THE EFFECT OF APPLYING KWL (KNOW, WANT, LEARNED) STRATEGY ON THE STUDENTS' ACHIEVEMENT IN READING COMPREHENSION AT SMP MUHAMMADIYAH 58 MEDAN

SKRIPSI

Submitted In Partial Fulfillment of the Requirements
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By

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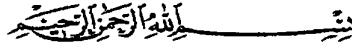
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ABSTRACT

Handayani, Indah. 1402050212 *The Effect of Applying KWL (Know, Want, Learned) Strategy on the Students' Achievement in Reading Comprehension at SMP Muhammadiyah 58 Medan*. Skripsi. English Departmen of the Faculty of Teacher Training and Education of University Muhammadiyah Sumatera Utara, Medan, 2018.

The purpose of the study was to find out the significant effect of applying KWL strategy on the students' achievement in reading comprehension. The study applied the experimental research method. The population of this research was the seventh grade of SMP Muhammadiyah 58 Medan at academic year 2017/2018. The sample was 52 students, consisted of two classes. The research class was divided into two classes, Experimental Class (25 students) and Control Class (27 students). The instrument of collecting data was reading test. The data were analyzed by using t-test formula. After analyzing the data, it was found that t-observed (4.12) which was greater than t-table (2.14) with the significant level = 0.05 and the degree of freedom (df) = 50. It means that the findings showed that the hypothesis of the study Ho was rejected and Ha was accepted. The result of this research concludes that, there was a significant effective on the students' achievement in reading comprehension after being taught by applying KWL strategy. Indeed, it was recommended for teachers to apply this method in teaching English. Especially, in teaching learning reading comprehension.

Keywords: *KWL Strategy, Reading, Descriptive Text*

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

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Medan,   April 2018

The Researcher,

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CHAPTER I

INTRODUCTION

A. The Background of the Study

In Indonesia, English is the first foreign language. It means that English is a compulsory learned subject which must be taught to the students in the school from the elementary school until university. Mastering English as a foreign language of course is not as simple as learning English as national language. Teacher and students must master and understand the technique that is suitable to be used in English teaching and learning process. Learning English is suitable technique can help the students to understand English material well.

English learning cannot be separated from the four of language skills are: listening, speaking, reading, and writing. Without mastering the four language skills, students will not be able to serve, facilitate and manage the teaching learning process. Among the four English skills, reading is the most difficult skill.

Reading is very important in learning English for students. Because by reading the students can find the information and find the main ideas that are important in the text. Now the development of reading comprehension has become the object of attention in education that needs to be meticulously.

According to Danny and Timothy (2008) statement the reading is not just saying the words on a page. It is not merely a matter of decoding smoothly and with expression. It is not simply the ability to respond to low-level question about the content of a text selection. But, reading is a thoughtful process that involves

deep comprehension. It is this deep understanding that empowers, transforms, and frees the reader. Reading must be comprehended by the students, it is mentioned that the students must comprehend some comprehension skill: (1) finding information explicitly and implicitly; (2) finding main idea; (3) finding meaning.

Reading is one of the difficult skills in learning English. Reading requires the ability to focus on the text being read. Because by reading the text with focus we are able to get important information ideas that are in the text and the purpose of the text being read. According to Dechant, (1977) Reading is a necessary skill that any learner needs and it is not merely a receptive skill. Rather, it is a selective process and characterized as an active process of comprehending. Moreover, reading is not an easy skill to master as it is thought. It is a complicated process that requires specialized skill of the reader.

According to Durkin, Hanna & Al Nasir (1993) reading comprehension is considered the real core for the reading process; and a big process around which all other processes are cantered. Comprehension is the peak of the reading skills and the bases for all reading processes (It is viewed by some researchers as the ultimate objective of the reading process, since they who do not comprehend what they reads is considered as if they have not read. However, there are five components of reading comprehension that have to be considered. They are: finding Factual Information, finding main idea, finding supporting idea, finding the meaning of vocabulary, and identifying reference.

Reading cannot be separated from comprehension because it is the main purpose in reading instruction. Comprehension involves more than simply

decoding. It involves recognizing the significance of the message, understanding the intentions of the writer, and going beyond what is written to guess at hidden, unstated or implied meanings (White, 1997). Moreover, it is an active thinking process to understand the meaning of written text by electing information, ideas or facts from written text, discovering the meaning of unfamiliar words of the text and determining the meanings the author intended to transmit.

Based on the researcher's experiences in Teaching Practice Program (PPL), some students feel reading is boring and some of them will not be answer the question of the text given because they were lack of vocabulary. Most of the students were not interested in learning reading comprehension and they lacked knowledge about reading, they found the difficult in reading because they didn't know what they would do to reading comprehension, they always make errors in reading. It shows that they cannot read well, especially in reading comprehension on descritive text. It shows us that reading has still being the most difficult skill in language learning.

The subject of the researcher is the students' class VII A and VII B SMPMuhammadiyah 58 Sukaramai Medan academic year 2017/2018. The school has located on Jl. Denai Gang 2 No.16 Kel. Tegal Sari, Medan.

This condition becomes the challenge for English teacher to find out the solution to improve the students' skill in reading comprehension, especially reading comprehension on descriptive text. One way to improve their reading skill is using KWL strategy. By using the strategy, it is expected that students can

improving their skills in reading. Especially, in reading comprehension on descriptive text.

Those are reading strategy that can be used either in individual reading or in group. In this case, activating background knowledge seems to be the most important purpose. The ESL teacher must provide the student with appropriate schemata s/he lacking, and must also teach the students how to build bridges between a student's existing knowledge and new knowledge. The building of bridges between a student's existing knowledge and new knowledge needed for text comprehension (Richard, 2002). In this study, the researcher only focuses on one of the strategy, which is KWL (Know, Want, Learned) strategy.

KWL strategy is one of many strategies that are rarely used in the process of teaching and learning English in the classroom. KWL derives its name from its activity, they are Knowing, Wanting, and Learning. Many experts have delivered many definitions about KWL. Donna Ogle launched this strategy in 1986. She developed a teaching approach that gets young readers even closer to independent reading comprehension. The idea of this strategy is that the reader must actively and continuously access what they already know about a topic.

KWL strategy benefits in many ways according to Ogle (1986). KWL strategy can be used for brainstorming at the beginning of the lesson or unit to find out what students already know. KWL Strategy can help students to monitor their comprehension. Finally KWL strategy is intended to be an exercise, for a study group or class, which can guide students in reading and understanding a text. It can be adapted by students to work alone, but discussions definitely help. KWL

Strategy provides an opportunity for the students to expand their ideas beyond the text.

Based on the problem above, the researcher wants to conduct a research by the title **"The Effect of Applying KWL (Know, Want, Learned) Strategy on Students' Achievement in Reading Comprehension at SMP Muhammadiyah 58 Medan".**

B. The Identification of the Problem

Based on the above explanation, there were many problems that was identified, they were:

1. The students were not interested in learning reading comprehension

2. The students were lack of vocabulary

3. The students found the difficult in reading

4. The students didn't know what they would do to reading comprehension

C. The Scope and Limitation

The scope of this research was related to the students' achievement in reading comprehension. And limitation of this research is applying KWL strategy in teaching descriptive text to the seventh grade of SMP Muhammadiyah 58 Medan in Academic Year 2017-2018.

D. The Formulation of the Problem

The problem of this study was formulation as the following is there any significant effect of applying KWL strategy on students' achievement in reading comprehension?

E. The Objectives of the Study

The purpose of this research was as follows to find out the significant effect of applying KWL strategy on the students' achievement in reading comprehension.

F. The Significance of Study

The findings of this study were expected to be useful for:

1. Theoretically

Theoretically this research is useful and interesting in teaching reading comprehension through KWL strategy.

2. Practically

a. The English teacher to help the students' problem in reading comprehension by the use of KWL strategy.

b. The students to improve their understanding in reading comprehension through the application of KWL strategy in teaching learning process.

c. The further researcher who will do the same research, it can be used as input to make education policy in teaching English.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories were needed and important to explain some concept and terms related to this scientific study get some perception on every variable between the writer and the readers.

1. Reading

Reading is one of the important skills that should be paid attention to learn the process. Reading can be challenging, particularly when the material is unfamiliar to students. In addition, by reading, the students open their mind and refresh their knowledge every time. Actually the essence of reading is the reader necessity to work by them to interpret the text and get the meaning of what the writer wants to convey.

According to KerenTankersley (2003) state that "Reading a complex process made up of several interlocking skills and processes." It is means that, the readers should have supporting capability of skills such as phonics and decoding, fluency, vocabulary and word recognition, comprehension and the last for thinking which help them to understand and to interpret the meaning what they have read. But sometimes, the real fact is many of students feel reading instead of nothing. In their mind, reading is only saying words either orally or silently. They do not know what they have to read. So, all the teachers have responsibility to demand

make interesting by using strategy when teaching reading process goes on. In order words, the students are interested in know what they have read.

According to Mclntyre (2011) reading is comprehension, if children can read the words of the text, but do not understand what they are reading, they are not really reading. So, basically reading is a crucial goal that children must master in order to be successful in school. As professional educators, the teachers are constantly pushing the students to increase the reading levels in their classroom.

Moreover, Harvey and Gouduis in Pamela (2004) Thoughtful, active readers use the text to stimulate their own thinking and to engage with the mind of the writer, Based on the above explanation, the researcher concludes that reading is getting meaning from print. It is not only confined to print in text or book, but also this happen for communication between the reader and the writer. Therefore, the reader should interpret what is written by the writer.

2. Comprehension

Comprehension is the ability to understand and get meaning from spoken and written language (National Institute for Literacy [NIFL], 2001).

Comprehension is comprised of a complex process involving knowledge, experience, thinking, and teaching (Fielding & Pearson, 1994). Therefore, effective comprehension instruction is necessary to help students understand, remember, and communicate with others about what is read to them and what they read (NIFL, 2001).

Comprehension skills are based on rich language and experience with text from early in life. These experiences include learning how to decode; becoming fluent in decoding with an extensive repertoire of sight words; increasing vocabulary to include words commonly found in texts; and learning how to get meaning from text using comprehension processes (Pressley, 2000). (Rand Report, 2000)

3. Reading Comprehension

Yudy Willis (2008:128) said that to comprehend text, the reader must be able to decode words or recognize words and access text integration processes to construct meaning and retain the content of the words long enough for it to stimulate their stores of related information in their long-term memories. Instructions on initial understanding of strategies such as summarize, predict, and self-monitor to understand. Additional comprehension skills that must be taught and practiced include assessing and connecting with students' background knowledge, pre-teaching of new vocabulary, clarification of key concepts, linking to prior knowledge and personal relevance, instruction in strategies, teacher-guided and student-centered discussion about the content, previewing, predicting, summarizing, selecting main ideas, self-monitoring, and teacher feedback for understanding.

According to Barbara Angell Caslon, RAND Reading Study Group (2002) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. The

elements of comprehension: The reader who is doing the comprehending. The text that is to be comprehended. The activity in which comprehension is a part.

Based on the above quotation, the readers have to have capabilities, abilities, knowledge, and experiences to comprehend the text. Text is broadly constructed to include any printed text or electronic text. In considering activity, include the purpose, processes, and consequences associated with the act of reading.

a. The Reader

To comprehend a text, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, intervening, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies). Of course, the specific cognitive, motivational, and linguistic capacities and the knowledge base called on in any act of reading comprehension that depend on the texts in use and the specific activity in which one is engaged. Fluency can be conceptualizes as both an antecedent to and a consequence of comprehension. Some aspects of fluent, expressive reading may depend on a thorough understanding of a text.

However, some components of fluency-quick and efficient recognition of words and at least some aspects of syntactic parsing-appear to be prerequisites for comprehension. As a reader begins to read and completes whatever activity is at

hand, some of the knowledge and capabilities of the readers change. For example, a reader might increase domain knowledge during reading. Similarly, vocabulary, linguistic, or discourse knowledge might increase. Fluency could also increase as a function of the additional practice in reading. Motivational factors, such as self-concept or interest in the topic, might change in either a positive or a negative direction a successful or an unsuccessful reading experience.

b. The Text

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. These representations include the surface code (the exact wording of the text), the text base (idea units representing the meaning), and a representation of the mental models embedded in the text. The proliferation of computers and electronic text has led us to broaden the definition of text to include electronic text and multimedia documents in addition to conventional print. Electronic text can present particular challenges to comprehension, such as dealing with the non-linear nature of hypertext, but it also offers the potential for supporting the comprehension of complex texts, for example, through hyperlinks to definitions or translations of difficult words or to paraphrasing of complex, sentences.

Texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged. For example, the content presented

in the text has a critical bearing on reading comprehension. A reader's domain knowledge interacts with the content of the text in comprehension. In addition to content, the vocabulary load of the text and its linguistic structure, discourse style, and genre also interact with the reader's knowledge. When too many of these factors are not matched to a reader's knowledge and experience, the text may be too difficult for optimal comprehension to occur. Further, various activities are better suited to some texts than to others. For example, electronic texts that are better suited to some texts that are product of Internet searches typically need to be scanned for relevance and for reliability, unlike assigned texts that are meant to be studied more deeply. Electronic texts that incorporate hyperlinks and hypermedia introduce some complications in defining comprehension because they require skills and abilities beyond those required for the comprehension of conventional, linear print.

c. The Activity

Reading does not occur in a vacuum. It is done for a purpose, to achieve some end. Activity refers to this dimension of reading. A reading activity involves one or more purpose, some operations to process the text at hand, and the consequences of performing the activity. Prior to reading, a reader has a purpose, which can be either externally imposed (e.g completing a class assignment) or internally generated (wanting to program a VCR). The purpose is influenced by a cluster of motivational variables, including interest and prior knowledge. The initial purposes can changes as the reader reads. That is, a reader might encounter information that raises new questions that make the original purpose either

incomplete or irrelevant. When the purpose is externally mandated, as in instruction, the reader might accept the purpose and complete the activity; for example, if the assignment is "read a paragraph in order to write a summary," the compliant student will accept that purpose and engage in reading operations designed to address it. If the reader does not fully accept the mandated purpose, internally generated purpose may conflict with the externally mandated purpose. Such conflicts may lead to incomplete comprehension. For example, if students fail to see the relevance of an assignment, they may not read purposively, thus compromising their comprehension of the text. During reading, the reader processes the text regard to the purpose. Processing the text involves, beyond decoding, higher-level linguistic, semantic processing and monitoring. Each process is more or less important in different types of reading, including skimming (getting only the gist of text) and studying (reading text with the intent of retaining the information for a period of time).

Finally, the consequences of reading are part of the activity. Some reading activities lead to an increase in the knowledge a reader has. For example, reading the historical novel Andersonville may increase the reader's knowledge about the U.S. Civil war, even though the reader's initial purpose may have been enjoyment. The American history major who reads and assigned text about the Civil war may experience similar consequences, although the reading activity was undertaken for the explicit purpose of learning.

3.1. Student's Achievement in Reading Comprehension

Achievement in reading comprehension concerned with the mastery and proficiency of students in the area of reading comprehension. Reading comprehension is the skill of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text and constructing an approximate understanding of the writer's message. An achievement test is treated to classroom lessons, units, or even a total curriculum. Achievement test are limited to particular addressed in a curriculum within a particular time frame and are offered a course has focused on the on the objectives in questions. The primarily ole of an achievement test is to determine whether course objectives have been met and appropriate knowledge and skills acquired by the end of a period of instruction. Reading comprehension achievement is determined by some indicators, they are the student's capability in answering the questions related to the text, the student's capability in reading a text briefly, and the student's comprehend a text well in a short time.

3.2. Genres of Reading

I Wayan (2014) that genre approach to writing is also influenced and determined significantly by features and situational environmental such as subject matter, relationship between writer and reader and text organization. Texts are classified into several types. They are narrative, recount, descriptive, report, explanation, hortatory exposition, procedure, review, news item, anecdote, and spoof. This research decided to the text genre focused in report text.

3.3. Definition of Descriptive Text

In this research, the researcher focused in a descriptive text. So, Descriptive text is one of genre of texts. This text is one of texts that have to be thought to Junior High school students. It is hoped that students in junior high school will communicate each other in oral and written form of communication.Descriptive text is difficult enough to learn by the students.

3.4. Generic Structure of Descriptive Text

- **Purpose**

Description is used in all forms of writing to create a vivid impression of a person, place, object or event e.g. to:

Describe a special place and explain why it is special. Describe the most important person in your life.

Descriptive writing is usually used to help a writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects etc.

- **Features**

Description is a style of writing which can be useful for a variety of purposes is to engage a reader's attention. To create characters. To set a mood.

- **Language**

Aims to show rather than tell the reader what something/someone is like. Relies on precisely chosen vocabulary with carefully chosen adjectives and adverbs. Is focused and concentrates only on the aspects that add something to the

main purpose of the description. Sensory description - what is heard, seen, smell, felt, tasted. Precise use of adjectives, similes, metaphors to create images/pictures in the mind e.g. their noses were met with the acrid smell of rotting flesh. Strong development of the experience that "puts the reader there" focuses on key details, powerful verbs and precise nouns.

4. Level of Reading Comprehension

According to Thomas Barret in Brassel and Rasinski (2008: !&) state there are three types of action with his three-level taxonomy of reading comprehension:

a. Literal Comprehension

In this level, the readers get information and ideas that are explicitly stated in the text. Literal comprehension requires a reader to be able to retell or recall the facts or information presented in a text. Literal comprehension focuses on ideas and information explicitly stated in the selection.

b. Inferential Comprehension

Inferential comprehension refers the ability of a reader to take in information that is inferred or implied within a text. It is stimulated by purpose for reading and teacher's question which demand thinking and imagination that goes beyond the printed page. In this level the student uses and information implicitly stated his intuition and personal experiences as a basis for conjecturing and hypothesizing.

c. Critical Comprehension

Critical comprehension involves a reading making critical judgments about the information presented in the text. Critical comprehension refers to the ability to

make judgment about ideas and information a writer offers. Competent reader will measure them against what they already know accepting or rejecting them in whole or part or withholding judgment until confirmation is reached.

5. Description of KWL (Know, Want, Learned) Strategy

KWL or stands for Know, Want, and Learned is a learning strategy to read in English. Basically, KWL is a strategy where students first know (Knowing, analyzing, predicting), then Want (Developing thoughts on what will be learned by making questions related to the text), then just Learn (Summing up what already studied and answered questions). Broadly speaking, that's what will be done in reading learning using KWL. For a more detailed description, we can see the following explanation.

5.1 K (Know)

At this stage, students have not read the text and along with the group, they will analyze a text. The analysis is done by thinking about the keywords, terms, phrases, and topics that are likely to appear in the text. Then all those things are organized into a list so well detailed. What is the purpose of this stage? Students and their groups can use this stage to first think critically and make an analysis of what things will appear in the text. This strategy also helps them to be familiar when reading text.

5.2 W (Want)

In the stage want, students will do things much more complex again. Here, they will make important questions about it related to the theme of the text. For

example, a teacher has given the text that the text to be learned at this time is about the descriptive text.

5.3 L (Learned)

The last stage is the stage review, answer questions, and draw conclusions. In this stage, students read the text and after learning it, they answer the questions, and summarize the important points in the text. The purpose of this stage is that students know what they are learning and not the children who come with the learning that is applied by the teacher.

KWL is a strategy in helping students to comprehend the text. Students are able to comprehend the information contained from the passage. It consist of 3 phases (know, want to learn, learned). According to Irena K (2009) KWL reading strategy has a value that enables readers to become better in reading comprehension activity. KWL reading strategy 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. The process gives information to improve comprehension and retention of the material. It means that KWL strategy can help students to be able to comprehend when they are reading and be more active in reading class.

Before the class has begun, teacher gives a brain gym activity to focus the students' attention. In this very first meeting of the implementation of the strategy, students will be working in group consists of four students. Teacher has already made a new classroom map and students should move their seats based on the

map on 30 seconds. When all the students are seated on their own places, teacher starts to explain about the mechanism of strategy. Teacher tells the students about the topic and they start to write on the first column (knowing), and then the next column (wanting). When students are working with their columns, teacher walks around the classroom to see their work. As this is the first time for the students to apply the strategy, teacher should give many examples for the students. The next activity is reading the text from the teacher about the topic. After reading the text, a discussion about the answers of the second column (W-want column) are written down on the last column (learning). Besides, to know the understanding of the students about the text they are given some comprehension questions to be answered.

5.4 KWL Strategy

KWL is an instructional reading strategy developed by Donna Ogle (1986) that is used to guide students through a text. The KWL is known as an instructional reading strategy designed for instructors to have learners learn from nonfiction texts in any content are. The purpose of in this research is to help students to cope with their problem in reading comprehension through KWL strategy.

The K-W-L strategy serves several purposes:

The first elicits students' prior knowledge of the topic of the text. Sets a purpose for reading. And than helps students to monitor their comprehension.

5.5 The Achievement of Reading Comprehension by Applying KWL Strategy

There are so many strategies to help students in reading, but in this study the researcher just focus on KWL strategy. The KWL strategy focuses on activating prior knowledge and confirming what students have learned during the reading lesson. If the teachers are able to effectively engage their students in using the reading strategy. The students were more activate in their lessons and as a result, fewer discipline problems will occur. There are some activities in teaching reading by applying KWL strategy:

Teacher chooses one topic about text. Asked students to read and to comprehend the text. Asked students to describe the text. Teacher created a column on whiteboard or on overhead transparency. In addition, the students should create a column on which to record information. Asked students to brainstorm word, terms, or phrase they associate with a topic. The teacher and students record these associate in the K column of their charts. This is done until students run out of idea. Students report the things they learned from the text, first they report answers they found to their question, and then they report any other interesting or important ideas they discovered and made a conclusion from the text.

5.6 The Achievement of the Use of KWL Strategy in Descriptive Text

Choose a text. This strategy works best with descriptive texts. Create a K-W-L chart**.** The teacher should create a chart on the blackboard or on an overhead transparency. In addition, the students should have their own chart on which to

record information. Ask students to brainstorm words, terms, or phrases they associate with a topic**.** The teacher and students record these associations in the *K* column of their charts. This is done until students run out of ideas. Have students read the text and fill out the L column of their charts**.** Students should look for the answers to the questions in their W column. Students can fill out their L columns either during or after reading. Discuss the information that students recorded in the L column.

6. Advantages of KWL Strategy

There were some advantages of KWL (Know, Want, Learned) Strategy, student will be accustomed to do discussions with their friends. They will have more confidence in giving their opinion in the classroom. As the topic is interesting, students will be curious and they will have more motivation to read. When students are accustomed with this strategy, they will need less time to read. Students will become more active in the classroom. Students will be accustomed to make a summary. Increase students' writing ability. Increase students' speaking ability. Increase students' listening ability. And the last increase students' vocabulary.

7. Disadvantages of KWL Strategy

That it does encourage asking questions while reading and the fact that some of background information may not be correct. It also does not help with growing vocabulary because if a student does not know what a word is, they may just skip it and go on. There also no encouragement for addressing emotional experience while they read. This can be prevented by having the students talk about these

instances or even finding the vocabulary words they do not know and writing them down so they can figure out the meanings.

8. Procedure of Teaching Reading by Applying KWL Strategy

In 1986, Donna M. Ogle created KWL reading strategy and published an article on International Reading Association, Vol. 39 No. 6 (Feb., 1986), pp. 564-570. Ogle (1986:564) states this simple procedure helps teachers become more responsive to students' knowledge and interest when reading expository material and it models for students the active thinking involved in reading for information. KWL strategy stand for the process of making meaning that begin with what students already Know, moves to the questions of what they Want to Learn, and then continued as students' recorder what they Learned. According to Barell (2003) the KWL strategy has had one of the most positive effects in influencing students' ability to read effectively" and Marzano et al. (in Barell, 2003) state. KWL strategy known as a prereading strategy, this approach is effective in tapping into readers' prior knowledge, thereby preparing them for learning." From those two statements, the researcher assumed KWL strategy is an effective strategy that can improve student's reading comprehension on report text.

In its application in previous researches, KWL strategy has conducted by using a worksheet consisting of three columns to be fulfilled by the students. The columns were Know column; stands for what I already know, Want column; stands for what I want to learn, and Learned column: stands for what I did learn. The three columns had their own initial column name. Know column is named as

"K", want to learn column is named "W", and the last learned column is named

"L".

Table 2.1
Strategy KWL

K – What We Know	W – What We Want To Learn	L – What We Learned
Write the information about what the students know in this topic	Write the information about what the students want to know in this topic	After the completion of the lesson or unit, write the information that the students learned in this topic

(Ogle, 1986:565)

The procedure of KWL strategy as below make grouping students, distributes

the KWL worksheet, explain the procedure and implementation of KWL strategy,

step K (What I Know), step "W" (What do I Want to Learn?), distributes the

descriptive text, and the teacher ask students to guess the meaning of unfamiliar

words, the last step L (What I Learned).

Table 2.2
The Process of the Treatment Design as Follow

No.	Experimental Group	Students Activities
1.	Teacher greets the students to open the class	Students answer greets the teacher
2.	Teacher gave pre-test to the students	Students did the answer pre-test
3.	Teacher explained what has applying KWL Strategy for the students	Student listen carefully to the teacher explained strategy
4.	Teacher ask the students about the material to perform the tracking of the	Students answers ask to the teacher. In this phase

	learning experience and basic skill students	start question and answer process
5.	Teacher gave the test reading report text to the students and think about what happen of the text	The students decide for themselves the problem of the text

9. The Teaching Method used in Control Group

Table 2.3
Treatment in Control Group

No.	Control Group	Students Activities
1.	Teacher greets students	Students answer the teacher
2.	Teacher gave pre-test for the students, and explain the genre of the text and ask them to read text	Students listen carefully to the teacher explanation carefully and then students did the pre-test
3.	The teacher ask the students to find out the difficult words in the reading text and looked for the meaning in the dictionary	Students found difficult words in the reading text and looked for the meaning in the dictionary
4.	Teacher ask the students to read the text	Students read the text
5.	Teacher concludes he lesson by summarizing what they learn	Students listen carefully to the teacher conclusion

The strengths of KWL strategy were required the students to activate their background knowledge and encourages students' active participation. The weaknesses of this strategy were the students are not confident in expressing their background knowledge and the strategy only effective for expository text. There were possible solutions that can be used to solve the weaknesses, the teacher can use media such as picture or video to make students easy to imagine the object of descriptive text and then guide from the teacher is important in order to control students' activities in reading class.

The following is an example of a complete K-W-L column that students' might complete if they were reading a text about Cat. For Example:

Cat

I have a cat. It's named is Winkie. It's white and grey in colour. It has lovely green eyes. It is very soft and furry. It eats fish and drinks milk. It plays with me when I come back from school. It likes to play with ball in the garden. It loves me and shows it's love by licking me when I come back from school. It sleeps in a small basket near my bed. I love you my pet very much and take care of it.

Table 2.4
Topic: Cat

Know	Want	Learned
Funny	How long ago did they live?	Its named is Winkie
Soft	Why did they die?	Its white and grey in colour
Furry		It has lovely green eyes
White		It is very soft and furry
		It eats fish and drink milk
		It likes to play with in the garden

B. Relevant Studies

The relevant studies based on the similarities in variables of study even in dependent variable although independent variable. Some of the relevant of the study with the research that will be done as follows:

First, FitriIndriyati researcher has title "*Improving Students' Reading Comprehension On Report Text Through Kwl Reading Strategy*" Based on the research findings, the KWL reading strategy which was applied to the subject of research showed the improvement the students' reading comprehension of report text. The data mean score showed at the students' test of first cycle was 54.28 and get improved at second cycle test that was 78.9 and third cycle

students' mean score was 80.7. Meanwhile, the standard score given was 75. It means that by using KWL reading strategy in teaching reading comprehension in report text the students get improved from time to time.

Second, EksaRiantika "*The Use Of K-W-L (Know – Want To Know – Learned) Strategy To Improve Students' Reading Comprehension*" The research findings show that the use of KWL Strategy could improve students' reading ability and classroom situation of English class. The improvement of students' reading comprehension can be seen from the improvement of the mean score of pre-test, first post-test, and second post-test, that is 66.95; 75.43 and 80.65.

Third, FitriaCholifah "*Improving Students' Reading Comprehension Through Kwl (Know, Want, And Learned) Strategy*" The main purpose of this study is to see whether the use of KWL (Know, Want, and Learned) strategies are effective in improving the value of reading comprehension and student participation in English classes. The subject of research is eighth grader (VIIIA) SMP Muhammadiyah 1 Jember academic year 2014/2015 consisting of 33 students. From the results of pleriminary studies showed that 30.30% of grade VIII A students get the value of ≥72. Data were collected using multiple reading and questioning options in multiple choice. Results of data analysis in the second cycle showed that the percentage kesuluruhan class in reading test score is 78.79% of students reach the target value ≥72. The result of the observation analysis of the checklist in the second cycle shows that 80.30% of the students actively participate in the reading class. From these results indicate an increase in the understanding of reading and participation of class VIII A students who were taught using KWL strategy in SMP Muhammadiyah 1 Jember academic year 2014/2015.

C. Conceptual Framework

Reading comprehension is the mental process by which readers take the words encoded by writer use to construct an interpretation of what they think the writer intended to convey. Reading is a process of activating prior knowledge to help a reader in understanding certain text. In junior high school, there are twelve kinds of genre that should be introduced. Every genre has its own characteristics. It is differentiated into the social function and generic structure. So the get better understanding a kind of texts, the readers should know what is the most appropriate strategy should be used to comprehend the text easier. Strategy in teaching must be in harmony with the subject and material as well. The teachers are demanded to choose the appropriate ones. Improvements in language teaching will come as the result of improvements in the quality of strategy in teaching. The researcher chooses KWL strategy for teaching reading because this strategy is very appropriate to help the students understand the material well. KWL strategy can give more chance for the students to learn reading without under pressing situation. It develops a curiosity on the subject in the text and gets them interested to learn more. Seeing at how interesting KWL strategy, the writer assumes that KWL strategy is also able to make the students more independent in learning reading and their level of task engagement will increase and they will be able to monitor and regular their own academic performance. KWL (Know, Want, Learned) strategy used for Report Text. Teaching reading through this strategy usually use a chart which consist of: K (for what student know), W (for what the students need to know), L (for what students have learn). So when the students are

reading the text they do not only get the meaning of the text but also they know want learned strategy in more detail. Thus based on this explanation, it can be concluded that know want learned strategy is more effective to increase students reading comprehension than conventional strategy.

D. Hypothesis

Based on the theoretical and conceptual framework above, the hypothesis of this study can be formulated as follows:

- Ho : There is no significant effect of applying KWL (Know, Want, Learned) strategy on the students' achievement in reading comprehension.
- Ha : There is significant effect of applying KWL (Know, Want, Learned) strategy on the students' achievement in reading comprehension.

CHAPTER III

METHOD OF RESEARCH

A. Location of Research

This research was conducted in the seventh grade students of SMP Muhammadiyah 58 Medan the academic year at 2017/2018 on Jl.Denai Gang 2 No. 16 Kel. Tegal Sari Medan. The reason for choosing this school because the researcher want to know how junior high school students interest in learning English, especially in reading comprehension on descriptive text.

B. The Population and Sample

1. Population

The population of this research was conducted on seventh grade students of SMP Muhammadiyah 58 Medan in the academic year at 2017/2018. The total population is 52 students. There was two classes VII A and VII B consisted of 52 students.

Table 3.1
The Population of the research

No.	Classes	Population
1.	VII A	25
2.	VII B	27
	Total	52

2. Sample

The population of this study is all students of class VII SMP Muhammadiyah 58 Medan. The sample of this research was class VII A which contains of 25 students and VII B which contains of 27 students. The first chosen was VII A as

experimental group while the second was VII B as control group. Continuously,

sample of the researcher were listed in the table below.

Table 3.2
The Sample of the research

No.	Classes	Sample
1.	VII A	25
2.	VII B	27
	Total	52

C. Research Design

The research design that was applied in this research was experimental. It was

to find out the effect of applying KWL strategy in reading comprehension. There

were two groups of students namely the experimental group and control group.

The control group was taught by using traditional method and the experimental

group applying KWL strategy. The design of this research was presented seen as

follows:

Table 3.3
Research Design

Group	Pre Test	Treatment	Post Test
Experimental Group	√	Applying KWL strategy	√
Control Group	√	Traditional Method	√

In this research, there were three procedures done to collect the data. They are sequenced as follows:

a. Pre-Test

Each groups, the experimental group and control group was given pre-test before treatment. The function of the pre-test is to measure the main score of both groups.

b. Treatment

In reading comprehension, different treatment was used to experimental and control group. The experimental group was given by applying KWL strategy, which the control group was given by using traditional method.

c. Post-Test

The post – test was to each group. The items of post- test were exactly the same as the ones in the pre – test, it was intended to discover the means score the experimental group and the control group.

D. The Instrument of the Research

The instrument of this research was reading test. It contains of 10 multiple choices. In the test, the students read descriptive text and answer the questions based on the texts. The material of the test was taken from the "Pegangan guru untuk SMP/MTS oleh Bachtiar Bima Mustriana, 2009, PT Intan Pariwara. In collecting the data, some steps were applied as follows: (1) Given the same pre-test to both of the groups (2) Applied the treatment by applying KWL strategy to the experimental group and traditional method was given to the control group (3)

Given post-test with the same test to both of the groups (4) Collected the students'
work sheets.

E. The Technique of Analyzing Data

After collecting the data from the test, the data analyzed by using the following
procedure, reading the students' answer, identifying the students' answer, scoring
the students' answer for correct and wrong answers, listing the score into two
tables first was the experimental group scores and second was the control group
scores, calculating the total score of post-test in experimental group and control
group, finding the mean score of pre-test and post-test in experimental group and
control group by using formula:

a. Mean of Variable X (Variable 1)

$$M_x = \frac{\Sigma X}{N}$$ (Sudijono, 2009)

b. Mean of Variable B (Variable 2)

$$My = \frac{\Sigma Y}{N}$$

7. Finding the standard deviation

a. Standard of Deviation (SD) for variable X (variable 1)

$$SD_x = \sqrt{\frac{\Sigma x^2}{N}}$$ (Sudijono, 2009)

b. Standard of Deviation (SD) for variable Y (variable 2)

$$SD_y = \sqrt{\frac{\Sigma y^2}{N}}$$

c. Standard Error of mean variable 1

$$SE\ M_1 = \frac{SD1}{\sqrt{N1-1}}$$

d. Standard Error of mean of Variable 2

$$SE\ M_2 = \frac{SD2}{\sqrt{N2-1}}$$

c. The difference of standard error between mean of variable 1 and mean of variable 2

$$SE\ M_1 - M_2 = \sqrt{\overline{SE}M_1{}^2 + SEM_2}$$

(Sudijono, 2009)

8. Testing hypothesis by applying T-test

$$t_o = \frac{M1-M2}{SEM1-M2}$$ (Sudijono, 2009)

Notes:

M_x = Mean for variable 1 or X

M_y = Mean for variable 2 or Y

ΣX = Total of students' score

Σy = Total of students' score

N_1 = Number of cases for variable 1

N_2 = Number of cases of variable 2

SD x = Standard deviation for variable x

SD y = Standard deviation for variable y

$\sum X^2$ = The square of total students' score

$\sum Y^2$ = The square of total students' score

SE   M1 – M2 = Standard error between M1 and M2

to   = t observed

F. Statistical Hypothesis

Ho   :   There is no significant effect of applying KWL (Know, Want,

Learned) strategy on the students' achievement in reading

comprehension.

Ha   :   There is significant effect of applying KWL (Know, Want,

Learned) strategy on the students' achievement in reading

comprehension.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data that had been collected based on the score of pre-test and post-test were presented in the table. Those were summarized in the following table.

Table 4.1
The Scores of Pre-Test and Post-Test in Experimental Group

No.	Students' Initial	Score	
		Pre-Test	Post-Test
1	AH	30	70
2	AA	60	80
3	AR	30	70
4	AN	60	80
5	AB	50	70
6	AA	30	70
7	DA	70	80
8	DM	40	70
9	GA	60	80
10	KA	30	90
11	LA	70	90
12	MF	60	80
13	MF	70	90
14	MR	70	90
15	MR	60	80
16	NF	30	90
17	NR	50	90
18	FH	60	80
19	RF	30	80
20	RA	50	80
21	SS	30	80
22	TH	30	90
23	TK	40	90
24	WB	70	90
25	YA	30	90
Total		**1210**	**2050**

Based on the table above, it showed that the total score of pre-test was 1210 with the lowest score was 30 and the highest score was 70. Meanwhile the total score of post test was 2050 with the lowest score was 70 and the highest score of post-test was 90.

Table 4.2
The Scores of Pre-Test and Post-Test in Control Group

No.	Students' Initial	Score	
		Pre-Test	**Post-Test**
1	AR	60	80
2	AA	60	80
3	AP	40	50
4	CP	60	80
5	DA	30	50
6	FR	60	80
7	JN	40	80
8	KL	40	50
9	MI	60	80
10	MR	30	60
11	MR	30	50
12	MD	50	70
13	MR	50	70
14	MA	50	50
15	ND	60	70
16	NR	30	50
17	NI	50	70
18	NA	60	80
19	PA	40	60
20	PP	50	70
21	RM	50	60
22	RJ	50	70
23	RA	50	60
24	SB	30	70
25	SR	50	70
26	WS	30	60
27	YS	50	70
Total		**1260**	**1790**

The table above shows that the total score of pre-test was 1260 with the lowest score was 30 and the highest score was 60. Meanwhile the total score of post test was 1790 with the lowest score was 50 and the highest score of post-test was 80. After getting the students' score in pre-test and post-test of both classes, it was known that there was a difference of students' achievements in reading comprehension after receiving the treatment.

Table 4.3
The Score of Pre-Test and Post-Test in Experimental Group and Control Group

Score	Experimental Group		Score	Control Group	
	Pre-Test	**Post-Test**		**Pre-Test**	**Post-Test**
30	9	-	30	6	-
40	2	-	40	4	-
50	3	-	50	10	6
60	6	-	60	7	5
70	5	5	70	-	9
80	-	10	80	-	7
90	-	10	90	-	-
100	-	-	100	-	-
Total	25	25	**Total**	27	27

Matching test was given to the students to obtain data. The data were collected by giving the students multiple choices. The data showed that in experimental group, the total score of pre-test was 1210 and post-test was 2050. Meanwhile, in control group, the total score of pre-test was 1260 and post-test was 1790. In experimental group, the result of the pre-test showed that the lowest score was 30 and the highest score was 70, in post-test the lowest score was 70 and the highest score was 90. Meanwhile in control group the result of the pre-test showed that the lowest score was 30 and the highest score was 60, in post-test showed that the

lowest score was 50 and the highest score was 80. Based on the data above, it proved that there were different score between pre-test and post-test. Those differences and their statistical calculations were displayed in tables below.

Table 4.4
The Students' Achievement Score in Pre-Test and Post-Test in Experimental Group

Statistical Calculation	Pre-Test	Post-Test
Highest	70	90
Lowest	30	70
Sum	1210	2050
N	25	25

Table 4.5
The Students' Achievement Score in Pre-Test and Post-Test in Control Group

Statistical Calculation	Pre-Test	Post-Test
Highest	60	80
Lowest	30	50
Sum	1100	1790
N	27	27

B. Data Analysis

Based on the data from the test, the scores were analyzed in order to calculated

differences of pre-test and post-test of the experimental and control groups.

Table 4.6
The Differences of Scores between of Pre-Test and Post-Test in Experimental Group

No.	Students' Initial	Score		
		Pre-Test (X_1)	Post-Test (X_2)	X(x2-x1)
1	AH	30	70	40
2	AA	60	80	20
3	AR	30	70	40
4	AN	60	80	20
5	AB	50	70	20
6	AA	30	70	40
7	DA	70	80	10
8	DM	40	70	30
9	GA	60	80	20
10	KA	30	70	40
11	LA	70	90	20
12	MF	60	80	20
13	MF	70	90	20
14	MR	70	90	20
15	MR	60	80	20
16	NF	30	70	40
17	NR	50	70	20
18	FH	60	80	20
19	RF	30	80	50
20	RA	50	80	30
21	SS	30	80	50
22	TH	30	80	50
23	TK	40	70	30
24	WB	70	90	20
25	YA	30	70	40
Total		**1210**	**2050**	**730**

Referring to the table above, the mean score of experimental group was calculated as the follows :

$$M_x = \frac{\Sigma X}{N} = \frac{730}{25} = 29.2$$

Which:

M x = The mean score of experimental group

$\sum X$ = The score of x2-x1

N = The sample of experimental group

Table 4.7
The Differences of Scores between Pre-Test and Post-Test in Control Group

No.	Students' Initial	Score		
		Pre-Test (Y_1)	Post-Test (Y_2)	Y(y2-y1)
1	AR	60	80	20
2	AA	60	80	20
3	AP	50	50	0
4	CP	60	80	20
5	DA	30	60	30
6	FR	60	80	20
7	JN	40	80	40
8	KL	30	50	20
9	MIS	60	80	20
10	MR	30	60	30
11	MR	30	50	20
12	MD	50	70	20
13	MR	50	70	20
14	MA	70	90	20
15	ND	60	70	10
16	NR	30	50	20
17	NI	50	70	20
18	NA	60	80	20
19	PA	50	60	10
20	PP	50	70	20
21	RM	50	60	10
22	RJ	50	70	20

23	RA	50	60	10
24	SB	30	70	40
25	SR	50	70	20
26	WS	30	60	30
27	YS	50	70	20
Total		**1260**	**1790**	**550**

As shown in the table, the mean score of control group was calculated as the follows :

$$M_y = \frac{\Sigma y}{N} = \frac{550}{27} = 20.37$$

Which :

M Y = The mean score of control group

$\sum Y$ = The score of x2-x1

N = The sample of control group

Table 4.8
The Calculation Standard Deviation of Experimental Group

No.	Students' Initial	$X(x_2\text{-}x_1)$	$X = X\text{-}Mx$	$(X\text{-}Mx)^2$
1	AH	40	10.8	116.64
2	AA	20	-9.2	84.64
3	AR	40	10.8	116.64
4	AN	20	-9.2	84.64
5	AB	20	-9.2	84.64
6	AA	40	10.8	116.64
7	DA	10	-19.2	368.64
8	DM	30	0.8	0.64
9	GA	20	-9.2	84.64
10	KA	40	10.8	116.64
11	LA	20	-9.2	84.64
12	MF	20	-9.2	84.64
13	MR	20	-9.2	84.64
14	MR	20	-9.2	84.64
15	MR	20	-9.2	84.64
16	NF	40	10.8	116.64
17	NR	20	-9.2	84.64
18	PH	20	-9.2	84.64

19	RF	50	20.8	432.64
20	RA	30	0.8	0.64
21	SS	50	20.8	432.64
22	TH	50	20.8	432.64
23	TK	30	0.8	0.64
24	WB	20	-9.2	84.64
25	YA	40	10.8	116.64
	Total			**2.087.37**

In line with table above, the standard deviation of experimental group was calculated as the follows:

$$SD_x = \sqrt{\frac{\sum x^2}{N}} = \frac{\sqrt{2.087.37}}{25} = \sqrt{83.49} = 9,13$$

Table 4.9
The Calculation Standard Deviation of Control Group

No.	Students' Initial	Y(y_2-y_1)	Y = Y-My	(Y-My)^2
1	AR	20	-30.255	915.365
2	AA	20	-30.255	915.365
3	AP	0	-2.037	4.149
4	CP	20	-30.255	915.365
5	DA	30	-8.028	64.448
6	FR	30	-8.028	64.448
7	JN	40	-3.994	15.952
8	KL	10	-10.135	102.718
9	MI	20	-30.255	915.365
10	MR	30	-8.028	64.448
11	MR	20	-30.255	915.365
12	MD	20	-30.255	915.365
13	MR	20	-30.255	915.365
14	MA	20	-30.255	915.365
15	ND	10	-10.135	102.718
16	NR	20	-30.255	915.365
17	NI	20	-30.255	915.365
18	NA	20	-30.255	915.365
19	PA	10	-10.135	102.718
20	PP	20	-30.255	915.365
21	RM	10	-10.135	102.718
22	RJ	20	-30.255	915.365

23	RA	10	-10.135	102.718
24	SB	40	-3.994	15.952
25	SR	20	-30.255	915.365
26	WS	30	-8.028	64.448
27	YS	20	-30.255	915.365
Total		**550**	**-544.600**	**817.016**

Based on the table above, the standard deviation of control group was calculated as the follows:

$$SD_y = \sqrt{\frac{\Sigma y^2}{N}} = \frac{\sqrt{817.016}}{27} = \sqrt{30.25} = 5.5$$

Based on the presiouscalculation above, the following facts were obtained:

SDx = 9.13

SDy = 5.5

N1 = 25

N2 = 27

X = 730

Y = 550

Mx = 29.2

My = 20.37

(X-Mx)2 = 2.087.37

(Y-My)2= 817.016

Therefore, the following formulas were implemented to calculate standard error both of experimental and control groups:

Standard Error of Experimental Group:

$$SE\ M_1 = \frac{SD1}{\sqrt{N1-1}} = \frac{9.13}{\sqrt{25-1}} = \frac{9.13}{\sqrt{24}} = \frac{9.13}{4.89} = 1.86$$

Standard Error of Control Group:

$$SE\ M_2 = \frac{SD2}{\sqrt{N2-1}} = \frac{5.5}{\sqrt{27-1}} = \frac{5.5}{\sqrt{26}} = \frac{5.5}{5.09} = 1.08$$

Next, the following was implemented to find out the error standard deviation between M1-M2 :

$$SE\ M_1 - M_2 = \sqrt{SEM_1{}^2 + SEM2^2}$$

$$= \sqrt{(1.86)^2 + (1.08)^2}$$

$$= \sqrt{3.45 + 1.16}$$

$$= \sqrt{4.61}$$

$$= 2.14$$

Table 4.10
Providing the Hypothesis

Standard Deviation	Test Hypothesis	Degree of Freedom
SDx = 9.13	t_o = 4.12	$df = 50$
SDy = 5.5	t_t = 2.14	$\alpha = 0.05$
SE M1 = 1.86		
SE M2= 1.08		
SE M1-M2 = 2.14		

After calculating the correlation of standard deviation showed that SDx = 9.13 SDy = 5.5 SE M1 = 1.86 SE M2 = 1.08 SE M1-M2 = 2.14.

Based on the previous calculate, df (degree of freedom) was obtained as follows: *Df* = (N1+N2-2) = 25 + (27-2) = 25+25 = 50

After measuring the data t-test formula, it showed that $t_{observe}$ value was 4.12and t_{table} was 2.14 or (4.12>2.14). It means that $t_{observe}$ was higher thant_{table}.

C. Testing Hypothesis

After the data above were calculated by using t-test formula, it was found that $t_{observe}$ was 4.12 and t_{table} was 2.14. Then after seeking the table of distribution of $t_{observe}$ as the basic of counting critical in certaion of degree of freedom (*df*), the calculation showed that *df* were 50 (N1+N2-2) or (25+(27-2) = 50), with the significant rate α = 0.05. It based on the table of distribution, it was gotten that price of t_{table}, at 0.05. The fact showedthat $t_{observe} > t_{table}$, 4.12 > 2.14. It showed that hypothesis was accepted.

The result above then was applied to test the hypothesis :

$$t_o = \frac{M1 - M2}{SEM1 - M2}$$

$$= \frac{29.2 - 20.37}{2.14}$$

$$= 4.12$$

D. Research Finding

It was found that the applying of KWL Strategy on the students' achievement in reading descriptive text gave the significant effect. The students' taught by applying KWL Strategy got the higher score that those taught by using traditional method. The result of the test showed that the $t_{observe}$ was higher that t_{table} (4.12>2.14). It means that the KWL Strategy gave the significant effect on the students' achievement in reading descriptive text. So, the researcher concluded that alternative hypothesis (Ha) was accepted that "there was a significant effect of using KWL Strategy on the students' achievement in reading comprehension".

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, it was found that there was the significance effect of applying KWL Strategy on the student achievement in reading comprehension, which was proven from the total scores of pre-test and post-test, 1210 and 2050 respectively. It was found that $t_{observe}$ was higher than t_{table} or 4.12>2.14 with *df* = 50, α = 0.05. It means that the findings showed that the hypothesis of the study Ho was rejected and Ha was accepted. The result of this research concludes that, there was a significant effective on the students' achievement in reading comprehension after being taught by applying KWL strategy.

B. Suggestion

Referring to the conclusion above, some suggestions were stated as the followings:

1. The English teachers are suggested to use KWL strategy in teaching reading. By which the teacher may easily teach reading interestingly because it can be an alternative strategy to motivate the students in reading descriptive text. Besides it can be contribution for English teacher to improve their teaching strategies.

2. The students are suggested to do a lot of practice to master of reading and easy to read the text by KWL Strategy is excellent strategy, because the students

enjoy in learning process and easy to understanding the text and answer the question. Students could compare about KWL strategy and using traditional method to take the best strategy in reading comprehension especially in descriptive text.

3. The readers, especially for the other researcher encourage having a lot of information about teaching learning experience for them.

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LESSON PLAN

(EXPERIMENTAL GROUP)

School : SMP Muhammadiyah 58 Medan

Subject : English

Class/Semester : VII-A/2

Topic : Descriptive Text

Time : 2 x 40 minutes

A. Standard Competence

To understand and to comprehend the meaning of short functional text and short functional in form of descriptive text in daily life contextual and in order to access knowledge in Understanding the material.

B. Basic Competence

To respond meaning in short functional text accurately, fluently, and appropriately in the context of daily life.

C. Indicators

Students are able to:

1. Identify the definition of descriptive text an types of descriptive text

2. Identify the social function of the text.

3. Identify main ideas.

4. Identify the generic structure of the text.

5. Understand the text descriptive.

D. Learning Purposes

After finishing the lesson, the students supposed to be able to:

1. Identify the definition of descriptive text an types of descriptive text

2. Identify the social function in the text.

3. Identify main ideas.

4. Identify the generic structure of the text.

5. Understand the text descriptive.

6. Responding the question based on the descriptive text

E. Teaching Material

1. Definition

Descriptive text is the text to describe about thing, person animals, place and so on.

2. Purpose

The purpose of descriptive text is to describe a characteristic for person, place, animal or thing in detail.

3. Social function

The social function of descriptive is to give description of characteristic of condition of an object, both human and things, by using adjectives and attributes.

4. Generic structure

The generic structure of descriptive text is:

 a. Identification which identifies phenomenon that will be described.

Description which describes about part, qualities or characteristics of something or someone in detail.

b. Description which describes about parts, qualities or characteristic of something or something or someone in detail.

c. Language Features

- The use of adjectives and compound adjectives.

- Using the simple present tense.

F. Teaching Techniques   : KWL (Know, Want, Learned) Strategy

G. Teaching Learning Process

No	Teacher's activities	Student's activities
1.	**Opening :** - Teacher greets the students and checks the students' attendance. - Teacher motivates students. - Teacher gives question related to descriptive text. - Teacher relates the importance of studying descriptive text in daily life.	**Opening :** - Students answer the greeting. - Students listen to the teacher. - Students answer the teacher based on their prior knowledge. - Students listen carefully to the teacher.
2.	**Main Activity :** - Teacher gives information to the students about learning	**Main Activity :** - Observing - Students listens the explanation about KWL

		purpose. - Teacher explains about of applying KWL strategy and summary techniques on students' reading comprehension achievement. - Teacher does brainstorming by explaining and discussion the topic will be given in material with the students. - Teacher asks the students to read the text, and will be given text to each student based on the material give.	strategy. - Students listen carefully. - Students answer the question.
3.	**Closing :** - Make conclusion about the material. - Teacher collects the students worksheet. - Teacher closes the learning process.		**Closing :** - Understanding the explanation about conclusion. - The students the worksheet. - Observing.

H. Media and Source

- Media   : Whiteboard and text descriptive from the internet

- Source : - *pegangan guru untuk SMP/MTS oleh Bachtiar Bima Mustriana, 2009, PT Intan Pariwara.*

I. Assessment

1. Form : multiple choice test

   - Each number, each correct answer scores : 20

   - Number score maximum

   - Scoring

$$\text{Score} = \frac{Total\ of\ True\ Answer}{Total\ of\ Question} \times \textbf{100}\ \%$$

Medan,   2018

English Teacher   Researcher

(Asral Efendi, S.Pd)   (Indah Handayani)

Acknowledge by:

Headmaster of SMP Muhammadiyah 58 Medan

(Dewi Zahara, S.Pd)

APPENDIX II

LESSON PLAN

(CONTROL GROUP)

School : SMP Muhammadiyah 58 Medan

Subject : English

Class/Semester : VII-B/2

Topic : Descriptive Text

Time : 2 x 40 minutes

A. Standard Competence

To understand and to comprehend the meaning of short functional text and short functional in form of descriptive text in daily life contextual and in order to access knowledge in Understanding the material.

B. Basic Competence

To respond meaning in short functional text accurately, fluently, and appropriately in the context of daily life.

C. Indicators

Students are able to:

6. Identify the definition of descriptive text an types of descriptive text

7. Identify the social function of the text.

8. Identify main ideas.

9. Identify the generic structure of the text.

10. Understand the text descriptive.

D. Learning Purposes

After finishing the lesson, the students supposed to be able to:

7. Identify the definition of descriptive text an types of descriptive text

8. Identify the social function in the text.

9. Identify main ideas.

10. Identify the generic structure of the text.

11. Understand the text descriptive.

12. Responding the question based on the descriptive text

E. Teaching Material

5. Definition

   Descriptive text is the text to describe about thing, person animals, place and so on.

6. Purpose

   The purpose of descriptive text is to describe a characteristic for person, place, animal or thing in detail.

7. Social function

   The social function of descriptive is to give description of characteristic of condition of an object, both human and things, by using adjectives and attributes.

8. Generic structure

   The generic structure of descriptive text is:

   d. Identification which identifies phenomenon that will be described.

   Description which describes about part, qualities or characteristics of something or someone in detail.

   e. Description which describes about parts, qualities or characteristic of something or something or someone in detail.

   f. Language Features

- The use of adjectives and compound adjectives.

- Using the simple present tense.

F. Teaching Techniques   : Traditional Method

G. Teaching Learning Process

No	Teacher's activities	Student's activities
1.	**Opening :** - Teacher greets the students and checks the students' attendance. - Teacher motivates students. - Teacher gives question related to descriptive text. - Teacher relates the importance of studying descriptive text in daily life.	**Opening :** - Students answer the greeting. - Students listen to the teacher. - Students answer the teacher based on their prior knowledge. - Students listen carefully to the teacher.
2.	**Main Activity :** - Teacher gives information to the students about learning purpose. - Teacher explains about of applying Traditional method and summary techniques on students' reading	**Main Activity :** - Observing - Students listens the explanation about Traditional method. - Students listen carefully. - Students answer the question.

		comprehension achievement.	
		- Teacher does brainstorming by explaining and discussion the topic will be given in material with the students.	
		- Teacher asks the students to read the text, and will be given text to each student based on the material give.	
3.		**Closing :**	**Closing :**
		- Make conclusion about the material.	- Understanding the explanation about conclusion.
		- Teacher collects the students worksheet.	- The students the worksheet.
		- Teacher closes the learning process.	- Observing.

H. Media and Source

- Media   : Whiteboard and text descriptive from the internet

- Source   : - *pegangan guru untuk SMP/MTS oleh Bachtiar Bima Mustriana, 2009, PT Intan Pariwara.*

I. Assessment

Form : multiple choice test

- Each number, each correct answer scores : 20

- Number score maximum

- Scoring

$$\text{Score} = \frac{Total\ of\ True\ Answer}{Total\ of\ Question} \times \mathbf{100}\ \%$$

Medan,   2018

English Teacher   Researcher

(Asral Efendi, S.Pd)   (Indah Handayani)

Acknowledge by:

Headmaster of SMP Muhammadiyah 58 Medan

(Dewi Zahara, S.Pd)

APPENDIX III

INSTRUMENT OF RESEARCH

TEST ITEMS

Read the Following Test Carefully.

Choose either a, b, c, or d for the correct answer.

Do you know Isyana Sarasvati? She is a very famous singer from Indonesia. She is pretty and very talented. Her fulname is Isyana Sarasvati. She is usually called Isyana. This beautiful lady was born in Bandung, West Java, on May 2, 1993. Her parents are Sapta Dwi Kardana and Luana Marpanda.

Isyana, the Taurus girl, is slim. She is only 50 kg and 165 tall. She has a long smooth beautiful hair. By glimpsing, she looks like a korean star.

Talking about her personality, Isyana is kind of introvert girl. She seems very quiet. But actually she is friendly enough to people. Talking about her passion in music. Isyana likes jazz, RnB, pop, and soul. She also can play piano, saxophone, and violin. That's fantastic. What do you know about her song? Isyana is being famous because of a very romantic song entitled "Keep Being You" and "Tetap dalam Jiwa".

1. From the text above we know that,...

a. She is a famous and talented singer

b. She can't play musical instruments

c. She dislikes jazz and RnB

d. Isyana is an extrovert girl

2. The second paragraph talks us about ....

   a. Isyana's personality

   b. Isyana's physical appearance

   c. Isyana's attitude

   d. Isyana's passion

3. What does Isyana do? She is a ....

   a. Vocalist

   b. Singer

   c. Pianist

   d. Musician

4. "She is a very <u>famous</u> singer from Indonesia". The underlined word means ....

   a. Strange

   b. Unpopular

   c. Well-known

   d. Clumsy

5. What is her Nick Name ....

   a. Isyana

   b. Vati

   c. Saras

d.   Ana

Natural Bridge National Park

Natural Bridge National Park is luscious tropical rainforest. It is located 110 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascades is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offers toilets, barbeque, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

6. What is the function of paragraph 1?

   a. as an identification

   b. as an orientation

   c. as a thesis

   d. as a classification

7. The text above is in form of………….

   a. hortatory exposition

   b. narrative

   c. description

   d. report

8. What is the communicative purpose of the text?

   a. to present two points of views about natural bridge national park

   b. to explain the bridge national park

   c. to describe the bridge national park

   d. to retell the bridge national park

9. Where is the natural bridge national park located?

   a. 110 kilometers from South of Brisbane

   b. 110 kilometers from Pacific Highway

   c. 110 kilometers from Numinbah Valley

   d. 110 kilometers from Lamington National Park

10. What the visitors will see in the night?

   a. a common glow worm

   b. the unique feature of the glow worms

   c. a great dark cave

   d. the unique rocks

APPENDIX IV

THE ANSWERKEY

1. (A)

2. (A)

3. (B)

4. (C)

5. (A)

6. (A)

7. (C)

8. (C)

9. (A)

10. (B)

APPENDIX V

SCORE LIST OF EXPERIMENTAL GROUP

VII-A

No.	Students' Initial	Score	
		Pre-Test	**Post-Test**
1	AH	30	70
2	AA	60	80
3	AR	30	70
4	AN	60	80
5	AB	50	70
6	AA	30	70
7	DA	70	80
8	DM	40	70
9	GA	60	80
10	KA	30	90
11	LA	70	90
12	MF	60	80
13	MF	70	90
14	MR	70	90
15	MR	60	80
16	NF	30	90
17	NR	50	90
18	FH	60	80
19	RF	30	80
20	RA	50	80
21	SS	30	80
22	TH	30	90
23	TK	40	90
24	WB	70	90
25	YA	30	90
Total		**1210**	**2050**

APPENDIX VI

SCORE LIST OF CONTROL GROUP

VII-B

No.	Students' Initial	Score	
		Pre-Test	Post-Test
1	AR	60	80
2	AA	60	80
3	AP	40	50
4	CP	60	80
5	DA	30	50
6	FR	60	80
7	JN	40	80
8	KL	40	50
9	MI	60	80
10	MR	30	60
11	MR	30	50
12	MD	50	70
13	MR	50	70
14	MA	50	50
15	ND	60	70
16	NR	30	50
17	NI	50	70
18	NA	60	80
19	PA	40	60
20	PP	50	70
21	RM	50	60
22	RJ	50	70
23	RA	50	60
24	SB	30	70
25	SR	50	70
26	WS	30	60
27	YS	50	70
Total		**1260**	**1790**

In this picture was when learning to teach reading descriptive text.

In this picture was when the teaching learning of applying KWL strategy in experimental group in whiteboard.

In this picture was when the teaching learning of answer the question based on the descriptive text.