THE IMPLEMENTATION OF KNOW WANT LEARN (KWL) STRATEGY TO IMPROVE STUDENTS’ READING COMPREHENSION FOR THE TENTH GRADE OF SMA NEGERI 1 SURUH IN THE ACADEMIC YEAR 2018/2019

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfilment of the requirements for degree of Sarjana Pendidikan (S.Pd.)

By:

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113-14-163

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2019
DECLARATION

In the name of Allah the Most Gracious and the Most Merciful,

Hereby, the researcher declares that this graduating paper is written by the researcher. This paper does not contain any materials published by other people and it does not cite any others people’s ideas except those quoted overly. The researcher is capable of accounting others’ ideas or in fact the researcher imitates the others.

The declaration is made by the researcher and the researcher hopes that this declaration can be understood. The researcher briefly give permission to publish this graduating paper on the library IAIN Salatiga and E-repository.
Salatiga, March 05th 2019

Mashlihatul Umami, M.A.
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ATTENTIVE COUNSELLOR’S NOTE

Case : Dwi Jayanti’s Graduating Paper

Dear
The Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Dwi Jayanti’s graduating paper, entitled “THE IMPLEMENTATION OF KNOW WANT LEARN (KWL) STRATEGY TO IMPROVE STUDENTS’ READING COMPREHENSION FOR THE TENTH GRADE OF SMA NEGERI 1 SURUH IN THE ACADEMIC YEAR 2018/2019”, I have decided and would like to propose that this paper can be accepted by the Dean of Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor,

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Has been brought to the broad of examiners of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga on Friday 05th 2019, and hereby considered to completely fulfill of the requirement for degree of Sarjana Pendidikan (S.Pd) in English Education Department.

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MOTTO

“Follow your heart, but take your brain with you”
-Alfred Adler-

“Be who you want to be, not what others want to see”
-Dwi Jayanti-
DEDICATION

This graduating paper is whole heartedly dedicated to:

1. Allah SWT and the prophet Muhammad SAW who always bless me and listen to all my wishes.

2. My beloved parents (Mr. Budiman and Mrs. Aspuriyah), and also my older sister Ana Fitriani who always support me materially and morally. Thank you for your prayer and endless love, thank you for raising me up to more than I can be. They are my everything.


4. My dearest Muhammad Amrul Husain Alfarisy, thanks for everything.

5. All of my lovely best friends, Mella, Ainun, Umami, Imamah, Annisa, Dilla, Eni, Friska, Merry puji, Anis, Fatia and Lala. Thanks for your sharing, support, advices and love.
ACKNOWLEDGMENT

Bismillahirrahmanirrahim,

Assalamu’alaikum Wr. Wb.

Alhamdulillahirrabbil’alamin, all praises be to Allah SWT the Most Gracious and the Most Merciful who always blesses and help the researcher so the researcher could be finished the graduating paper. Bless and mercy is upon great Prophet Muhammad SAW for his guidance that leads the researcher to the truth.

However, this paper would not be achieved without supports, guidance, advice, help, and encouragement from several people and institution. Hence, the researcher would like to express special thanks to:

1. Dr. Rahmat Haryadi, M.Pd., as the Rector of State Institute for Islamic Studies (IAIN) of Salatiga.
2. Suwardi, M.Pd., the Dean of Teacher Training and Education Faculty.
3. Noor Malihah, Ph.D., as the Head of English Education Department.
4. Dr. Mashlihatul Umami, MA. as the counselor who has educated, supported, directed, and given the researcher advice, suggestions, and recommendations for this graduating paper from the beginning until the end.
5. All the lecturers, especially the lecturers of English and Education Department of State Institute for Islamic Studies (IAIN) Salatiga.
6. All staffs and officials of State Institute for Islamic Studies (IAIN) Salatiga who have helped the researcher in processing graduating paper administration.
7. All teachers, staffs, and officials of SMA Negeri 1 Suruh especially the English teacher Mrs. Farida Rini Astuti, S.Pd. who have kindly permitted and helped me in conducting my research.

8. My beloved parents (Mr. Budiman and Mrs. Aspuriyah), and also my older sister Ana Fitriani who always support me materially and morally.

9. My new friend in PPL of SMA Negeri 1 Suruh (Fitri Nazilah, Ilham Tayee, Ahmad Khairudin, Rahayu, Mella, Qurnia, Ririn Nur Fardhani, Tasdikoh, Novi Arum) thank for your support and our new knowledge.

10. My big family TBI 2014 and “Sugianto Squad” that support my education and finish this graduating paper.

Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers. The researcher also pleased to accept more suggestion and contribution for the improvement for this graduating paper.

Wassalamu’alaikum Wr. Wb.

Salatiga, 05 March 2019

The researcher

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Dwi Jayanti

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ABSTRACT


Keywords: reading comprehension, Descriptive text, Know Want Learn (KWL) strategy

The objectives of study are: (1) To find out is the implementation of using Know Want learn (KWL) strategy for improving students’ reading comprehension for the tenth grade students of SMA N 1 Suruh in the academic year 2018/2019. (2) To know the improvement of students’ reading comprehension by using Know Want learn (KWL) strategy for the tenth grade students of SMA N 1 Suruh in the academic year of 2018/2019. The number of subject of the research are 23 students of X MIPA1 of SMA N 1 Suruh. The methodology of this research was Classroom Action Research (CAR). The research consisted of two cycles and each cycle consisted of four steps, they were; plan, action, observation, and reflection. data collected were qualitative but also supported by quantitative data. The qualitative data were gained through observation and documentation. The data were in the form field notes, observation checklist and photographs. Meanwhile, the quantitative data was collected from the test. The result showed that the students’ reading comprehension improve significantly. The T-calculation result shows that T-calculation of cycle I is 4.45, and cycle II is 6.56. The improvement of the cycle I is 35% and in the cycle II is 48%. It means that there was an improvement as many as 13% from cycle I up to cycle II. This strategy can help students to remember the information and main idea of the text. This strategy can also help students in work team activity. Based on the results, the researcher recommends using Know Want Learn (KWL) strategy in teaching reading.
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CHAPTER I

INTRODUCTION

A. Background of the study

Language is a very important thing in our life. By language, we can communicate with others easily. English is one of kinds language. It is very important language in the world, because English as an international language. English language has an important role in educational world, especially in Indonesia. It could be seen that English has been learnt in some level of education. For instance, in Indonesia, this language has been taught from kindergarten level to university level. It says that English is learnt for all level of education in Indonesia.

However, every language has its own rules and uniqueness, English does too. According to Harmer (1989: 16), English has four basic language skills. They are listening, speaking, writing, and reading. Speaking and writing involve language production, so they are regarded as productive skills. On the other hand, listening and reading involve receiving message, so they are regarded as receptive skills.

Reading, as one of language skills, has a very important role. The students should comprehend the reading for certain purpose, however it needs a practical and suitable method. According to Brown (2004: 185) quoted in Ni’mah (2018: 1), in foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire. Through
reading learners get new ideas, obtain needed information, look for supporting ideas for their statement, and widen their interest.

In reading, the students need comprehension skill. Reading comprehension is not just reading with a loud voice but also establish to understand the meaning of word, sentence and paragraph sense relationship among ideas as it is. If a student just read loudly but they cannot understand the content of the text, they fail in comprehension passage.

According to Chaterine (2002: 11) quoted in Jamina (2016: 2), reading comprehension is defined as the level of understanding of a written language. It is the process of simultaneously extracting and constructing meaning through interaction and involvement with a written language. Reading comprehension is called as the result from an interactive process between the reader and the text. The students should have well understanding and comprehending the communication through the reading. In general, the aim of teaching reading is to develop the students’ ability in reading the material, to get the information and understanding the text. The student who does not master enough English vocabulary tends to face difficulties when comprehending new reading materials. It means that reading comprehension is very important and many students get problem in reading comprehension.

From the explanation above, it means that teachers must consider a strategy that suitable for teaching reading in order to make the learning
process becomes more effective. In this case, the researcher tries to use strategy that can help the students for better understanding in reading. The strategy is called *Know-Want-Learn (KWL) strategy*. By the implementing this strategy, the researcher hopes that the students can read and increase their reading comprehension well.

According to Ogle (1989: 565), there are three-step procedure the 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. The K-W-L technique can help the teachers engage their students from beginning of a reading lesson by activating prior knowledge and keep students interested, which is very important as they think about have learned.

The researcher concludes that reading comprehension aims to build an understanding of a text. It is an activity to build understanding of the meaning of a text which can be translated using its own language. Reading comprehension also needed to make easier the readers to memorize something. The readers can repeat on reading something in order to achieve comprehension.

Based on the preliminary research in SMA Negeri 1 Suruh in the tenth grade students, the researcher found some problems faced by the students in reading activities. The main problem of them is lack of vocabularies and thus, students have low motivation to reading English text. In addition, the students are not interested in reading English text.
because the students are still difficult in pronouncing words in English. To improve students’ reading comprehension, the researcher tries to use KWL as a strategy to teach English and make the students would like to reading English text.

Related to the background above, the researcher thinks that the existence Know- Want-Learn (KWL) strategy in that school can be one of the ways in developing students’ reading comprehension. Therefore, the researcher is interested in carrying out the research entitled: “The Implementation of Know Want Learn (KWL) Strategy to Improve Students’ Reading Comprehension for the Tenth Grade of SMA Negeri 1 Suruh in the Academic Year 2018/2019”. The researcher uses classroom action research to know that Know Want Learn (KWL) Strategy can improve students’ reading comprehension.

B. Research Questions

Based on the background of the study and the description above, the statements of the problem in this research are:

1. How is the implementation of using Know-Want-Learn (KWL) strategy to improve students’ reading comprehension for the tenth grade students of SMA Negeri 1 Suruh in the Academic Year 2018/2019?
2. How far is the implementation of Know-Want-Learn (KWL) strategy in improving students’ reading comprehension for the tenth grade students of SMA Negeri 1 Suruh in the Academic Year 2018/2019?
C. Objectives of the research

This research has some objectives based:

1. To find out the implementation of using Know-Want-Learn (KWL) strategy to improve students’ reading comprehension for the tenth grade students of SMA Negeri 1 Suruh in the Academic Year 2018/2019

2. To find out how is the implementation of Know-Want-Learn (KWL) strategy in improving students’ reading comprehension for the tenth grade students of SMA Negeri 1 Suruh in the Academic Year 2018/2019

D. Significances of the Research

The researcher expects that the research gives some benefits theoretically and practically.

1. Theoretical

   The result of study can be used as the reference for those who want to conduct a research in English teaching and learning process.

2. Practical

   a. The researcher

   This study can be used as the reference for those who want to conduct a research in English teaching to build students’ reading comprehension.
b. For the students

The finding of this study can improve their reading comprehension by using sustained silent reading method.

c. For the English Teacher

To improve the teaching in English teaching learning process, especially reading comprehension. This method also help the teacher to explain the material.

E. Research Methodology

1. Research Design

The researcher uses Classroom Action Research (CAR) as method in this research. Classroom Action Research is a method of finding out what works best in own classroom so that we can improve student learning. We know a great deal about good teaching in general (e.g. McKeachie, 1999; Chickering and Gamson, 1987; Weimer, 1996), but every teaching situation is unique in terms of content, level, students skill and learning styles, teacher skills and teaching styles, and many other factors. To maximize students learning, a teacher must find out what works best in a particular situation.

According to Kemmis (1983), action research is an effort to attempt the ideas into practice to improve or change something to gain a real impact on the situation. Furthermore, Kemmis & Taggart (1988: 5-6), say that action research is a form of self-reflective research
collectively have done by the researcher in social situations to improve reasoning and justice of their educational and social practice

2. Research Subject

a. Setting of Place

The research will be conducted in SMA Negeri 1 Suruh. SMA Negeri 1 Suruh is one of the general vocational high schools in Suruh. The general description about SMA Negeri 1 Suruh as follows:

1) School Name : SMA Negeri 1 Suruh
2) NPSN : 20320369
3) N.S.S : 31032204031
4) Address : Jl. Jatirejo NO. 17, Suruh, Semarang, Jawa Tengah
5) Village : Jatirejo
6) Subdistrict : Suruh
7) Province : Central Java
8) Pos Code : 50776
9) Telephone : (0298) 317266
10) School Type : A
11) School Status : State

SMA Negeri 1 Suruh is located in Jatirejo village. SMA Negeri 1 Suruh has an inadequate school building due to limited
classroom. There are 14 classrooms which use the moving class system.

b. Setting of Time

The schedules of the research start from observation, giving the permission until the treatment of the cycles.

<table>
<thead>
<tr>
<th>No</th>
<th>Date and Time</th>
<th>Activities</th>
<th>Place</th>
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<tr>
<td>1</td>
<td>Wednesday, 16 January 2019</td>
<td>Observation the school environment</td>
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<tr>
<td>2</td>
<td>Friday, 18 January 2019</td>
<td>Giving Permission</td>
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<td>4</td>
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<td>Giving pre-test and post test cycle 2</td>
<td>SMA Negeri 1 Suruh</td>
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<td></td>
<td>Monday, 11 January 2019</td>
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</tbody>
</table>
c. The Subject of the Research

The subject of this research is the tenth grade students of SMA Negeri 1 Suruh in the academic year of 2018/2019. It consists of 23 students. There are 7 males and 16 females and Ms. Farida Rini Astuti, S.Pd as the English teacher in this class.

3. Research Procedure

This research used classroom action research and classroom action research divided into two cycles. Each cycle had systematic procedure: plan, action, observation, and reflection. The researcher conducted every cycle based on Kemmis’ figure in classroom action research.

Figure 1.1 According to Kemmis (1983) in Hopkins (2014)

The researcher and the English teacher of SMA Negeri 1 Suruh, Mrs. Farida Rini Astuti, S. Pd. made collaboration. Kemmis and Mc-
Taggart (1988) in Burns (2010: 8) mentions there are steps research as follow; plan, action, observation and reflection.

1. **Plan**

   Plan can be implemented as identifying problem of the class and deciding the appropriate action.

2. **Action**

   Action means as doing the appropriate action by considering the problems.

3. **Observation**

   Observation is one of the methods used in collecting the data. The researcher observes the teaching and learning process. In this stage, the researcher prepares the observation checklist to know the condition of the class when the action is done; the researcher and the English teacher discuss about the result of the observation and find a good solution.

4. **Reflection**

   Reflection is a research finding analysis. This is used to analyzed based on the data that have been collected in determining the next action. Reflection is used to evaluate teaching-learning process in order to know the improvement on students’ reading comprehension by using *Know-Want-Learn* (*KWL*).
F. Technique of Collecting the Data

Data collecting is used to gather information. In this study the researcher uses three data collection methods namely; observation, test, and documentation.

1. Observation

Observation is a method that is often used to know a behavioral science (Kothari, 2004: 96). In this research, the researcher observes in the learning process and recorded the classroom activities. The observation consists of two cycles. There is the cycle I and cycle II. The researcher uses the observation checklist to collect information through the classroom observation. The observation sheet consists of students’ and teacher’s observation checklist. In filling this observation for students’ and teacher checklist is going to use mark “√”.

2. Test

The researcher uses test as one instrument to measure the students’ ability and to know how far they can improve their reading comprehension. Brown (2004: 3), states that test is a method of measuring a persons’ ability, knowledge, or performance in a given domain. Test is used before the cycle to know the students’ comprehension using Know-Want-Learn (KWL) strategy. It is also used in Cycle 1 and 2 to know the score after teaching learning process. According to Arikunto (2010: 193), test is series of the question as exercises and other tools use to measure the skill,
knowledge, intelligence, ability or talent possessed by individuals or group. The researcher uses pre-test and post test.

1) Pre-test

In this research the pre test will be given in the first time. Pretest is given to the students before the teacher using his media in the teaching-learning process. The objective is to know about the students’ reading comprehension before the treatment.

2) Post-test

The post-test was conducted after the students carried out the pre-test and got the treatments. The purposes of conducting the post-test were to know the improvement of students' reading comprehension after they were given the treatments.

3. Documentation

Documentation might take several forms, including (at the individual student level) curriculum materials, text books, instructional manipulative, attendance records, test scores, previous grades, discipline records, cumulative folders, and (at the school or district level) attendance rates, retention rates, graduation rates, newspaper stories about school events, minutes from faculty or school board meetings, and standardized test scores perhaps disaggregated by grade level, gender, or ethnicity (Johnson, 2008; Mills, 2007; Schmuck, 1997).
G. Data Analysis

In analyzing data, the researcher uses mixed methods to analyze the data (Creswell, 2012: 16).

a. Qualitative Data

In analyzing qualitative data collected based on words from a small member of individuals, thus the participants’ view are obtained and analyzed the data for description (Creswell, 2012: 16). In this research, the data of the observation checklist is analyzed by qualitative. The process measurement based on:

1) Observation

b. Quantitative Data

Quantitative data is processed by the teacher and researcher to get the score of the students. The procedure of the data analysis is done by analyzing the results of the test. The maximum score is 100. According to Sudijono (2018: 86), to calculate the mean of pre-test and post-test, the researcher will use the following formula:

a. Mean of pre-test and Post-test

\[ M = \frac{\Sigma X}{N} \]

Explanation:

\[ M \] = Mean of the students’ score

\[ \Sigma X \] = Sum of the students’ score

\[ N \] = Total number of the students
According to Sudijono (2010: 305-307), to calculate t-test, the researcher will use the following formula:

b. Calculated Mean of Difference

\[ MD = \frac{\sum D}{N} \]

Explanation:

MD = Mean of difference

\[ \sum D \] = Total of difference between pre- and post-test

c. Standard Deviation Calculating

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

Explanation:

SD = Standard deviation

\[ D \] = Difference between pre- and post-test

N = Number of the students

d. To calculate the standard error for the mean difference:

\[ SE_{MD} = \frac{SD_D}{\sqrt{N-1}} \]

Note:

SE_{MD} = The standard error for the mean difference.

SD_D = Standard Deviation.

N = The total number of the students.

d.f = N-1
e. Looking for $t_0$ by using the following formula:

$$t_0 = \frac{M_D}{SE_{MD}}$$

$t_0$  = $t$-value of observation  
$M_D$  = Mean of difference  
$SE_{MD}$  = Standard error of mean difference  

$d.b.$  = N-1

H. Graduating Paper Outline

In order to make a systematic research, the researcher organizes this research into five chapters.

Chapter I is an introduction. It contains the background of the study, research questions, objectives of the research, significance of the research, research methodology, technique of collecting the data, data analysis, and graduating paper outline.

Chapter II describes the theoretical framework, it consist of using Know-Want-Learn (KWL) strategy in reading, definition of reading, definition of reading comprehension, definition of Know-Want-Learn (KWL) strategy and previous research.

Chapter III is the implementation of research. It contains procedures of the research.

Chapter IV is research findings and data analysis. It contains the result of the research, the use of Know-Want-Learn (KWL) strategy to improve the students’ reading comprehension (a classroom action research
of the tenth grade students at SMA Negeri 1 Suruh in the academic year 2018/2019).

Chapter V is closure. It contains conclusions and suggestions. After that, it is followed by bibliography and appendices.
CHAPTER II
THEORETICAL REVIEW

This chapter consists of a theoretical framework and the review of previous research. Theoretical framework describes some information related to reading comprehension and *Know-Want-Learn (KWL) strategy*. It’s consist of literature review, definition of reading comprehension and KWL, kinds of reading, teaching procedure of KWL. The previous research explain the research which have been conducted by other researcher previously as the reference of this research.

A. Theoretical Framework

1. Reading
   
a. The Definition of Reading

   In the daily life, reading skills play an important role in facilitating people to comprehend the written materials. They can get a lot of information from various resources in order to enrich their knowledge by reading. Unfortunately the people find many problems in reading.

   According to Nuttal (2000: 2), reading means a result of interaction between the writer’s mind and the reader’s mind. It is the way how to the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get the message, and the writer’s meaning sense.
There are two process of a written text, they are word recognition and comprehension. According to Pang (2003:6), reading is defined as understanding written texts. Word recognition is defined as the process of getting how written symbols correspond to one’s spoken language while comprehension is the process of making the meaning of words, sentences and connected text. He adds his statement that the reader who has background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies can help them understand written text.

Grabe (1991) as cited in Alyousef (2005), defined reading as an interactive process between readers and texts that result in reading fluency. Readers interact with texts as they try to extract meaning and there are different types of knowledge: linguistic or systemic knowledge (bottom-up processing) and schematic knowledge (top-down processing).

In addition, Heilman, Blair, and Ruplay (1981: 2), argue that the reading can be defined as a thinking process and it can be a communicative skill. They also define the reading is an interacting process with the language in the printed page. This printed page should be understood and the reader should be able to express in oral form. In the sentence, they defines that reading is difficult to be defined as in the process of reading exactly. This can be pointed out in many views.
Based on the definitions above, reading is important to the people’s daily life, and also reading is not only the process of getting the written symbols correspond to one’s spoken language but it is also the process of making the meaning of words, sentences and connected text that can be called comprehension.

b. The aspects of reading

To achieve the aim of reading, it is necessary to fulfill the aspect of reading itself. The aspect of reading helps people to maximize what they will get through reading. According to Dallmann et al (1982: 25), defined 3 aspects of reading “aspects reading are word recognition, comprehension, and reflection”. The aspects are the teacher’s guidance to reach the goal of reading. The aspects of reading can more detailed explanation below:

1) Word Recognition

The first aspect of reading is word recognition. According to Dechant (1982: 174), stated that “Word recognition is the perception and recollection of a previously identified word”. It certainly pertains to word identification which refers to the ability to develop a visual memory for a word not previously encountered or learned.

The degree of excellence in reading is determined, to large extent, by the ability to recognize and pronounce words.
The point of view that reading is chiefly skill in recognizing words continues to enjoy support in respectable and influential quarters.

2) Comprehension

The second aspect of reading is comprehension. Comprehension is an absolute necessity in reading. Comprehension is the goal of reading. According to Dallmann et al (1982: 25-26) states

"The point of reading all stages of development must necessarily be much more than proficiency of word recognition, they do admit that somehow or other, sooner or later, the effective reader needs to have learned the code used in written communication so that he can translate the written symbol into sound or meaningful language sequence".

From the explanation above, the purpose of reading is not just read the text but also understand the meaning of the text and the reader can deliver the meaning of the text.

The teacher must understand the factors that affect the students’ comprehension. As a result, they are able to help the students to overcome their shortcomings in comprehending what they read. It helps the teachers to prevent the occurrence of serious deficiencies. The factors are difficulty of material, intelligence, environment, emphasis on word recognition, emphasis on oral reading, background for reading a selection, adjustment of reading techniques ti purpose
and type of material, and rate of reading (Dallmann et al., 1982: 165-167).

3) Reflection

The third aspect of reading is reflection. This aspect of reading may be thought of as critical reading. The readers are necessarily able to hold ideas and conceptualize meaningful interpretation from the printed page through reflection. It involves the act of comparing the written stimuli with the reader’s experiences. Consequently, comprehension occurs which will evoke the reader’s reaction. The reaction consists of concurrence of thought, comparison of thought, disagreement with the idea, association, or non-comprehension. Furthermore, the teacher should give students time to think in order to encourage reflection (Dallmann et al., 1982: 26-27).

c. The process of Reading

Reading is a combination process of actions or activities that produce a product or a result. The process of reading starts from staring at the reading in order to process information in the brain. Further definition proposed by Frabe (2009: 14) that there is no single statement is going to capture the complexity of reading if it is linked with the different purpose for reading and the varying processes that are called into play. He also emphasizes that reading
is understood as a complex combination of processes. The processes are explained below:

1) A rapid process
   It is rapid in the sense that the reader that the reader reads most materials at about 250-300 wpm.

2) An efficient process
   The reader coordinates rapid and automatic word recognition, syntactic parsing, meaning formation, text comprehension building, inference, critical evaluation, and linkages to prior knowledge resources.

3) A comprehending process
   The readers read to understand what the writer intended to convey in writing.

4) An interactive process
   There is an interaction between the reader and the writer.

5) A strategy process
   Reading is strategic process in that a number of the kills and processes used in reading call for effort on the reader to anticipate text information, select key information, organize and mentally summarize information, monitor comprehension, and match comprehension out put to reader goals.
6) A flexible process

As reader purpose shifts, as comprehension is impeded or as interest varies, the reader adjusts reading processes and goals.

7) A purposeful process

There is an alignment between processes and purposes.

8) An evaluative process

The reader evaluates how well he/she is reading.

9) A learning process

The reader makes decisions about how to respond to the text.

10) A linguistic process

The reader reads with making graphemic–phonemic connection without recognizing the words to be read and the structural phrases organizing the words, and without having a reasonable store of linguistic knowledge (morphological, syntactic, and semantic) of the language of the text.

d. The purpose of Reading

According to Harmer (1998) cited in Aryanti and Anggaira (2016: 62), suggested that there are two main purposes for reading:

1) Reading can be an exposure to English for language students. At the very least, some of the language functions (vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs and texts) stick in the students’ minds by a reading text
as part of the process of language acquisition. For example, students obtain instructions on how to perform some tasks for daily life by reading an English text related to the topic.

2) Good reading texts can attract students’ interest to stimulate discussion and excite imaginative responses, and fascinating lessons. The students can gain enjoyment and excitement by reading English texts. For example, when they need to play a game, act in a play, or do a puzzle, they have to read the instructions first. Besides, the students can find some information about what is happening or what has happened.

According to Nunan (1989: 34), there are some purposes for reading:

1) To obtain information for some purpose or because we are curious about some topic.

2) To obtain instructions on how to perform some task for our work or daily life (e.g. knowing how an appliance works)

3) To act in play, play a game, do a puzzle

4) To keep in touch with friends by correspondence or to understand business letters

5) To know when or where something will take place or what is available

6) To know what is happening or has happened (as reported in newspapers, magazines, reports)

7) For enjoyment or excitement.
e. **Technique of Reading**

Technique is very important way in teaching reading comprehension. It is because by applying techniques, it can make the teachers easier to give material. Furthermore, the teacher can establish the well-organized learning with the aim to make students more active and motivate in learning. According to Grellet (1981) in “Developing Reading Skill” that the techniques of reading are as follows:

1) Skimming : quickly running one’s eyes over a text to get the gist of it.
2) Scanning : quickly going through a text to find a particular piece of information.
3) Extensive reading : reading longer texts, usually for someone’s own pleasure. This is a fluency activity, mainly involving global understanding.
4) Intensive reading : reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail.

2. **Reading Comprehension**

a. **The Definition of Reading Comprehension**

Comprehension is a thinking process; it is thinking through reading. As such, it is dependent upon the learners’ basic cognitive and intellectual skills, upon their background of
experience (vocabulary, knowledge, concept and ideas); and upon their language skill: knowledge, morphology, syntax and grammar (Emerald., 1982: 312), and that reading comprehension instruction is an interaction between students and teachers as they negotiate text. The idea that reading is an interactive process is a theoretical lens that has guided literacy scholars for decades.

Reading Comprehension itself is a process of making sense of writing ideas through meaningful interpretation and interaction with language (Dallmann et al., 1982: 25). Reading comprehension is defined as the level of understanding of writing. Proficient reading depends on the ability to recognize word quickly and effortlessly. If word recognition is difficult students use too much of their processing capacity to read individual words, with interferes with their ability to comprehend what is read. In conclusion reading comprehension is a complex activity where the reader can get knowledge from the text both of information or message and new vocabularies; furthermore, to understand text the reader need to find out the meaning or the correlation between the sentences that establish in the whole text.

Reading has two purposes that are: reading for general ideas and reading to locate specific information (Wiratno, 2002: 163), connected with the comprehension of contain of
certain text a reader has to read critically. There are two techniques in reading:

1) Skimming is reading quickly without concern with the main idea of the text. It is used to get the general idea of the text.

2) Scanning is the way to get specific information by reading each sentence to find the information.

From the definition above, reading comprehension can be defined as the process in which the readers construct meaning from a text connected to the background knowledge they have to get the clear understanding of the writer’s message.

b. The Strategies for Reading Comprehension

The strategies used by the students must be different from one another. There are some strategies in reading comprehension:

1) Identify the purpose in reading

Efficient reading consists of clearly identifying the purpose in reading a text. By identifying the purpose in reading before reading a text, the readers know what they are looking for and can weed out potential distracting information. (Brown, 2000: 306).
2) Using efficient silent reading technique

Silent reading is appropriate for intermediate and advanced students. This strategy leads the students to try inferring meaning from context. This strategy can help learners to be efficient readers, reading speed is usually not much of an issue for all but the most advanced learners (Brown, 2000: 307-308).

3) Skimming the text for main ideas

Skimming consists of quickly running one’s eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives readers the advantages of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas (Brown, 2000: 308).

4) Scan the text for specific information

Scanning is quickly searching for some particular piece or pieces of information in a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text (Brown, 2000: 308).
5) Use semantic mapping or cluster

Readers can easily be overwhelmed by a long string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos. (Brown, 2000: 308)

6) Guess

In this strategy, the students try to guess the meaning of the words when they are not certain or they do not know the meanings of the words, a grammatical relationship, a discourse relationship, a cultural reference, content messages, and infer implied meanings. The key to successful guessing is to make it reasonably accurate (Brown, 2000: 309)

c. Rubric for the Reading Comprehension

1) The multiple choices are 15 numbers. The total score each number is 2. Total number of multiple choice …×2= total score, 15×2=30.

2) The essay test is 4 numbers. The researcher uses a rubric from Diana (2016) as cited by Shobiroh (2017: 47-48). The rubric scoring will present as follow:
Table. 2.1 Scoring in Essay Test

<table>
<thead>
<tr>
<th>No</th>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Complete answer and the sentence format is appropriate</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>The answer is not complete and the format is appropriate</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>The answer is not quite complete and the sentence format is appropriate</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>The answer is not quite complete and the sentence format is not appropriate</td>
<td>5</td>
</tr>
</tbody>
</table>

d. The Characteristics of the Good and Poor Comprehension

Good comprehension treats the sentence as a unit of meaning. They read in phrase like units and are flexible in their pattern of reading, varying their eye movements, and changing the size of the processing unit. They regress only after they are unsuccessful in grasping the meaning of a larger segment of text. The good comprehension pay most attention to the information relevant to their purpose, ignore useless information, read in the largest unit appropriate to the task, and process the least amount of graphic information possible. The end result of this is that the good comprehension seems to use a scan for meaning pattern. They treat reading as a process of information getting (Dechant, 1982: 316).
The poor comprehensions are more concerned with word identification. They are unable to use inter word and intra word redundancy to help them identify and read single words. They are so concerned with recoding each word that they fail to utilize the inter word relationships within the text that could increase their recording rate and permit more efficient sampling of the text. They are unable to organize the text. They read the text in a word by word manner with a minimum of text organization (Dechant, 1982: 316).

3. **Know-Want-Learn (KWL) Strategy**

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

As the basic definition, *Know-Want-Learn (KWL)* is a strategy where Students first know (Know, analyze, predict), then Want (Develop thoughts on what will be written with questions), then just Learn (Conclude what already learn and answer questions). Moreover, Ogle (1986) states that *K-W-L Strategy* is an instructional reading strategy that is used to guide students through a text. Students begin by brainstorming everything they have already known about a topic. Its aim are more diverse. It helps readers elicit prior knowledge of the topic of the text, set a purpose for reading, monitor their comprehension, assess their comprehension of the text, and expand ideas beyond the text.
According to Ros & Vaughn (2002: 179), “Know-Want-Learn (KWL) is an instructional reading strategy that is used to activate the students’ background knowledge, assist students in setting purposes for reading, and help students to monitor reading comprehension by using graphic organizer.” In this definition, four important concepts of Know-Want-Learn (KWL) strategy are used. Firstly, Know-Want-Learn (KWL) is an instructional reading technique to aid the teaching of reading. It uses graphic organizer namely KWL chart to help the students record their thinking process before, during, and after reading. Secondly, Know-Want-Learn (KWL) strategy is designed to activate students’ background knowledge. By using Know-Want-Learn (KWL) strategy, the teacher can help the students recall the information stored in their mind which is related to the topic. Thirdly, Know-Want-Learn (KWL) strategy can assist students in setting purposes for reading. By the use of Know-Want-Learn strategy, the teacher can encourage the students to determine why they are reading a specific text. Fourthly, (Ros & Vaughn, 2002: 179), Know-Want-Learn (KWL) strategy consists of three basic stages,

1) Know: In K stage or Know the students access their background knowledge to the text by listing what they already know about a specific topic. 2) Want: In W stage or Want the students determine
what they want to know by making questions related to the topic. 3) Learn: And finally assess what the students learn in the L stage or Learn, it means the students start to learning the topic that given by the teacher.

From the definition above, *Know-Want-Learn (KWL)* strategy can be concluded as a strategy which has well-organized steps to be followed by the students. The strategy combines the use of reading strategies in the effort to improve reading comprehension. The researcher uses the definition from Ros & Vaughn (2002: 179) because this step was easier to understand by students.

b. Procedure of KWL Strategy

According to Ogle (1987) KWL is an instructional scheme that develops active reading of expository texts by activating learners background knowledge. It provides a structure for recalling what learners know about a topic, noting what they want to know, and finally listing what has been learned and is yet to be learned. Learners begin by brainstorming everything they Know about the topic. The relevant information is recorded in the K column of the KWL scheme. Learners then generate a list of questions about what they Want to know about the topic. These questions are listed in the W column. During or after reading, learners answer these questions. What they have learned is recorded in the L column.
Purpose of the Know-Want-Learn (KWL) strategy provides a structure for activating and building prior knowledge, establishing a purpose for reading and for summarizing what was learned. The strategy can help students reflect and evaluate their learning experience, as well as serve as a useful assessment tool for teachers. According to Burke (2005), KWL guides students through their reading material. Although the process begins as a before reading activity, its primary purpose is to develop a framework which students can use as they read.

The Procedure of Know-Want-Learn (KWL) strategies include three steps. First, provide students with the opportunity to brainstorm and list the ideas in the K items and details that they already know about a topic. Second, they review the topic again and consider what they still want to know. They list these items in the W section of the chart. Items should be listed as questions. Third, as they read or after they read, students add details that they have learned while reading. They list these items in the L section of the chart. The activities of KWL strategy:

1) K (What I Know)

Prepare questions in advance to help students brainstorm their ideas. Prompt students what they
already know. Require that students explain their associations. Explaining associations helps students provide specific details and requires them to put some thought into their answers. Teacher might ask them, what they think of that.

2) W (What I Want to Learn)

Explain that want is best defined as what they need to know or learn. Ask alternate questions in order to prompt student responses. Questions may include what the students want to learn about the topic. Refer back to the K section of the chart. The teacher asks students what the students want learn about the topic.

3) L (What I Learned)

Remind students that they should try to answer their W questions as they fill in the L column. Encourage students to write any new and interesting information that they learned. Suggest students search in other sources for the answers to questions that were left unanswered in the text.

Successful learners link prior knowledge to new information, then reorganize it to create own meaning and learning. Know-Want-Learn (KWL) strategy helps students to do this. It provides a framework that students can use to
construct meaning from new material. It is a literacy strategy that teachers can easily modify to meet students learning needs at any level and in any content area.

Following is an example of a completed K-W-L chart that students might complete if they were reading a text about Whales.

**Table 2.2 chart of KWL Strategy**

<table>
<thead>
<tr>
<th>What I know</th>
<th>What I want to know</th>
<th>What I have learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whales are very big. Their blubber keeps them warm in the ocean.</td>
<td>1. How much do they weigh? 2. How do whales breathe? 3. How many babies at one time can they have?</td>
<td>1. They can weigh up to 180 tons. 2. Whales have lungs and must come to the surface to breathe. 3. They can have one baby at one time.</td>
</tr>
</tbody>
</table>

**c. Advantages and Disadvantages of KWL Strategy**

Each strategy definitely has the advantages and disadvantages to be used in teaching and learning process. It applies as well in *Know-Want-learn (KWL)* strategy. According to Ibrahim (2012), there are six advantages of KWL strategy. They are:

1) Appropriate for all education levels from beginners up to advanced.
2) Can be used for all skills but it is most suitable for reading skill.

3) Helps students to monitor their comprehension and knowledge.

4) Encourages students to do critical thinking.

5) Makes teacher and students become more interactive in the teaching and learning process.

6) Sets out a purpose for reading, and the last it means that readers have some ideas about the text before read the whole text and focus to find the important points while reading.

On the other hand, the disadvantages of Know-Want-Learn (KWL) strategy based on Ibrahim (2012) are difficult for students with prior knowledge, it takes time to complete, and it is not effective for reading fiction material.
B. Previous Research

In order to improve understanding to this research that focus on the reading comprehension, the researcher present five relevant studies.

The first research has been done by Katmono (2012). This research was conducted in two cycles. The researcher used three research instruments. There are observation check list, questionnaire, and test. Based on the result of this research, the implementation of K-W-L Strategy can improve students’ reading skill. It was seen from the lowest score in cycle 1 is 73.59 became 80.39 in cycle 2. The score of cycle 3 was 78.80. The questionnaire result showed that students enjoyed and became active during teaching learning process. It can be seen from the lowest percentage in cycle 1 is 55.09 become 76.32. Finally, the researcher gives suggestion that english teachers can use K-W-L Strategy as an alternative strategy in teaching reading.

The second research was conducted by Dieu’s (2015). The purpose of his research are to change students from negative attitude to positive feeling towards reading class after KWL method was used and to improve Vietnamese students’ reading skill as well as catching the main idea in the reading texts in order to have successful communication in English.
The third researches has been done by Muthoharoh (2015). The main purposes of her research are to find out students interest toward spoof text and their reasons and too find out whether the use of Spoof text as a media and KWL as a technique is effective to improve the students in reading comprehension.

The four researches has been done by Hamdan (2014). The main purpose of his research was to examine the effectiveness of the K-W-L strategy on the performance of the Jordanian Tenth Grade male students in reading comprehension. To achieve this aim, the sample of the study was selected from a private school and a public school. They participants were divided into an experiment group and a control group.

The five researches has been done by Pertiwi (2017). This research was intended to investigate whether the cooperative script is effective to improve reading comprehension ability. The result of this research is the implementation of cooperative script technique in teaching reading comprehension effective to improve students’ reading skill.

In short, compared to the previous studies above, this research has some differences from the previous ones such as the subject of the research in which researcher examines Know-Want-Learn (KWL) strategy for SMA N 1 Suruh at the tenth grade students since there is no research that has been conducted for SMA N 1 Suruh with the implementation of KWL (Know-Want-Learn) strategy and for this
research the researcher use Classroom Action Research (CAR) since the previous research do not deal with this issue yet.

By considering the five previous researches, the researcher would like to conduct research entitled “The Implementation of KWL (Know Want Learn) Strategy to Improve Students’ Reading Comprehension for the Tenth Grade Of SMA Negeri 1 Suruh in the Academic Year 2018/2019”. This research is an Action Classroom Research.
CHAPTER III

IMPLEMENTATION OF RESEARCH

In this chapter, the researcher carries out the implementation of research, include: the procedures of the research (cycle I, cycle II, the passing grade of successful).

A. The Procedures of the Research

In this research, the researcher uses classroom action research (CAR). According to Muchith, Kisbiyanto, and Mohtarom (2009: 9) “Classroom action research is the reflective research that make certain action to repair or improve learning process in class more professional”.

In this research, researcher uses 2 cycles that contain four steps for each cycle, there are: planning, action, observation, and reflection.

The activities in each cycle are as follows:

1. Cycle I

In cycle I, the researcher needs two of the meeting. The researcher used Know-Want-Learn (KWL) strategy to improve the students’ reading comprehension. The procedure as bellow:
a. Planning

In this stage, the researcher planned what action would be done in using and applying *Know-Want-Learn (KWL)* strategy in teaching reading comprehension. The activity in the planning was presented as below:

1) Selecting the materials based on the syllabus.
2) Preparing the materials, making the lesson plans and designing the steps in doing the action.
3) Preparing teaching aids (e.g. blank paper, camera, pen),
4) Preparing sheet for classroom observation, to know the situation of teaching-learning process when the technique is applied,
5) Preparing the test instrument (pre-test and post-test),
6) Preparing the list of students’ name and scoring.

The preparation was designed in order to gain the purpose of the teaching-learning process. Students are supposed to improve their reading to the materials are given.

b. Acting

After the preparation finished, the researcher did the teaching learning process. In this section, the learning process is lead by the teacher. In the acting stage as the stage of implementation the preparation, the researcher presented as below:

1) Giving pre-test for the students
2) Explaining the material (greeting)

3) Explaining the application of *KWL strategy* (the teachers gave one topic, the students tried to brainstorm their idea, giving questions and wrote the answer in a KWL table)

4) Giving the students opportunity to ask and show up their idea about the material and method

5) Giving the students change to work in group

6) Giving opportunity for the students to share their idea with others

7) Giving post-test

c. **Observing**

   In this research, the researcher is as the observer. She observes the students’ in teaching learning activity by using observation sheet. Besides using observation sheet, observer also takes picture as documentation.

d. **Reflecting**

   Reflecting is a research finding analysis. At this point, the researcher reflected on, evaluate, and describe the effects of the action. The researcher evaluated the activities that have been done. The teacher and the researcher discussed to make an evaluation what should they do to solve the problems. The researcher analyzes the data from the test and observation sheet of Cycle 1.
2. Cycle II

In cycle II, the researcher needs of two meeting. The second cycle did based on the result of reflection from the cycle I. The procedures were as follow:

a. Planning

In the planning phase of the second cycle, the researcher would do several activities that would be designed as below:

1) The researcher identifies the problem and makes the solution to the problems.
2) Preparing the material and lesson plan
3) Designing procedure for doing the action again.
4) Preparing list of the students’ name and scoring.
5) Making an observation sheet (to know the situation of teaching learning process when strategy is implemented).
6) Making the instrument such as evaluation questions (to know whether students’ reading comprehension improve or not when the strategy is applied). Pre-test was given to the students before applying KWL strategy in meeting land post-test is given after applying KWL strategy.
7) The teacher concluded the material and gave feedback after the lesson.
b. Acti

The action in cycle II is quite similar with the action in cycle I. In this section, the learning process was led by the teacher. The activities in cycle II were:

1) Giving more explanation about the material.
2) Giving post-test II about the material with multiple choice, essay and close text.

c. Observing

The researcher observes students and teacher activity by using an observation sheet. The observation sheet similar with the observation sheet in cycle I.

d. Reflecting

Reflecting is a research finding analysis. At this point, the researcher reflected on, evaluate, and describe the effects of the action. The researcher evaluated the activities that have been done. The teacher and the researcher discussed to make an evaluation what should they do to solve the problems. The researcher analyzes the data from the test and observation sheet of Cycle I.
B. The Passing Grade of Successful

The students’ success and failure in doing the activities plan above were assessed by referring to the criterion of the passing grade. The passing grade of English lesson in SMA N 1 Suruh was 75. The teacher and the researcher expected that there are at least 85% of the students who passed the passing grade. If the students passed the target, it could have been concluded that the treatment was successfully to improve students’ reading comprehension on descriptive text.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the researcher shows the findings of the research by discussing the improvement of students’ reading comprehension by using *Know-Want-Learn (KWL) strategy*

A. Research Findings

The research consists of two cycles, each cycle consists of planning, implementation of action, observation, and reflection. All steps of this research would be explained in the description below:

1. Cycle I

   a. Plan

   In the planning stage of cycle I the researcher analyzed the syllabus and the researcher discussed the topic and source of the material with the teacher which would to used in teaching and learning process. The researcher also prepared several instruments, they were as follows:

   1) Syllabus

   To arrange the lesson plan, the researcher used syllabus of Senior High School from English teacher of SMA N 1 Suruh. It can be seen in appendices.
2) Lesson plan

The lesson plan was used to control the teaching and learning process in this research. The researcher used it as a guide to managing time and activities during teaching and learning process in the class.

3) Material

The researcher prepared the material based on the topic Descriptive Text like a definition, generic structure, language feature, purpose, and example.

4) Observation checklist

Observation checklist was arranged to know the students’ and teachers’ activities during the teaching and learning process.

5) Students’ Attendance List

The researcher prepared the students’ attendance list to know a total of the students in the class and follow the lesson.

6) Teaching Aid

The researcher prepared some instrument. They were board-marker, and handout for students (Descriptive Text). The researcher also provided the material and tools to succeed the action.

7) Pre-test and Post-test

The researcher prepared the pre-test and post-test to know the ability of students’ reading comprehension before and after
using **KWL strategy** in the learning process. The researcher gave the pre-test before **KWL strategy** was implemented to known ability of students reading comprehension. The researcher gave the post-test after **KWL strategy** was implemented to know the result of students’ reading comprehension.

**b. Action**

The cycle I was held on Monday, January 21, 2018, in SMA N 1 Suruh. The teacher was Mrs. Farida Rini Astuti, S.Pd and the researcher Dwi Jayanti role as observer. The researcher had a partner to take photos for documentation. The teacher and the researcher entered the class at 01.00 p.m. Before started the lesson, the teacher informed the students that a few days later the class would be observed by the researcher. The teacher started the lesson by greeted “**Assalamu’alaikum, good afternoon class?**”. Then the students replied “**waalaikumsalam, good afternoon mom**”. The teacher asked about their condition such “**how are you today?**” The students answered, “**I’m fine, thank you, and you?**” The teacher answered, “**I’m very well too, thank you**”. Then the teacher asked the students to opened the lesson by reciting **basmallah together** “**Bismillahirrahmanirrahim**” (students & teacher).

The teacher conveyed the purpose of coming in the class and gave the researcher time to introduce herself. After that, the teacher checked the students’ attendance list. Then the teacher asked to the
students “Are you ever know about descriptive text?” Then the students answer “not yet mom”.

After giving a little explanation about descriptive text, the teacher told that the students would do a pre-test. The teacher gave the task for the students to fulfill in the table about descriptive text. The teacher gave a sheet of paper for students. Then, the teacher told that they would do a pre-test in 20 minutes. The teacher asked the students to do by themselves and allowed them to open dictionary.

After the students finished the pre-test, the teacher collected the pre-test. And then, the teacher gave a handout about material today to the students and asked them to explain the meaning about definition of descriptive text, the purpose, the generic structure, and language features of descriptive text. Because the students could not answer the meaning of the definition descriptive text, the teacher explained in bahasa in order to make the students understood about the material.

Before the teacher gave the treatment of Know- Want- Learn (KWL) strategy, she gave an example of descriptive text. After the teacher explained and gave example of the material, the teacher used Know- Want- Learn (KWL) strategy. The teacher divided the students in a some of group, one group consist of 4-5 students. Then, the teacher gave 1 text to each of the group. The teacher asked all of the member in the group to read the text and wrote what they know, what
they want to know and what they have learned about the text in 15 minutes.

The teacher around the group during the treatment and asked the students “Have you getting a difficult meaning?” some of the students answer yes and then the teacher answer the question. After that, the teacher made the conclusion about the material today. Before the teacher closed the class, the teacher gave a post-test to the students. Then the teacher gave the sheet of paper of post-test. The teacher gave 25 minutes to do a post-test about descriptive text. After the students finished the post-test the teacher collected the post-test. And then, the teacher closed the class by saying “Thanks for your good attention and great participation, Wassalamualaikum warahmatullahiwarahmatuh”. The lesson closed at 02.30 p.m.

c. Observation

The researcher observed the students and the teacher activity by using observation checklist in the learning process. This observation was purposed to know how far the situation and enthusiasm of the students and teacher activity during teaching and learning process. The explanation of the result of the student’s and the teacher’s observational checklist is as follows:
Table 4.1 Students’ Observation Checklist of Cycle 1

<table>
<thead>
<tr>
<th>No.</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Paying attention</td>
<td>√</td>
<td></td>
<td>All of the students pay attention to the answer the greeting.</td>
</tr>
<tr>
<td>2.</td>
<td>Asking question</td>
<td>√</td>
<td></td>
<td>Few students who asking.</td>
</tr>
<tr>
<td>3.</td>
<td>Responding to question</td>
<td>√</td>
<td></td>
<td>There were students answered teacher question</td>
</tr>
<tr>
<td>4.</td>
<td>Accomplish task</td>
<td>√</td>
<td></td>
<td>All of the students did the task</td>
</tr>
<tr>
<td>5.</td>
<td>Being enthusiastic in application KWL strategy</td>
<td>√</td>
<td></td>
<td>They felt enjoy the application of KWL strategy</td>
</tr>
</tbody>
</table>

Table 4.2 Teachers’ Observation Checklist of Cycle 1

<table>
<thead>
<tr>
<th>No.</th>
<th>The teachers’ activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Prepared the material well</td>
<td>√</td>
<td></td>
<td>The teacher prepared the lesson plan and material well</td>
</tr>
<tr>
<td>2.</td>
<td>Greeting students before the lesson begin</td>
<td>√</td>
<td></td>
<td>The teacher greeted the students and students</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The teacher checking the students</td>
<td>√</td>
<td>The teacher called the students one by one</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Giving motivation</td>
<td>√</td>
<td>The teacher gave motivation for students to spirit to reach dreams</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Reminding previous material</td>
<td>√</td>
<td>The teacher not reminding the previous material</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Giving an explanation of the material</td>
<td>√</td>
<td>Explaining about descriptive text</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Preparing and giving the material of descriptive text through Know-Want-Learn (KWL) strategy to teach reading comprehension</td>
<td>√</td>
<td>The teacher implemented a design of <strong>KWL strategy</strong> and accordance with the material which showed to the students</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Using Know-Want-Learn (KWL) strategy in learning process</td>
<td>√</td>
<td>The teacher implemented <strong>KWL strategy</strong> to teach descriptive text</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Giving opportunity for asking the questions</td>
<td>√</td>
<td>The teacher gave time to the student about</td>
<td></td>
</tr>
</tbody>
</table>
Based on the students’ observational checklist above, the researcher observing and monitoring all the students’ on the learning activity. In the class, the students understood about the material even though the teacher explained until 3-4 time. Some of students active and responsive during the learning process.

The researcher got the data from the test of the cycle I and analyzed the data of pre-test and post-test based on rubric reading assessment. The researcher analyzed the data of pre-test and post-test. The calculation and result of both tests are presented below:
1) The Score of Pre-test and Post-test Cycle I

**Table 4.3 The Students’ Score of Pre-Test and Post-Test Cycle I**

<table>
<thead>
<tr>
<th>No</th>
<th>Student's name</th>
<th>Score pre-test (X)</th>
<th>Score post-test (Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AWH</td>
<td>65</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>AFK</td>
<td>80</td>
<td>85</td>
</tr>
<tr>
<td>3</td>
<td>DSP</td>
<td>70</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>DNW</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>5</td>
<td>DAR</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>6</td>
<td>DAI</td>
<td>60</td>
<td>75</td>
</tr>
<tr>
<td>7</td>
<td>FA</td>
<td>60</td>
<td>85</td>
</tr>
<tr>
<td>8</td>
<td>GB</td>
<td>65</td>
<td>70</td>
</tr>
<tr>
<td>9</td>
<td>HWS</td>
<td>65</td>
<td>75</td>
</tr>
<tr>
<td>10</td>
<td>IF</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>11</td>
<td>IA</td>
<td>80</td>
<td>90</td>
</tr>
<tr>
<td>12</td>
<td>MKA</td>
<td>80</td>
<td>85</td>
</tr>
<tr>
<td>13</td>
<td>MPA</td>
<td>85</td>
<td>90</td>
</tr>
<tr>
<td>14</td>
<td>MRS</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>15</td>
<td>NMA</td>
<td>55</td>
<td>70</td>
</tr>
<tr>
<td>16</td>
<td>NA</td>
<td>65</td>
<td>75</td>
</tr>
<tr>
<td>17</td>
<td>RWP</td>
<td>80</td>
<td>70</td>
</tr>
<tr>
<td>18</td>
<td>SSL</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>19</td>
<td>SS</td>
<td>60</td>
<td>65</td>
</tr>
<tr>
<td>20</td>
<td>SAM</td>
<td>70</td>
<td>75</td>
</tr>
<tr>
<td>21</td>
<td>SMS</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>22</td>
<td>SSK</td>
<td>60</td>
<td>65</td>
</tr>
<tr>
<td>23</td>
<td>WS</td>
<td>55</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>=</td>
<td>1575</td>
<td>1745</td>
</tr>
</tbody>
</table>

From the student’s score in the pre-test and post test of the cycle 1 above, the researcher can calculate the number of students who passed the passing grade.
Table 4.4 Calculation of Passing Grade of the Pre-test and Post-test in the cycle 1

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade of Pre-test</th>
<th>Percentage of Pre-test</th>
<th>Grade of Post-test</th>
<th>Percentage of Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;75</td>
<td>6</td>
<td>26%</td>
<td>9</td>
<td>39%</td>
</tr>
<tr>
<td>75</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>22%</td>
</tr>
<tr>
<td>&lt;75</td>
<td>17</td>
<td>74%</td>
<td>9</td>
<td>39%</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100%</td>
<td>23</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the data above, it could be concluded they had been any improvement from cycle I. The students who pass the passing grade in the pre-test of cycle I was 26%. In the post-test 61% of the students pass the passing grade. The improvement of cycle I was 35%. However, the researcher expected that they were at least 85% of the students’ pass the passing grade.

2) Calculation of mean cycle 1

Table 4.5 Difference Square of Pre-test and Post-test in the Cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Student's Name</th>
<th>Score pre-test (X)</th>
<th>Score post-test (Y)</th>
<th>D</th>
<th>D^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AWH</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>AFK</td>
<td>80</td>
<td>85</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>DSP</td>
<td>70</td>
<td>60</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>DNW</td>
<td>80</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>DAR</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>6</td>
<td>DAI</td>
<td>60</td>
<td>75</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>7</td>
<td>FA</td>
<td>60</td>
<td>85</td>
<td>25</td>
<td>625</td>
</tr>
</tbody>
</table>
3) Mean of pre-test

\[
M = \frac{\sum X}{N}
\]

\[
= \frac{1575}{23}
\]

= 68.47

4) Mean of post-test

\[
M = \frac{\sum Y}{N}
\]

\[
= \frac{1735}{23}
\]

= 75.43

The mean of pre-test was 68.47 and the mean of post-test was 75.43. It means that the result of post-test is higher than pre-test. It can be seen from the data of cycle I that there is a
significant improvement of the students’ reading comprehension after the use of *Know-Want-Learn (KWL) Strategy.*

5) Calculation of Mean difference

\[ MD = \frac{\sum D}{N} \]

\[ = \frac{160}{23} \]

\[ = 6.95 \]

6) Calculation of the Standard Deviation

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ = \sqrt{\frac{2350}{23} - \left(\frac{160}{23}\right)^2} \]

\[ = \sqrt{102,17 - (6.95)^2} \]

\[ = \sqrt{102,17 - 48.30} \]

\[ = \sqrt{53.87} \]

\[ = 7.33 \]

7) Standard Error for the Mean Difference

\[ SE_{MD} = \frac{SD_D}{\sqrt{N-1}} \]

\[ = \frac{7.33}{\sqrt{22}} \]
\[
T_0 = \frac{M_D}{SE_{MD}}
\]

\[
= \frac{6.95}{1.56}
\]

\[
= 4.45
\]

From the data of cycle I above, the researcher find that the T-test is 4.455 and the T-table with N-1 is 2.068. The value of the T-test is higher than the value of the T-table. So, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected.

d. Reflection

Based on the observation of the cycle 1, the students reading comprehension was improved. It can be seen by average of post-test was higher than pre-test score. First meeting had not given much result. The problem in this meeting were some students lack of vocabularies, their pronunciation were incorrect and also low of grammar comprehension. It was very important to the researcher to continue the next meeting for motivation their interest in English
teaching learning process. The second meeting was carried out as the follow up the first meeting.

The passing grade was 75, and the target of the passing grade was 85%, but only 61% who could reach the target of passing grade. Therefore, the researcher would conduct the cycle II.

2. **Cycle II**

   a. **Plan**

   The researcher prepared some instruments, such as:

   1) **Lesson Plan**

      The teacher prepared the lesson plan that arranged based on the problem in the result of cycle I.

   2) **Material**

      The researcher prepared the material that still some with cycle 1 about Descriptive Text like a definition, generic structure, language feature, purpose, and example.

   3) **Observation checklist**

      Observation checklist was arranged to know the students’ and teachers’ activities during the teaching and learning process.

   4) **Students’ Attendance List**

      The researcher prepared the students’ attendance list to know a total of the students in the class and follow the lesson.

   5) **Teaching Aid**
The researcher prepared some instrument. They were board-marker and handout for students (Descriptive Text). The researcher also provided the material and tools to succeed the action.

6) Pre-test and Post-test

The researcher prepared the pre-test and post-test in this steps.

b. Action

The cycle II was held on Monday, February 11, 2018, in SMA N 1 Suruh. The teacher was Mrs. Farida and the researcher Dwi Jayanti role as observer. The researcher had a partner to take photos for documentation. The teacher and the researcher entered the class at 01.00 p.m.

The teacher started the lesson by greeted “Assalamualaikum wr wb.” All the students answered the greeting. Then the teacher asked to the students to recite Basmallah together. Then all students said, “Bismillahirahmanirrahim”, to start the learning process that day. Then the teacher asked the condition of students “Good afternoon class, how are you today?” the students replied “Good afternoon mom, I am fine thank you, and you?” “I am very well thank you” said the teacher and check their attendance list. Then, the teacher asked some question to students “are you still remembering about material last meeting?”. Then the students answered that they learned about
descriptive text. “Good job, yes we were learning about descriptive text, to refresh your mind I will give you pre test” the teacher said. Some of students say "Mom, don't test again", the teacher answered "Just answer this question, please".

The teacher gave the task for the students to fulfill in the table about descriptive text. The teacher gave a sheet of paper for students. Then, the teacher told that they would do a pre-test in 20 minutes. The teacher asked the students to do by themselves and allowed them to open dictionary. When the students were doing the pre test, the teacher walked around the class to check the students along doing the pre test. One student, MKA feel sleepy. One student, AWH asked to his partner SSK what SSK will do first. Some students looked so confused doing the pre test. Two students, ASDS and MF looked focused on doing the test. Some students use their dictionary first to arrange their correct descriptive text. Almost all of the students focused on doing the test by themselves.

After the students’ finished the pre-test, the teacher collected the pre-test. And then, the teacher gave the treatment for students. The teacher reviewed about the previous material. Then, the teacher asked one of students name IF to explain about descriptive text. She could not clearly explained about descriptive text, so the teacher asked the students by “Anyone could explained again about
"descriptive text"? and "RWP” raise her hand and explained clearly about descriptive text.

Before the teacher gave the treatment of *Know-Want-Learn* (KWL) *strategy*, she explained again about descriptive text and gave an example of descriptive text. After the teacher explained and gave example of the material, the teacher used *Know-Want-Learn* (KWL) *strategy*. The teacher divided the students in a some of group, one group consist of 4-5 students. Then, the teacher gave 1 text to each of the group. The teacher asked all of the member in the group to read the text and wrote what they know, what they want to know and what they have learned about the text in 15 minutes.

The teacher around the group during the treatment and asked the students “Have you getting a difficult meaning?” some of the students answer yes and then the teacher answer the question. After that, the teacher made the conclusion about the material today. Before the teacher closed the class, the teacher gave a post-test to the students. Then the teacher gave the sheet of paper of post-test. The teacher gave 25 minutes to do a post-test about descriptive text. After the students finished the post-test the teacher collected the post-test. And then, the teacher closed the class by saying "Thanks for your good attention and great participation, I hope our material and lesson today could have benefit for you, Good Afternoon and
Wassalamualaikum warahmatullahi wabarakatuh”. The lesson closed at 02.30 p.m.

c. Observation

In the cycle II, the researcher made two observational checklists for the teacher and the students. The explanation of the result of the student’s and the teacher’s observational checklist is as follows:

**Table 4.6 Student’s Observation Checklist of Cycle II**

<table>
<thead>
<tr>
<th>No.</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Paying attention</td>
<td>✓</td>
<td></td>
<td>All of the students pay attention to the answer the greeting.</td>
</tr>
<tr>
<td>2.</td>
<td>Asking question</td>
<td>✓</td>
<td></td>
<td>Few students who asking.</td>
</tr>
<tr>
<td>3.</td>
<td>Responding to question</td>
<td>✓</td>
<td></td>
<td>There were Students answered teacher question</td>
</tr>
<tr>
<td>4.</td>
<td>Accomplish task</td>
<td>✓</td>
<td></td>
<td>All of the students did the task</td>
</tr>
<tr>
<td>5.</td>
<td>Being enthusiastic in application of using KWL strategy</td>
<td>✓</td>
<td></td>
<td>They felt enjoy the application of using KWL strategy</td>
</tr>
<tr>
<td>No.</td>
<td>The teachers’ activity</td>
<td>Yes</td>
<td>No</td>
<td>Description</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------</td>
<td>-----</td>
<td>----</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1.</td>
<td>Prepared the material well</td>
<td>√</td>
<td></td>
<td>The teacher prepared the lesson plan and material well</td>
</tr>
<tr>
<td>2.</td>
<td>Greeting students before the lesson begin</td>
<td>√</td>
<td></td>
<td>The teacher greeted the students and students answered the greeting</td>
</tr>
<tr>
<td>3.</td>
<td>The teacher checking the students</td>
<td>√</td>
<td></td>
<td>The teacher called the students one by one</td>
</tr>
<tr>
<td>4.</td>
<td>Giving motivation</td>
<td>√</td>
<td></td>
<td>The teacher gave motivation for students to spirit to reach</td>
</tr>
<tr>
<td></td>
<td>dreams</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Reminding previous material</td>
<td>√</td>
<td>The teacher not reminding the previous material</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Giving an explanation of the material</td>
<td>√</td>
<td>Explaining descriptive text</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Preparing and giving the material of descriptive text through using KWL strategy to teach reading comprehension</td>
<td>√</td>
<td>The teacher used a design of using KWL strategy and accordance with the material which showed to the students</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>using KWL strategy in learning process</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>Giving opportunity for asking the questions</td>
<td>✓</td>
<td>The teacher gave time to the student about everything to asked question</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guiding and helping the students’ difficulties during learning</td>
<td>✓</td>
<td>The teacher guided and helped students to solve the difficulties</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Giving feedback after lesson</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The researcher got the data from the test of the cycle II and analyzed the data of pre-test and post-test based on rubric reading comprehension. The researcher analyzed the data of pre-test and post-test. The calculation and result of both tests are presented below:
1) The Score of Pre-test and Post-test Cycle II

Table 4.8 The Students’ Score of Pre-Test and Post-Test

<table>
<thead>
<tr>
<th>No</th>
<th>Student's name</th>
<th>Score pre-test (X)</th>
<th>Score post-test (Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AWH</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>AFK</td>
<td>80</td>
<td>90</td>
</tr>
<tr>
<td>3</td>
<td>DSP</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>4</td>
<td>DNW</td>
<td>85</td>
<td>90</td>
</tr>
<tr>
<td>5</td>
<td>DAR</td>
<td>85</td>
<td>90</td>
</tr>
<tr>
<td>6</td>
<td>DAI</td>
<td>80</td>
<td>90</td>
</tr>
<tr>
<td>7</td>
<td>FA</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>8</td>
<td>GB</td>
<td>70</td>
<td>90</td>
</tr>
<tr>
<td>9</td>
<td>HWS</td>
<td>75</td>
<td>80</td>
</tr>
<tr>
<td>10</td>
<td>IF</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>11</td>
<td>IA</td>
<td>80</td>
<td>75</td>
</tr>
<tr>
<td>12</td>
<td>MKA</td>
<td>65</td>
<td>80</td>
</tr>
<tr>
<td>13</td>
<td>MPA</td>
<td>85</td>
<td>90</td>
</tr>
<tr>
<td>14</td>
<td>MRS</td>
<td>70</td>
<td>95</td>
</tr>
<tr>
<td>15</td>
<td>NMA</td>
<td>70</td>
<td>85</td>
</tr>
<tr>
<td>16</td>
<td>NA</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>17</td>
<td>RWP</td>
<td>85</td>
<td>90</td>
</tr>
<tr>
<td>18</td>
<td>SSL</td>
<td>80</td>
<td>90</td>
</tr>
<tr>
<td>19</td>
<td>SS</td>
<td>65</td>
<td>80</td>
</tr>
<tr>
<td>20</td>
<td>SAM</td>
<td>80</td>
<td>85</td>
</tr>
<tr>
<td>21</td>
<td>SMS</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>22</td>
<td>SSK</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>23</td>
<td>WS</td>
<td>70</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1720</td>
<td>1935</td>
</tr>
</tbody>
</table>

From the student’s score in the pre-test and post test of the cycle II above, the researcher can calculate the number of students who passed the passing grade.
Table 4.9 Calculation of Passing Grade of the Pre-test and Post-test in the cycle II

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade of Pre-test</th>
<th>Percentage of Pre-test</th>
<th>Grade of Post-test</th>
<th>Percentage of Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;75</td>
<td>9</td>
<td>39%</td>
<td>20</td>
<td>87%</td>
</tr>
<tr>
<td>75</td>
<td>2</td>
<td>9%</td>
<td>2</td>
<td>9%</td>
</tr>
<tr>
<td>≤75</td>
<td>12</td>
<td>52%</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100%</td>
<td>23</td>
<td>100%</td>
</tr>
</tbody>
</table>

Before conducting the action for the Cycle I, the researcher expected that 85% of the students could pass the passing grade. From the data above, it could be concluded that there was an improvement from the pre-test. The students who pass the passing grade in the pre-test of the cycle II was 48%. In the post-test was 96% of the students pass the passing grade. There was an improvement as many as 48%. It means that the expectation was successfully achieved. Therefore, the researcher did not conduct the next cycle.
2) Calculation of Mean cycle II

**Table 4.10 Difference Square of Pre-test and Post-test in the Cycle II**

<table>
<thead>
<tr>
<th>No</th>
<th>Student's Name</th>
<th>Score pre-test (X)</th>
<th>Score post-test (Y)</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AWH</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>AFK</td>
<td>80</td>
<td>90</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>DSP</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>DNW</td>
<td>85</td>
<td>90</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>DAR</td>
<td>85</td>
<td>90</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>DAI</td>
<td>80</td>
<td>90</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>FA</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>8</td>
<td>GB</td>
<td>70</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>9</td>
<td>HWS</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>10</td>
<td>IF</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>11</td>
<td>IA</td>
<td>80</td>
<td>75</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
<td>12</td>
<td>MKA</td>
<td>65</td>
<td>80</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>13</td>
<td>MPA</td>
<td>85</td>
<td>90</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>14</td>
<td>MRS</td>
<td>70</td>
<td>95</td>
<td>25</td>
<td>625</td>
</tr>
<tr>
<td>15</td>
<td>NMA</td>
<td>70</td>
<td>85</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>16</td>
<td>NA</td>
<td>75</td>
<td>75</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>17</td>
<td>RWP</td>
<td>85</td>
<td>90</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>18</td>
<td>SSL</td>
<td>80</td>
<td>90</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>19</td>
<td>SS</td>
<td>65</td>
<td>80</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>20</td>
<td>SAM</td>
<td>80</td>
<td>85</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>21</td>
<td>SMS</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>22</td>
<td>SSK</td>
<td>70</td>
<td>70</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>23</td>
<td>WS</td>
<td>70</td>
<td>85</td>
<td>15</td>
<td>225</td>
</tr>
</tbody>
</table>

| Σ    | 1720 | 1935 | 210 | 2900 |
3) Mean of Pre-Test

\[
M = \frac{\Sigma x}{N} = \frac{1720}{23} = 74.75
\]

4) Mean of Post-test

\[
M = \frac{\Sigma y}{N} = \frac{1935}{23} = 84.13
\]

The mean of the pre-test of cycle II was 74.75 and the mean of the post-test was 84.13. It means that the result of post-test is higher than the pre-test. It can be seen that there is a significant improvement of the students’ reading comprehension after the use of Know- Want- Learn (KWL) strategy.

5) Calculation of Mean Difference

\[
MD = \frac{\Sigma D}{N} = \frac{210}{23} = 9.13
\]
6) Calculation of the Standard Deviation

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ = \sqrt{\frac{2900}{23} - \left(\frac{210}{23}\right)^2} \]

\[ = \sqrt{126.08 - (9.13)^2} \]

\[ = \sqrt{126.08 - 83.35} \]

\[ = \sqrt{42.73} \]

\[ = 6.53 \]

7) Standard Error for the Mean Difference

\[ SE_{MD} = \frac{SD_D}{\sqrt{N-1}} \]

\[ = \frac{6.53}{\sqrt{23-1}} \]

\[ = \frac{6.53}{\sqrt{22}} \]

\[ = \frac{6.53}{4.69} \]

\[ = 1.39 \]

8) Calculation of T-test

\[ T_0 = \frac{M_D}{SE_{MD}} \]

\[ = \frac{9.13}{1.39} \]

\[ = 6.56 \]
From the data of the cycle II above, the researcher and the teacher find that T-test is 6.568, and the T-table with N-1 is 2.068. The significant level is 5%. The value of T-test is bigger than the value of the T-table. So, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. Therefore, the researcher and the teacher concluded that the result of the cycle II was really significant. Finally, the teacher and the researcher successfully conduct this research. It also means that Know- Want- Learn (KWL) strategy could improve the students’ understanding on descriptive text at the tenth grade students of SMA N 1 Suruh in the academic year of 2018/2019.

d. Reflection

The teacher along with the researcher reflected the revised lesson plan and the action of the cycle II. The students’ score of cycle II and the observations’ checklist were used to make a proper reflection. In cycle II, the teacher emphasized to review the material and analyze the example of descriptive text deeply. The teacher gave the clues of descriptive text from that example. Finally, this revised teaching-learning process could improve the students’ score in pre-test and post-test.

The passing grade for English lesson in SMA N 1 Suruh at the tenth grades was 75. The students’ scores in the post-test of the cycle II show that there was 96% of the students who got the score higher than KKM. The students’ answers in the post-test of the cycle II were better.
Some students can answer the questions correctly. In the pre-test of the cycle II, there was 48% of the students who got the score higher than KKM. It means that, after reflection from the cycle I and controlling time according lesson plan that has been in edit applied in the action of the cycle II, the students’ scores improve as many as 48% in the post test of the cycle II. Finally, the teacher and the researcher stop the cycle because 90% of the students have already passed the passing grade.

B. Discussion

After analysis of the student’s score in the cycle I and cycle II, the researcher concluded that there was significant improvement of the students’ reading comprehension after using Know-Want-Learn (KWL) strategy. The improvement could be seen as follows:

Table 4.11 Data Analysis

<table>
<thead>
<tr>
<th>No</th>
<th>Analysis</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean of pre-test</td>
<td>69.56</td>
<td>76.52</td>
</tr>
<tr>
<td></td>
<td>Mean of post-test</td>
<td>76.73</td>
<td>85.43</td>
</tr>
<tr>
<td>2.</td>
<td>Total of the students who pass the passing grade (≥75)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>26%</td>
<td>48%</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>61%</td>
<td>96%</td>
</tr>
<tr>
<td></td>
<td>Improvement</td>
<td>35%</td>
<td>48%</td>
</tr>
<tr>
<td>3.</td>
<td>T-Table with N-1(N=22)</td>
<td>2.068</td>
<td>2.068</td>
</tr>
<tr>
<td>4.</td>
<td>T-test</td>
<td>4.455</td>
<td>6.568</td>
</tr>
</tbody>
</table>

From the data above, it could be seen that T-test was higher than T-table. It means that there was any significant improvement of the
students’ reading comprehension after using Know-Want-Learn (KWL) strategy. The improvement also could seen from the total of the students who got the score higher than passing grade. The improvement can also be seen from the total of the students who pass the passing grade. In the cycle I, the improvement was 35% and in the cycle II was 48%. It means that there was an improvement as many as 13% from cycle I up to cycle II. On the result among T-test of the cycle I and cycle II the use of KWL strategy was successful to improve students’ reading comprehension. It could be seen from the table, T-test of cycle I was 4.455 and cycle II was 6.568. This T-test was higher than T-table (2.068). The result of this research is the implementation of Know-Want-Learn (KWL) strategy in teaching reading comprehension effective to improve students’ reading skill.

From the result above, the researcher wants to deliver that the use of Know-Want-Learn (KWL) strategy can improve students’ reading comprehension and it is appropriate with the relevant previous studies. The researcher takes the first research which is conducted Muthoharoh (2015). In her research, the researcher conclude that Know-Want-Learn (KWL) strategy is an appropriate strategy to improve students’ reading comprehension. The second research is conducted by Katmono (2012). The result of this research is the implementation of Know-Want-Learn (KWL) strategy in teaching reading comprehension effective to improve students’ reading skill.
Based on the result above, the researcher can conclude that the **Know- Want- Learn (KWL) strategy** can improve the students’ reading comprehension.
CHAPTER V

CLOSURE

This chapter presents the conclusions and the suggestions of this research. The conclusions and the suggestions are taken based on the research.

A. Conclusion

After the research was conducted, the researcher drew conclusion of the using of *Know- Want- Learn (KWL) strategy* on students reading comprehension for the tenth grade of SMA N 1 Suruh in the academic year of 2018/2019, the researcher can conclude based on the findings discussed in the previous chapter that:

1. The implementation of using *KWL Strategy* to improve students’ reading comprehension for the tenth grade of SMA N 1 Suruh in the academic year of 2018/2019 shows that there was any improvement of students’ reading comprehension. The researcher got the information from cycle I and cycle II. The implementation of this study was divided into three parts. The first part, the teacher conducted pre-test, the teacher gave pre-test to the students for about 20 minutes. The second part, the teacher explain about descriptive text and conducting treatment by using *KWL strategy*. The teacher gave some examples to the students. The third part was post-test. The teacher gave post-test to the students. The post-test was done for about 25 minutes. The
researcher analyzed the students’ reading comprehension on descriptive text, and they increased their skill from cycle I until cycle II. The using of KWL strategy can improve the students’ reading comprehension for the tenth grade of SMA N 1 Suruh in the academic year of 2018/2019.

2. The results of the use of Know- Want- Learn (KWL) strategy at the tenth grade students of SMA N 1 Suruh in the academic year of 2018/2019 show that the students who got the score higher than the passing grade are only 26% and 61% in the cycle I. Besides, the mean of pre-test was 68.47 and post-test was 75.33. On the results of cycle II, there was 48% and 96% of students who got the score higher than the passing grade. The mean of pre-test in the cycle II was 74.75 and post-test was 84.13. The improvement of cycle I was 35% and 48% in the cycle II. It means that the improvement from cycle I to cycle II was 13%. Moreover, the T-table with (N-1) is 2.068 and the T-test for cycle I was 4.455 and 6.568 in the T-test for cycle II. The value of the T-test is bigger than the value of the T-table, so the alternative hypothesis (Ho) is accepted and the null hypothesis (Ha) is rejected. These results can be seen from the pre-test and post-test of cycle I and cycle II. Finally, the use of Know- Want- Learn (KWL) strategy was successful to improve students’ reading comprehension.
B. Suggestions

1. For teachers

The results of this research can be the alternative strategy for a teacher in teaching reading. It is suggested that the English teachers should be more creative and innovative to select the teaching strategy. They should find a good way to get their students’ interest in learning English, especially in reading.

2. For students

The results of this research can motivate the students to improve their reading comprehension. Through Know-Want-Learn (KWL) strategy, the students can be enthusiastic and enjoy in teaching and learning process. The students should not be shy and afraid to interpret their opinion. They should be more confident in reading. They should be given more attention to a teacher when the teacher explained the materials in the classroom.

3. For other researchers

It has been known from the research finding that implementation of using Know-Want-Learn (KWL) strategy can improve the student’s reading comprehension. So, the results of this research can be a reference for other researchers who want to conduct a future research about reading comprehension.


Katmono. 2012. *The Implementation Of Know-Want To Know-Learned (KWL) Strategy To Improve Students Reading Skill At The Tenth Grade Of*
SMA Muhammadiyah 4 Balong Ponorogo In Academic Year Of 2012/2013. Ponorogo: Muhammadiyah University of Ponorogo.


Muthoharoh. 2015. The Effectiveness of Using KWL Technique on Spoof Text to Increase Students’ Reading Comprehension of the Tenth Grade Students of MAN 1 Kota Magelang in the Academic Year of 2014/2015. A Graduating Paper. Salatiga: Teacher Training and Education Faculty State Institute of Islamic Studies.


APPENDICES
CURRICULUM VITAE

Name: Dwi Jayanti
Student Number: 113-14-163
Date of birth: May 19th, 1995
Gender: Female
Address: Mukti Jaya, Kecamatan Singkohor, Kabupaten Aceh Singkil
E-mail Address: dwi.e.giovinco@gmail.com
Phone: +62857-6334-2570

Formal Education

2007-2010: Junior High School (SMP) N 1 Singkohor 2010
2010-2013: Senior High School (SMA) N 1 Singkohor 2013
2014-2019: English Education Department, Teacher Training and Education Faculty, State Institute for Islamic Studies (IAIN) Salatiga 2019

Organization Experiences

2014-2019: Member of Mapala MITAPASA IAIN Salatiga
2014-2015: Member of RACANA IAIN Salatiga
2010-2014: Treasurer of IRMAS and Karang Taruna Mukti Jaya
RESEARCH DOCUMENTATION

The students was doing pre-test

The students was doing treatment

The students was doing post-test
The Students was applying KWL Strategy
The teacher was giving explanation

The teacher was giving treatment
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Tingkat Satuan : Sekolah Menengah Atas
Nama Sekolah : SMA NEGERI 1 Suruh
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X / Genap
Topik : Teks Deskriptif
Alokasi Waktu : 4 x 45 menit
Cycle : 1

A. Kompetensi Inti

KI 1 : Menanggapi dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyajikan dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta
informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.4 Teks deskriptif

4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

- Mengidentifikasi fungsi sosial atau tujuan penulisan teks deskriptif
- Mengidentifikasi struktur teks atau generic structure teks deskriptif
- Mengidentifikasi unsur kebahasaan dalam teks deskriptif.

D. Tujuan Pembelajaran

- Setelah mengetahui dan memahami tentang teks deskriptif yang telah dianjurkan, siswa mampu mengerjakan soal-soal yang di berikan guru tentang teks deskriptif dengan menggunakan KWL strategy.
- Siswa mampu bekerja sama dalam kelompok dan dapat mengidentifikasi struktur teks atau generic structure teks deskriptif.
- Siswa mampu mengidentifikasi unsur kebahasaan dalam teks deskriptif.

E. Materi Pembelajaran

- **Fungsi Sosial**
  - Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

- **Struktur Teks**
  - Dapat mencakup:
    - Identifikasi (nama keseluruhan dan bagian)
    - Sifat (ukuran, warna, jumlah, bentuk, dsb.)
    - Fungsi, manfaat, tindakan, kebiasaan

- **Unsur kebahasaan**
  - Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal
- Adverbia terkait sifat seperti *quite, very, extremely, dst.*
- Kalimat dekalraif dan interrogatif dalam tense yang benar
- Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their,* dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

(Materi terlampir)

**F. Metode dan Media Pembelajaran**

| Pendekatan | : Scientific Approach |
| Tehnik     | : KWL Strategy |
| Media      | : Whiteboard, handout, LCD, Laptop, Board Marker, |
| Sumber     | : Internet dan buku pegangan guru |

**G. Langkah-langkah pembelajaran**

**Pertemuan ke-1**

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi kegiatan</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>1. Guru memberi salam (greeting) dan mengajak siswa mengawali kegiatan pembelajaran dengan berdo’a, dan memeriksa kehadiran siswa. 2. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan motivasi 3. Menyampaikan tujuan</td>
<td>15</td>
</tr>
<tr>
<td>Kegiatan inti</td>
<td>Pembelajaran</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td><strong>Mengamati :</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Guru memberikan sebuah teks tentang teks deskriptif, kemudian guru menjelaskan tentang teks descriptive.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Siswa diminta mengamati dan mengidentifikasi teks yang ditunjukan oleh guru.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Dengan bimbingan dan arahan oleh guru peserta didik mengidentifikasi ciri-ciri atau sifat untuk mendeskripsikan suatu benda.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mempertanyakan:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Guru mengarahkan peserta didik untuk bertanya mengenai materi atau bahan ajar tentang materi <em>Descriptive Text</em> yang belum dapat mereka pahami</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mengeksplorasi:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Guru memberikan 2-3 topik tentang descriptive text, siswa memilih salah satu pilihan untuk membuat Text Descriptive.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Guru memberi waktu kepada peserta didik untuk megerjakan soal.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Mengasosiasi:**
1. Siswa menyimpulkan hasil diskusi yang dikerjakan bersama kelompok

**Mengkomunikasikan:**

<table>
<thead>
<tr>
<th>Penutup</th>
<th>1. Peserta didik bersama guru menyimpulkan pembelajaran.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Guru memberikan feedback.</td>
</tr>
</tbody>
</table>

15
Pertemuan ke-2

**POST-TEST 45’**

<table>
<thead>
<tr>
<th>Kegiatan</th>
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2. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan motivasi  
3. Menyampaikan tujuan pembelajaran                                                                                                                      | 10           |
| **Kegiatan inti** | **Mengamati :**  
1. Guru mereview kembali materi pembelajaran tentang teks deskriptif.  
**Mempertanyakan:**  
Guru mengarahkan peserta didik untuk bertanya mengenai materi atau bahan ajar tentang materi *Descriptive Text* yang | 70           |
belum dapat mereka pahami

Mengeksplorasi:

Guru dan siswa menerapkan treatment KWL Strategy, adapun prosedurnya adalah sebagai berikut:

2. Guru memberi lembar kolom KWL dan 4 topik tentang teks deskriptif berbeda pada setiap kelompok
3. siswa secara berkelompok diminta untuk mengidentifikasi makna atau isi dari teks deskriptif dengan mengisi setiap kolom pada lembar KWL yang sudah disediakan
4. Siswa berdiskusi dengan teman sekelompok untuk mengisi dan membuat pertanyaan yang berkaitan dengan teks deskriptif pada setiap kolom KWL.
5. Setiap kelompok saling bertukar lembar jawaban dengan kelompok lain
6. Guru dan siswa mengoreksi secara bersama jawaban dari setiap kelompok agar setiap siswa memahami setiap topik yg diberikan dan memberikan
feedback atau komentar

Mengasosiasi:
1. Guru memberikan soal post test pada siswa

Mengkomunikasikan:

Penutup
1. Peserta didik bersama guru menyimpulkan pembelajaran.
2. Guru memberikan feedback.

H. Penilaian
- Pencapaian fungsi sosial
- Kelengkapan dan keruntutan struktur teks deskriptif
- Ketepatan unsur kebahasaan: tata bahasa, kosakata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan
- Kesesuaian format penulisan/penyampaian

1. Rubric Penilaian

<table>
<thead>
<tr>
<th>No.</th>
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</tbody>
</table>
2. Pedoman Penilaian

**Table 2 Scoring in Essay Test**

<table>
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</tbody>
</table>

a. Jumlah skor maksimal 100

b. Skor : benar soal × nilai jawaban

Salatiga, 11 Januari 2019

Mengetahui,

Guru Kelas

Peneliti

Farida Rini Astuti, S.Pd

NIP. 197002232002122003

Dwi Jayanti

NIM. 11314163
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Tingkat Satuan : Sekolah Menengah Atas
Nama Sekolah : SMA NEGERI 1 Suruh
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X / Genap
Topik : Teks Deskriptif
Alokasi Waktu : 4 x 45 menit
Cycle : 2

A. Kompetensi Inti

KI 1 : Menanggapi dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta
informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.4 Teks deskriptif

4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

- Mengidentifikasi fungsi sosial atau tujuan penulisan teks deskriptif
- Mengidentifikasi struktur teks atau generic structure teks deskriptif
- Mengidentifikasi unsur kebahasaan dalam teks deskriptif.

D. Tujuan Pembelajaran

- Setelah mengetahui dan memahami tentang teks deskriptif yang telah dianjurkan, siswa mampu mengerjakan soal-soal yang di berikan guru tentang teks deskriptif dengan menggunakan KWL strategy.
- Siswa mampu bekerja sama dalam kelompok dan dapat mengidentifikasi struktur teks atau generic structure teks deskriptif.
- Siswa mampu mengidentifikasi unsur kebahasaan dalam teks deskriptif.

E. Materi Pembelajaran

- **Fungsi Sosial**
  Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

- **Struktur Teks**
  Dapat mencakup:
  - Identifikasi (nama keseluruhan dan bagian)
  - Sifat (ukuran, warna, jumlah, bentuk, dsb.)
  - Fungsi, manfaat, tindakan, kebiasaan

- **Unsur kebahasaan**
  - Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal
- Adverbia terkait sifat seperti quite, very, extremely, dst.
- Kalimat dekalraif dan interrogatif dalam tense yang benar
- Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

(Materi terlampir)

F. Metode dan Media Pembelajaran

Pendekatan : Scientific Approach
Tehnik : KWL Strategy
Media : Whiteboard, handout, Board Marker,
Sumber : Internet dan buku pegangan guru

G. Langkah-langkah pembelajaran

Pertemuan ke-1

<table>
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<td></td>
</tr>
<tr>
<td></td>
<td>2. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan motivasi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Menyampaikan tujuan pembelajaran</td>
<td>15</td>
</tr>
<tr>
<td>Kegiatan inti</td>
<td>Mengamati :</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Guru memberikan sebuah teks tentang teks deskriptif, kemudian guru menjelaskan tentang teks descriptive.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Siswa diminta mengamati dan mengidentifikasi teks yang ditunjukan oleh guru.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Dengan bimbingan dan arahan oleh guru peserta didik mengidentifikasi ciri-ciri atau sifat untuk mendeskripsikan suatu benda.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Guru menjelaskan prosedur-prosedur dalam KWL Strategy</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Mempertanyakan:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Guru mengarahkan peserta didik untuk bertanya mengenai materi atau bahan ajar tentang materi <em>Descriptive Text</em> yang belum dapat mereka pahami</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Mengeksplorasi:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Guru memberikan 2-3 topik tentang descriptve text, siswa</td>
<td></td>
</tr>
<tr>
<td>Memilih salah satu pilihan untuk membuat Text Descriptive.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Guru memberi waktu kepada peserta didik untuk megerjakan soal.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Mengasosiasi:**
1. Siswa menyimpulkan hasil diskusi yang dikerjakan bersama kelompok

**Mengkomunikasikan:**

<table>
<thead>
<tr>
<th>Penutup</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Peserta didik bersama guru menyimpulkan pembelajaran.</td>
</tr>
<tr>
<td>2. Guru memberikan feedback.</td>
</tr>
</tbody>
</table>
## Pertemuan ke-2

### POST-TEST 45’

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi kegiatan</th>
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<td><strong>Pendahuluan</strong></td>
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</tr>
<tr>
<td><strong>Kegiatan inti</strong></td>
<td><strong>Mengamati :</strong></td>
<td></td>
</tr>
<tr>
<td>1. Guru mereview kembali materi pembelajaran tentang teks deskriptif.</td>
<td>70</td>
<td></td>
</tr>
<tr>
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<td></td>
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Mengeksplorasi:

Guru dan siswa menerapkan treatment KWL Strategy, adapun prosedurnya adalah sebagai berikut:

2. Guru memberi lembar kolom KWL dan 4 topik tentang teks deskriptif berbeda pada setiap kelompok.
3. Siswa secara berkelompok diminta untuk mengidentifikasi makna atau isi dari teks deskriptif dengan mengisi setiap kolom pada lembar KWL yang sudah disediakan.
4. Siswa berdiskusi dengan teman sekelompok untuk mengisi dan membuat pertanyaan yang berkaitan dengan teks deskriptif pada setiap kolom KWL.
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feedback atau komentar

Mengasosiasi:
1. Guru memberikan soal post test pada siswa

Mengkomunikasikan:

**Penutup**

1. Peserta didik bersama guru menyimpulkan pembelajaran.
2. Guru memberikan feedback.

**H. Penilaian**

- Pencapaian fungsi sosial
- Kelengkapan dan keruntutan struktur teks deskriptif
- Ketepatan unsur kebahasaan: tata bahasa, kosakata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan
- Kesesuaian format penulisan/penyampaian

4. Rubric Penilaian

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5. Pedoman Penilaian

Table. 2 Scoring in Essay Test

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a. Jumlah skor maksimal 100

b. Skor : benar soal x nilai jawaban

Salatiga, 11 Januari 2019

Mengetahui,

Guru Kelas Peneliti

Farida Rini Astuti, S.Pd  Dwi Jayanti

NIP. 197002232002122003  NIM. 11314163
Elephant

Elephant is a herbivor animal and eat all almost all of the vegetations and fruits. They have almost hairless skin, wide ears, four legs, and long trunk. Elephants is known as the largest mammals. The elephants also have very sharp auditory because they have big and wide ears. By these ears, they can hear sounds from a distance about tens kilometer. At the back of the ears, they have one of the softest parts of their body which is called the knuckle. In a zoo, Mahouts (elephant trainers) use their feet to steer or give commands to the animal via tha knuckle. Now, they are a kind of protected animals because their population remains little in their habitat. Their population began to decline year by year.

<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I Know</td>
<td>What I want to Know</td>
<td>What I have Learned</td>
</tr>
</tbody>
</table>
EXERCISE:

1. The text tell us about?
2. What is the purpose of the text above?
3. The most distinguishing characteristic of an elephant is?
4. Where is the elephant live?
5. The text above is in the form of ...
Borobudur Temple

Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 meter high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire upper structure is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways.

The design of Borobudur symbolizes the conception of universe in Buddhist cosmology. It is believed that the universe is divided into three spiritual spheres, kamadhatu, rupadhatu, and arupadhatu. The first sphere, kamadhatu, represents respectively the sphere of desires where we are bound to our desires; the second sphere, rupadhatu, represents forms where we abandon our desires but are still bound to name and form; and the last sphere, arupadhatu, represents formlessness where there is no longer either name or form. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people. With its magnificent size and architecture, no wonder that Borobudur Temple includes 7 wonders of the world.
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</table>

EXERCISE:

1. The text mainly describe..
2. What is the purpose of the text?
3. Where is borobudur located?
4. Mention three spiritual spheres of borobudur temple!
5. What is the meaning of kamadhatu spheres?
PRE-TEST

cycle 2

Name : 
Class : 
No : 

**Giraffe**

Giraffes are the tallest mammals in the world. We can find them in central, eastern and southern Africa. Some of them are also kept in the zoo. A giraffe has a long neck and long legs. The long neck helps it to eat leaves from the tall trees. It pulls the leaves by its long tongue. Around his body, it has spotted patterns. “Giraffa camelopardalis” is its scientific name. On the top of its head, there are small “horns” or knobs. They are used to protect the head when fighting.

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</table>
EXERCISE:

1. The text tells us about...
2. The purpose of the text above is...
3. “A giraffe has a long neck and long leg”, the antonym of the underlined word is...
4. How does the giraffe look like?
5. What is the colour of giraffe?
Danau Toba or Toba Lake is one of the most popular destinations in Indonesia, especially in Medan, North Sumatra. Danau Toba is the largest volcanic lake in Indonesia, even in the Southeast Asia. Which make it more special is taken from the Samosir Island, an Island that settled in the middle of the lake. Lake Toba is an area of 1,707 km², we can say that this is 1,000 km² bigger than Singapore. It formed by a gigantic volcanic eruption some 70,000 years ago, it is probably the largest resurgent caldera on Earth. Pulau Samosir or Samosir Island, The island in the middle, was joined to the caldera wall by a narrow isthmus, which was cut through to enable boats to pass; a road bridge crosses the cutting. Samosir island is the cultural centre of the Batak tribe, the indigenous from North Sumatra.

By the eruption of a super volcano (Mount Toba) was estimated to have caused mass death and extinction of several species of living creatures. The eruption of Mount Toba has led to changes in the earth’s weather and the start into the ice age that affects the world civilization.

Lake Toba is actually more like a sea than a lake considering its size. Therefore, the Lake placed as the largest lake in Southeast Asia and the second largest in the world after Lake Victoria in Africa. Lake Toba is also includes the deepest lake in the world, which is approximately 450 meters.
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EXERCISE:

1. The text mainly describe...
2. What is the communicative purpose of the text?
3. Where is lake toba located?
4. How is the extent of lake toba?
5. “Danau Toba is the largest volcanic lake in Indonesia, even in the Southeast Asia”, the synonym of the underlined word is?
Rubric Penilaian

- Pencapaian fungsi sosial
- Kelengkapan dan keruntutan struktur teks deskriptif
- Ketepatan unsur kebahasaan: tata bahasa, kosakata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan
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1. Rubric Penilaian

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2. Pedoman Penilaian

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a. Jumlah skor maksimal 100

b. Skor : benar soal × nilai jawaban
**Table 4.1 Students’ Observation Checklist of Cycle 1**

<table>
<thead>
<tr>
<th>No.</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
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<tr>
<td>1.</td>
<td>Paying attention</td>
<td>√</td>
<td></td>
<td>All of the students pay attention to the answer the greeting.</td>
</tr>
<tr>
<td>2.</td>
<td>Asking question</td>
<td>√</td>
<td></td>
<td>Few students who asking.</td>
</tr>
<tr>
<td>3.</td>
<td>Responding to question</td>
<td>√</td>
<td></td>
<td>There were students answered teacher question</td>
</tr>
<tr>
<td>4.</td>
<td>Accomplish task</td>
<td>√</td>
<td></td>
<td>All of the students did the task</td>
</tr>
<tr>
<td>5.</td>
<td>Being enthusiastic in application KWL</td>
<td>√</td>
<td></td>
<td>They felt enjoy the application of KWL strategy</td>
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Table 4.2 Teachers’ Observation Checklist of Cycle 1

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<tr>
<td>1</td>
<td>Prepared the material well</td>
<td>√</td>
<td></td>
<td>The teacher prepared the lesson plan and material well</td>
</tr>
<tr>
<td>2</td>
<td>Greeting students before the lesson begin</td>
<td>√</td>
<td></td>
<td>The teacher greeted the students and students answered the greeting</td>
</tr>
<tr>
<td>3</td>
<td>The teacher checking the students</td>
<td>√</td>
<td></td>
<td>The teacher called the students one by one</td>
</tr>
<tr>
<td>4</td>
<td>Giving motivation</td>
<td>√</td>
<td></td>
<td>The teacher gave motivation for students to spirit to reach dreams</td>
</tr>
<tr>
<td>5</td>
<td>Reminding previous material</td>
<td></td>
<td>√</td>
<td>The teacher not reminding the previous material</td>
</tr>
<tr>
<td>6</td>
<td>Giving an explanation of the material</td>
<td></td>
<td>√</td>
<td>Explaining about descriptive text</td>
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<tr>
<td>7</td>
<td>Preparing and giving the material of descriptive text through Know-Want-Learn (KWL)</td>
<td>√</td>
<td></td>
<td>The teacher implemented a design of KWL strategy and accordance with the</td>
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<td></td>
<td>Strategy to teach reading comprehension</td>
<td>Material which showed to the students</td>
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<td>8.</td>
<td>Using <em>Know- Want- Learn (KWL) strategy</em> in learning process</td>
<td>The teacher implemented <em>KWL strategy</em> to teach descriptive text</td>
<td></td>
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<tr>
<td>9.</td>
<td>Giving opportunity for asking the questions</td>
<td>The teacher gave time to the student about everything to asked question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Guiding and helping the students’ difficulties during learning</td>
<td>The teacher guided and helped students to solve the difficulties</td>
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</tr>
<tr>
<td>11.</td>
<td>Giving feedback after lesson</td>
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Table 4.6 Student’s Observation Checklist of Cycle II

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<td>Few students who asking.</td>
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<td>Responding to question</td>
<td>√</td>
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<td>There were Students answered teacher question</td>
</tr>
<tr>
<td>4.</td>
<td>Accomplish task</td>
<td>√</td>
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<td>All of the students did the task</td>
</tr>
<tr>
<td>5.</td>
<td>Being enthusiastic in application of using KWL strategy</td>
<td>√</td>
<td></td>
<td>They felt enjoy the application of using KWL strategy</td>
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<td>The teacher prepared the lesson plan and material well</td>
</tr>
<tr>
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<td>Greeting students before the lesson</td>
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<td></td>
<td>The teacher greeted the students and students answered the greeting</td>
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<td>3.</td>
<td>The teacher checking the students</td>
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<td>The teacher called the students one by one</td>
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<td>4.</td>
<td>Giving motivation</td>
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<td>The teacher gave motivation for students to spirit to reach</td>
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<tr>
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<td>5.</td>
<td>Reminding previous material</td>
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<td>The teacher not reminding the previous material</td>
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<tr>
<td>6.</td>
<td>Giving an explanation of the material</td>
<td>✓</td>
<td>Explaining descriptive text</td>
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</tr>
<tr>
<td>7.</td>
<td>Preparing and giving the material of descriptive text through using <em>KWL strategy</em> to teach reading comprehension</td>
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<td>The teacher used a design of using <em>KWL strategy</em> and accordance with the material which showed to the students</td>
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</tr>
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<td>9.</td>
<td>Giving opportunity for asking the questions</td>
<td>✓</td>
<td>The teacher gave time to the student about everything to asked question</td>
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</tr>
<tr>
<td>10.</td>
<td>Guiding and helping the students’ difficulties during learning</td>
<td>✓</td>
<td>The teacher guided and helped students to solve the difficulties</td>
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</tr>
<tr>
<td>11.</td>
<td>Giving feedback after lesson</td>
<td>✓</td>
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PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 1 SURUH
Jalan Jatirejo No. 17 Suruh Semarang (0298) 317266 E2 50776

SURAT KETERANGAN
Nomor : 421.4 / 112 / 2019

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Suruh Kabupaten Semarang Propinsi Jawa Tengah menerangkan:

Nama : DWI JAYANTI
NIM : 113-14-163
Program Studi : TBI
Fakultas : Tarbiyah dan Ilmu Keguruan

Berdasarkan surat Permohonan dari IAIN Salatiga Nomor : B-01/In.21/D1.1/PN.03.1/01/2019 tanggal, 14 Januari 2019, perihal : Permohonan Ijin Penelitian, yang bersangkutan telah melaksanakan penelitian di SMA Negeri 1 Suruh Kabupaten Semarang dalam rangka pembuatan SKRIPSI dengan judul : "THE IMPLEMENTATION OF KNOW WHAT LEARN (KWL) STRATEGY TO IMPROVE STUDENTS’ READING COMPREHENSION FOR THE TENTH GRADE OF SMA N 1 SURUH IN THE ACADEMIC YEAR OF 2018/2019."

Demikian surat keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Suruh, 28 Februari 2019

[Signature]
Kepala Sekolah

DEWI PRATISTININGSIH, M.Pd
Pembina Tk.I
NIP. 197209081995122001
LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : Dwi Jayanti
NIM : 113-14-163
Dosen Pembimbing : Mashihahsus Umami, M.A.
Judul Skripsi pada surat penunjukan pembimbing skripsi : The Implementation of Know Want Learn (KWL) Strategy to Improve Students’ Reading Comprehension for the Tenth Grade Students of SMA N 1 Suruh in the Academic Year of 2018/2019.

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Dosen Pembimbing.

Mashihahsus Umami, M.A.
NIP. 19800513 200312 2003

Catatan:
Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
# LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : Dwi Jayanti  
NIM : 113-14-163  
Dosen Pembimbing : Mashlihatul Umami, M.A.  

Judul Skripsi pada surat penunjukan pembimbing skripsi : The Implementation of Know Want Learn (KWL) Strategy to Improve Students’ Reading Comprehension for the Tenth Grade Students of SMA N 1 Suruh in the Academic Year of 2018/2019.

<table>
<thead>
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<td>12</td>
<td>08/03/2019</td>
<td>Bimbingan BAB II-V, Referensi, lampiran, table of content, abstrak</td>
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Dosen Pembimbing,  

Mashlihatul Umami, M.A.  
NIP. 19800513 200312 2003

Catatan:  
Jika ada perubahan judul skripsi, harap dicantumkan dalam lembang konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Keluarga Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
### SATUAN KREDIT KEGIATAN

**Nama :** Dwi Jayanti  
**Progdi :** Tadris Bahasa Inggris (TBI)  
**NIM :** 113-14-163  
**Dosen PA :** Haryo Aji Nugroho, S.Sos., M.A.

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Salatiga, 29 Januari 2019

Mengetahui,

Wakil Dekan Bidang

Kemahasiswaan dan Kerjasama

[Signature]

Dr. H. Ahmad Maimun, M. Ag.

NIP. 19700510 199803 1 003