

**IMPROVING STUDENTS READING SKILL USING KWL
(KNOW, WHAT, LEARN) METHOD**

*(A Classroom Action Research at Tenth Grade of SMA PLUS AL AMANAH
DanderIn Academic Year 2018/2019)*

SKRIPSI

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2019

LEGITIMATION

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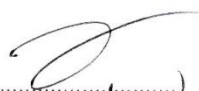


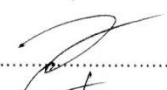

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This is certify that the sarjana's thesis
has been approved by the Board of Examiners
as the requirement for the degree of Sarjana in English Language Education
August 19th 2019

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CHAPTER I

INTRODUCTION

In this chapter present about, background of the study, statement of the problem, objective of the study, benefit of the study, and definition of key-term.

A. Background of the Study

Language is a very important tool of communication. It is used by people to express ideas, messages, and wishes in communicating. People usually use mother tongue to communicate with others. Mother tongue refers to the first language that is learned by people since they were born. Then, they need to learn other languages to communicate with people in different countries. One of the languages which is used to communicate with people in different countries is English. English becomes very important to be learned because it is an international language.

According to Crystal in Freeman and Long (1991:1) “English is a second language for most people of the world which has increasingly become the international language for business and commerce, science, and technology, and international relations and diplomacy.” In this globalization era, learning English is the important thing for everyone. English facilitates us to make a relationship between two or more countries in business, education, commerce, etc. With English as the

acceptable language in international relationships, comprehending a good quality of English is a must for Indonesian.

English as a language has four basic skills which are listening, speaking, reading and writing. People learn English because they have their own motivation that depends on their needs, interest and sense values. “Students must be trained adequately in all basic language skills, understanding, speaking, reading and writing” Alexander (1975:vii). In order to master English, people should sharpen those four basic skills. One of those skills that hard to master is reading skill. It is not simply identifying and translating written words but also understanding and acquiring.

According to Harmer (2002:199) states that reading is called receptive skill and receptive skills are the ways in which people extract meaning from the discourse we see or hear and we read a story or a newspaper, listen to the news, or take a part in conversation. We employ our previous knowledge as we approach the process of comprehension, and we employ a range of receptive skills, which one we use will be determined by our reading or listening purpose.

Reading is one of the language skill that should be mastered by the students because this skill is the basic in learn about language. Everyone must read first before they know what the word mean or what the purpose of sentences. With reading someone can open the world without go anywhere it is mean that reading is window of the world, and explain that

reading skill so important to studying by students, for make them know the purpose of the word or sentences so they can understand it.

According to Adriyanto (2005:2) there are two important factors to help students to success in reading. They are internal and external factors. Internal factors means everything that comes from inside the readers themselves, that can motivate and push them to read and interact in reading process. Meanwhile, the external factor means everything from outside including the environment of the readers that can help them to learn.

When the researcher observe the student in tenth grade of SMA Plus Al Amanah, the researcher find the problem in students ability of reading skill, they are often difficult to translate the reading text and answer the questions from the text. If I asked them to translate the English reading they are often look for the meaning from the dictionary. The meaning from the dictionary often didn't suitable from the sentence which they have to translate so they feel bored to read the text and they often forget some materials that the teacher has explained, because they don't understand the language content reading text, identify the main idea and detailed information of the text used in teaching and learning process. As the result, researcher have to select the most appropriate method to teach reading to their students.

From that problem the researcher want to help the students improve their reading skill. The first way is to find a method that can help them. More than three methods that we know to improve reading skill, one

of it is KWLmethod. KWL Strategy (Electronic Version, Pdf:2013) is a reading-thinking strategy, focuses on the student as a learner who asks questions and thinks about ideas while reading. Through a three-phase method “Know”, “Want to know”, and “Learn”. Paris, (1987) students develop independent skills in comprehending, composing and learning the text. KWL method helps students engage with texts in deliberating and purposeful ways. In the first phase K (Know), students activate prior knowledge. Then in the second phase they predict what additional information they are likely to need W (Want to know), and develop a plan to gather that information. In the final phase L (Learned), students reflect on the new knowledge generated or retrieved as the plan is implemented.

According to Ogle (1986:565) this 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 KWL (Know, Want and Learn) 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 what they have learned.

According Region XIV Comprehensive Center (1995:11) K-W-L is a strategy that models the active thinking needed when reading expository text. The letters K, W, L stand for three activities students engage in when reading to learn: recalling what they KNOW, determining what they WANT to learn, and identifying what they LEARN as they read. This strategy is designed to help students develop a more active

approach to reading expository material. Teachers first model and stimulate the kinds of thinking needed for learning and then give students individual opportunities to list what they know, what questions they want answered, and what they have learned from reading the text. In this way, the benefits of group instruction are combined with individual student commitment and responsibility. In addition helps the teacher to be more creative in teaching. It is hoped that through such a method, all the problems listed above about teaching and reading skill can be solved.

Based on this problem, the researcher decided to make a research in conducting English teaching through KWL method. The researcher believes that KWL (Know, Want, Learn) method in teaching can improve students reading skill of tenth grade at SMA Plus Al Amanah.

B. Statement of the Problems

Based on the background of the study we can take an statement for the problem that was explaining by the researcher above:

How did KWL (Know, Want, Learn) method improve students reading skill in the tenth grade of SMA Plus Al Amanah?

C. Objective of the Study

The objective of this research is:

KWL (Know, Want, Learn) method to improve students reading skill by in the tenth grade of SMA Plus Al Amanah.

D. Benefit of the study

The research want to give some benefits, such as following:

1. For the students : It is hoped this study can improve their reading skill.
2. For the teacher : It is hoped that this study will give much information for improve the quality of the teaching and learning process.
3. For the School : It is hoped that this new technique of teaching reading will can help make students more love English lesson and ready to face Examination.
4. For the Researcher : Make researcher know whether or not KWL is effective to help the students improve their reading skills. The researcher will get enrichment and beneficial experience about teaching and learning process, especially in reading that can help her improve the way of teaching.
5. Other Researcher : The other researchers can used this research as additional resource and comparative research to conduct another research about reading skill.

E. Definition of the Key Term

1. Reading

Widdowson (1990:114) states that Reading skill are specific abilities that enable a reader to read the written form as meaningful language, to read anything written with independence, comprehension, fluency, and to mentally interact with the message.

2. KWL METHOD

KWL (Know, Want, Learn) is a method developed by(Paris, 1987). KWL method helps students engage with texts in deliberating and purposeful ways. The acronym KWL stands for the step that the student follows in using the method: Know, Want, Learn.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter present about review of the related study, and framework of analysis.

A. Reading

It described the definition of reading, skill of reading, strategies of reading, and techniques of teaching reading.

1. Definition of Reading

Reading is one of the four necessary language skills for those learning English as a second or foreign language. Reading holds the important rule because reading is one activity which cannot be released in our life to search information or knowledge from textbooks, articles, or magazines written in English. Thus, the students should have good reading skills to help them in academic studies.

Understanding the text is one of the problems that the students face in reading. They cannot focus on what they read during the reading activity and still have difficulty to get the ideas of the text. Answering reading comprehension test will be time consuming if they use inappropriate strategies. Another problem is that not every detail of information in the passage is needed to answer the reading questions but students usually read

the reading passage word by word. Reading a text word by word also makes them quickly forget what they have read. It is also more than recognizing words within a sentence; it includes whole ability of thinking process to evaluate the information. The following are some definitions of reading proposed by some experts:

Anderson et al. (1985) defined reading as the process of making meaning from written texts. It needs the harmony of a lot of related sources of information.

According to Wixson, Peters, Weber, and Roeber (1987), reading is the process of creating meaning that involves: (a) the reader's existing knowledge; (b) the text information; and (c) the reading context. Grellet (1998: 7) defines reading as an active skill that constantly involves guessing, predicting, checking, and asking oneself questions. Wallace (1992: 4) adds that reading is interpreting which means reacting to a written text as a piece of communication. 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). Pourhosein Gilakjani and Ahmadi (2011) stated that the main goal of reading is to gain the correct message from a text that the writer intended for the reader to receive.

According to Mukhroji (2011: 57) reading is a process of translating graphemic strings into spoken words in the beginning of learning to read. Reading refers to the process of saying printed words into a representation similar to oral language either silently or aloud. Reading as the meaningful interpretation of printed written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbol that represents language and reader's language skills and the knowledge of the world. In the process the readers tries to recreate the meaning intended by the writer.

From the definitions above, it can be concluded that reading is an active and communicative process. It is also an interactive process that goes on between the reader and the text. It is a means of communication between the reader and the writer of the text, story or book. The process involves the reader, the text, the interaction between reader and text. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine the meaning.

2. Skill of Reading

Andrew Wright (1999: 159) states that there are four skill in reading: skimming, scanning, intensive reading, and extensive reading.

- 1) Skimming: Skimming enables people to select content that they want to read and to discard, which is inconsequential for their purposes. Skimming permits people to gain a general idea about material when that is their purpose, rather than to read all material in detail.

- 2) Scanning: reading to locate specific information, e.g. locating a telephone number in a directory. Being able to search through material rapidly, with given purpose in mind, in order to find a specific fact or an answer to particular question plays a large role in much of a youngster's reading. Scanning permits people to use a variety of sources with economy.
- 3) Intensive reading: reader is trying to absorb all the information given, e.g. reading dosage instruction for medicine. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing. The material selected should parallel and the type of material the advance student would enjoy. In this reading the learners read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learners needs book to acquire knowledge is the kind of intensive reading.
- 4) Extensive reading: the reader deals with longer text as a whole, which requires the ability to understand the component parts and their contribution to the overall meaning, e.g. reading a news paper article, short story or novel. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading can be made the basis for oral report, to the rest of the class, or full class discussions. It may be the source for written compositions in which students deal with specific issue arising from the material in the book.

3. Strategies of Reading

Reading may be defined as decoding and attaining the meaning as result of the interplay between perceptions of graphic symbols that represent a language and the memory traces of readers' experiences.

Reading may be both a process and a product. A process is a method, a movement toward an end that is accomplished by going through all necessary steps. Based on Mukhroji (2011: 61), there are strategies in reading, that involved bottom-up strategies, top-down strategies, and interactive strategies are discussed here. 19

1. Bottom-up Strategies

According Alderson (2000: 16) bottom-up strategies are series models, where the reader begins with the printed word, recognizes graphic stimuli, decodes them to sound, recognizes word and decodes meanings. Each component involves sub processes which take place independently of each other, and build upon prior sub processes. The process of deriving meaning from print in bottom-up strategies is triggered by graphic information embedded in print. By applying the bottomup strategies, readers start to process the text from the low linguistic level to the higher one.

According to Mukhorji (2011: 61) the readers start from identifying to recognize words; and then proceeds to the proceeds to the proceeds to the phrase, sentence, paragraph, and then text level processing. The understanding is constructed based on the visual data that are on the page. It triggers from one linguistics step after another, beginning with the

recognition of the letters and continuing to words-by-words, sentences-by-sentences until reaching the top-the meaning of the text being read. The bottom-up strategies are also used by the readers when they feel the text being read is difficult. The difficulty of the text can be about the language and contents of the text. When the language text is felt difficult, readers start to identify the words meaning. Then, they combine the word meaning to get the understanding of the phrases, sentences, and paragraph until reaching the entire meaning of the text.

2. Top - Down Strategies

According to Cahyono and Widiati (2011: 51) Top-down strategies views reading as a process of reconstructing meaning and it stresses comprehension of units of meaning larger than words and phrase. The process of delivering meaning of the text in top-down strategies starts from the reader's prior knowledge and experience to the print. By top-down strategies, reader starts to process the text by applying the higher level stage. In this case, readers start with hypothesis and predictions and attempt to verify them by working down to print stimuli. By having the prior knowledge and experience, readers can make hypotheses and prediction about what they are going to find in the text. Thus, the process of text understanding by these strategies triggers from readers too the text.

Readers usually use top-down strategies when they have background knowledge and sufficient language competence about the text being read, and when the cues in the text can activate the content schemata. Although reader have sufficient knowledge about the topic and can understand the

meaning of every word in the text, they may still have difficulties to understand the text if there are no cues in the text that can activate a certain content schemata. In other words, the understanding of text based on the top-down strategies, readers must have background knowledge. And language competence as well as readers' understanding about the cues that are on the print that can activate the content schemata.

3. Interactive Strategies

The interactive strategies of reading assume that the process of translating print to meaning involve making use of both print and prior knowledge. Interactive strategies in reading require both bottom-up and top-down strategies combination. Readers in understanding a text use these two strategies interactively and simultaneously. According to Mukhroji (2011:63), the interactive strategies suggest that the process of reading is initiated by decoding letters and words and words and words and by formulating hypotheses about the meaning. Readers in understanding a text starts at the first by processing the visual information that exist in the text. In getting understanding interactively, readers use various sources of knowledge simultaneously to interpret the graphemic information that exist in the text. In understanding a text, readers apply more interactive strategies than two other strategies. In the attempt of getting meaning, readers cannot just rely on visual information. The knowledge is applied interactively.

4. Techniques of Teaching Reading

Psycholinguistically, reading is viewed as an interactive process between language and thought. There are three kinds of activities involved

in relation to the reading class activities: pre-reading activities, during/whilst reading activities, and post-reading activities.

1.) Pre-reading Activities

Pre-reading activities are instructional activities carried out before students conduct the real reading activities. In pre-reading activities, activation is concerned with the students' background knowledge, objectives of reading class, learning activities, and motivating the students. In this stage, teachers try to activate the students' schemata related to the topic or explaining briefly the contents of text. Pre-reading is to tell students the purposes of reading and learning. Prereading is also to motivate the students. Motivation in reading attracts students' attention to the text. The activities of pre-reading are activities aiming at facilitating the students' understanding about the text.

2.) During/whilst Reading

Activities During/whilst reading activities are the activities that reader does while reading takes place. Mukhroji (2011: 69) mentions that while reading includes :

- (a) identify the main idea,
- (b) finding detail the text,
- (c) following a sequence,
- (d) inferring from the text, and
- (e) recognizing the discourse patterns.

During/whilst reading activities are instructional activities that are going on while reading activities are happening.

Mealey and Nist (in Mukhroji 2011: 69) suggest questioning techniques and guides as strategies during reading activities. Questioning technique involves prompting the retrieval of prior knowledge, focusing attention on checking literal meaning. Inferring and applying comprehension of information, and predicting possible test items. Questioning in reading activity is also useful to guide and focus students' attentions and performance. In addition, the questions also activate students' background knowledge. Finally, predictions at the time of reading are useful to get the students involved with the text.

3.) Post-reading Activities

Post-reading activities are the activities conducted by a reader after reading. In post-reading activities, students do post-test questions, feed back. The post-questions are more effective in incidental comprehension and the objective, since information of both greater and lesser importance is learned. Post-reading activities are instructional activities that the students and teacher do after reading take place.

According Mukhroji (2011:70) point out that post-question, feedback, and group and whole class discussions are activities that can be done in the phase of post-reading activities. The activities functions check students' comprehension about the text being read. The post-questions after reading class activity are very important since information of both greater and lesser important is learned. Besides asking question, summarizing the contents of the text is also applicable to the students. The activity of post-reading can also be in the form of discussion. This discussion can be in a group or

whole-class discussions. The discussion may depend on the class size. If the class is big, it will be better to have group discussion. If the class is small, it will be better to have whole class discussion.

B. K-W-L (KNOW, WANT, LEARN) Method

It will be described about the definition and the procedures of KWL (Know, Want, and Learn).

1. Definition of KWL Method

KWL is one of the most widely recognized graphic organizers and instructional strategies developed by Donna Ogle in 1986. K-W-L 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. KWL represents a three-stage instructional process for understanding texts: what students know, what they want to know, and what they have learned (Grabe, 2010: 231).

According to Car and Ogle (2013) KWL is acronym of Know, Want and Learn. Know-Want-Learn (KWL) is a reading-thinking strategy, focuses on the student as a learner who asks questions and thinks about ideas while reading. The title is derived from the three principal components of KWL that are know as determining what students want to learn, and identifying what is learned plus mapping text and summarizing information. The mapping helps pupils remember the information about text that they

have read. The mapping that they make is based on the column L in KWL Chart.

Bailey stated that KWL is used to extend the KWL chart by including concept mapping and summarization of text. First, the strategy requires students to access prior knowledge of the topic and then monitors their understanding while reading. The students then reflect on what they read by listing, mapping, and summarizing what they have learn.

Besides, Kathrine (2001) stated KWL also helps students' active prior knowledge and gives them a chance to reflect on and organize what they have learned from reading about a topic from one several sources. They focus on what is important in the text to develop comprehension. It means KWL strategy facilitates to make connection between what students already know and what the text is about that students will be reading, encourage students to write what they want to know about the topic and from what they know and the students will learn about the topic and summarize what the student have read. Accessing prior knowledge and engaging students' interest before beginning reading activity can improve students' ability to make associations, clarify understanding, and 18 increase comprehension.

Nunan (2005: 89) states that KWL is used for learners to organize informations before and after they read a passage. Based from definition above, K-W-L can be concluded as a technique which has wellorganized steps to be followed by the students. The technique combines the use of reading strategies in the effort to improve reading ability.

Sampson (2002:528) affirms the success of the K-W-L method because it activates students prior knowledge and help them set a purpose for reading and recording what they learned. Using the K-W-L chart as an instructional method can help students actively read expository text for information, as well as interest and additional research about the topic. The K-W-L Method is an important comprehension strategy and can be accommodated for any learning level or grade in elementary schools.

The K-W-L strategy is a method devised to teach students to read actively by engaging previous knowledge, asking questions, and recalling important information in the text to enhance comprehension. In the K-W-L strategy, the students are asked to list what they know about the subject and the questions they may have about the subject before reading the text selection. Then after reading the selection, the students are asked to write what they have learned about the English Education Department Vol. 2 No. 2 November 2013 subject. This strategy prompts the students to identify previous knowledge, to consider what they want or need to know and list the useful information learned from the selection during reading. This strategy expects the students to evaluate what they know and learn. The student may take the information learned in the selection and use it in a concept map or outline or as a summary of the selection. This strategy promotes active learning through reading, writing, discussing and/or problem solving. Research shows that active learning strategies like K-W-L lead students to engage in higher-order thinking such as analysis, synthesis and evaluation (Bonwell & Eison, 1991:138).

2. The Procedure of KWL Method

According to Ogle (1986:565) the procedure of K-W-L have 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.

There are the procedures of KWL (Know, Want, and Learn) technique:

- a. Teacher needs to create a KWL chart to guide the students.

This can be done on large chart or on the chalkboard. It is very simply, just divide the space into three columns and label them “Know”, “Want to Know”, “Learn”. In this step, the teacher takes a role as an organizer as well as the controller. The teacher explains what the students will do in every column and give information needed to make sure that the students understand the activity.

Table 1.1 KNOW WANT TO KNOW LEARN (KWL)

K	W	L
What I know	What I want to know	What I learn

b. After making the chart, the teacher gives the students the topic and asks the students what they know about it. Generate as many ideas as possible relying on the students' prior knowledge. Record all the ideas in the first column. This is a brainstorming activity, which is considered as a great way to begin a reading lesson because it engages all the students, including the silent ones who may not be talking but in listening to their peers. The teacher should also provide some words or terms to help if they can't find ones related to the topic given.

c. Once the "K" column is complete with all possible ideas, the teacher together with the students categorizes the information. This step will help the students to structure the content for the next step that is formulating questions to be investigated that bring more meaning and clarify to the topic.

d. Teacher asking the students to write down things they want to know about the topics or generating questions they want to answer as they read the text. These questions they want to answer as they read the text. These questions become the basis for "W" (what students want to learn). Questions may be developing from information gleaned in the preceding discussion and from thinking of the major categories of anticipated information. This process helps the students define their purpose independently for reading.

e. After filling the column, the students are asked to share and discuss their ideas. This is an excellent opportunity to model and show the students

the value of inquiry. It is possible that the students do not know what they should ask or what they want to know. To anticipate this condition, the teacher should also provide some questions to guide the students. Doing the K and W column, the teacher takes a role a source. This role is important in these steps because the teacher's questions and information actually will also lead the students to understand what is discussed in the text that they are about to read.

f. The teacher asks the students to look for the answers of the questions in their W column while they are reading. Students can fill out their "L" columns either during or after reading. As they read, students should note new information in L column. This will help them select important information from each paragraph and it provides a basis for future reference and review. After filling the column, the teacher will help and guide students to classify the information into classes. The first one is information needed to answer the question from "W" column and the second one is new information found in every paragraph. In this step, the teacher's role is more as a participant.

g. Students discuss what they have learned from the passage. Questions develop before and during the reading should be reviews to determine how they were solved. If some questions have not been answers, students can be guided to seek further information in appropriate materials. In this 39 step, the teacher will be an assessor who gives feedbacks and do some corrections so that the students will get better understanding about the text.

C. Review of Previous Study

1. Yanti, Salmi. *Improving Students' Achievement In Reading Comprehension By Using K-W-L (Know-Want-Learned) Strategy In Smp Muhammadiyah 2 Medan In The Academic Year Of 2016-2017*. Thesis, Department of English Education Faculty of Tarbiyah Science and Teachers Training State Islamic University of North Sumatera, Medan 2017. This research is aimed at finding out the impacts of the use of Know-Want Learn strategy in improving the reading comprehension among eight grade students of SMP Muhammadiyah 2 Medan in the academic year of 2016/2017. The subject of this research was eight grade students of SMP Muhammadiyah 2 Medan in the academic years of 2016/2017. It consisted of one class with 30 students as respondents. This research was conducted by using classroom action research. The technique of analyzing data was applied in this research were qualitative and quantitative. The qualitative data were taken from observation sheet, interview, and documentation. The quantitative data were taken from tests. The tests were given to the students in the form of pre-test, post-test I and post-test II. The result of data analysis showed that there was an improvement on the students' improvement in reading comprehension from each cycle. It was showed from the mean of pre-test which was 42,5, after KWL Strategy was applied in the first cycle, there was an improvement of the result of the students' mean which was 66,8 and for the second cycle after reflection on the first cycle there was an improvement of students' mean which was 76,76. Moreover In the pre-test, there were 13,33 % (4 of 30 students) who got score ≥ 68 . In the post-test I, there were

43.33%% (13 of 30 students) who got score ≥ 68 . In the post-test II, there were 90% (25 of 30 students) who got score ≥ 68 .

2. Mahdi, Imam. *Improving Students' Reading Skills Through KWL Strategy*. Thesis Department of English Education Faculty of Tarbiyah and Teacher Training Ar-Raniry State Islamic University Darussalam - Banda Aceh 2018. In his research, KWL are the acronym, for what students already Know, Want to know, and Learned. The strategy used previous knowledge to stimulate the students' reading thinking before beginning reading activity. This pre-experimental study was conducted to investigate whether KWL strategy improves students' reading skills and to explore students' obstacle toward the implementation of KWL Strategy in learning reading comprehension at the junior high school level, the respondents consists of 20 eighth grade students used as the experimental class. Both test and questionnaire were used to elicit required data. The test result of experimental class show that students' post test mean score (59) is much higher than the pre-test (44), indicating a significant improvement (gain: 15) of students' skills. Moreover, questionnaire responses reveal there are some of student who still find it difficult to apply KWL Strategy, but some others find it easy and enjoy applying the technique. Then, most of students gave positive responses on using KWL Strategy while there are some of them who gave negative responses. By applying KWL Strategy they became more active and creative. In conclusion, KWL Strategy is useful and influential to improve students' reading skills.

3. Ainun , Nur. *Improving The Students' Reading Comprehension In Narrative Text By Using Concept Oriented Reading: A Classroom Action Research At Eighth Grade Private Islamic Students of Smp Ali Imron, Medan 2016/2017*. Skripsi Department of English Education Faculty of Tarbiyah And Teachers Training State Islamic University of North Sumatera Medan. This research aims at improving the students' reading comprehension in narrative text by using Concept Oriented Reading Instruction strategy. The subject of this research was grade eight at Private Islamic Junior High School Ali Imron Medan in 2017 academic year. This research of this study was conducted by using classroom action research. The data used in this research at the result of the pretest to know pre-test and post-test, interview sheet, and observation sheet. The result of this research showed that there was increasing of students in reading narrative text. The mean of the pre-test was 39,80. The mean of the first cycle was 87,86, it indicated that the scores and the mean in first cycle were better than the pre-test. The percentage of students who got point 75 or more there was also grew up. In the pre-test, there was 3 students (11%) who passed or got score up to 75. In the post-test of cycle I the students who got point 75 or more there was 26 (100%) and the increasing was about 89%. In other words, the students' reading comprehension in narrative text improved and became well in the first meeting to the next meeting. For the hypothesis testing used t-test formula from the compulation. It could be seen that coefficient of it could be seen that coefficient of t observed (16,63) > ttable (1,708). Thus, alternative hypothesis (H_a) could be received. Based on finding, alternative

hypothesis (H_0) saying that CORI strategy could improve students' reading comprehension in narrative text.

D. Framework of Analysis

Based on the theories that the researcher explained above, reading is one of the important skills that has to be mastered in learning English. Reading plays useful and important role in English learning, because it has big impact on other English skills, for example; when the students read the English passage frequently, they will also enhance their vocabulary, and when they enhanced their vocabulary, their writing, speaking, and listening skill will also be improved, including reading skill. As they mastered reading skill, they will easily comprehend the text without taking a long time to read. Most students found the difficulty in reading English passage when they have to read a longer passage while they are lack of vocabulary, in addition, their teacher doesn't provide specific purpose for what the students are going to read subsequently, they forget what they had read. Therefore, there should be a different method to solve this problem.

KWL is a method that the writer believes can help the students to overcome their reading problems in terms of the difficulty in reading text well, understand about content of reading text, identify the main idea and detailed information of the text. The theoretical framework explains the understanding of KWL, that is one of the methods for improving reading skill. From the relevant studies stated, the use of KWL can improve students reading skill, which means the use of KWL method is effective on students

CHAPTER III

RESEARCH METHOD

In this chapter present about: Research Design, Procedures of Collecting Data, The Role of Reasearcher, Research Setting, Subject of the Research, Research Methodology, Instrumen of the Research, and Analysis Data.

F. Research Design

The design of this study is Classroom Action Research (CAR). This research was designed to solve practical problems in the process of English teaching and learning, especially in teaching reading. The method will use KWL (Know, Want and Learn) to help the students to improve their reading skill.

Classroom action research is how the teachers can organize the condition in applying teaching and learning form the teachers and learn form their experience. It is a method of finding out what works best in your own classroom so that you can improve student learning. They can use an argument in applying their teaching and learning process and know the effect from it. There are some definitions of Classroom Action Research.

Classroom action research (CAR) is a processing which teachers investigate teaching and learning to improve students' learning problem. Action research here uses the model developed by Kemmis and McTaggart in Burns

(1999: 32). According to the model, the implementation of the action research includes four steps. They are as follows:

- a. Identifying problems and planning the action
- b. Implementing the action and observing or monitoring the action
- c. Reflecting the result of the observation, and
- d. Revising the plan for the following step

Atmono (2009: 1) states “Classroom Action Research is a form of research that is reflective to perform certain actions in order to improve and enhance the classroom learning practices in a more professional”. Classroom action research according to Latief (2011: 147) Classroom Action Research is a part of activities of profession English classroom teachers. Through Classroom Action Research English teachers improve the quality of their instructional performance by developing innovative instructional strategies to solve their classroom problem.

According to Gay, classroom action research (CAR) is concerned with a local problem and is conducted in a local setting. The purpose of action research is to solve classroom through application of the scientific method, Gay (1986). That means the research has to observe and identify the problem at the classroom. In the study the researcher also has to provide the solution and an effort the problem that concern in teaching learning process.

According to Burns (2010:2) the main aims of action research is to identify a „problematic“ situation or issue that the participants who may include teachers, students, managers administrator or even parents consider worth

looking into more deeply and systematically. The important aspect in doing CAR is the problem which is faced by the students in the class. The functions are:

First, CAR is very effective way of improving teaching. Second, CAR provides a means of documenting in teaching effectiveness. Third, CAR can provide a renewed sense of excitement about teaching.

According to Kemmis and McTaggart in Anne (1999: 32), action research occurs through a dynamic and complementary process consisting of four essential moments of planning, action, observation, and reflection. These moments are the fundamental steps in a spiraling process. Each moment will be explained as follows:

- a. Moment of planning It is a process to develop a plan of critically informed action in order to improve what is already happening.
- b. Moment of action It is an act to implement the plan.
- c. Moment of observation It is a process of observing the effects of critically informed action in the context in which it occurs.
- d. Moment of reflection It is reflecting process on these effects as the basis for further planning; subsequent critically informed action and so on, through a succession of stages.

In doing this action research, the researcher considered phases which were involved in each cycle. They were planning, action, observation, and

reflection. Every phase was done based on the researcher's ideas on the research. The processes of phases could be drawn as

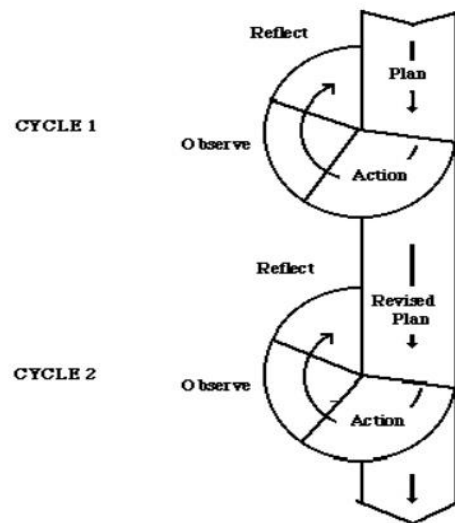


Figure 3.1 CAR model

Based on the Kemmis and Mc Taggart (1988) action Research design, reasearcher would like to describe further concerning the implementation of Classroom Action research (CAR) in the cycle one and cycle two.

1. Pre-Research which includes the following activities:

- a. Preparing the research instrument
- b. Interviewing the teacher to know the subject of the research condition
- c. Giving a pre-test to the students

2. Cycle I

a. Planning, which includes the following activities:

- 1) Curriculum study, programming and planning of learning which involves the application of the meetings

2) Preparing material tool

3) Preparing lesson plan

4) Making the test material

b. Acting, which includes the following activities:

1) Doing learning *Narrative text* material through KWL (KnowWant Learn) with implementation plan learning

2) Giving post-test cycle I to the students

c. Observing, which includes the following activities:

1) Observing the students activities during learning activities

2) Rewriting the events that appear on the students during learning activities

3) Observation data collected during the execution of learning activities

d. Reflecting, which includes the following activities:

1) Analyzing data from the implementing of action

2) Evaluating the implementation of measures that have been done on the cycle I

3) Planning the actions for the second cycle

3. Cycle II

a. Planning, which includes the following activities:

- 1) Planning the learning implementation consisting of one meeting
- 2) Making the material *Narrative text* instrument
- 3) Preparing the research instrument
- 4) Preparing the evaluation tools

b. Acting, which includes the following activities:

- 1) Implementing learning activity of narrative text material through
KWL
(Know-Want- Learn)
- 2) Giving post-test cycle II to the students

c. Observing, which includes the following activities:

- 1) Observing the students activities during learning activities
- 2) Rewriting the events that appear on the students during learning
activities
- 3) Observation data collected during the execution of learning activities

d. Reflecting, which includes the following activities:

- 1) Analyzing data from the implementation of action
- 2) Evaluating the implementation of measures that have been done on
the cycle II.

G. Procedure of the research design

Based on the research design above, there are four steps to collecting data : planning, acting, observing, and reflecting. After, the researcher, the teacher, and the students accomplish cycle 1, and then there might be found a new problem. They have to continue the next cycle with the same phase of the first cycle.

1. Planning phase

In this phase, after the researcher and the teacher observe the class and the researcher interviews the teacher. Then, the researcher identified and diagnoses students' reading problem occurred in the class. At the time, the researcher analyse the data that have been identified through observation, interview and makes conclusion. Afterward, the researcher and the teacher arrange the plan to conduct the classroom in turn. Next, the researcher makes lesson plan based on the research used syllabus at that school and designs the project or activity that she has been planned for students by preparing lesson plan and playing lesson in Tenth grade . The lesson planning also describes teaching procedures, media, and resources in every cycle.

2. Acting Phase

The second phase, the researcher and the teacher collaborate to carry out based on arranged the action. It starts the process of learning the issue being researched. In this phase the teacher and the researcher collaborate to conduct learning teaching process, in which while the teacher are teaching and implementing the technique, the researcher observes the class condition and the problem appear. Related with the allocation time, the researcher and the

teacher take the action phase for two weeks within two cycles. Every cycle contains two meetings, which is listed in schedule of research on appendices.

3. Observing Phase

When the action phase, the researcher also observes the process of classroom action research of learning reading skill (Narrative text) by using KWL (Know-Want-Learn) method. When observing, the researcher notices and notes all of activities in the classroom. It is regarded on class situation, students' response, the teacher performance. In this phase, the researcher also collect the data from post-test and the result of students activity.

4. Reflecting Phase

In this phase is carried out after the teacher and the researcher have finished the action, then they realize and find about the problem appeared when the plan has been implemented. In this case, if there still might have found problems and the criteria that decided has not reached yet. Consequently, the teacher and the researcher have to prepared and arranged for the next cycle

H. The Role of Reasearcher

In this role, researcher was not only as the observers while the action but also prepared a lesson plan and the assessment or test before use Know Want-Learn (KWL) Method (KWL pre-test and after KWL research) post-test in each final cycle. Besides, reseacher also collected and analyzed data then report the result of study. On the other side, the English teacher was as the observer when was the teacher and when I as the observer.

I. Research Setting

This Research is focus of teaching reading use KWL Method. The research took place at the Al Amanah Senior High School Balongsumber, Dander. The research was held started from 21 April up 22 May 2019.

J. Research Subject

The subject of this study was student at SMA Plus Al Amanah in academic year 2018/2019. The researcher selected Grade X MIA which consists of Twenty two (24) students. The second is the reciprocal teaching method to improve students reading skill in terms of narrative text grade X MIA of SMA Plus Al Amanah.

K. Technique of Collecting Data

In collecting data, KNOW-WANT-LEARN (KWL) uses qualitative data (experience-based) and quantitative data (number-based). The qualitative data consists of observation within the physical activity in the classroom and interview to be presented for the teacher. On the other side, the quantitative data uses pretest and post-test. The completely explanation is as follow:

a. Interview sheet

The researcher used Interview the teacher to know the problem that is happened and difficulties students in reading skill.

b. Observation Checklist

The researcher used Observing after the planning and the acting phase. It was done during the action research in the classroom. That was happening in

the teaching and learning activity in conducting an accurate observation the observing focused on the activity doing by researcher and the student during the teaching and learning process. It is including the interaction between the teacher and the students, the way the teacher explain material, and the way she answered the students' questions. So, everything that happens during process of teaching learning will note The researcher uses observation checklist to collect data during the instruction process. The observation will check by the collaborator which is always joining to the class while the teaching and learning process happening. The observation checklist contains about the researcher and the students activities when pre-reading, whilst-reading and post-reading during the implementation of KWL (Know, Want, and Learn) in the classroom. It has a list of possible options or answers from which the collaborator must choose. The options are "Yes" and "No".

c. Test

The researcher used test to get the data result about process of learning reading skill. The test are pre-test, post-test I, post-test II. The form of the test is multiple-choice item. The pre-test is given before implementing reciprocal teaching. It is to evaluate their skill on reading skill at first. On the other hand, the post-test is implemented after using reciprocal teaching. The test is held on the end meeting in each cycle.

L. Instrument of the Study

Test was used as the instrument of this research. There are two kind of test which was administered; test and non-test.

1. The Test is a questions description consisting of 20 questions in multiple-choice form. The questions were based on indicators in learning reading in term narrative text such as: deciding main idea based on the text, advanced from the text, orientation, complication, reorientation, and linguistic competence to develop students' vocabulary. Each question done by students then analyzed and in the end of each question the score are combined to obtain an overall score. From the total score then processed to obtain the final score in further then analyzed whether it fulfilling specified indicators of mastery learning in this study or not.

2. The form of non-test is instruments used was Interview sheet and observation checklist. The researcher uses interview sheet to the teacher that is happened and difficulties students in reading skill and the observation checklist to determine the condition of the students in the classroom and behavior during the process of teaching and learning. The observation checklist contains about the researcher and the students activities when pre-reading, and post-reading during the implementation of KWL (Know, Want, and Learn) in the classroom.

M. Technique of Analyzing Data

In this research, there are two kinds of data which will be collected by as follow:

1. Qualitative data were collected from the interview sheet the teacher and observation checklist .Then, all the data were interpreted and analyzed. Next, they were connected to the relevant theories. After that, the outcomes of the data were reported from the beginning to the end.

2. Quantitative data comprises of students score of learning outcome. This research are the results of pre-test and post-test from Cycle 1 and 2. Those were analyzed by statistical technique:

a. Mean calculation

$$\bar{X} = \frac{\sum x}{n}$$

\bar{x} = mean

$\sum x$ = The sum of student score

n = The total number of students

b. Calculation Percentage

The calculation percentage shows the class percentage which pass the KKM score (75) by using the formula:

$$P = \frac{F}{N} \times 100$$

P = Percentage of students who pass the KKM

F = Number of students who pass the KKM

N = Total number of students