading. Assessment is the process by which a teacher determines how well their students have grasped the topic. Richards also stated that Assessment is a systematic approach to collecting information and making inferences about the ability of a student or the quality or success of a teaching course on the basis of various sources of evidence.³ It is necessary to conduct certain reading exams in order to get data regarding the pupils' progress in reading comprehension.

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

- a. Activities for assessing reading should be based on activities for teaching reading.
- b. Assessment of reading, like instruction, takes planning, time and experience.
- c. Assessment of reading should include both decoding skills and reading comprehension strategies.
- d. Assessment of reading should include students attitudes and feeling toward reading.
- e. Assessment of reading should hold students accountable for how they use time in class for reading.
- f. Assessment of reading should be conducted regularly and be on going.

³ Jack C. Richards and Richards Schmidt, *Dictionary of Language Teaching and Applied Linguistics, Proceedings of the 21st Asian Pacific Weed Science Society (APWSS) Conference, 2-6 October 2007, Colombo, Sri Lanka, 2010.*

- g. Students should be actively involved in their own assessment, whether it be in setting criteria, engaging in self assessment or evaluating peers.
- h. Teachers observations of reading should be recorded systematically.
- i. Assessment of reading should consist of multiple assessments for each student in order to monitor students progress.

Result of reading assessment should be used to inform students, parents, and the teachers of needed changes in students performance and in instruction.⁴

It is clear from the previous explanation that teachers should keep in mind and follow the ten criteria when evaluating student assessing reading, there must be indicators There are some indicators in assessing students' reading, they are:

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

Based on the indicators mentioned above, students should be able to recognize the text's theme, primary idea, essential information, and meaning (words or sentences). Teachers will use these markers for assessing their students' reading comprehension in this study.

⁴ O. Malley and Pierce, *Authentic Assessment for English Language Learners*(1996), p. 97-98.

c. Factors Affecting Reading

Additionally, reading comprehension is influenced by two elements. Both external and internal influences involved.

1) Internal Factors

In developing reading comprehension, internal factors such as cognitive abilities, reading motivation, and metacognitive awareness play crucial roles. Cognitive abilities, including vocabulary knowledge, working memory, and comprehension skills, serve as the foundation for processing and understanding texts. Academic reading requires readers to be able to analyze and link material more efficiently, which is made possible by a wider vocabulary and the ability to apply context clues.

As a result, it is also supported by the literature that variables such as vocabulary, prosody, motivation, attitude, working memory, which are classified as individual factors affecting the concept of reading comprehension in the current study, are strong predictors of reading comprehension.⁵. Therefore, reading comprehension problems could be caused by a variety of different factors, included linguistic and non linguistic factors as in internal.

In order to conclude several explanations above, researcher get a point that a student's ability to understand what they read isn't just about the text itself, it's also shaped by internal factors like vocabulary, memory, motivation, and even their attitude toward reading. Strong

⁵ Seval Çiğdemir, "Examination of Individual and Environmental Factors Affecting Reading Comprehension with Structural Equation Model," *International Journal of Progressive Education* 18, no. 4 (2022): 239–54, <https://doi.org/10.29329/ijpe.2022.459.17>.

cognitive skills, such as knowing a wide range of words and using context clues, help students process and analyze what they read more effectively. Studies also show that things like vocabulary, fluency, and focus play a big role in reading comprehension. So, when students struggle with understanding texts, it's often due to a mix of linguistic and non-linguistic factors. This highlights the importance of using the right strategies to help them build stronger reading skills and confidence.

2). External Factors

External factors influencing reading comprehension could be found at home, classroom, and the community that motivate students to read. The sociocultural environment in which reading occurs, the variety of texts to be read, the qualities of the texts being read, the topic's suitability for the reader's interests, and opportunities to practice reading for a variety of purposes are examples of external variables.

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

d. The Materials of Reading Comprehension

The material for improving students reading comprehension is from students' book in SMA that is focus on recently curriculum called

“ *Kurikulum Merdeka* ” . Learners will have the material under every single different chapters which contained the material uses for learning English especially English Reading Comprehension. In every material. They deal with “reading activity” and all the skills in English. In order to, researcher capable of using students’ textbook as the way to teach reading comprehension.

Modeling of Text



Activity 5

 Work individually. Read the following text about descriptive text, and comprehend it.

A descriptive text usually focuses on describing a single location, object, event, person, or place. It endeavors to engage all five of the reader's senses to evoke the sights, sounds, smells, tastes, and feel of the text's subject. Generally, descriptive texts are narrow in focus and

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the topic is something that can sustain their interest, as well as the reader's interest.

Descriptive texts require the writer to go into great depth to evoke the person, place, or thing. If the writer doesn't care about the topic, then for sure the reader won't either. As the purpose of a descriptive text is to describe something so vividly, and to express emotion so clearly, that the reader can feel it too, personal topics can provide the perfect material for this type of text.

The purpose of a descriptive text is also to inform the reader on a particular topic, event, or experience. An effective means of choosing a topic is by writing a thesis statement. The thesis statement lays out the specific purpose of the text and usually it is embedded in the introductory paragraph.



Picture 2.12 Students are discussing about descriptive text

While it can be difficult at times for students to define their thesis statement for a descriptive text, the following process should help guide students:

1. Choose an interesting topic
2. Reflect on what you think about this topic
3. Consider the reasons for your point of view
4. Compose a statement that encapsulates this viewpoint.

Unit 2 Love Your Environment

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Source: English Teacher's Textbook for SMA, MA, SMK Kelas XI⁶

⁶ Puji Astuti et al., *BAHASA INGGRIS: English for Change Untuk SMA/MA Kelas XI*, 2022, <https://buku.kemdikbud.go.id.P.66-67>

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

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

A learner can achieve reading comprehension by following the K-W-L strategy, which is a series of well-organized phases. Ogle developed the K-W-L strategy in 1986, and it has since been suggested in other reading methodology books such as *Membaca Pemahaman dengan Strategi KWL: Pemahaman dan Minat Membaca* by Herlinyanto. Ogle also stated that "Making a "K-W-L chart" is one variation of the technique that can be applied to a class, a small group, or an individual. Before beginning the reading assignment, this strategy assists students in compiling all of their knowledge about the subject."⁷ In conclusion, researcher conclude that the K-W-L strategy helps students improve their reading comprehension by organizing their thoughts before, during, and after reading. It was introduced by Donna Ogle in 1986 and is widely used in education. This method encourages active learning and better understanding of texts.

There are some definitions about K-W-L strategy from some experts. The first, *Know-Want-Learn* (K-W-L) is an instructional reading strategy that is used to activate students' background knowledge, assist students in setting purposes for reading, and help students to monitor reading comprehension by using graphic organizer. The strategy can activate background knowledge and help students' reading comprehension.⁸ The

⁷ Donna Ogle, "K-W-L: A Teaching Model That Develops Active Reading of Expository Text," *The Reading Teacher* 39, no. 6 (1986) P.566.

⁸ S. Peregoy & Boyle, O., *Reading, Writing & Learning in ESL* (New York: Addison Wesley Longman, 2001), p. 70.

strategy can improve students reading comprehension and activate prior knowledge.

Next, the K-W-L strategy (accessing what I know, determining what I want to find out, recalling what did I learned) combines several elements of approaches. The first two steps of K-W-L, students and the teacher engage in oral discussion. They reflect on their knowledge about a topic, brainstorm a group list of ideas about the topic, and identify categories of information. Next the teacher helps highlight gaps and inconsistencies in students' knowledge and students create individual lists of things that they want to learn about the topic or questions that they want to answer about the topic. In the last step of the strategy, students read new materials and share what they have learned.⁹ Therefore, the K-W-L strategy helps students connect what they already know, set learning goals, and reflect on new information. First, students discuss their prior knowledge and brainstorm ideas with the teacher. Then, they identify gaps in their understanding and list questions they want to explore. Finally, they read new material and share what they've learned.

Stahl also states that K-W-L is a process during which the teacher generates a discussion about a text topic and uses a chart or worksheet to record students' statements about what they know (K), want to learn (W),

⁹ Riswanto et al *The Effect of Using KWL (Know, Want, Learned) Strategy on EFL Students' Reading Comprehension Achievement* (Institut Agama Islam Negeri (IAIN) Bengkulu Indonesia, 2014, p. 226

and, after reading, what they learned (L).¹⁰ It means the strategy is appropriate for discussion method.

Carr & Ogle reported that K-W-L strategy is an instructional reading strategy that is used to guide students through a text. K-W-L for the three basic cognitive steps required: accessing what I Know, determining what I Want to learn, and recalling what I did Learn as a result of reading. To facilitate both the group process and to instill in students the concreteness of the steps, we developed a worksheet that each child uses during the thinking reading process. K-W-L charts help students to be active thinkers while they read.¹¹ It means that K-W-L as a process that bridges the gap between new and old knowledge. Asking students what they already know helps to activate their past knowledge. They then develop goals centred on what they hope to learn, and after reading, they discuss what they have learned.

Sridharan et al. believe that Teachers can apply this strategy to their teaching and learning so that the learners can benefit and become strategic readers. Reading will be an active process that develops its meta-cognitive.¹² It means this strategy enables teachers to foster an active reading process that enhances learners' metacognitive skills, ultimately helping them become strategic and engaged readers.

¹⁰ Stahl, S A . *The Role of Prior Knowledge and Vocabulary in Reading Comprehension*(Georgia: Center for the Study of Reading, University of Georgia, 1991), p. 364.

¹¹ Donna M. Ogle, "K-W-L: A Teaching Model That Develops Active Reading of Expository Text," *The Reading Teacher* 39, no. 6 (1986) P.564–570.

¹² Sridharan et al. "The Effect of Graphic Organizer (KWL Chart) on Young Learners ' Reading Comprehension in an ESL Setting" 0913, no. 8 (2020): 43–53, <https://doi.org/10.35940/ijmh.H0768.044820>.

For addition, the K-W-L is an organizer to help students check their prior knowledge of a topic, concept, or process before learning about it. With this prior knowledge, the brains of the students will recall what they already know (the K of K-W-L) about the topic. When they get new information, students will use their brains to join the old knowledge with the new.¹³ During the learning process, students will acquire new information.

It can be concluded that K-W-L Strategy as a reading comprehension strategy that teachers can employ to help students activate their past or background knowledge of a subject or topic. It includes drawing the three-column map on the board. By recalling what they already know, the student's knowledge of the subject is shown in the first column. By figuring out what the student wants to learn, the second illustrates what they are looking for in the text. By highlighting the lessons learned during the reading process, the third illustrates what the learner has learned after finishing the text.

b. The Benefits of K-W-L Strategy

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

¹³ Katherine S. Mcknight, *The Teacher ' s Big Book of Graphic Organizers: 100 Reproducible Organizers That Help Kids with Reading, Writing and the Content Areas* (San Francisco: Jossey-Bass, 2010), <https://www.pdfdrive.com/the-teachers-big-book-of-graphic-organizers-ning-d36659987.html>.

1. Helping the students to check prior knowledge

The "Know" phase prompts students to recall what they already know about a topic, which helps build connections with new material. This activation of prior knowledge is essential for understanding and retaining information.¹⁴ It means activating prior knowledge in the "Know" phase is crucial as it fosters connections with new material, paving the way for improved comprehension and long-term retention.

2. Encourages The Students Active Engagement

The "Want" stage encourages students to generate questions about what they hope to learn. This motivates them to actively search for answers, increasing engagement with the text and making them more active participants in the learning process.¹⁵ By prompting students to generate questions, the "Want" stage fosters curiosity and a purpose-driven approach, which enhances engagement and transforms them into active participants in their own learning process.

3. Promotes Self-Monitoring and Reflection

The "Learn" phase allows students to reflect on what they've gained from the reading. This reflection reinforces learning, solidifies knowledge, and encourages students to assess their own understanding, fostering metacognitive skills.

¹⁴ Bustami Usman, Ika Apriani Fata, and Ratih Pratiwi, "TEACHING READING THROUGH KNOW-WANT-LEARNED (KWL) STRATEGY: The Effects and Benefits," *Englisia Journal* 6, no. 1 (2019): 35, <https://doi.org/10.22373/ej.v6i1.3607>.

¹⁵ Husnaini Husnaini, "The Effectiveness of Know –Want-Learn (Kwl) Strategy in Teaching Reading Comprehension," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 6, no. 2 (2018), <https://doi.org/10.24256/ideas.v6i2.512>.

4. Improves Comprehension and Retention

By organizing information in a structured way, the KWL strategy helps students focus on key points. Studies show that students using KWL tend to remember details better and achieve higher comprehension scores than those using traditional methods.

5. Building the students' interest in reading

Students' interest will increase if they make their own question and they felt necessity of finding out what would really happen in the text. By completing K and W column, the students are not only making use of their prior knowledge but also are motivated to keep reading the text. For addition, Sasson states that KWL helps students keep interested as they think about what they want to know and what they have learned. It assists the students to build meaning from what they read and helps them examine their progress toward their goals.¹⁶ Thus, the strategy helps to motivate students' reading and keeps the students' interest.

From the explanation above, can be concluded that KWL strategy has benefits: the first helping the students to check prior knowledge, Encourages The Students Active Engagement, Promotes Self-Monitoring and Reflection, Improves Comprehension and Retention, Building the students' interest in reading.

¹⁶ Sasson, D., *Use K-W-L technique in Reading Lessons: Strategic Thought Process for Engaging Students before They Read*, 2008, p. 1, <http://newteachersupport.suite101.com/article.cfm>.

c. The Weaknesses of K-W-L Strategy

K-W-L strategy also has some weaknesses :

1. When students have little or incorrect prior knowledge about a topic, their learning may be limited or misguided.
2. The process of brainstorming, discussing, and listing questions can take up a lot of class time, reducing time for actual reading and comprehension.
3. Some students, especially younger ones or those with limited critical thinking skills, may struggle to generate meaningful questions or reflect on their learning effectively.

d. The Procedures of K-W-L Strategy

K-W-L represents a three-step procedure intended to help teachers become more responsive to helping students access appropriate knowledge when reading expository text. It is composed of three- columned map to be drawn on the white board. The column consists mainly of three precise questions, asked by and directed to the students themselves. The first column represents *what students know about the topic*. The second column represents *what the students want to know from the text*. The last column represents *what the students have learned from the text*.¹⁷ The three columns are filled by answering the questions based on the procedures.

From the statement before that K-W-L is the three stages that capture before, during and after reading. Katherine explained “K-W-L often used at

¹⁷ Robert J. Tierney and John E. Readence, *Reading Strategies and Practices: A Compendium*, 6th ed. (New York: Pearson, 2005), p.157, <https://www.amazon.com/Reading-Strategies-Practices-Compendium-6th/dp/0205386393>.

the beginning of an instructional unit, the K-W-L strategy is one of the most widely recognized graphic organizers and instructional strategies". It means the K-W-L strategy can be used for individual, small group and large group instruction. Meanwhile, the students were always did the three stages of reading such as: pre-reading, while reading and post reading.¹⁸ These stages were included in or appropriate with the stages of using K-W-L Strategy.

Ogle¹⁹ also says that K-W-L strategy has graphic organizers as the initial discussion as below:

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

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

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

The students ask themselves this question before they read the text and try to write all what they know about the topic of the text to be read.

¹⁸ Eka Sustri Harida, "Students' Ability and Difficulties in Understanding English Text (A Study at English Program IAIN Padangsidimpuan), Al-Ta'lim Journal 21, no. 3 (2014): 183-188, <http://journal.tarbiyahainib.ac.id/index.php/attalim/article/view/102/104>.

¹⁹ Donna. M. Ogle, *KWL: A Teaching Model that Develops Active Reading Expository Text*, (New York, The Guilford, 1986), p. 22.

This question aims at brainstorming the reader to recall as much as previous knowledge and information related to the topic as possible.

2) What do I *want* to know?

The students write down whatever they want to know about the topic.

They write it in question form. Thus, while doing reading, they attempt to find the answers.

3) What did I *learn*?

The students answer the question after they have read the text. They try to write all new information they have *learned*, whether the information is answered the questions or it is entirely new that they never known before.²⁰

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

²⁰ Donna M. Ogle, *KWL: A Teaching Model that Develops Active Reading Expository Text*, p.22.

two have been answered the information is noted, but the summary in the final column is not restricted simply to answering the predetermined questions. A fourth column might be added to the chart in which children could record their own feelings about the material in the text or write down suggestions for what they will do next in order to make use of the information they have learned or to extend their study of the same topic.²¹ Below is the example of KWL chart:

Table II.1:

K-W-L Chart²²

KWL Chart		
Topic _____		
K	W	L
What I Think I Know	What I Want to Know	What I Learned

There are some procedures of K-W-L strategies that can be implied in the teaching of reading, the steps are:

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

²¹ Westwood, *Reading and Learning Difficulties: Approach to Teaching and Assessment*, p.10.

²² Donna M. Ogle, "K-W-L: A Teaching Model That Develops Active Reading of Expository Text," *The Reading Teacher* 39, no. 6 (1986) P.565

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

2) K-W-L chart on the board and paper charts.

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

3) Ask students to fill K column

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

4) Ask the students to fill W column

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

5) Students have to read the text

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

6) Ask the students to fill L column

After completing the text, students are asked to write down what they learned from reading. Students write their answers to these questions, and then they write the important ideas that they find interesting. Teachers noted these in the chart in the column labeled L. Students are asked to check their questions to determine whether there is an answer to that text. Otherwise, students advised to read more to increase their sense of curiosity.²³ At the last step, students write down the information in the column labeled L.

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

B. Review of Related Finding

There are some related findings in this research. The first is Sari and Astrid.²⁴ Two cycles had been conducted in his research. The results of the two cycles show that the use of Know-Want-Learn technique is effective to improve the students' reading comprehension. It is supported by the qualitative data which

²³ Ogle, M.D., *K-WL-: A Teaching Model that Develops Active Reading of Expository Text* (International Reading Association, 1986), p. 565-566.

²⁴ Sari and Astrid, "Improving Students' Reading Comprehension by Using K-W-L (Know , Want to Know , Learned) Strategy.", 2024.n.d., 183-95

show that (1) Know-Want-Learn technique can help the teacher to scaffold the students' comprehension of the text by focusing on the steps before, during, and after reading; (2) Know-Want-Learn technique can help the students to preview the text, assess what they have learned after reading, and attract their interest in reading; (3) K-W-L strategy involves an active interaction between teachers and students in a discussion starting from pre-reading, while, and post-reading activities.

The finding is also supported by the quantitative data. They found that the value of sig. (2-tailed) was 0.000 and the t- value was 5.022. Since the p-output was lower than 0.05 and the t-value was higher than t-table (df 52= 1.674). It can be stated that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. Therefore, it was concluded that there was significant difference on students' reading comprehension scores taught by using K-W-L Strategy. This research contributes as the reference of theory and methodology for the researcher.

The second, Sholeh et al.²⁵, Their research was conducted by two cycles. It showed from the result of checklist that had done by the English teacher. They found out that the mean score of reading post-test 1 was 91.36. Meanwhile, the students mean score of the reading test before being taught by KWL strategy was 70.16. Therefore, there is an improvement in students reading comprehension test after being taught by KWL strategy. It means that what the researcher

²⁵ Agus Sholeh, Novita Elok Rosalina, and Riza Weganova, "The Implementation of KWL (Know, Want to Know, and Learned) to Improve Students' Reading Comprehension," *IJEE (Indonesian Journal of English Education)* 7, no. 1 (2020): 22–31, <https://doi.org/10.15408/ijee.v7i1.15541>.

implementing the Know, Want, and Learned (KWL) strategy in teaching reading process can improve the students' reading comprehension and students' participation. This research also contributes as the reference of methodology for the researcher.

The third, Setiarin, the result in her research shows that the result showed the students' mean score of pre-test was 68.00 and their mean score of the post-test after being taught through KWL technique was in which their gain score was 80.00. Specifically, KWL technique improved the students' reading comprehension achievement. Moreover, KWL technique mostly improved the students' reading comprehension achievement in vocabulary.²⁶ In addition, the students still faced some difficulties in answering the questions in English especially in reading comprehension. From the explanation above, it can be seen that using KWL Strategy can improve students' reading comprehension.

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

In summary, this strategy could improve the students' reading comprehension. Thus, the researcher thought that KWL Strategy can improve students' reading comprehension. Then, this research will do by researcher to add

²⁶ Yulita Setiarini, "The Implementation of Kwl Technique To Improve Students' Reading Comprehension Achievement At the Second Grade of Students' in Smp Kartika Ii-2 Bandar Lampung," 2022, <http://digilib.unila.ac.id/id/eprint/58075>.

the kind of researches before. The researcher wants to solve students' reading problem in order to improve students' reading comprehension at second grade MAN Tapanuli Selatan by using KWL Strategy.

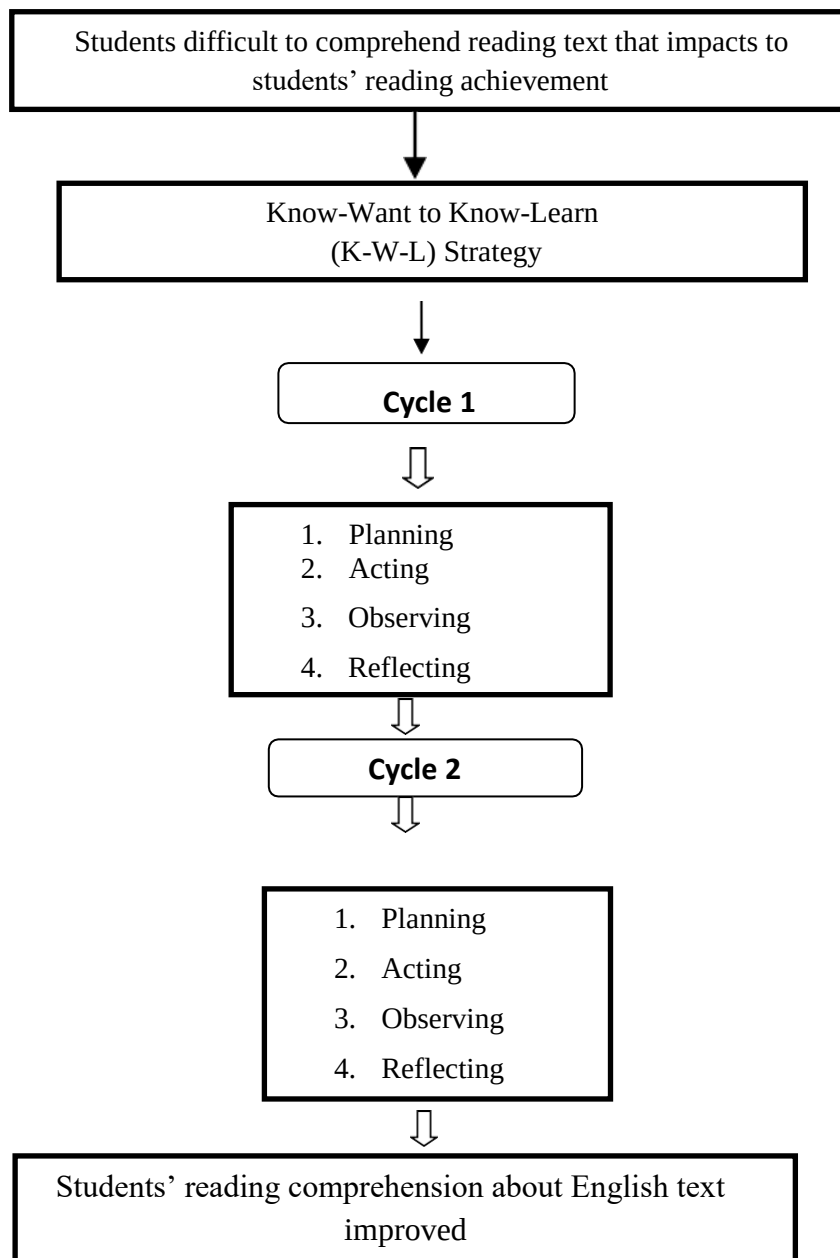
C. The Conceptual Framework

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

Figure II.1:

Conceptual

Framework



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

D. Hypothesis of The Action

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

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Place and Time of the Research

This research is conducted in MAN Tapanuli Selatan. This school is located in Dano Situmba, Sipirok, North Sumatera. This research conducted from September 2024 until finish.

B. Research Design

This research is categorized as Classroom Action Research (CAR). The purpose of this study is to demonstrate how students' reading comprehension can be improved. The researcher and the English teacher work together to perform the research for this study.

According to this approach, the researcher and associates identified an issue, devised an alternative solution, conducted out and evaluated the actions, and considered the results. It formed the action research Cycles as can be seen in the illustration below:

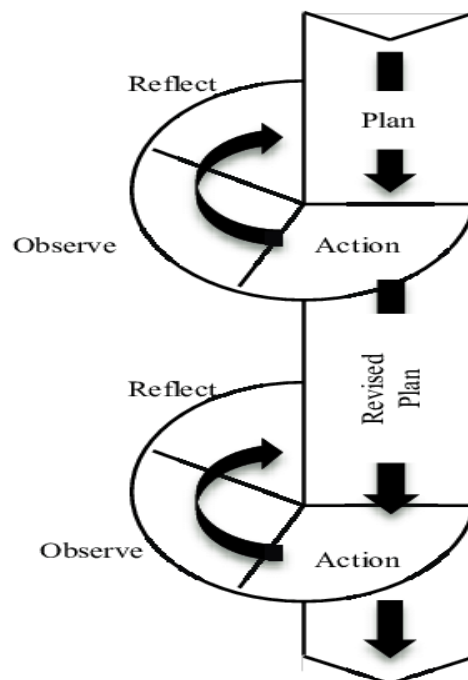


Figure III.1: Kemmis and Taggart Spiral Model Action Research.¹

The limitation of each cycle was determined when students reached a score of 70 as the school's standard quality (KKM) or above the school's standard quality (KKM). The cycles were repeated until the researcher's actions achieved a satisfactory outcome, at which point the cycles were stopped.

C. Participants

The participants in the research were the students who follow all teaching learning process until end at grade XI-5 MAN Tapanuli Selatan which consist of 33 students. This class was chosen through purposive sampling because the researcher found several problems in students' reading comprehension, and the students in this class had the lowest achievement in the English subject.

¹ Husna Farhana, Awiria, and Nurul Muttaqien, *Penelitian Tindakan Kelas*, n.d. (Serang: HC Publisher, 2019.)P.29

Furthermore, this research was conducted in collaboration with an English teacher of grade XI at MAN Tapanuli Selatan.

D. Instrument of Collecting Data

In this research, there are three several instruments use in collecting data, interview, observation, and test as follows:

a. Test

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

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

Table III.1 :**The indicator of the test in cycle 1²**

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

Table III.2 :**The indicator of the test in cycle 2**

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

$$\text{Score} = \frac{\text{Maximum Score}}{\text{Total Score}} \times \text{Total of Correct Answer}^3$$

Score : The final score a student or participant receives.

Maximum Score : The highest possible score.

² David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill, 2003), P.68.

³ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta, 2011) .P. 76.

Correct Answers : The number of questions answered correctly.

Total Score : The total number of questions in the test

b. Observation Sheet

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

Observation sheet is created by focusing on students' act in the class and how they responded to their teacher. Observation sheet has some indicators such as classroom management, material, procedure, and reinforcement and interaction with students. Furthermore. Students' activities which observed were as follow: students are noisy, students who move to another chair, students who ask permission, students are absent, students who don't finish the task, and students who don't collect the task appropriate the time. The observation sheet can be found in Appendix V.

E. Technique of Collecting Data

a. Test

In this research, there are two tests, first test and second test. The researcher gives the reading comprehension test at the end of each cycle at

grade XI MAN Tapanuli Selatan. Before doing the test, the researcher gives the instruction clearly and teaches reading comprehension. After finishing the test, the researcher analyzed the data. Then, the result of the data was used for making a decision for the next cycle.

b. Observation

The observation method is most commonly used method, especially in students reading behavioral science. This season, the researcher as only an observer because the researcher took a nonparticipant observation.⁴ The observer was not involved as only as an independent observer to monitor and record the data of the teacher's and students' performance during learning and teaching process in the class. By direct observing, the researcher take some notes, behavior, development, and so on, which happens anytime.⁵ The observer filled an observation sheet in every meeting in cycle I and cycle II to observe teacher's and students' performance during learning and teaching process in the class.

F. Procedures of the Classroom Action Research

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

⁴ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&B* (Bandung: Alfabeta, 2008), p.145.

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

1. Develop a plan of critically informed action to improve what is already happening,
2. Act to implement the plan,
3. Observe the effects of the critically informed action in the context in which it occurs, and
4. Reflect on these effects as the basis for the further planning, subsequent critically informed action and so on, through a succession of stages.

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

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

1. Cycle I

a. Planning

Making lesson plan that consist of the steps of action.

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

b. Action

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

c. Observation

- a) Discussion with the English teacher to observe planning
- b) Teacher observes the students' situations in the class, how do students act at the moment explaining the lesson.
- c) Discussion with the English teacher about the weakness or finding activity during observation was done.

d. Reflection

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

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

2. Cycle II

a. Planning

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

b. Action

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

c. Observation

- 1) Teacher observes the students' situations in the class, how do students act at the moment explaining the lesson.
- 2) Discussing the problem in process learning and giving the solution.

d. Reflection

- 1) Analyzing the weakness and progress when KWL strategy was done to determine the next activity planning.

- 2) Reflecting of KWL strategy that using in learning process.
- 3) Reflecting of teaching activity and students learning result that using KWL strategy.
- 4) Evaluating or interpreted the data that getting from the class and makeany decisions for the next meeting.ss

7. Technique of Analyzing Data

In analyzing the data, the researcher used quantitative and qualitative data. Qualitative data is used to describe the condition during the teaching-learning process. The qualitative data is obtained from interview and observation conducted at previous study. Quantitative data is taken from the use of test after maximalize the action in the class that specifically in reflection. To make sure that in this action research, teacher will use from both quantitative data and qualitative data. The researcher applied the following formula:⁶

$$\bar{X} = \frac{\sum \bar{X}}{N} \times 100$$

Explanation:

$\bar{X}$: Individual score

$\sum \bar{X}$: The total score of the correct answer

N : The number of items

The percentage of students' improvement in reading

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

comprehension was analyzed by the following formula:

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

Explanation:

P: The percentage of students who get the score > 75 (students' KKM)

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

T: The total number of students do the test.

After calculating and scoring students' answer sheets then, their scores are consulted the classification quality on the table. There are the categories of standard of value, as follow below:⁷

Table III.3 :

Categories of Standard Value

Criteria	Score
Excellent	100
Very good	90
Good	80
Average	75
Poor	≤75

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

⁷ The Categories of Standard of Value in MAN Tapanuli Selatan

Table III.4 :**The Classification Quality of Students Score**

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

1. If the value of mean score 81 – 100%, it can be categorized into very high.

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

2. If the value of mean score 61 – 80%, it can be categorized into high.
3. If the value of mean score 41 - 60%, it can be categorized into enough.
4. If the value of mean score 21 - 40%, it can be categorized into low.
5. If the value of mean score 0 - 20%, it can be categorized into very low.⁸

Finally, the researcher summarizes qualitative data by six steps as suggested by Creswell in the following:

1. Steps 1: Organizing and Preparing the data for analysis. This involves transcribing interviews, optically scanning material, typing up field notes depending on the source of information.

⁸ Riduan, *Belajar Mudah Penelitian untuk Guru Karyawan dan Penelitian pemula*, (Bandung : Alfabeta, 2005), p. 89.

2. Steps 2: Reading all the data. This is done by obtaining a general sense of the information, and reflecting on its overall meaning
3. Steps 3: beginning detail analysis with a coding process. It was organizing material into “chunk” before bringing meaning to those chunks.
4. Steps 4: Using the coding process to generate a description of the setting or people as well as categories or analysis. Description involved a detailed rendering of information about the notes.
5. Steps 5: advancing how the description and themes are represented in the qualitative. This is discussion to mention a chronological events, the detailed discussion of several themes or inter-connecting themes researcher used visuals or figure to convey descriptive information about participants in a table.
6. Steps 6: Making interpretation or meaning of the data. It was researcher’s personal interpretation, meaning derived from a comparison of the findings with information gleaned from the literature.⁹

⁹ John W Creswell, *Educational Research*, ed. Paul A Smith et al., 4th ed. (Lincoln: Pearson, 2012).

CHAPTER IV

RESEARCH FINDINGS

In this chapter, the result of research is presented discussion according to the analysis of the data collected from The Use of K-W-L Strategy to Improve Reading Comprehension at Grade XI Students of MAN TAPSEL in two cycles. The researcher described into data description, the comparative result of students' reading comprehension, the discussion, and the threats of the research.

A. Data Description

The data was analyzed from the learning process and evaluation in each cycle which consisted of cycle 1 up to cycle 2. Analysis in this research also conducted by observation and test because this research used classroom action research.

1. Setting

The place of the research is at MAN TAPSEL. It's located in Dano Situmba kec. Sipirok kab. Tapanuli selatan, prov. Sumatera utara. This research started from 2025 until finish. The participants of this research is students of class XI-5 in academic year 2025/2026 and the teacher who involved in this research is Ms. Afnidar Pasaribu S.Pd. The researcher choosed this class because the researcher found the problem of students' reading comprehension.

2. Process in Cycle 1 and Cycle 2

The result of the students' reading comprehension divided into two cycles. The data founded from the learning process in every cycle. Researcher would explain the cycle 1 and cycle 2 by following explanation below.

a. Cycle 1

The first cycle was done at 16th and 17th May 2025. In this case, the cycle was conducted for two meetings. Every meeting was done for 2×45 minutes. The researcher described the result as follow :

1) Classroom Learning Proseses in the First Meeting

The first meeting was conducted at 16th May 2025 for 2×45 minutes, data description from the first meeting described here.

a) Planning

In the planning stage of the first cycle, the researcher prepared the lesson to introduce and use the Know–Want–Learn (KWL) strategy to help students improve their reading comprehension. The first step was deciding the learning goals. The goals were to help students remember what they already know about a topic, to encourage them to make questions about what they want to learn, and to guide them to write down new information they learn after reading. The KWL strategy was chosen because it can make students more active in reading, help them think critically, and connect what they know with new information in the text. It was also expected to make reading

more meaningful and enjoyable for students, especially for those who usually have difficulty understanding a text.

The researcher prepared several materials and tools before the lesson. A reading text was chosen that matched the syllabus and was interesting for Grade XI students. A KWL chart worksheet was made with three columns: “K” (What I Know), “W” (What I Want to Know), and “L” (What I Learned). This chart would help students organize their ideas and learning process. The researcher also prepared some comprehension questions to check students’ understanding after reading. An observation sheet was made for the collaborator to write down how students took part in the activity, and a field note format was prepared to record what happened in the classroom during the lesson. To help with possible language problems, the researcher prepared a short list of vocabulary from the text to review with students if needed.

For the reading material, the researcher also brought a descriptive text with the title “*The Taj Mahal*”. The text was made using clear and simple English so it would be easy to understand for Grade XI students, but still included enough details to make it interesting. It talked about the history, beauty, and cultural meaning of the Taj Mahal. This topic was chosen because it is a famous place in the world and could make students

curious. It also gave enough information for the KWL chart: the “K” column could be filled with what students already knew, the “W” column with questions they wanted to ask, and the “L” column with facts they learned. The text was printed out for each student so they could underline, write notes, or mark important points while reading.

The researcher also prepared solutions for possible problems. If students could not fill in the “K” column because they did not know much about the topic, the teacher would give short background information. If students had trouble making questions for the “W” column, the teacher would give examples of question starters such as “Why...?”, “How...?”, and “What would happen if...?”. All student worksheets, comprehension answers, observation sheets, and field notes would be collected to see how well the KWL strategy worked in helping students understand the reading text.

b) Action

At the start of the first meeting, the researcher focused on creating an orderly learning environment. She reminded the students to stay in their seats, pay attention, and prepare their materials. The lesson began by introducing the **Know–Want–Learn (KWL)** strategy in simple terms. The researcher explained that this strategy would help them organize their thoughts before,

during, and after reading. She wrote the three headings—*What I Know*, *What I Want to Know*, and *What I Have Learned*—on the whiteboard and gave a short example of how to fill in each part. As the main reading material, she distributed printed copies of a descriptive text titled *Taj Mahal*, which she had prepared in advance. The text contained three paragraphs about the history, architecture, and cultural significance of the monument.

In the first stage, the researcher guided the students to think about what they already knew about the Taj Mahal. She encouraged them to recall prior knowledge from lessons, books, movies, or other sources. Students were given a few minutes to discuss their ideas in pairs before writing them down in the *Know* column of their KWL chart. Some students shared that they knew the Taj Mahal was in India, that it was a famous tourist attraction, and that it was built long ago. The researcher wrote several of these responses on the board as examples, reinforcing the idea that all prior knowledge—whether complete or partial—could be useful for connecting with the reading material.

The second stage focused on generating curiosity. The researcher asked students what they wanted to know about the Taj Mahal before reading the text. She encouraged them to form questions beginning with *what*, *when*, *where*, *who*, and *why*. The students wrote these questions in the *Want* column of their KWL

chart. Examples included, “Who built the Taj Mahal?”, “When was it built?”, and “Why was it made?”. The researcher explained that these questions would guide their reading and help them focus on finding important details in the text. She also emphasized that even if their questions were not answered directly, they could learn how to search for more information later.

After completing the *Know* and *Want* sections, the researcher asked the students to read the descriptive text silently. She walked around the room to monitor their progress and provide assistance to those who struggled with vocabulary or comprehension. Once the reading was complete, the students filled in the *Learn* column with the information they had gathered from the text. They also answered comprehension questions prepared by the researcher, which were based on the main ideas and specific details in the passage. Students found out, for example, that the Taj Mahal was built by Emperor Shah Jahan in memory of his wife, Mumtaz Mahal, and that it is made of white marble. Some students shared their answers with the class, receiving verbal praise like “good job” or “excellent.” If a student gave an incorrect answer, the researcher responded positively by saying “almost right” and inviting other students to add or correct the answer. To close the activity, she asked students about any

difficulties they faced, explained unfamiliar words, and wrote challenging vocabulary on the whiteboard to support their understanding before ending the lesson.

c) Observation

Based on these activities, several problems identified during the first meeting are described below:

- 1) Some students with initial ZFP and SH were talking together, then when the researcher asked some question, they could not answer.
- 2) Almost 10 students in the classroom did not listen to the explanation.
- 3) Many students struggled to understand or use key vocabulary words from the reading text or teacher's explanation.
- 4) Students with initial name HH, NOMS, FS KA used to permission from the class, and they were not completed they task well.

Finally, the result from the first meeting, students' concentration was bad because they were so busy on themselves. It could be seen from their attitude in the classroom. The researcher concluded that first meeting was not good as researcher wanted.

d) Reflection

In reflecting on the first meeting, the researcher realized that classroom management needed more attention. Some students, such as those with the initials ZFP and SH, were distracted and talking during the lesson. When they were asked questions, they could not provide answers because they had not been paying attention. This situation showed that clearer expectations and stronger engagement strategies were necessary to keep all students focused throughout the activity. In future lessons, the researcher planned to use more active questioning techniques, call on students by name, and move around the classroom more often to maintain attention.

The reflection also revealed that some students, such as HH, NOMS, FS, and KA, often asked for permission to leave the class and did not complete their tasks well. This disrupted the learning flow and reduced the time they had to engage with the reading. The researcher planned to address this issue by setting clear rules about leaving the classroom during lessons and by giving follow-up tasks to students who missed part of the activity, so they could still achieve the learning goals.

Overall, the reflection from the first meeting highlighted that while the KWL strategy helped guide students' thinking before, during, and after reading, it needed to be supported by

stronger classroom management, better vocabulary preparation, and more engaging lesson activities. By making these improvements, the researcher hoped to create a more focused and effective learning environment in the next cycle.

2) Classroom Learning Process in the Second Meeting

The second meeting in cycle 1 was done on Saturday 17th May 2025, for 2 x 45 minutes.

a) Planning

Based on the reflection from the first meeting, the researcher planned to make several adjustments to improve students' participation and understanding in the next lesson. The Know–Want–Learn (KWL) strategy would still be used, but the researcher decided to provide clearer instructions at the start and set stricter rules for maintaining classroom discipline. Students would be reminded to focus during the lesson, avoid unnecessary talking, and complete their tasks on time. The researcher also prepared additional vocabulary support by listing key words from the reading text on the whiteboard before the activity began.

For the main reading material, the researcher selected a descriptive text titled *The Great Wall of China*, which had already been printed for each student. This text was chosen because it offered new and interesting cultural knowledge while still being relevant to the students' curriculum. The lesson would again begin by filling out the KWL chart. In the Know stage, students would share what they already

knew about the Great Wall of China from prior knowledge. In the Want stage, they would list questions they wanted to answer through reading. Finally, in the Learn stage, they would read the text silently and record the information they learned. To address the vocabulary problem from the first meeting, the researcher planned to explain difficult words before reading and encourage students to underline unfamiliar terms while reading for further discussion.

The researcher also planned to walk around more actively during the reading stage to ensure students stayed on task and to help those struggling with the text. At the end of the session, the class would review the answers together, with the researcher guiding students to correct mistakes in a supportive way. This approach aimed to increase student engagement, reduce off-task behaviour, and help them connect new information with what they already knew.

b) Action

Researcher started the lesson by greeting students warmly and asked how they were feeling that day. To make the atmosphere lively and refresh everyone's minds, the researcher introduced a short, fun game. The class quickly became active, with laughter and excitement filling the room. Students who lost the game received light "punishments," such as answering fun or easy questions. Some of these questions were connected to the previous lesson, so the activity also helped students recall what they had

learned before and
prepare for the new topic.

Once the warm-up was over, the researcher introduced the new reading material, *The Great Wall of China*, which had already been printed and prepared for each student. The researcher handed out KWL charts and asked students to fill in the first column, “K” (Know), with anything they already knew about the Great Wall of China. It didn’t matter whether their ideas were big facts or small guesses—every answer was accepted. This stage encouraged students to think about what they already knew and to activate their background knowledge before reading.

Next, the researcher moved to the “W” (Want) part of the chart. Students wrote down questions about what they wanted to know from the text—such as how old the wall is, why it was built, how long it is, or who built it. The researcher encouraged them to be curious and creative so they would have a strong reason to read carefully and search for answers in the text.

After that, students read the text about the Great Wall of China quietly at their desks. While reading, they underlined new words and noted important details. Once finished, they filled in the last column, “L” (Learn), with the new information they had found. To check their understanding, the researcher asked questions about the main idea, specific details, and other important points in the

text. If a student's answer was unclear, the researcher explained it again in a simple way so that everyone could follow along.

At the end of the meeting, the researcher gave a short test that consist of 20 multiple choice question to measure how much students had understood from the lesson. This test also allowed the researcher to compare the results with the first meeting and see the students' progress. Finally, the lesson was closed with a short prayer, and students were reminded to read their books at home so that in the next meeting, they would already have some background knowledge for the upcoming topic.

c) Observation

There were some problems in the classroom for the second meeting:

- 1) When teacher explained materials in front of the classroom, some students did not listen to the explanation, the students' initial were KA, FAHS, SDA, AA
- 2) There were some students who sleep in the classroom with the initial name LLS and RP
- 3) There were some students who eat in the backseat with the initial name SSEL,ARP, and ARP
- 4) Students with initial SMR , FAHS, ABB, SSEL were not doing the test alone, but they were asking to other students.

These problems show that some students were still not

focused, disciplined, or fully participating in the learning activities during the second meeting.

d) Reflection

From the problems observed during the second meeting, it can be concluded that some students still lacked focus, discipline, and active engagement in the learning process. The inattentive behavior, such as not listening to the explanation, sleeping during the lesson, eating in class, and not working independently on the test, suggests that the classroom atmosphere was not yet fully conducive to learning.

This indicates that the researcher needs to improve classroom management, provide clearer instructions, and create more engaging activities to maintain students' attention and motivation. Strengthening these aspects is important to ensure that all students can participate actively and achieve better learning outcomes in the next cycle.

3. Students' Reading Comprehension Score in Cycle 1

Based on the first test taken in the first cycle, the researcher found the exact point of students' reading comprehension score according to the table below:

NO.	Students' Initial	Indicators				Total
		Able to identify the topic of the text	Able to identify the main idea of the text	Able to identify needed information of the text	Able to get the meaning of the text (word or sentence)	
1.	ASR	10	5	35	10	60
2.	ASPP	5	5	40	5	55
3.	AFH	10	10	40	15	*75
4.	AWA	15	5	40	15	*75
5.	ARP	5	10	30	15	60
6.	AA	10	10	45	20	*85
7.	ASH	15	15	30	10	70
8.	AAH	5	5	20	10	40
9.	ABB	10	10	25	10	55
10.	AR	15	5	20	0	40
11.	EAP	15	10	40	5	70
12.	FAHS	10	5	20	10	45
13.	FS	15	10	15	0	40
14.	HH	5	10	45	10	70
15.	KA	0	15	20	5	40
16.	LAH	15	10	20	5	50
17.	LLSS	15	20	15	0	50
18.	MAAH	10	10	30	5	55
19.	MAP	10	15	30	10	65
20.	NOMS	5	10	30	10	55
21.	NAS	10	5	35	10	60
22.	RA	10	10	35	15	70
23.	RH	10	10	30	5	55
24.	RMN	10	10	25	5	50
25.	RP	10	15	25	0	50
26.	SSEL	15	10	25	5	55
27.	SR	10	10	40	10	70
28.	SDA	15	0	25	0	40
29.	SMR	10	10	30	5	55
30.	SIR	15	0	30	15	60
31.	SH	0	10	25	10	45
32.	WKAS	5	10	40	10	65
33.	ZFP	15	10	35	0	60
	SUM	335	305	990	260	1890

Table IV.1 Students' reading comprehension score in the first cycle

No	Students' initial	Indicators				
		Identify the character, place and time	Identify main idea and information from the Text	Comprehend the correct and incorrect information.	Reexplain important message from the text.	Total
		10.1515	9.2424	30.00	7.8788	57.2727
	MEAN	10.15	9.24	30.00	7.87	57.27
Percentage: 9.09%						

*: -The students who passed the KKM (75)

From the table above, it could be concluded that there were only 3 students who pass the passing grade. Even though students had understood in comprehend the correct and incorrect information from the text in order to they achieved to 30.00 The students still bad in other categories of reading comprehension. Then, the students' mean score was only about 57.27. That's why students' achievement in cycle 1 was categorized still need to be improved. The classification of students' scores would describe as the following table.

Table IV.2**The Classification of Students' Score in the First Cycle**

No.	Classification	Predicate	Total of Students	Percentage
1.	0%-20%	Very Low	0	0%
2.	21%-40%	Low	5	14,70%
3.	41%-60%	Enough	19	57.27%
4.	61%-80%	Good	8	24.24%
5.	81%-100%	Very Good	1	3.03%

According to the table above, it could be seen that the total number of students who got criteria as good and very good only 9 students, and most of students who got criteria enough to very low were about 24 students, and the total of that were more than a half of total all students in the classroom. Meanwhile, There were four indicators in reading comprehension that focused of this research. They were identifying topic, main idea, needed information and meaning of the text. These indicators became problem in students' score. It could be seen through the following table and chart below:

Table IV.3

Students' Score Based on Indicator Test in the First Cycle

No	Indicator	Total of the correct answer	Percentage	Maximal Sore Percentage
1	Topic	67	10.15%	15%
2	Main idea	61	9.24%	20%
3	Needed Information	198	30.00%	50%
4	Meaning	52	7.87%	15%
Total		378	57.27%	100%

After looking at the previous table, the percentages of every single correct answer from students' reading comprehension in the first cycle were still needed to be improved. The lowest score taken from the last indicator. It means students were not able to reexplain information based on the text and write their idea to the answer sheet. The result from the percentage of students' reading

comprehension achievement in the first cycle was only 57.27%. Then, the final result could be perceived from the following chart here:

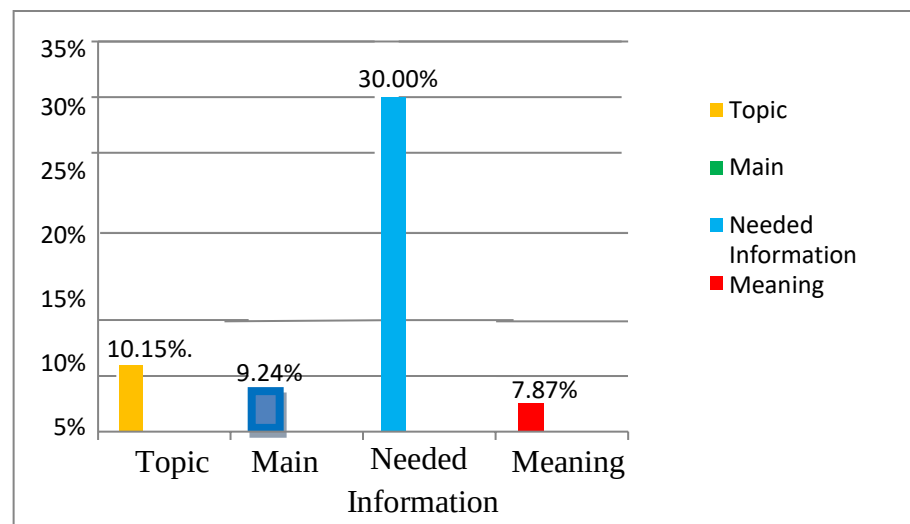


Figure IV.1
The Chart of Mean Score of Students' Reading Comprehension in the first cycle

According to the previous figure of chart, students' reading comprehension were indicated based on the percentages before. Students' mean score in every indicator seen from the highest one about identify needed information reached 30.00%. Identify the topic was 10,15%. Next, identify the main idea answer was 9.24%.

The last and the lowest was from got the meaning of the text from the text, the students only reached to 7.87% The categories of that did not reach to 50 even to 80. In order to, it could be concluded that students' reading comprehension must be fixed to the second cycle. Then, the frequency distribution of the students' score of students' reading comprehension in cycle 1 can be applied into

table frequency distribution as follow:

Table IV.4
Frequency of Distribution about Students' Score in Cycle 1

No.	Class Interval	Mid Point	Frequency	Percentage
1.	40 - 46	43	7	21.21%
2.	47- 53	50	4	12.12%
3.	54 – 60	57	12	36.36%
4.	61 – 67	64	2	6.06%
5.	68 - 74	71	5	15.15%
6.	75 - 81	78	2	6.06%
7	82 - 88	85	1	3.03%
	Total		33	100%

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

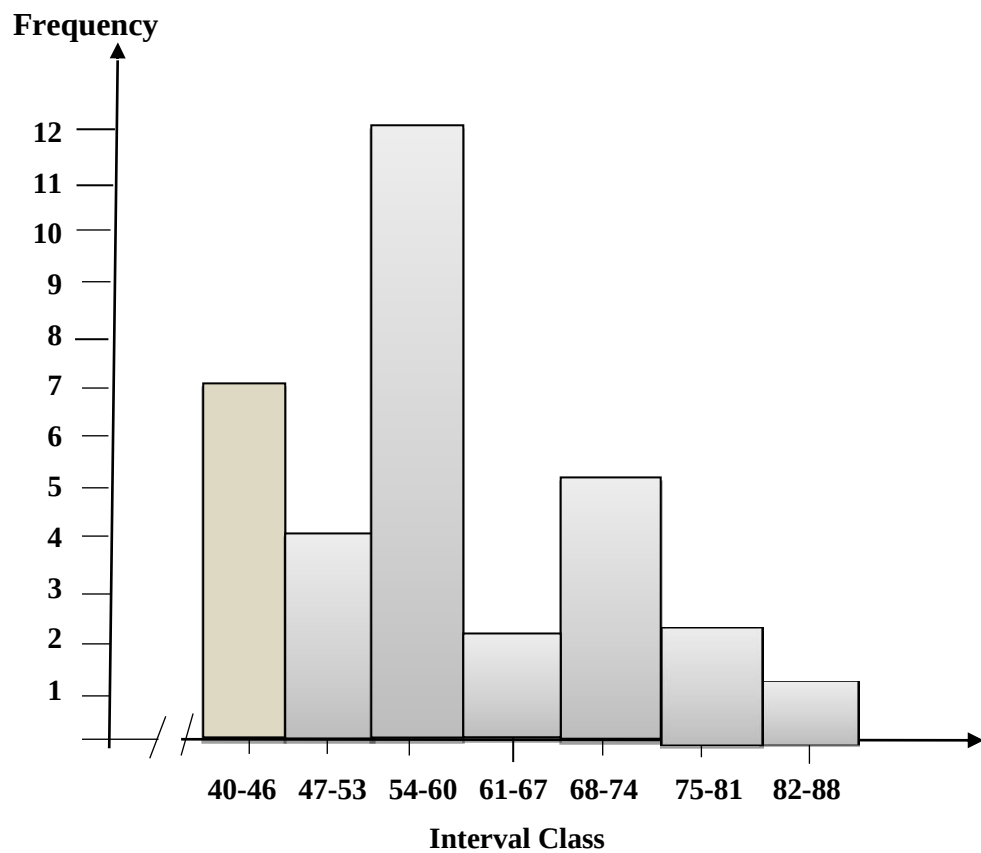


Figure IV.2 Data description of students' score in cycle 1

Based on the data description before, it could be concluded that students' reading comprehension in the first cycle was bad, because there was only 3 student who got the score from 75 up to 88. Meanwhile, the more students in the classroom got score from 40 up to 60 about 23 students. The final result, the students' reading comprehension in cycle 1 needed to improved.

b. Cycle 2

The third and fourth meetings in cycle II were held on 21st of May and 23th of May 2025. The meeting consisted of 90 minutes in every meeting. The learning activities will be described below:

1) Classroom Learning Process in the Third Meeting

The third meeting was done at 21st of May 2025 for 2 x 45 minutes.

a) Planning

In the planning stage of Cycle 2, the researcher prepared the necessary teaching materials and several instruments to be used during the learning process. These materials were designed to align with the objectives of the lesson and to support the implementation of the K-W-L strategy.

Furthermore, additional new materials and developments in teaching were provided to enhance the students' engagement and understanding. The topic selected for this cycle was "Descriptive Text," and the specific focus of the lesson was a reading text entitled *Jellyfish*. This text was chosen

for its relevance to the topic and its potential to stimulate students' interest.

In preparation for the lesson, the researcher ensured that the text was suitable for the students' reading level and included features that could encourage active participation in the K-W-L activities. Prior to the teaching session, the researcher also greeted the students, asked about their health, and checked the attendance list to ensure all participants were present and ready to begin the learning activities.

b) Action

Researcher started the lesson by greeting students, asking their health, then providing the game for the first time to let the students' brain fresh.

At the beginning of the lesson, the teacher reviewed the function of the **Know–Want–Learn (KWL)** strategy by writing it on the whiteboard. She explained that the KWL chart consists of three columns: *What I know*, *What I want to know*, and *What I have learned*. In the **Know** stage, students were encouraged to activate their prior knowledge by recalling any facts or ideas they already had about jellyfish. This included their shape, habitat, or characteristics that the students might have learned before, either from school or personal experience.

The teacher also invited students to share their thoughts aloud and to ask questions about anything they found unclear.

In the **Want** stage, the focus shifted to identifying what the students wished to learn about jellyfish. The teacher gave examples of relevant questions, such as “Where do jellyfish live?”, “How do they move?”, and “Are jellyfish dangerous to humans?”. She demonstrated how these questions could be answered by reading the provided text or using other reliable sources. After that, she distributed a descriptive text about jellyfish and instructed students to read it silently. The accompanying questions were arranged according to the KWL categories, and the students worked individually to fill in their charts. During this process, the teacher moved around the classroom, assisting students who faced difficulties.

In the **Learn** stage, the students shared the information they had discovered from the text. They reported their answers by raising their hands and writing their responses on the whiteboard. This stage was different from cycle 1 because the teacher introduced a reward system: students who answered correctly received additional points, and those with the highest scores by the end of the lesson would receive a reward. This approach made students more active, motivated, and enthusiastic about finding accurate answers. For example, students learned

that jellyfish are marine animals without bones, have soft bodies, and use their tentacles to capture prey. They also discovered that some jellyfish species can be dangerous due to their stings.

Throughout the lesson, as in cycle 1, the teacher stimulated students' participation by asking guiding questions related to the material and encouraging them to connect the content with their personal experiences. She also invited students to formulate their own questions and responded to them clearly during the lesson. As the meeting ended, the teacher led the class in prayer and reminded the students to read their books at home, as a test would be conducted in the following session.

c) Observation

Finally, as the class was over, researcher closed the lesson by giving the students instructions to pray together and remembering all students to read their book because in the next meeting researcher would like to give all of them the test.

- 1) Some students with initial ABB,KA move to another chair while the researcher explain about the material.
- 2) Some students with initial MAAH and SR are busy to talk with their friends on their seats

d) Reflection

From the observation, it can be reflected that most students were able to read and understand the given text well, indicating that the material was appropriate for their level. However, there were still a few students who appeared distracted some changed seats during the explanation, while others engaged in conversation with their peers. This indicates that although the learning objectives were generally achieved, classroom management should be further reinforced to ensure that all students remain focused and actively participate during the lesson.

For this meeting, students had been understood about the text that given to them. They were easy to read the text. Then, some students could understand the text.

2) Classroom Learning Process in the Fourth Meeting

The third meeting was done at 21rd of May 2025 for 2 x 45 minutes.

a) Planning

In this meeting, the researcher prepared the teaching materials and several supporting instruments needed for the learning process. New materials were developed in accordance with the K-W-L (Know–Want–Learn) strategy, with the topic focusing on *Descriptive Text*. The reading material selected for this session was entitled “*Jakarta Old*

Town”, chosen to provide a culturally relevant theme that could engage students’ interest and enhance their understanding of descriptive reading.

The researcher also prepared a set of questions and prompts to guide students in applying the K-W-L strategy. Attendance sheets were made ready, and a brief health check was planned at the beginning of the lesson to create a positive classroom atmosphere. All materials and instruments were arranged in advance to ensure that the lesson could be conducted in a well-organized and effective manner.

b) Action

Researcher started the lesson by greeting students, asking their health, then providing the game for the first time to let the students’ brain fresh. Then, who failed the game got punishment. Some of them would give the questions related to the previous meeting, so the students should answer the questions.

The researcher began the lesson by greeting the students and asking about their health to create a friendly and comfortable atmosphere. To help students recall what they had learned in the previous meeting, a short game was conducted. The game involved recalling information from the previous

text, and those who did not succeed were asked to answer a few comprehension questions. This activity was intended to refresh students' memories and prepare them for the new reading material.

Before starting the new reading activity, the researcher invited students to share what they wanted to know from the text "*Jakarta Old Town*." Students were encouraged to make predictions about the main idea, important details, and descriptive elements they expected to find. This step helped set a clear purpose for reading and encouraged students to focus on finding information that would answer their questions and confirm or adjust their predictions.

Students then read the text "*Jakarta Old Town*" and worked on identifying the main idea, supporting details, and descriptive features in the passage. The researcher called on several students to share their answers and gave feedback to ensure understanding. To keep the class lively and engaged, short reading-related games were included between activities. At the end of the lesson, the researcher gave the students a short reading comprehension test to see how well they understood the text. This served as the final step of the "Learn" stage and provided a clear measure of their reading comprehension progress.

c) Observation

The final results from observation in the last meeting were delivered below:

- 1) Students had known the main idea, the information from the text exactly, such as the translation from the text provided.
- 2) Students were able to identify the place, time, and the character of the text while the researcher asked them about it. For example: “where did the story take place?”
- 3) Some students were still noisy to talk with their friends. in order to the condition in the classroom could not be managed well.

d) Reflection

The conclusion from the fourth meeting was the students' condition in classroom was improved, it can be seen the students more focus even though some students still a bit noisy but still better than the previous meeting . However, the students' comprehension based on the text had increased moreover the students has known how to identify main idea, and everything that related to their comprehension.

3) Students' Reading Comprehension Score in Cycle 2

Having done the test in the second cycle, the researcher analyzed students' achievement according to this test. Immediately, the researcher found the result from students' reading comprehension through the table below:

Table IV.5 Students' Reading Comprehension Score in the Second Cycle

NO.	Students' Initial	Indicators				Total
		Able to identify the topic of the text	Able to identify the main idea of the text	Able to identify needed information of the text	Able to get the meaning of the text (word or sentence)	
1.	ASR	10	15	25	10	60
2.	ASPP	0	15	40	10	65
3.	AFH	5	20	50	15	*90
4.	AWA	5	20	45	10	*80
5.	ARP	15	20	45	10	*90
6.	AA	15	20	50	10	*95
7.	ASH	10	20	50	10	*90
8.	AAH	10	15	40	10	*75
9.	ABB	5	10	25	10	50
10.	AR	5	10	25	15	55
11.	EAP	25	15	30	10	*80
12.	FAHS	10	10	45	10	*75
13.	FS	5	20	45	15	*85
14.	HH	10	20	45	10	*85
15.	KA	15	15	35	10	*75
16.	LAH	10	20	50	10	*90
17.	LLSS	5	15	40	10	70
18.	MAAH	0	15	40	15	70
19.	MAP	10	15	50	15	*90
20.	NOMS	10	20	45	15	*90
21.	NAS	10	20	45	15	*90
22.	RA	5	15	45	10	*75
23.	RH	0	5	35	5	45
24.	RMN	0	10	35	10	55
25.	RP	5	15	30	10	60

No	Students' initial	Indicators				
		Identify the character, place and time	Identify main idea and information from the Text	Comprehend the correct and incorrect information.	Reexplain important message from the text.	Total
26.	SSEL	5	15	45	10	*75
27.	SR	10	20	50	15	*95
28.	SDA	5	15	30	15	65
29.	SMR	5	15	50	10	*80
30.	SIR	0	10	50	10	70
31.	SH	0	5	25	15	45
32.	WKAS	5	20	45	5	*75
33.	ZFP	10	10	50	15	*85
	SUM	240	505	1355	375	2475
		7.27272	15.30303	41.06066	11.36363	75.00
	MEAN	7.27	15.30	41.06	11.36	75.00
Percentage: 63.63%						

∗: -The students who passed the KKM (75)

According to the result from the table, the mean score of students in all indicators were different, in the first indicators (identify the character), it reached to 7.27. The second indicators (identify main idea and information from the text) reached to 15.30. The third indicator (comprehend the correct and incorrect answer) was about 41.06, and the last indicators (reexplain important message from the text) achieved to 11.36. Then students who passed the KKM (75) were 21 students. It means, from the indicators, students were able to recognize and understand all. Then, the percentages of students who passed the passing grade were explained through the following table below:

Table IV.6
Students' Score Based on Indicator Test in the Second Cycle

No.	Classification	Predicate	Total of Students	Percentage
1.	0%-20%	Very Low	0	0%
2.	21%-40%	Low	0	0%
3.	41%-60%	Enough	7	21.21%
4.	61%-80%	Good	13	39.39%
5.	81%-100%	Very Good	13	39.39%

Based on the previous table, it could be seen that reached to 39.39% are 26 students. However, there were about 7 students got enough category. It means students' reading comprehension improved from the first to the second cycle. Then, to know about students' mean score based on four indicators in the second cycle. The researcher provided the table below:

Table IV.7
Students' Score Based on Indicator Test in the Second Cycle

No	Indicator	Total the correct answer	Percentage	Maximal Score Percentage
1	Topic	48	7.27%	15%
2	Main idea	101	15.30%	20%
3	Needed Information	271	41.06%	50%
4	Meaning	75	11.36%	15%
Total		495	74.99%	100%

According to the table above, the total number of questions that students could answer about 495 from 660 questions. Students' achievement in every indicator improved where in the first indicator students could answer about 48 questions, and that reached out 7.27%, identify main idea and information from the text reached out 15.30%,

comprehend the needed information was about 41.06%. Even though the last indicator only increased 11.36%. in conclusion, students' reading comprehension improved to 74.99%. for more explanation, it can be seen from the following histogram:

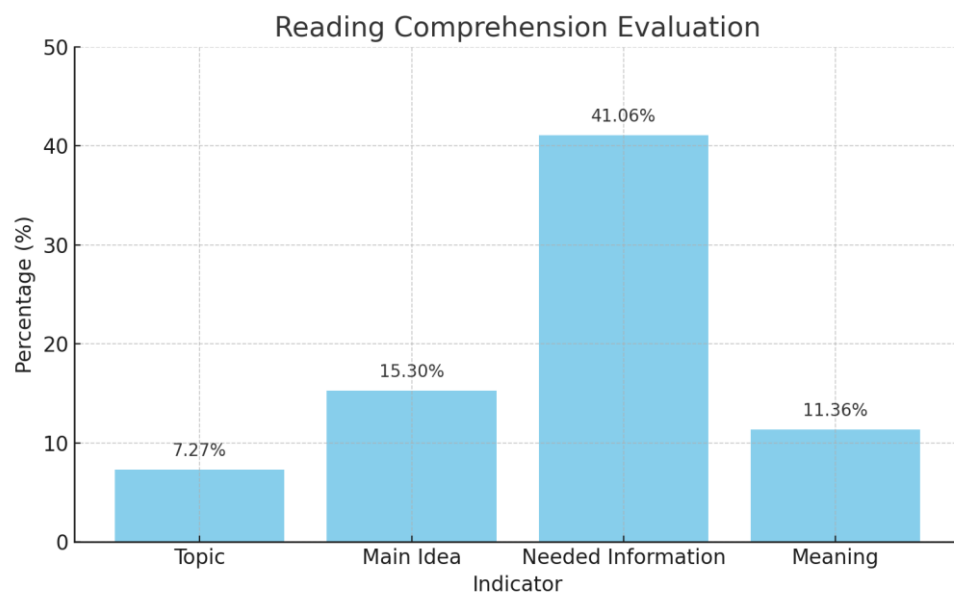


Figure IV.3 The Chart of Students' Mean Score in the Second Cycle

The conclusion from the chart above were the students' reading comprehension improved through Know-Want-Learn strategy in class X1-6. Most of students showed the improvement in identified four aspects that were important to enhance students' achievement in reading skill. That is why the using of K-W-L strategy influenced the students' reading comprehension. Then, the frequency distribution of the students' reading comprehension score in cycle 2 can be applied into table frequency distribution as follow:

Table IV.8
Frequency of Distribution Students' Score in Cycle 2

No.	Class Interval	Mid Point	Frekuensi	Percentage
1.	45-53	49	3	9.09%
2.	54-62	58	4	12.12%
3.	63-71	67	5	15.15%
4.	72-80	76	9	27.27%
5.	81-89	85	3	5.88%
6.	90-98	94	9	9.09%

The table above as the reflection from cycle 2 where the students' reading comprehension reached out to well. Students could reach the score from 81 up to 98 about 12 students. Even though there were still students got score 45 up to 53 about 3 students. In order to get description of the data clearly and completely, the researcher present the histogram on the following figure:

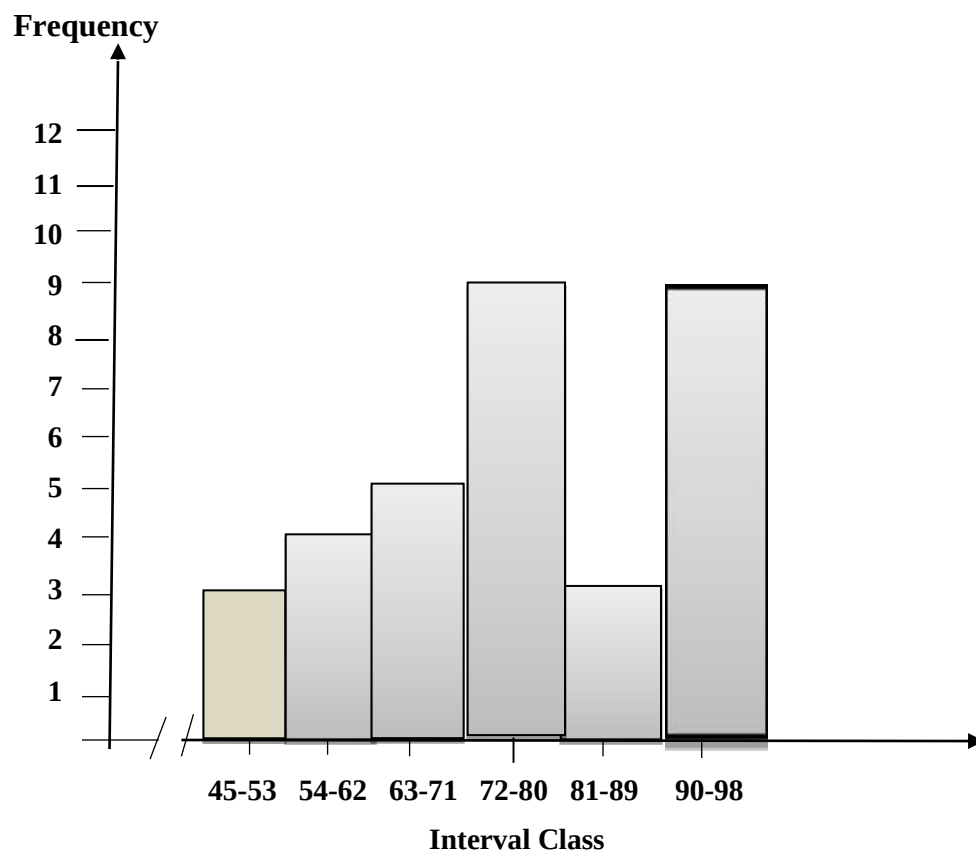


Figure IV.4 Data description of students' score in cycle 2

Based on the data description before, it could be concluded that students' reading comprehension in the second cycle improved, the students' improvement saw from the number of students who got the high score which indicated they were success, from 72 up to 80 was 9, and from 81 up to 89 was 3, and from 90 up to 98 was 9. It means students had good achievement for the last test.

B. The Comparative Result of Students' Reading Comprehension Cycle 1 and Cycle 2

Based on the result, the students' score from the first cycle and the second cycle. The researcher gave the test in the second meeting and the fourth meeting. During the research, it was found out that the students kept improving from the first test to the last test. by application of choral reading strategy, the students' score was significantly improved. The improvement of student' score in each reading test can be seen from the following table:

Table IV.9
The Comparison of Students' Achievement in
Reading Comprehension Cycle 1 and Cycle 2

No	Students' initial	Cycle 1	Cycle 2	State
1	ASR	60	60	Declined
2	ASPP	55	65	Improved
3	AFH	75*	90*	Improved
4	AWA	75*	80*	Improved
5	ARP	60	90*	Improved
6	AA	85*	95*	Improved
7	ASH	70	90*	Improved
8	AAH	40	75*	Improved
9	ABB	55	50	Declined
10	AR	40	55	Improved
11	EAP	70	80*	Improved
12	FAHS	45	75*	Improved
13	FS	40	85*	Improved
14	HH	70	85*	Improved
15	KA	40	75*	Improved
16	LAH	50	90*	Improved
17	LLSS	50	70	Improved
18	MAAH	55	70	Improved
19	MAP	65	90*	Improved
20	NOMS	55	90*	Improved
21	NAS	60	90*	Improved
22	RA	70	75*	Improved
23	RH	55	45	Declined
24	RMN	50	55	Improved
25	RP	50	60	Improved
26	SSEL	55	75*	Improved
27	SR	70	95*	Improved
28	SDA	40	65	Improved
29	SMR	55	80*	Improved
30	SIR	60	70	Declined
31	SH	45	45	Declined
32	WKAS	65	75*	Improved
33	ZFP	60	85*	Improved
		1890	2475	Improved
MEAN		57.27	75.00	Improved

Table IV.10
The Comparison Mean Score and Percentage of students reading
comprehension between Cycle 1 and Cycle 2

Indicator	Mean Score Cycle 1	Percentage of students' reading comprehension in cycle 1	Mean Score Cycle 2	Percentage of students' reading comprehension in cycle 1
Identify the character, place and time	10.15	9.9%	7.27	63.63%
Identify main idea and information from the text	9.24		15.30	
Comprehend the correct answer and incorrect answer	30.00		41.06	
Reexplain important message from the text	7.87		11.36	
Total	57.27		75.00	

The percentage of students reading comprehension in cycle 1 and cycle 2 were different. Even the students' reading comprehension in cycle to increase a lot. The histogram of comparative from students' reading comprehension from cycle 1 and cycle 2 were delivered below:

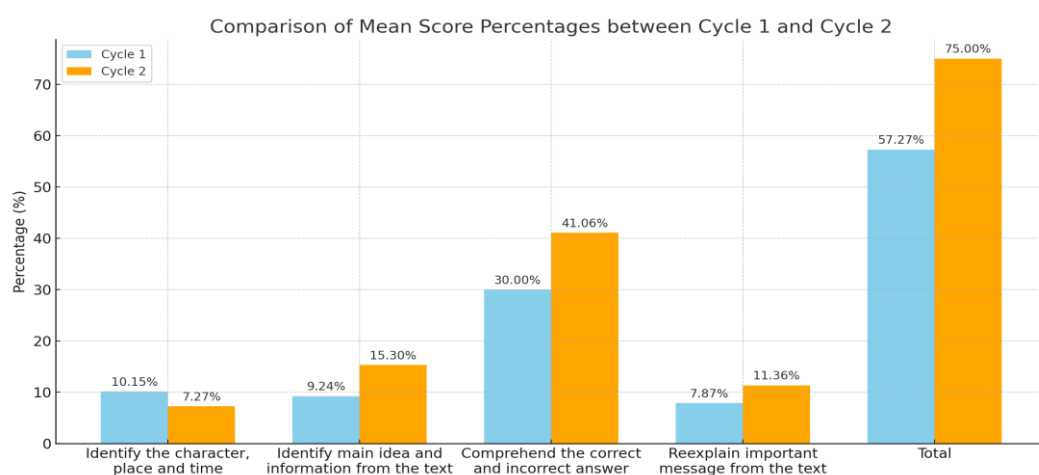


Figure IV.5 The Chart of the Comparative of Indicator Score Between the
First and the second cycle

From the figure of comparative between all indicators in cycle 1 and cycle 2. It could be concluded that students' reading comprehension improved. The achievement of students in every indicator was different. From the chart above, the students' reading comprehension increased. Identify main idea and the information from the text increased to 6.06%, comprehend the correct and incorrect information reached out 11.06%. Meanwhile, reexplaining the important information from the text was 3.49%. Finally, there were the different point from the first cycle and the second cycle.

Furthermore, researcher compared between the first and second cycle. Researcher found there were the significances difference between both of them. In the first cycle, the percentage of students who passed the passing grade only 1 student, in order to the percentage in cycle 1 was only 9.9 %. Nevertheless, in the second cycle, it could reach out 63.63%. Then, when the researcher looked at the students' reading comprehension mean score in cycle 1 was only 57.27%. Meanwhile in the second cycle reached out 75.00%. Based on the result, there a significant improvement between students' reading comprehension result in the first cycle and the second cycle. In conclusion, "Know-Want-Learn Strategy Improve Students' Reading Comprehension at grade XI-5 MAN Tapanuli Selatan".

C. The Discussion of the Research Findings

This section presented the discussion of the research finding of using Know-Want-Learn (KWL) strategy to improve students reading comprehension which related to the theories. The result of the research proved the theory from Donna Ogle¹ which stated that K-W-L strategy helps students become active, strategic, and reflective readers, which directly leads to better reading comprehension. In this research, The researcher found that K-W-L strategy improved students reading comprehension. The result of this research in cycle 1 was 57.27, and cycle 2 was 75.00. Then, the students' percentage in cycle 1 was only 9.09% and in cycle 2 was 63.63%. From the score, it can be concluded that this research can prove the theory of Donna Ogle.

The researcher discussed the result of this research with five related findings, because five of them found the result about the students' reading comprehension changed significantly. After all of the results based on students' reading comprehension in cycle 1 and cycle 2. The researcher could compare the novelty between this study and the other related findings to see the different things in all cases.

There are some related findings that researcher put in this study have the different method to find the result where the first one, Yulianingsih found in her classroom action research that the K-W-L strategy improved students' ability to comprehend narrative texts, with mean scores increasing from 60.5

¹ Donna Ogle, "The K-W-L: A Teaching Model That Develops Active Reading of Expository Texts," *The Reading Teacher* 39, no. 6 (1986): 564–570.

in the pre-test to 82.3 in the post-test.² By the explanation above, it could be concluded that students' reading comprehension improved.

Therefore, the difference between this research and Yulianingsih's result were the methodology for findings the data. Furthermore, she used pre-test and post-test. Meanwhile the researcher used Microsoft Excel to add up the result of students' mean score and percentage. Then, this research used CAR (Classroom Action Research) that was more exact because it was also looked from the qualitative data which is such as the subjective data to see the point of view of students from interview and observation sheet in the classroom.

The second, Rahmah also conducted a quasi-experimental study that showed significant differences in reading scores between the experimental group (using K-W-L) and the control group, with post-test scores averaging 78.4 and 68.2 respectively.³ The conclusion taken from it exactly there was the significant influence from using Know-Want-Learn strategy to students reading comprehension.

The third, according to Munthe et al., the use of the K-W-L strategy was proven effective in improving students' reading comprehension at SMP Dharma Wanita Medan. Their research showed that students became more

² Yulianingsih, "Improving Students' Reading Comprehension Through K-W-L Strategy" (Undergraduate thesis, Universitas Negeri Semarang, 2017).

³ Rahmah, "The Effect of Using KWL Strategy toward Students' Reading Comprehension at Senior High School," *Jurnal Pendidikan Bahasa dan Sastra* 4, no. 2 (2019): 125–134.

active in previewing texts, assessing what they had learned, and increasing their interest in reading. The findings also revealed a significant improvement in students' comprehension scores, rising from a mean score of 31 in the pre-test to 58 in the post-test.⁴ This suggests that the K-W-L strategy not only helped students understand the reading material but also encouraged them to engage more actively in the learning process.

The fourth, a study conducted by Lanjar Utami explored how the KWL (Know, Want, Learned) strategy could help improve students' reading comprehension at MAN Karanganyar, Central Java. The research was carried out through classroom action research with thirty twelfth-grade students. The results showed that the KWL strategy was effective in strengthening students' skills, especially in finding main ideas, detailed information, inferences, vocabulary, and references. The students' average score rose from 62.8 in the pre-test to 80.4 in the post-test of the second cycle, which was above the school's minimum standard. In addition to better scores, students also gave positive responses to the strategy because it made them more active, motivated, and engaged during lessons.⁵

When compared with the present research at MAN Tapanuli Selatan, the two studies share some similarities but also show differences. Both proved that the KWL strategy is useful in boosting students' reading

⁴ Ika Sasmina br Munthe, Rosa Maria Simamora, and Jontra Jusat Pangaribuan, "Improving Students' Reading Comprehension by Using Know-Want-Learn (KWL) Strategy at SMP Dharma Wanita Medan," *Kairos ELT Journal* 2, no. 2 (August 2018): 96–103.

⁵ Lanjar Utami, "Developing Students' Reading Comprehension Skills Through 'Know, Want to Know and Learnt' (KWL) Strategy," *Proceedings of ICTESS UNISRI* 1, no. 1 (January 2017): 257–264.

comprehension and in creating a more active classroom atmosphere. However, Utami's research highlighted students' progress in specific comprehension skills such as inference and vocabulary, along with their strong motivation to participate. In contrast, the present study found that students faced more challenges due to limited vocabulary and background knowledge, which meant their improvement was more gradual across the two cycles. These differences indicate that while KWL is consistently effective, the speed and focus of improvement can vary depending on students' starting abilities and classroom context.

The last, a study by Eksa Riantika et al. examined the use of the K-W-L (Know, Want, Learned) strategy to improve students' reading comprehension at SMP N 4 Surakarta. The research was conducted through classroom action research in two cycles with twenty-three students. The findings revealed that students' comprehension improved significantly, with their average score increasing from 66.95 in the pre-test to 75.43 in the first post-test, and finally reaching 80.65 in the second post-test. The researchers also observed that students became more active, motivated, and engaged during the learning process, particularly when working with the KWL chart in groups.⁶ At the same time, they pointed out that the strategy was most effective when supported by additional techniques to overcome weaknesses such as difficulty in identifying main ideas and lack of prior knowledge

⁶ Eksa Riantika, Suparno, and Endang Setyaningsih, *The Use of K-W-L (Know–Want to Know–Learned) Strategy to Improve Students' Reading Comprehension* (Undergraduate thesis, Sebelas Maret University, 2012).

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

D. The Threats of the Research Findings

In this research, the researcher believed that there were many threats founded in this research:

1. The researcher could not ensure the score from all the students based on their real ability.
2. The researcher could not control some students as the trouble makers in the classroom that made the process of learning a little bit of noisy.
3. The researcher could not manage all students to read the text together in the way of learning in the class. because there were some students who looked not well when the researcher tried to ask them to read.
4. The implementation the strategy in this research was implemented well. Meanwhile, there was still a weakness on the way to implement the KWL strategy. The material was not really appropriate to the level of English of the students and the topic was not familiar to the students. Beside that, the teacher was not maximal using teaching media to support the success of the using of KWL strategy.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Having analyzed and presented the data in the previous chapter, the conclusion of the research that the using of K-W-L strategy in teaching reading comprehension can improve students' reading comprehension. Based on the result of classroom action research conducted at the grade XI MAN Tapanuli Selatan. Researcher found the different result in cycle 1 was 57.27, and cycle 2 was 75.00. Then, the students' percentage in cycle 1 was only 9.09% and in cycle 2 was 63.63%. So, it can be concluded that Know-Want-Learn strategy improved students' reading comprehension even though it could not reach to the passing grade.

B. Suggestion

The researcher gave some suggestion of this research to give the well input for the next researcher who want to do the related action. These suggestions were:

1. English teachers can apply Know-Want-Learn (KWL) strategy in teaching reading comprehension by looking at the students' problem in reading comprehension, give solutions to the students' problem, and looking at the teacher's ways in teaching. English teachers are expected be creative in designing teaching learning process, in explaining learning material, in motivating students, and in

controlling the classroom so that students' reading comprehension can be improved as very high improvement.

2. Students can use Know-Want-Learn (KWL) strategy to figure out how to answer questions based on a given text and helps students consider both information from the text and information from their own background knowledge.
3. The other researcher can improve students' reading comprehension by using Know-Want-Learn (KWL) strategy until 100%. The other researcher can use the other creative solutions in solving students' reading comprehension and can do research in two or three cycles so that the improvement can be achieved until 100%.

C. Implication

Based on research conducted on "The Use of Know-Want-Learn (KWL) strategy to Improve Reading Comprehension at Grade XI students of MAN TAPSEL". Then some of the implications obtained from the results of the study include:

1. KWL (Know–Want–Learn) strategy is effective in enhancing reading comprehension. The results confirm previous studies stating that active involvement through KWL encourages students to connect prior knowledge, set learning goals, and reflect on new information.
2. For teachers, this study implies that implementing the KWL strategy can be a useful alternative to improve students' engagement and comprehension in reading activities. It can be applied not only in

descriptive texts but also in other types of reading materials. Moreover, teachers can use KWL as a structured method to guide students in becoming more independent and critical readers.

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APPENDIX I

Cycle 1 Modul Ajar Bahasa Inggris

A. Sekolah : MAN Tapanuli Selatan

B. Mata Pelajaran : Bahasa Inggris

C. Kelas/Semester : XI -6

D. Materi Pokok : Teks descriptive

E. Skill : Reading

F. Alokasi Waktu : 1 x 45 menit

G. Indikator Pembelajaran

- Mengidentifikasi topik dalam teks deskriptif
- Mengidentifikasi gagasan utama informasi rinci dalam teks deskriptif
- Mengidentifikasi informasi tertentu dalam teks deskriptif
- Memahami makna kalimat atau kata dalam teks deskriptif

H. Tujuan Pembelajaran:

Pada akhir pembelajaran, siswa dapat mengungkapkan:

- Siswa mampu mengidentifikasi topic dalam teks deskriptif
- Siswa mampu mengidentifikasi gagasan utama dalam teks deskriptif
- Siswa mampu mengidentifikasi informasi tertentu dalam teks deskriptif
- Siswa mampu memahami makna kalimat atau kata dalam teks deskriptif

I. Materi Pembelajaran:

Describing someone and something

J. Strategi Pembelajaran:

Know-Want-Learn (KWL) Strategy

K. Langkah-langkah Pembelajaran:

1. Pertemuan I

Aktivitas Guru	Aktivitas Siswa	Alokasi Waktu
Pendahuluan a) Guru membuka kelas dengan mengucapkan salam dan mempersiapkan siswa untuk membaca	Pendahuluan a) Siswa menjawab salam dan berdoa sesuai dengan agama dan kepercayaannya masing-masing b) Menyatakan kehadirannya dengan mengatakan "present" c) Siswa mendengarkan dan menjawab	5 Menit

doa belajar sesuai dengan agamanya masing-masing b) Guru mengabsen siswa c) Guru bertanya kepada siswa tentang materi yang berkaitan dengan strategi yang akan digunakan d) Guru menjelaskan tujuan pembelajaran yang akan dicapai	pertanyaan guru tentang materi yang berkaitan d) Siswa mendengarkan dan memahami tujuan yang dijelaskan guru	
Kegiatan Inti Eksplorasi Guru memberikan penjelasan tentang: b. Struktur teks (identification dan description). c. Ciri kebahasaan (present tense, adjectives, specific nouns). d. Meminta Siswa membaca contoh descriptive text yang diberikan. e. Guru dan siswa mendiskusikan bagian-bagian teks tersebut	Kegiatan Inti a) Siswa memperhatikan penjelasan guru mengenai penggunaan ketiga kategori (What do I know, What do I want to know and What did I b) Siswa membaca contoh descriptive text yang diberikan. c) Siswa ikut berdiskusi tentang bagian	35 Menit

(mengidentifikasi main idea, penggunaan kata sifat, dll). Elaborasi Diskusi Kelompok: a) Siswa dibagi menjadi kelompok kecil. b) Setiap kelompok diminta untuk mendeskripsikan suatu objek (misalnya hewan, tempat, atau orang terkenal) dengan bantuan peta konsep (mind map). b. Latihan Individu c) Meminta Siswa menulis <i>descriptive text</i> singkat berdasarkan peta konsep yang telah dibuat. d) Contoh tugas: <i>Write a descriptive text about your favorite</i>	bagian teks (mengidentifikasi main idea, penggunaan kata sifat, dll). a) Siswa membuat kelompok kecil yang terdiri dari 6 orang perkelompok b) Siswa mendeskripsikan suatu obyek dengan bantuan peta konsep (mind map). c) Siswa menulis <i>descriptive text</i> singkat berdasarkan peta konsep yang telah dibuat.	
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<i>place or person in 100-150 words.</i>		
Penutup a) Guru memberikan umpan balik atas hasil kerja siswa. b) Guru meminta beberapa siswa membacakan hasil teksnya di depan kelas.	Penutup a) Siswa menerima umpan balik dari guru atau peneliti b) Siswa membacakan hasil teksnya di depan kelas	5 Menit

2. Pertemuan II

Aktivitas Guru	Aktivitas Siswa	Alokasi Waktu
Pendahuluan a. Guru membuka kelas dengan mengucapkan salam dan mempersiapkan siswa untuk membaca doa belajar sesuai dengan ajaran islam. b. Guru mengabsen siswa c. Guru menyelesaikan masalah-masalah yang terjadi dipertemuan sebelumnya	Pendahuluan a. Siswa menjawab salam dan berdoa sesuai dengan agama dan kepercayaannya masing-masing b. Menyatakan kehadirannya dengan mengatakan “present” c. Siswa mengikuti semua arahan guru untuk menghindari terjadinya suatu masalah	5 Menit

Kegiatan Inti a) Guru mengulang Kembali penggunaan ketiga kategori kolom KWL (What do I know, What do I want to know and what did I learn) secara singkat. b) Guru memerintahkan siswa menjawab pertanyaan teks yang lebih Panjang berkaitan dengan ketiga kategori kolom KWL (What do I know, What do I want to know and what did I learn) secara individu.	Kegiatan Inti a. Siswa memperhatikan penjelasan guru mengenai penggunaan ketiga kategori kolom KWL (What do I know, What do I want to know and What did I learn) secara seksama b. Siswa menjawab pertanyaan teks yang lebih panjang berkaitan dengan ketiga kategori kolom KWL (What do I know, What do I want to know and What did I learn) secara individu.	35 Menit
Penutup a) Guru meminta siswa menyimpulkan pertemuan hari ini b) Guru memberikan test kedua c) Guru menutup pertemuan pada hari ini.	Penutup a) Siswa menyimpulkan pembelajaran hari ini. b) Guru menjawab test kedua yang diberikan oleh guru. c) Siswa memberi salam kepada guru	5 Menit

L. Sumber Belajar

1. Internet
2. Handbook
3. Kamus Bahasa Inggris

M. Media Pembelajaran

1. Laptop
2. In focus
3. Whiteboard
4. Spidol

N. Penilaian :

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

a. Pedoman penilaian

- 1) Jumlah skor maksimal keseluruhan adalah 100
- 2) Setiap jawaban benar diberi skor 5. Skor keseluruhan $5 \times 20 = 100$
- 3) Nilai maksimal = $\frac{\text{jumlah jawaban yang benar}}{\text{jumlah soal}}$

b. Instrumen : menjawab pertanyaan berdasarkan kepada teks

c. Rubrik penilaian

Uraian	Skor
Jawaban benar	5
Jawaban salah	0

Sipirok, 2024

Mengetahui,
Validator

Researcher

Afnidartriani,S.Pd
NIP.

Siti Aslan Hasibuan
NIM. 21 203 00047

Learning Material

Pengertian Descriptive Text

Descriptive text adalah jenis teks yang bertujuan untuk mendeskripsikan seseorang, tempat, benda, atau hewan secara rinci sehingga pembaca dapat membayangkan atau memahami apa yang dideskripsikan.

Tujuan Komunikatif

1. Memberikan informasi secara spesifik dan rinci.
2. Membantu pembaca memahami objek yang dideskripsikan.

Struktur Teks (Generic Structure)

1. Identification: Pendahuluan yang memperkenalkan objek yang akan dideskripsikan.
2. Description: Penjelasan rinci tentang karakteristik objek, seperti ukuran, bentuk, warna, fungsi, dan ciri khas lainnya.

Unsur Kebahasaan (Language Features)

1. Present Tense: Menggunakan bentuk waktu *simple present tense*.
Contoh: *The Eiffel Tower is located in Paris.*
2. Adjective: Menggunakan kata sifat untuk menjelaskan karakteristik objek.
Contoh: *beautiful, large, tall, fascinating.*
3. Specific Noun: Menggunakan kata benda yang spesifik.
Contoh: *Monas, The Great Wall of China, a golden retriever.*
4. Figurative Language (optional): Penggunaan majas untuk memperindah deskripsi.
Contoh: *The mountain stood like a giant guarding the village.*

Contoh Descriptive Text

Title: *My Favorite Animal*

Identification:

I have a favorite animal. It is a cat. Its name is Mimi.

Description:

Mimi has soft white fur with brown spots. Her eyes are bright and blue. She is small and playful. Mimi loves to eat fish and milk. She often sleeps on the sofa in the living room. Mimi is a very friendly and cute cat.

Sipirok 2025

Mengetahui,

Validator

Afnidartriani,S.Pd

NIP. 197404092022212007

APPENDIX II

TEST FOR CYCLE 1

Name:

Class:

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

The Grand Mosque of Mecca

The Grand Mosque of Mecca, also known as Masjid al-Haram, is the largest mosque in the world and the holiest site in Islam. It surrounds the Kaaba, which is the qibla (direction of prayer) for Muslims worldwide. The mosque is located in the city of Mecca, Saudi Arabia.

This sacred mosque holds great significance for Muslims. Millions of people visit Masjid al-Haram every year to perform Hajj and Umrah, two important Islamic pilgrimages. The architecture of the mosque is majestic, with vast courtyards and beautifully designed minarets.

One of the most remarkable features of the mosque is the Kaaba, a cuboid-shaped building covered with a black cloth called the Kiswah. The Kaaba is the focal point of Islamic rituals and symbolizes unity among Muslims. Masjid al-Haram has undergone several expansions over the centuries to accommodate the growing number of pilgrims. The modern facilities include air-conditioned areas, escalators, and advanced sound systems to ensure the comfort of visitors.

1. What is the main idea of the first paragraph?

A. The importance of Hajj and Umrah

- B. The location and significance of Masjid al-Haram
- C. The architecture of Masjid al-Haram
- D. The expansion of Masjid al-Haram

2. What is the Kaaba covered with?

- A. A white cloth
- B. A green cloth
- C. A black cloth
- D. A golden cloth

3. Where is Masjid al-Haram located?

- A. Medina
- B. Riyadh
- C. Jeddah
- D. Mecca

4. Why is the Kaaba important to Muslims?

- A. It symbolizes wealth and power
- B. It is the burial site of the Prophet Muhammad
- C. It is the focal point of Islamic rituals and unity
- D. It houses the holy Quran

5. What are the modern facilities in Masjid al-Haram?

- A. Domes and gardens
- B. Sound systems and air-conditioned areas
- C. Libraries and museums
- D. Restaurants and parking lots

6. What is the topic of the text?

- A. Pilgrimage sites in Islam
- B. The architecture of mosques
- C. The Grand Mosque of Mecca
- D. Islamic history

7. What is the main idea of the second paragraph?

- A. The architecture and facilities of Masjid al-Haram
- B. The historical background of Masjid al-Haram
- C. The rituals performed in Masjid al-Haram
- D. The significance of Masjid al-Haram for Muslims

8. How many minarets does Masjid al-Haram have?

- A. Four
- B. Six
- C. Eight
- D. Ten

9. What is the name of the black cloth covering the Kaaba?

- A. Kiswah
- B. Hijab
- C. Ihram
- D. Kiswa

10. What do Muslims face when they pray?

- A. Masjid al-Haram
- B. The Kaaba
- C. Medina
- D. The Prophet's Mosque

11. What is the topic of the first paragraph?

- A. The location and significance of Masjid al-Haram
- B. The rituals performed during Hajj
- C. The history of the Kaaba
- D. The features of modern mosques

12. What is the main idea of the third paragraph?

- A. The design of the Kaaba
- B. The Kaaba as a symbol of unity
- C. The historical background of the Kaaba
- D. The rituals associated with the Kaaba

13. How many times has Masjid al-Haram been expanded?

- A. Once
- B. Twice
- C. Many times
- D. Never

14. Why do people visit Masjid al-Haram?

- A. To admire its beauty

- B. To perform Hajj and Umrah
- C. To learn about its history
- D. To study Islam

15. Which of the following is NOT a feature of Masjid al-Haram?

- A. Courtyards
- B. Advanced sound systems
- C. Underground parking lots
- D. Air-conditioned areas

16. What is the main idea of the fourth paragraph?

- A. The historical expansions of Masjid al-Haram
- B. The facilities available for pilgrims in Masjid al-Haram
- C. The architectural beauty of Masjid al-Haram
- D. The rituals performed during Umrah

17. What is the topic of the last paragraph?

- A. The facilities of Masjid al-Haram
- B. The importance of Hajj
- C. The rituals of Islamic pilgrimage
- D. The design of Islamic architecture

18. What does the Kaaba symbolize for Muslims?

- A. Diversity among Muslims

- B. Wealth and power
- C. Unity among Muslims
- D. Historical achievements

19. Why has Masjid al-Haram been expanded multiple times?

- A. To preserve its historical architecture
- B. To accommodate the increasing number of pilgrims
- C. To create more space for parking
- D. To improve the Kiswah production process

20. Which of the following is TRUE about Masjid al-Haram?

- A. It is the second holiest site in Islam
- B. It is located in Medina
- C. It has air-conditioned facilities for visitors
- D. It is smaller than other mosques in Saudi Arabia

KEY ANSWER

1. B
2. C
3. D
4. C
5. B
6. C
7. D
8. C
9. A
10. B
11. A
12. B
13. C
14. B
15. C
16. B
17. A
18. C
19. B
20. C

APPENDIX III

Cycle 2

Modul Ajar Bahasa Inggris

A. Sekolah : MAN Tapanuli Selatan

B. Mata Pelajaran : Bahasa Inggris

C. Kelas/Semester : XI - 6

D. Materi Pokok : Teks descriptive

E. Skill : Reading

F. Alokasi Waktu : 1 x 45 menit

G. Indikator Pembelajaran

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

H. Tujuan Pembelajaran:

Pada akhir pembelajaran, siswa dapat mengungkapkan:

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

I. Materi Pembelajaran:

Describing someone and something

J. Strategi Pembelajaran:

Know-Want-Learn (KWL) Strategy

K. Langkah-langkah Pembelajaran:

- a. Pertemuan I

Aktivitas Guru	Aktivitas Siswa	Alokasi Waktu
Pendahuluan a. Guru membuka Kelas dengan mengucapkan salam dan mempersiapkan siswa untuk	Pendahuluan a. Siswa menjawab salam dan berdoa sesuai dengan agama dan kepercayaannya masing-masing	

membaca doa , belajar sesuai dengan agamanya masing-masing b. Guru mengabsen siswa c. Guru menanyakan Kembali kepada Siswa tentang pengetahuan yang telah mereka dapat dan belum mereka fahami terhadap pelajaran yang telah dipelajari sebelumnya mengenai strategi Know-Want-Learn (KWL) d. Pengembangan dari Cycle 1	b. Menyatakan kehadirannya dengan mengatakan “present” Siswa memberikan respon mereka tentang pelajaran yang telah mereka pelajari sebelumnya mengenai strategi Know-Want- Learn (KWL) Strategy	5 Menit
Kegiatan Inti a. Guru lebih fokus menjelaskan bagian- bagian dari strategy Know- Want-Learn (KWL) yang belum di fahami siswa b. Guru memberikan siswa contoh pertanyaan dan bagaimana mengidentifikasi jawaban berdasarkan kategori kolom KWL yang digunakan c. Guru memerintahkan siswa	Kegiatan Inti a. Siswa memperhatikan penjelasan guru dengan serius dan mencatat bagian-bagian penting kedalam buku catatan mereka b. Siswa memperhatikan penjelasan guru bagaimana mengidentifikasi jawaban berdasarkan kategori kolom KWL yang digunakan. c. Siswa menjawab pertanyaan	35 Menit

menjawab pertanyaan teks yang lebih panjang berkaitan dengan kategori kolom KWL yang digunakan (What do I know, What do I want to know and What did I learn) secara individu	teks yang lebih panjang berkaitan dengan level KWL yang digunakan (What do I know, What do I want to know and What did I learn) secara individu	
Penutup a) Guru meminta siswa menyimpulkan pertemuan hari ini b) Guru memberikan test kedua c) Guru menutup pertemuan pada hari ini.	Penutup a) Siswa menyimpulkan pembelajaran hari ini. b) Guru menjawab test kedua yang diberikan oleh guru. c) Siswa memberi salam kepada guru	5 Menit

b. Pertemuan kedua

Aktivitas Guru	Aktivitas Siswa	Alokasi Waktu
Pendahuluan a. Guru membuka kelas dengan mengucapkan salam dan mempersiapkan siswa untuk membaca doa belajar sesuai dengan agamanya masing-masing b. Guru mengabsen siswa	Pendahuluan a. Siswa menjawab salam dan berdoa sesuai dengan agama dan kepercayaan masing-masing. b. Menyatakan kehadirannya dengan	5 Menit
Kegiatan Inti	Kegiatan Inti	

Eksplorasi Guru memberikan penjelasan tentang: - Struktur teks (identification dan description). - Ciri kebahasaan (present tense, adjectives, specific nouns). - Meminta Siswa membaca contoh descriptive text yang diberikan. - Guru dan siswa mendiskusikan bagian-bagian teks tersebut (mengidentifikasi main idea, penggunaan kata sifat, dll). Elaborasi Diskusi Kelompok: - Siswa dibagi menjadi kelompok kecil. - Setiap kelompok diminta untuk mendeskripsikan suatu objek (misalnya hewan, tempat, atau orang terkenal) dengan bantuan peta konsep (mind	- Siswa mempe- rhatikan penjelasan guru mengenai penggunaan ketiga kategori (What do I know, What do I want to know and What did I - Siswa membaca contoh descriptive text yang diberikan. - Siswa ikut berdiskusi tentang bagian bagian teks (mengidentifikasi main idea, penggunaan kata sifat, dll). - Siswa membuat kelompok kecil yang terdiri dari 6 orang perkelompok - Siswa mendeskripsikan suatu obeej dengan bantuan peta konsep (mind map).	35 Menit
--	---	------------------------

map). b. Latihan Individu g) Meminta Siswa menulis <i>descriptive text</i> singkat berdasarkan peta konsep yang telah dibuat. Contoh tugas: <i>Write a descriptive text about your favorite place or person in 100-150 words.</i>	f) Siswa menulis <i>descriptive text</i> singkat berdasarkan peta konsep yang telah dibuat.	
Penutup a) Guru meminta siswa menyimpulkan pertemuan hari ini b) Guru memberikan test kedua. c) Guru menutup pertemuan pada hari ini.	Penutup a) Siswa menerima umpan balik dari guru atau peneliti b) Siswa membacakan hasil teksnya di depan kelas	5 Menit

L. Sumber Belajar

1. Internet
2. Handbook
3. Kamus Bahasa Inggris

M. Media Pembelajaran

1. Laptop
2. Whiteboard
3. In focus
4. Printed media

5. Spidol

N. Penilaian :

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

1. Pedoman penilaian

- Jumlah skor maksimal keseluruhan adalah 100
- Setiap jawaban benar diberi skor 5. Skor keseluruhan $5 \times 20 = 100$
- Nilai maksimal = $\frac{\text{jumlah jawaban yang benar}}{\text{jumlah soal}}$

2. Instrumen : menjawab pertanyaan berdasarkan kepada teks

3. Rubrik penilaian

Uraian	Skor
Jawaban benar	5
Jawaban salah	0

Sipirok, 2025

Mengetahui,
Validator

Researcher

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Learning Material 2

JELLY FISH

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

(Identification)

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

Sipirok 2025

Mengetahui,

Validator

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APPENDIX IV

TEST FOR CYCLE 2

Name :

Class :

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

Question 1-9: this text below is for question number 1 up to 9. Choose the best answer based on text.

Text 1 : The Dome of the Rock

The Dome of the Rock is one of the most iconic Islamic landmarks in the world. Located in Jerusalem, it is considered a sacred site by Muslims, as it is believed to be the place where Prophet Muhammad ascended to heaven during the Isra and Mi'raj.

The structure is an architectural masterpiece, with its stunning golden dome and intricate mosaic designs. Built in 691 CE, the Dome of the Rock is not only a religious site but also a historical treasure that reflects Islamic art and culture.

The interior of the Dome contains verses from the Quran written in beautiful calligraphy. It attracts visitors from around the world, both for spiritual reasons and to admire its extraordinary beauty.

1. What is the main idea of the first paragraph of Text 1?

- A. The location of the Dome of the Rock
- B. The significance of the Dome of the Rock in Islam
- C. The architectural design of the Dome of the Rock
- D. The history of Jerusalem

2. What is believed to have happened at the Dome of the Rock?

- A. Prophet Muhammad received the Quran
- B. Prophet Muhammad ascended to heaven
- C. Prophet Muhammad migrated to Medina
- D. Prophet Muhammad performed Hajj

3. When was the Dome of the Rock built?

- A. 571 CE
- B. 623 CE
- C. 691 CE
- D. 750 CE

4. What is the Dome of the Rock famous for?

- A. Its massive size
- B. Its golden dome and mosaic designs
- C. Its location in Medina
- D. Its connection to Hajj

5. What is written inside the Dome of the Rock?

- A. Islamic laws
- B. Stories of the prophets
- C. Quranic verses in calligraphy
- D. The history of Jerusalem

6. What does the word "ascended" in the first paragraph of Text 1 mean?

- A. Came down
- B. Rose up
- C. Walked away
- D. Stayed still

7. Why do people visit the Dome of the Rock?

- A. To learn about Hajj rituals
- B. To admire its beauty and for spiritual reasons
- C. To study the history of Jerusalem
- D. To attend religious conferences

8. What is the main idea of the second paragraph of that Text?

- A. The architectural beauty of the Dome of the Rock
- B. The historical background of the Dome of the Rock
- C. The location of the Dome of the Rock
- D. The religious activities performed there

9. What is the topic of that text?

- A. The significance and beauty of the Dome of the Rock
- B. The life of Prophet Muhammad
- C. The Quran's revelation
- D. The history of Islamic art

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

Question 9-20: this text below is for question number 9 up to 20. Choose the best answer based on text.

Text 2: Al-Quran

Al-Quran is the holy book of Islam and serves as a guide for Muslims in every aspect of life. It was revealed to Prophet Muhammad over 23 years through the Angel Jibril.

The Quran is written in Arabic and divided into 114 chapters, known as Surahs. Each Surah contains verses that provide guidance, wisdom, and laws for Muslims. The Quran emphasizes the importance of faith, prayer, charity, and good conduct.

For Muslims, the Quran is more than just a book. It is recited during prayers, memorized by millions, and followed as a way of life. Muslims believe that the Quran is the ultimate source of knowledge and a direct word of Allah.

10. How many chapters are there in the Quran?

- A. 114
- B. 100
- C. 99
- D. 150

11. How was the Quran revealed to Prophet Muhammad?

- A. Through the Angel Jibril
- B. In a single moment
- C. By the Prophet himself
- D. By his companions

12. What is the topic of the first paragraph of Text 2?

- A. The importance of prayer
- B. The Quran as the holy book of Islam
- C. The history of Prophet Muhammad
- D. The structure of the Quran

13. What does the word "revealed" in the first paragraph of Text 2 mean?

- A. Written down
- B. Hidden away
- C. Made known
- D. Memorized

14. What is the topic of the second paragraph of Text 2?

- A. The Quran's significance in prayer
- B. The structure and language of the Quran
- C. The translation of the Quran
- D. The companions of Prophet Muhammad

15. What is the topic of the last paragraph of Text 2?

- A. The Quran as a guide for Muslims' lives
- B. The laws in the Quran
- C. The translation of the Quran into other languages
- D. The memorization of the Quran

16. How long did it take for the Quran to be revealed?

- A. 10 years
- B. 15 years
- C. 20 years
- D. 23 years

17. In what language is the Quran written?

- A. Arabic
- B. Persian
- C. Hebrew
- D. Urdu

18. What does the word "recited" in the last paragraph of Text 2 mean?

- A. Memorized silently
- B. Read aloud
- C. Studied privately
- D. Written down

19. What is the main idea of the last paragraph of Text 2?

- A. The Quran is memorized by millions
- B. The Quran as a source of guidance and knowledge
- C. The Quran's division into chapters
- D. The recitation of the Quran during Ramadan

20. How do Muslims use the Quran in their lives?

- A. As a historical reference
- B. As a guide for every aspect of life
- C. As a book of poems
- D. As a scientific manual

KEY ANSWER

- 1. B
- 2. B
- 3. C
- 4. B
- 5. C
- 6. B
- 7. B
- 8. A
- 9. A
- 10. A
- 11. B
- 12. C
- 13. B

14. A

15. D

16. A

17. B

18. B

19. B

20. A

APPENDIX V

The Observation Sheet for Students' Activity

Observation Note Sheet Students' Activity in Teaching Learning
Process
Classroom Action Research

Subject matter : English
Class/ Semester : XI-5
Cycle : 1

NO.	Students	The Aspects for observation				
		Students' Problems in the Classroom				
		1	2	3	4	5
1.	ASR					
2.	ASPP			✓		
3.	AFH			✓		
4.	AWA					
5.	ARP					
6.	AA					
7.	ASH					
8.	AAH					
9.	ABB					
10	AR		✓	✓		✓
11	EAP					
12	FAHS			✓		
13	FS					✓
14	HH					✓
15	KA			✓		✓
16	LAH					
17	LLSS					
18	MAAH					
19	MAP			✓		

20	NOMS					
21	NAS					
22	RA					
23	RH					
24	RMN			✓		✓
25	RP					
26	SSEL					
27	SR					
28	SDA		✓	✓		
29	SMR					
30	SIR					
31	SH			✓	✓	
32	WKAS					
33	ZFP				✓	

Notes:

The Indicator for Students' Problems in the Classroom

1. Students who move to another chair
2. Students who are noisy
3. Students who are not listening to teacher' explanations
4. Students who are busy to talk with their friends on their seats.
5. Students who do not finish their task.

Mengetahui,
Observer

Sipirok, 2025

Researcher

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APPENDIX VI

The Observation Sheet for Students' Activity

Observation Note Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research

Subject matter : English
Class/ Semester : XI-5
Cycle : 2

NO.	Students	The Aspects for observation				
		Students' Problems in the Classroom				
		1	2	3	4	5
1.	ASR		✓	✓		
2.	ASPP					
3.	AFH					
4.	AWA					
5.	ARP					
6.	AA					
7.	ASH					
8.	AAH					
9.	ABB	✓	✓			
10	AR					
11	EAP					
12	FAHS					
13	FS					
14	HH					
15	KA	✓		✓		✓
16	LAH					
17	LLSS					
18	MAAH				✓	
19	MAP					
20	NOMS					
21	NAS					
22	RA					✓
23	RH					✓

24	RMN					
25	RP					
26	SSEL					
27	SR			✓	✓	
28	SDA					
29	SMR					✓
30	SIR					
31	SH					
32	WKAS					
33	ZFP					

Notes:

The Indicator for Students' Problems in the Classroom

1. Students who move to another chair
2. Students who do not do the task alone
3. Students who go and out of the classroom
4. Students who are busy to talk with their friends on their seats.
5. Students who are noisy in the class

Mengetahui,
Observer

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APPENDIX VII

Table of Students' Reading Comprehension Score in the First Cycle

Table IV.1 Students' reading comprehension score in the first cycle

NO.	Students' Initial	Indicators				
		Able to identify the topic of the text	Able to identify the main idea of the text	Able to identify needed information of the text	Able to get the meaning of the text (word or sentence)	Total
1.	ASR	10	5	35	10	60
2.	ASPP	5	5	40	5	55
3.	AFH	10	10	40	15	*75
4.	AWA	15	5	40	15	*75
5.	ARP	5	10	30	15	60
6.	AA	10	10	45	20	*85
7.	ASH	15	15	30	10	70
8.	AAH	5	5	20	10	40
9.	ABB	10	10	25	10	55
10.	AR	15	5	20	0	40
11.	EAP	15	10	40	5	70
12.	FAHS	10	5	20	10	45
13.	FS	15	10	15	0	40
14.	HH	5	10	45	10	70
15.	KA	0	15	20	5	40
16.	LAH	15	10	20	5	50
17.	LLSS	15	20	15	0	50
18.	MAAH	10	10	30	5	55
19.	MAP	10	15	30	10	65
20.	NOMS	5	10	30	10	55
21.	NAS	10	5	35	10	60
22.	RA	10	10	35	15	70
23.	RH	10	10	30	5	55
24.	RMN	10	10	25	5	50
25.	RP	10	15	25	0	50
26.	SSEL	15	10	25	5	55
27.	SR	10	10	40	10	70
28.	SDA	15	0	25	0	40
29.	SMR	10	10	30	5	55
30.	SIR	15	0	30	15	60
31.	SH	0	10	25	10	45
32.	WKAS	5	10	40	10	65

33.	ZFP	15	10	35	0	60
	SUM	335	305	990	260	1890

NO.	Student s' Initial	Indicators				
		Identify the character, place and time	Identify main idea and information from the Text	Comprehend the correct and incorrect information.	Reexplain important message from the text.	Total
		10.1515	9.2424	30.00	7.8788	57.2727
	MEAN	10.15	9.24	30.00	7.87	57.27
Percentage: 9,09%						

*: -The students who passed the KKM (75)

Table IV.2 The Classification of Students' Score in the First Cycle

No.	Classification	Predicate	Total of Students	Percentage
1.	0%-20%	Very Low	0	0%
2.	21%-40%	Low	5	14,70%
3.	41%-60%	Enough	19	57.27%
4.	61%-80%	Good	8	24.24%
5.	81%-100%	Very Good	1	3.03%

**Table IV.3 Students' Score Based on Indicator Test in the First
Cycle**

No	Indicator	Total the correct answer	Percentage	Maximal Score Percentage
1	Topic	67	10.15%	15%
2	Main idea	61	9.24%	20%
3	Needed Information	198	30.00%	50%
4	Meaning	52	7.87%	15%
Total		378	57.27%	100%

Table IV.4 Frequency of Distribution Students' Score in Cycle 1

No.	Class Interval	Mid Point	Frequency	Percentage
1.	40 - 46	43	7	21.21%
2.	47- 53	50	4	12.12%
3.	54 – 60	57	12	36.36%
4.	61 – 67	64	2	6.06%
5.	68 - 74	71	5	15.15%
6.	75 - 81	78	2	6.06%
7	82 - 88	85	1	3.03%
	Total		33	100%

APPENDIX VIII

Table of Students' Reading Comprehension Score in the Second Cycle

Table IV.5 Students' Reading Comprehension Score in the Second Cycle

NO.	Students' Initial	Indicators				Total
		Able to identify the topic of the text	Able to identify the main idea of the text	Able to identify needed information of the text	Able to get the meaning of the text (word or sentence)	
1.	ASR	10	15	25	10	60
2.	ASPP	0	15	40	10	65
3.	AFH	5	20	50	15	*90
4.	AWA	5	20	45	10	*80
5.	ARP	15	20	45	10	*90
6.	AA	15	20	50	10	*95
7.	ASH	10	20	50	10	*90
8.	AAH	10	15	40	10	*75
9.	ABB	5	10	25	10	50
10.	AR	5	10	25	15	55
11.	EAP	25	15	30	10	*80
12.	FAHS	10	10	45	10	*75
13.	FS	5	20	45	15	*85
14.	HH	10	20	45	10	*85
15.	KA	15	15	35	10	*75
16.	LAH	10	20	50	10	*90
17.	LLSS	5	15	40	10	70
18.	MAAH	0	15	40	15	70
19.	MAP	10	15	50	15	*90
20.	NOMS	10	20	45	15	*90
21.	NAS	10	20	45	15	*90
22.	RA	5	15	45	10	*75
23.	RH	0	5	35	5	45
24.	RMN	0	10	35	10	55
25.	RP	5	15	30	10	60
26.	SSEL	5	15	45	10	*75
27.	SR	10	20	50	15	*95
28.	SDA	5	15	30	15	65
29.	SMR	5	15	50	10	*80
30.	SIR	0	10	50	10	70
31.	SH	0	5	25	15	45

32.	WKAS	5	20	45	5	*75
33.	ZFP	10	10	50	15	*85
	SUM	240	505	1355	375	2475

No	Students' Initial	Indicators				
		Identify the character, place and time	Identify main idea and information from the text	Comprehend the correct and incorrect information	Reexplain important message from the text	Total
		7.27272	15.30303	41.06066	11.36363	75
	MEAN	7.27	15.30	41.06	11.36	75
Percentage: 63,63%						

Table IV.6 Students' Score Based on Indicator Test in the Second Cycle

No.	Classification	Predicate	Total of Students	Percentage
1.	0%-20%	Very Low	0	0%
2.	21%-40%	Low	0	0%
3.	41%-60%	Enough	7	21.21%
4.	61%-80%	Good	13	39.39%
5.	81%-100%	Very Good	13	39.39%

Table IV.7 Students' Score Based on Indicator Test in the Second Cycle

No	Indicator	Total the correct answer	Percentage	Maximal Score Percentage
1	Topic	48	7.27%	15%
2	Main idea	101	15.30%	20%
3	Needed Information	271	41.06%	50%
4	Meaning	75	11.36%	15%
Total		495	74.99%	100%

Table IV.8 Frequency of Distribution Students' Score in Cycle 2

No.	Class Interval	Mid Point	Frekuensi	Percentage
1.	45-53	49	3	9.09%
2.	54-62	58	4	12.12%
3.	63-71	67	5	15.15%
4.	72-80	76	9	27.27%
5.	81-89	85	3	5.88%
6.	90-98	94	9	9.09%

Table IV.9
The Comparison Mean Score and Percentage between Cycle 1 and Cycle 2

Indicator	Mean Score Cycle 1	Percentage	Mean Score Cycle 2	Percentage
Identify the character, place and time	10.15%	9.9%	7.27%	63.63%
Identify main idea and information from the text	9.24%		15.30%	
Comprehend the correct answer and incorrect answer	30.00%		41.06%	
Reexplain important message from the text	7.87%		11.36%	
Total	57.27%		75.00%	

APPENDIX IX : The Result of Students' Reading Comprehension

APPENDIX II

Test for Cycle I

Name: Ahmad Sholeh

Class: VI-5

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

The Grand Mosque of Mecca

The Grand Mosque of Mecca, also known as Masjid al-Haram, is the largest mosque in the world and the holiest site in Islam. It surrounds the Kaaba, which is the qibla (direction of prayer) for Muslims worldwide. The mosque is located in the city of Mecca, Saudi Arabia.

This sacred mosque holds great significance for Muslims. Millions of people visit Masjid al-Haram every year to perform Hajj and Umrah, two important Islamic pilgrimages. The architecture of the mosque is majestic, with vast courtyards and beautifully designed minarets.

One of the most remarkable features of the mosque is the Kaaba, a cuboid-shaped building covered with a black cloth called the Kiswah. The Kaaba is the focal point of Islamic rituals and symbolizes unity among Muslims. Masjid al-Haram has undergone several expansions over the centuries to accommodate the growing number of pilgrims. The modern facilities include air-conditioned areas, escalators, and advanced sound systems to ensure the comfort of visitors.

1. What is the main idea of the first paragraph?

- A. The importance of Hajj and Umrah
- ☒ B. The location and significance of Masjid al-Haram
- C. The architecture of Masjid al-Haram
- D. The expansion of Masjid al-Haram

2. What is the Kaaba covered with?

- A. A white cloth

1. = 10
2. = 5
3. = 10
4. = 10

60

APPENDIX II

Test for Cycle I

Name: Anisah Riqqah

Class: XI-5

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

The Grand Mosque of Mecca

The Grand Mosque of Mecca, also known as Masjid al-Haram, is the largest mosque in the world and the holiest site in Islam. It surrounds the Kaaba, which is the qibla (direction of prayer) for Muslims worldwide. The mosque is located in the city of Mecca, Saudi Arabia.

This sacred mosque holds great significance for Muslims. Millions of people visit Masjid al-Haram every year to perform Hajj and Umrah, two important Islamic pilgrimages. The architecture of the mosque is majestic, with vast courtyards and beautifully designed minarets.

One of the most remarkable features of the mosque is the Kaaba, a cuboid-shaped building covered with a black cloth called the Kiswah. The Kaaba is the focal point of Islamic rituals and symbolizes unity among Muslims. Masjid al-Haram has undergone several expansions over the centuries to accommodate the growing number of pilgrims. The modern facilities include air-conditioned areas, escalators, and advanced sound systems to ensure the comfort of visitors.

1. What is the main idea of the first paragraph?

- A. The importance of Hajj and Umrah
- ☒ B. The location and significance of Masjid al-Haram
- C. The architecture of Masjid al-Haram
- D. The expansion of Masjid al-Haram

2. What is the Kaaba covered with?

- A. A white cloth

APPENDIX IV

Test for Cycle 2

Name : SRI MULYANI RIZKI

Class : XI-5

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

Question 1-9: this text below is for question number 1 up to 9. Choose the best answer based on text.

Text 1 : The Dome of the Rock

The Dome of the Rock is one of the most iconic Islamic landmarks in the world. Located in Jerusalem, it is considered a sacred site by Muslims, as it is believed to be the place where Prophet Muhammad ascended to heaven during the Isra and Mi'raj.

The structure is an architectural masterpiece, with its stunning golden dome and intricate mosaic designs. Built in 691 CE, the Dome of the Rock is not only a religious site but also a historical treasure that reflects Islamic art and culture.

The interior of the Dome contains verses from the Quran written in beautiful calligraphy. It attracts visitors from around the world, both for spiritual reasons and to admire its extraordinary beauty.

1. What is the main idea of the first paragraph of Text 1?

- ☒ A. The location of the Dome of the Rock
- B. The significance of the Dome of the Rock in Islam
- C. The architectural design of the Dome of the Rock
- D. The history of Jerusalem

2. What is believed to have happened at the Dome of the Rock?

- A. Prophet Muhammad received the Quran
- ☒ B. Prophet Muhammad ascended to heaven
- C. Prophet Muhammad migrated to Medina
- D. Prophet Muhammad performed Hajj

3. When was the Dome of the Rock built?

- A. 571 CE
- B. 623 CE
- ☒ C. 691 CE
- D. 750 CE

4. What is the Dome of the Rock famous for?

- A. Its massive size
- ☒ B. Its golden dome and mosaic designs
- C. Its location in Medina
- D. Its connection to Hajj

5. What is written inside the Dome of the Rock?

- ☒ A. Islamic laws
- B. Stories of the prophets

APPENDIX IV

Test for Cycle 2

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Class : XI-5

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- ☒ A. Islamic laws
- ☐ B. Stories of the prophets

Handwritten notes and a drawing of a globe with a blue and white pattern.

1 = 5
2 = 20
3 = 45
4 = 5

DOCUMENTATION CYCLE 1 AND CYCLE 2

CYCLE 1





CYCLE 2







KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN TAPANULI SELATAN
MADRASAH ALIYAH NEGERI TAPANULI SELATAN
Jalan Simangambat Kelurahan Bungabondar Kecamatan Sipirok Kabupaten Tapanuli Selatan
Website : <https://mantapanuliselatan.sch.id>; e-mail : mantapanuliselatan@gmail.com

Nomor : B-744/Ma.02.10.01/TP.00.6/05/2025

Lampiran : -

Tapanuli Selatan, 16 Mei 2025

Kepada Yth :

Bapak/Ibu a/n Dekan Bidang Akademik dan Kelembagaan

Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan

di -

Tempat

Dengan Hormat,

Sehubungan dengan Surat Nomor : 1708/Un.28/E.1/TL.00.9/05/2025 perihal Izin Riset Penyelesaian Skripsi, maka dengan ini memberikan izin untuk Melaksanakan Penelitian di MAN Tapanuli Selatan oleh :

Nama : Siti Aslan Hasibuan
NIM : 2120300047
Fakultas : FTIK
Program Studi : Tadris Bahasa Inggris
Alamat : Sialaman Julu, Sipirok, Kab. Tapanuli Selatan

Adapun judul skripsi mahasiswa yang bersangkutan adalah : "The Use Of Know-Want-Learn (KWL) Strategy to Improve Reading Comprehension at grade XI Students of MAN TAPSEL".

Demikian surat balasan ini dibuat untuk dapat dipergunakan seperlunya, terimakasih.

Kepala Madrasah,



Juhan Siregar

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Besar Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara



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Lampiran : -
Hal : Izin Riset
Penyelesaian Skripsi

14 Mei 2025

Yth. Kepala MAN Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Siti Aslan Hasibuan
NIM : 2120300047
Fakultas : FTIK
Program Studi : Tadris Bahasa Inggris
Alamat : Sialaman Julu , Sipirok .Kab . tapanuli selatan

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Use Of Know-Want-Learn (KWL) Strategy to Improve Reading Comprehension at grade XI Studends of MAN TAPSEL.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin Riset penelitian dengan judul di atas, mulai dari tanggal 15 Mei s.d. 22 Mei 2025.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

an. Dekan

Wakil Dekan Bidang akademik dan
Kelembagaan

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

CURRICULUM VITAE



A. Identify

Name : Siti Aslan Hasibuan
Nim : 2120300047
Place and Birthday : Sialaman Julu, 08 April 2003
Gender : Female
Religion : Islam
Address : Sipirok

B. Parents

1. Father's name : Kaspari Hasibuan
2. Mother's name : Hannum Harahap

C. Educational Background

1. Elementary School : SD Negeri 101217 Sialaman
2. Junior High School : MTsN Sialagundi
3. Senior High School : SMA Negeri 1 Sipirok
4. Collage : UIN SYAHADA Padangsidimpuan