

**THE IMPLEMENTATION OF KWL (KNOW, WANT, AND LEARN)
STRATEGY TO IMPROVE THE STUDENTS' READING SKILLS
ON SHORT PARAGRAPHS**

SKRIPSI

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ABSTRACT

Ayu Widia Lestari. 1302050168. “The Implementation of KWL (Know, Want, and Learn) Strategy to Improve the Students’ Reading Skills on Short Paragraphs”. Skripsi: English Education Program of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan 2017.

The objective of this research were to find out the improvement students’ achievement in reading skills on short paragraphs by using KWL (Know, Want, and Learn) Strategy. This research had been conducted by applying Classroom Action Research. The subject of this research was the eight grade students in SMP Negeri 1 Hutaraja Tinggi academic year 2017/2018 which consist 30 students. This research was analyzed by using quantitative and qualitative data. The instruments in collecting data were multiple choice, observation sheets and interview sheets. In conducting this research, the researcher used two cycles namely Cycle I and Cycle II. Before gave test in cycle I, the researcher gave pre-test. In pre-test the mean score was 54.67. in the first cycle test the mean score was 67.33 and the second cycle test the mean score was 80.67. in the first test there were five students who got points up 70 with the percentage 16.67%. the second test in Cycle I there were fourteen students who got points up 70 with the percentage 46.67%. the third test in Cycle II there were thirty students who got points up 70 with the percentage 100% which means all the students passed standard minimum score. The teacher was active in teaching learning process and the students was interested and not bored. It meant that there was effectiveness improvement of applying KWL (Know, Want, and Learn) Strategy on students’ achievement in reading skills on short paragraphs.

Keyword :KWL (Know, Wand and Learn) Strategy, Reading Skills, Short Paragraphs.

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CHAPTER I

INTRODUCTION

A. Background of The Study

Reading is language process. It means reading is not just saying but also it must be meaning getting process. At an over simplified level, reading has been equated with word calling. At this level, reading includes only the pronunciation of a written form. An extension of this definition would be the correct pronunciation of the word aloud by the reader followed by comprehension of that word in known spoken vocabulary. Alyousef (2005) said "Reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency." Reading is the most important to be learned by students. Through this activity, students can improve their own words and experience. They will get specific information, ideas, understanding word and they will be able to know what they do not know before.

There are some genres of reading skills which should be mastered for junior students. As Education Standard National Board (BNSP) has published Educational Unit Level Curriculum (KTSP, 2006) in Standard Competence and Basic Competence that the students have to master in four basic language skills; listening, speaking, reading and writing. In addition, the students have to be able in reading and understanding on short paragraphs.

There are four skills to be taught English there are listening, speaking, reading and writing. Each skill has different meaning but has same purpose. Which is increasing the activities of language, all of the skill are taught by the teacher to the students. It based on the goal of teaching English.

But in the fact, when the researcher did field teaching practicing program (PPL) at eight grade in SMP Negeri 1 Hutaraja Tinggi, it found that the students still difficult to understand the context of short paragraph. furthermore, many students the lack of vocabulary and their seldom to read a book. The lack of vocabularies can be seen when the teacher ask them in English and they do not understand. In addition, the students had low motivation, either intrinsic or extrinsic motivation. Intrinsic motivation come from self, family, knowledge, etc. Extrinsic motivation come from social, environment, school, etc.

Furthermore, the researcher will apply KWL (Know, Want, and Learn) Strategy, as a step to improve the students' achievement in reading skills. The researcher before, used this strategy in thesis title in Improving Students' Reading Comprehension through KWL (Know, Want, and Learn) Strategy said has been improving in understanding reading, especially about main ideas, specific information, and understanding of the words.

K-W-L for the three basic cognitive steps required: accessing what I Know, determining what I Want to learn, and recalling what I did Learn as a result of reading. To facilitate both the group process and to in still in students the concreteness of the steps, we developed a worksheet that each child uses during the thinking reading process.

According to Peregoy & Boyle, in Hosani, 2007, The KWL strategy is an instructional reading strategy that is based on moving from one stage to another. In the K stage : What I Know, students access their background knowledge to the text they are reading by listing what they already know about a specific topic. Then in the W stage: What I Want to know, students list what they want to know about the same topic, and finally, they summarize what they have learnt in the L stage: What i've Learnt.

Based on the explanation above, the researcher interests to conduct a research entitle **“The Implementation of KWL (Know, Want and Learn) strategy to Improve the Students’ Reading Skills on Short Paragraphs.”**

B. Identification of the Problem

The problems of this research was identified as follows:

1. The students had lack to found of the meaning of words. Because, students do not know about the words and they found it difficult to understand the context.
2. The students still has low understanding in reading.

C. Scope and Limitation

The scope of the study was focused on reading skills on short paragraphs. Limitation in this learning focus on scanning to improve the students’ at eighth grade students at SMP Negeri 1 Hutaraja Tinggi.

D. The Formulation of the Problems

The formulation of the problems are given as follows:

1. How effective is the implementation of KWL (Know, Want, and Learn) strategy to improve students’ reading skills on short paragraphs?

E. The Objectives of the Study

The objectives of this study are expected as follows:

1. To know how effective is the implementation of KWL (Know, Want, and Learn) strategy on the students’ improvement reading skills on short paragraphs.
2. To find out the improvement of the student’s skill in reading by applying KWL (Know, Want, and Learn) strategy.

F. The Significance of the Study

1. Theoretically

Theoretically this research will help the students and teacher in the teaching learning process, so that improve students' reading skills on short paragraphs.

2. Practically

a. The students know about how to understand a text by using KWL (Know, Want, and Learn) strategy to improve the students' reading skills on short paragraphs.

b. The teachers would be able to improve students' reading skills using KWL (Know, Want, and Learn) strategy.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories are need to explain some concept or terms applied in the research concerned. Some terms are used in this study and they need to be theoretically explained. Theoretical framework of this research will be presented and discussed as the following:

1. Definition of reading

Reading is language process. It means reading is not just saying but also it must be meaning getting process. At an over simplified level, reading has been equated with word calling. At this level, reading includes only the pronunciation of a written form. An extention of this definition would be the correct pronunciation of the word aloud by the reader followed by comprehension of that word it known spoken vocabulary.

Alyousef (2005) said “Reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency. Grabe and Stoller (2009) state that reading is the ability to draw meaning from the printed page and interpret this information appropriately. The reader tries to reconstruct the meaning that the writer states in the text. From the interaction perspective, it requires information from context and combine elements into a new whole in order to construct the meaning, to make sense out of text. While Grabe (1991) argues “Reading can be seen as an active process of comprehending where students need to be taught strategies to read more efficiently, for example, guess from context, define expectations, make inferences, about the text, skim ahead to fill in the context, etc.”

Based on the quotation above, it can be concluded that reading is very complex process. Reading is more than just a visual task, not only see and identify the symbols in front of him, but he must interpret what he read in the light of this own background, associate it with past experience, rising up the ideas, judgements, applications and conclusions.

2. Types of Reading

Generally reading is derived more from the multiplicity of types of text than from variety of overt types of performance. Nevertheless, for considering assesment procesures, according to Brown (2001) several types of reading performance were typically identified, and these will serve as organizers of various assessment tasks.

Brown, in his book entitled *Languauge Assessment Principles and Classroom Practices* devided the reading type into four parts. There are perceptive, selective, interactive, and intensive.

- 1) *Perceptive*. In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniquenesses of reading. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.
- 2) *Selective*. This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc. Stimuli include sentences, brief paragraph, and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top-down processing may be used.

- 3) *Interactive*. Include among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning, the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaire, memos, announcements, directions, recipes, and the like. The focus of interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed.
- 4) *Extensive*. Extensive reading, as discussed in this book, applies to text of more than a page, up to and including professional articles, essays, technical reports, short stories and books.

Other than that, there are four basic types of reading: study reading, rapid reading, skimming, and scanning. Each type suited to a particular type of reading material and reading purpose, and each should be practiced at different speeds (Inmon and Lenier, 1992).

- 1) *Study reading* on difficult textbook or technical material when your purpose is thorough understanding and/or memorization. study reading rates usually do not exceed 250 words per minute.
- 2) *Rapid reading* should be used when your purpose is to get a general idea of what you read and when the material is not extremely complicated. types. types of material suitable for rapid reading include newspapers, magazines, novels, and light nonfiction.

- 3) *Skimming* is quickly looking over a selection to get the general idea rather than reading every word. it is used (1) when surveying a chapter or article, (2) when all you need is a general overview, and (3) when reviewing something you once read to refresh your memory. to give you an example of skimming, we have emphasized some words, in the following article.
- 4) *Scanning* is locating specific information, such as a name, a place, or a date. For example, when you look up something in the dictionary or in the telephone book, you are scanning. you run your eyes over the page and read only the information surrounding what you are looking for. You may also use scanning in textbooks-for example, when you particular name or date in a chapter.

Patel and Jain (2008) devide the types of reading into four types:

- 1) *Intensive Reading* is related to further in language learning under the teacher's guidance. Intensive reading will provide a basic for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. Intensive reading material will be the basis for classroom activity. It will not only be read but will be discussed in detail in the target language, sometimes analyzed and used as a basis for writing exercises. Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorted text. This reading is done to carry out to get specific information.
- 2) *Extensive Reading* is used to obtain a general understanding of a subject and includes reading longer texts for pleasure. The reader wants to know about something. The reader doesn't care about specific or important information after reading. Usually people read for to keep them update.

3) *Aloud Reading* is basic form of classroom organization and disciplines. In reading aloud, the students are confronted with written sentences which haven't spoken before. The aim of reading aloud is the achievement or better speaking ability and the pronunciation of the students. According to Elizabeth (2004) aloud reading means reading a book by producing sounds audible to other. Reading aloud by the teacher can help the students in the improvement of their listening ability. Reading aloud is useful at specific moment alone. Reading aloud prevents the students from learning to understand the meaning of a sentence even when he may not know one word in the sentence.

4) *Silent Reading* is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Silent reading must be based on student's selected text. Silent reading enables the students to read completely silently without making sounds and moving his lips. It helps him read with speed, ease and fluency. It aids comprehension and expands the student's vocabulary.

3. The Purpose of Reading

Grabe and Stoller (2002) divides the purpose of reading into five :

1) Reading to search for simple information and reading to skim

Reading to search for simple information is a common reading ability thought some from researchers see it as relatively independent cognitive process. In reading to search we typically scan the text specific piece of information or specific word. Reading to skim is common part of many reading tasks and useful skill in its own

right. It involves a combination of strategies for guessing where important information might be in the text.

2) *Reading to skim quickly*

Reading to skim is common part of many reading task and a useful skill its own right. It involves, in essence, a combination a strategies for guessing where important information might be in the text and than using basic reading comprehension skill on those segments of text until general ideas formed.

3) *Reading to learn from the text*

Reading to learn typically occurs in academic an professional context in which a person needs to learn a considerable amount of information from text.

4) *Reading to integrate the information, write and critique text*

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting of conflicting information and the likely restructuring of a theoritically frame to accommodate information from multiple sources. Both reading to write and reading critique text may be tasks variants of reading integrate information.

5) *Reading for general comprehension*

Based on the purpose of the reading above, reading can enhance comprehension, to obtain knowledge, or receive the experience, insight, or imagination of others.

4. Reading skills

Reading involves a variety of skills. They are skimming, scanning, references, summarizing, and identifying the ideas and supporting details.

1) Skimming

Brown (2001), said “Skimming consists of quickly running one’s eyes across a whole text (such as an essay, article, or chapter) for its gist. It gives readers the advantages of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.”

When skimming, we go through the reading material quickly in order to get the gist of it, to know how it is organized, or to get an idea of the tone or the intention of the writer. Therefore, skimming is a more thorough activity which requires an overall view of the text and implies a definite reading competence.

John Langan (1992) in his book *Reading and Study English* describes the steps to follow in the skimming for the main ideas as followed:

1. Find definitions. They are often signaled by special type, especially *italic*.
2. Located enumerations. It does not help to locate a numbered series of items if you do not know what label the series fits under.
3. Look the relationships between headings and subheadings. Such relationships are often the key to basic enumerations.
4. Look for emphasis words and main ideas. Look for points marked by emphasis words and for main ideas in what seem to be key paragraphs.

2) Scanning

Here some scanning definitions from various sources. Brown (2001) states, “Scanning is a quickly searching for some particular piece of information in a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text. “We only try to

locate specific information in scanning. We just let our eyes scan the text until we find the information we are looking for, such as a name, a date, or a less specific pieces of information. Therefore, scanning is far more limited since it only means retrieving what information is relevant to our purpose (Grellet, 1981).

3) References

Mackay in his book *How to Teach English* (1979: 125) states:

This skill has been left untaught and unquestioned in comprehension exercises. In order to understand a text, it is important for students to know what words like “this”, “these”, “those”, “it”, and “them” refer to. These words are most frequently used in order to refer back to a word, phrase, clause, sentence, or longer text appeared earlier. Frequently they are marked by “summary words”, e.g., “this type”, “that fact”, “these cases”, or “those factors”. Occasionally, even a native speaker is forced to stop to identify the referent.

Ramsay in his book *Basic Skills for Academic Reading* (1986) divides reference into two: pronoun reference within a sentence and pronoun reference between sentence.

The explanation is as follows:

1. Pronoun reference within a sentence.

Writers often use pronouns when they do not want to use the same noun more than one time in a sentence.

e.g.: John told Marsha *he* wanted to talk to *her*

(he refers to John: *her* refers to Marsha)

2. Pronoun reference between sentence.

Sometimes writers use a pronoun in one sentence to refer to a noun in a different sentence.

e.g.: More and more libraries are offering special services for their patrons. *These* include entertainment facilities, community activities, and facilities for blind readers.

(*these* refers to special services)

4) Summarizing

Duke and Pearson (2002) define the summarizing is a difficult task because students should read the text, identify important and unimportant idea, and combine ideas to create a new text that is the same with the original. Form the same source, we get the two strategies of summarizing.

1. After reading, student choose from a list of sentence the one of the best summerize the text.
2. Students make a hand note to help them identify the most important details.
3. Students use the information from the hand note to write a short summary of the text.

Barnes, Brown, and Burgdorf (1980), said “The purpose of summarizing is to help students condense ritten information and present its substance in their own words, concisely and without distorsion. Information is being summarized in order to make it earsier to handle and understand.”

They also taht summarizing is ian impotent skill in every study area. A scientist must summarize his or her observations carefully. A writer should summarize his or her wexperiences to make a good writing. While students must remember it when reading and learning new material (Barnes, Brown, and Burgdorff, 1980).

5) Identifying the main ideas and supporting details

Anderson (2003), states “Every paragraph has a main idea, or topic, that tells us what the paragraph will be about. Often, you will find the main idea talked about in the first or second sentence of paragraph. Supporting ideas usually follow the main idea. Sentences containing supporting ideas explain or give us more information about the main idea.”

Barnes, Brown, and Burgdorff (1980), “The purpose of identifying the main idea is to help students find the thesis or core idea of the paragraph. The main idea is the most important element presented in a paragraph. It is the foundation upon which all the other sentences are built.”

Hennings in her book *reading with Meaning* (1999) states sometimes the writers state their main idea somewhere in the beginning, in the middle, or at the end of a paragraph. At other times, they include a sentence in which they almost state the main idea but they still give a clear clue about it.

5. Paragraph

A paragraph is a self-contained unit of a discourse in writing dealing with a particular point or idea. A paragraph consists of one or more sentences. Though not required by the syntax of any language, paragraphs are usually an expected part of formal writing, used to organize longer prose. A short paragraph is used to establish the context in which a target utterance is to be interpreted.

6. Definition of KWL Strategy

K-W-L for the three basic cognitive steps required: accessing what I Know, determining what I Want to learn, and recalling what I did Learn as a result of

reading. To facilitate both the group process and to instill in students the concreteness of the steps, we developed a worksheet that each child uses during the thinking reading process.

Peregoy & Boyle, in Hosani (2007:71), defines:

The KWL strategy is an instructional reading strategy that is based on moving from one stage to another. In the K stage : What I Know, students access their background knowledge to the text they are reading by listing what they already know about a specific topic. Then in the W stage: What I Want to know, students list what they want to know about the same topic, and finally, they summarize what they have learnt in the L stage: What i've Learnt .

KWL charts help students to be active thinkers while they read (Carr & Ogle, 1987), giving them specific things to look for and having them reflect on what they learned when they are finished reading. When students set their own purposes for reading, they are more motivated and active as readers. Each student has a schema, or a framework for how they view the world. Accessing a student's prior knowledge is the first step in integrating new concepts into their existing schema. KWL charts help activate background knowledge and provide an opportunity for students to set their own learning objectives.

Ogle (1986), describes the process of KWL in reading as follow: Step K-What I know. This opening step has two levels of accessing prior knowledge. The first is a straight forward brainstorming of what the students knows about the topic for reading. During this step the teacher's role is to record whatever the students know about the topic on the board or an overhead projector. The critical component here is to select a key concept for the brainstorming that is specific enough to generate the kinds of information that will be pertinent to the reading. Step W-What do I want to learn? As students take time to think about what they already know about the topic and

the general categories of information that should be anticipated. Not all students agree on the same pieces of information; some information is conflicting; some of the categories have had no particular information provided. All this pre-reading activity develop the students' own reasons for reading, reading to find answers to questions that will increase their reservoir of knowledge on this topic. Step L-What I learned. After completing the text, direct the students to write down what they learned from reading. Have them check their questions to determine if the text dealt with their concerns. If not, suggest further reading to fulfill their desires to know.

7. The Use of KWL Strategy in Teaching Reading

KWL is an instructional scheme that develops active reading of expository texts by activating learners' background knowledge (Ogle, 1987). It provides a structure for recalling what learners know about a topic, noting what they want to know, and finally listing what has been learned and is yet to be learned. Learners begin by brainstorming everything they Know about the topic. The relevant information is recorded in the K column of the KWL scheme (Table 2.1). Learners then generate a list of questions about what they Want to know about the topic. These questions are listed in the W column. During or after reading, learners answer these questions. What they have learned is recorded in the L column.

Purpose of The KWL (Know, Want, Learn) strategy provides a structure for activating and building prior knowledge, establishing a purpose for reading and for summarizing what was learned. The strategy can help students reflect and evaluate their learning experience, as well as serve as a useful assessment tool for teachers.

Table 2.1
KWL Instructional Scheme

K (What I Know)	W (What I Want to learn)	L (What I Learned)
Students list everything they think they know about the topic of study.	Students tell what they want to know about the topic.	After students have finished reading or studying a topic, they list what they have learned. They can also check the W column to see which questions were answered and which were left unanswered.

Burke (2005) says KWL guides students through their reading material. Although the process begins as a before reading activity, its primary purpose is to develop a framework which students can use as they read. The Procedure of KWL strategies include three steps. First, provide students with the opportunity to brainstorm and list the ideas in the K items and details that they already know about a topic. Second, they review the topic again and consider what they still want to know. They list these items in the W section of the chart.

Items should be listed as questions. Third, as they read or after they read, students add details that they have learned while reading. They list these items in the L section of the chart.

The activities of KWL strategy:

1. K (What I Know)

Prepare questions in advance to help students brainstorm their ideas. Prompt students what they already know. Require that students explain their associations. Explaining associations helps students provide specific details and requires them

to put some thought into their answers. Teacher might ask them, what they think of that.

2. W (What I Want To Learn)

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

3. L (What I Learned)

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

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

8. Advantages and Disadvantages of KWL Strategy

1. Advantages

- a) Focus on the students. Encourage students to actively explore information and learn independently either themselves or groups.
- b) Language skills such as speaking, reading, listening and writing can be applied in this activity.
- c) Learning will be more effective and fun.

2. Disadvantages

The students' ability which different including their background knowledge is low sometimes make this strategy less challenge. Especially, if support facilities such as books about material very limited and there is no internet connection is needed. So, the students' informed one day or some day before for search about their material discussion.

9. Hypothesis

Based on the problem of the study, the hypothesis are formulated as follows:

Ha : there is significant the Implementation of KWL (Know, Want, and Learn) Strategy to Improve the Students's Reading Skills on Short Paragraphs.

B. Conceptual Framework

Reading is an important process for the students in all fields and also reading is one of the most important subjects in English. Many kinds of the way to increase the students' reading skills. Through reading, the students can obtain some information they need everyday. In order to get best outcome in the process of reading, the students should have a good ability to comprehend the text they read.

This research was conducted to determine wheter KWL (Know, Want, and Learn) Strategy. KWL (Know, Want, and Learn) Strategy is suitable to be apply in teaching process. It can improve to students' reading skills on short paragrapgs because this strategy help the students to explore their knowledge.

English teacher should try to find out good method in other to make better result. Reading is one of the important skills which have to be learned by the students in order to master English well.

CHAPTER III

METHOD OF RESEARCH

A. Location of the Research

This research was conducted at SMP Negeri 1 Hutaraja Tinggi. It is on Jl. Pendidikan Ujung Batu I Kec. Hutaraja Tinggi Kab. Padang Lawas at academic year 2017/2018. The reason for chose this school because there are some problem the researcher found that the students had a low ability in reading skill.

B. Subject of the Research

The subject of this research was the at Eight Grade students of SMP Negeri 1 Hutaraja Tinggi academic year 2017/2018. The class consits of 30 students. It fount the students had a low ability in reading. Based on the observation by the researcher to the teacher the students needed improvement in reading skills on short paragraphs.

C. Research Design

The research was conducted by using Classroom Action Research. Classroom Action Research is a method of finding out what works best in your own so that you can improve students' learning. Classroom Action Research is a model of professional development that promotes collaborative inquiry, reflection, and dialogue. The researcher's reason of choosing this research design by using action research, because it is one of ways suitable for learning process, exactly not only for the teachers, but also the students have more deerp understasnding about the material. Kemmis and Mc Taggart (2001) stated the action research process educators to learn about their own instructional

practices and to continue to monitor improved student learning and techniques in order to improve their teaching.

Based on the above explanation, action research is one of the ways of research which has a role important in learning teaching process. This, in turn result increasing utility and effectiveness for their practitioner the basic process of conducting. There are four steps to conduct classroom action research namely: planning, action, observation and reflection.

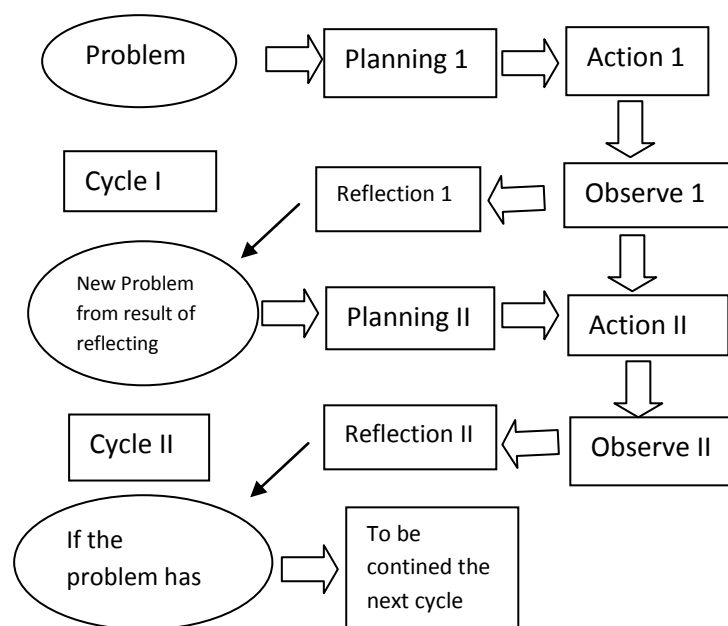
1. Planning, involves thinking process and evaluating to reflect the event that will be happened and attempting to find out ways to overcome problem encounter
2. Action, at this step, we think and consider what action will be done, how the method will be provided
3. Observation, is activity that consists of gathering data to identify the result action. Collecting data can be considered form several factors: students, teacher, interaction between student and teacher. Observation process can be done by the teacher or assist by other such as others teachers, consultant, headmaster, act.
4. Reflection, is activity the fairness of data for doing some improvement and revisions in another enhance the successful of teaching.

Four these steps are applied to each cycle, because action research is cyclical process. If the result of the first cycle is fail, it should be continued to the next cycle. If there is any alteration significantly or it means that the students' achievement in reading skills improved, the cycle has been stopped. If it does not to show up the improvement students' achievement in reading skills, the cycle should continue on and on to the next cycles until the result is achieved.

D. Procedure of the Research

The procedure of the research of the study is conducted by administrating four meeting and two cycles. Each cycle consists of there meeting and consists of four steps, namely planning, action, observation and reflection.

Chart 3.1
Action Classroom Research Model by Kemmis and Mc. Taggart (2001)



1. Cycle 1

a) Planning

The activities in the planning is :

1. Preparing the lesson plans
2. Preparing the material about short paragraphs
3. Preparing sheet for classroom observation
4. Preparing sheet for classroom interview
5. Preparing test (including pre-test and post-test)

b) Action

Table 3.1
Procedure of the Research: Teacher and Students Activities
In Cycle I

Teacher	Students
The researcher open the class by greeting the students	The students answer greeting from their teacher as response to the teacher
The researcher checks the students attendance and then give brainstorming to the students	The students listen and answer the teacher check attendance and brainstorming
The researcher uses the KWL strategy and then explains about activities in the class	The students listen explanation about activities in the class
The researcher gives explanation to the students and discuss together about reading skill on short paragraphs	The students listen explanation and discuss together about reading skill on short paragraphs
The researcher conclude the lesson and gives instruction about homework	The students also conclude the lesson and listen instruction about homework
The researcher closes the teaching learning process	The students answer the teacher for closes the teaching learning process

c) Observation

The observation was conducted in order to know the real condition of the students learning process. The researcher was observed the students' attitude, response, interest, when giving action even the obstacles that happened in observer's book. The observer was observed whole teaching learning process in the classroom.

d) Reflection

This reflection activity is another thing to do after the planning, action and observation, for considering the result of observation. In this phase, the researcher attempted to analyze the implementation of the strategy including both the strengths

and weaknesses. The result of reflection showed whether the suggested strategy in the teaching reading was satisfying or not in improving the achievement of the subjects in reading comprehension especially in eighth grade students. The finding in each meeting and the result of each test were considered as the input in order to improve the result of the next cycle. The reflection was administered at the end of each session.

2. Cycle II

a. Planning

The activities in the planning is :

1. Preparing the lesson plans
2. Preparing the material about short paragraphs
3. Preparing sheet for classroom observation
4. Preparing sheet for classroom interview
5. Preparing test (including pre-test and post-test)

b. Action

Table 3.2
Procedure of the Research: Teacher and Students Activities
In Cycle II

Teacher	Students
Teacher open the class by greeting the students	The students answer greeting from their teacher as response to the teacher
The teacher checks the students attendance and then give brainstorming to the students	The students listen and answer the teacher check attendance and brainstorming
The teacher uses the KWL strategy and then explains about activities in the class	The students listen explanation about activities in the class
The teacher gives explanation to the students and discuss together about	The students listen explanation and discuss together about reading skill on

reading skill on short paragraphs	short paragraphs
The teacher conclude the lesson and gives instruction about homework	The students also conclude the lesson and listen instruction about homework
The teacher closes the teaching learning process	The students answer the teacher for closes the teaching learning process

c. Observation

The observation was conducted in order to know the real condition of the students learning process. The researcher will observed the students' attitude, response, interest, when giving action even the obstacles that happened in observer's book. The observer will observed whole teaching learning process in the classroom.

d. Reflection

This reflection activity is another thing to do after the planning, action and observation, for considering the result of observation. In this phase, the researcher attempted to analyze the implementation of the strategy including both the strengths and weaknesses. The result of reflection showed whether the suggested strategy in the teaching reading was satisfying or not in improving the achievement of the subjects in reading comprehension especially in eighth grade students. The finding in each meeting and the result of each test were considered as the input in order to improve the result of the next cycle. The reflection was administered at the end of each session.

E. Instrument of the Research

1. Instrument of Quantitative Data

To get the data, the researcher provided some multiple choices test which consist of 20 items. The test was taken from the book “ English in focus for grade VIII Junior High School by Wardiman. A., et al (2008)”.

2. Instrument of Qualitative Data

a. Interview

Interview was conducted to obtain the result information about students' interest in reading before and after giving treatment. So, interview is only conducted in analyzing the situation of the English teacher and some students.

b. Observation Sheets

Observation sheets used to observe all conditions that happen during the teaching learning process.

F. The Technique of Collecting the Data

There are some procedures in collecting data :

1. Pre- Test

Pre-test was be done before the treatment. The function of the pre-test is to know the mean scores of students before given a treatment.

2. Treatment

The treatment was be done to the students by using KWL (Know, Want, and Learn) strategy in teaching reading skills on short paragraphs.

3. Post- Test

After the treatment, the students was be done post-test to find out their scores in reading skill on short paragrapgs.

G. Scoring of the Test

The type of the test is multiple choice. So, scoring of the test by applying this formula :

$$S = \frac{R}{N} \times 100$$

Where : S : Score of the test

R : Number of the correct answer

N : Number of the question

H. The Technique of Analyzing Data

This study was applied quantitative and qualitative data. The quantitative data to analyze the scores of students. The qualitative data to describe the situation during the teaching-learning process. The qualitative data has been analyzed from the observation sheets and questionnaire sheets to describe the improvement of the students' achievement in reading skills on short paragraphs.

Suharsimi Arikunto (2010:284-285) says to know the mean of the students' score of assesment give in each treatment, to researcher apply the following formula:

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

Where :

X : The mean of the students

$\sum X$: The total score

N : The number of the students who do the best

Next, to categorize the number of the students who are competent on reading comprehension, the following formula is apply:

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

Where :

P : The percentage of the students getting score ≥ 75

R : The number of those who get the point ≥ 75

T : The total number of the students' who did test

CHAPTER IV
DATA AND DATA ANALYSIS

A. Data Collection

The data of this research consisted of two kinds. They were quantitative data which derived from students' scores in multiple choice test and quantitative data which derived from observation and interviews. This research applied quantitative and qualitative data. The quantitative data were derived from the mean of the students' achievement in reading skills.

1. The Quantitative Data

The quantitative data was obtain from the result of the students' achievement in reading descriptive text. The students' scores in Pre-Test, Cycle I and Cycle II can be read in the table below :

Table 4.1
The Score of Result of the First until Last Meeting

No	Student's Initial Names	Pre-Test	Cycle I	Cycle II
1	AG	55	70	80
2	AM	70	70	75
3	AAA	60	65	75
4	DP	50	70	75
5	DAW	65	70	100
6	EPS	60	65	90
7	ER	55	75	80
8	EN	35	55	75
9	HAL	70	85	90
10	IF	45	60	75
11	JS	40	65	80
12	LAF	70	80	80
13	MR	55	65	75
14	MR	45	75	75
15	NW	70	80	80

16	NR	50	65	75
17	PR	55	75	80
18	RD	60	75	80
19	RM	70	80	90
20	RSA	50	60	75
21	RS	45	60	75
22	SHL	65	75	90
23	STC	45	55	85
24	SIN	50	65	75
25	TH	65	70	75
26	TML	40	60	85
27	UF	65	70	90
28	WW	35	50	80
29	YS	50	60	80
30	YS	50	60	80
TOTAL		1640	2020	2420
Mean		54.67	67.33	80,67

Table 4.2
The Percentage Score of for First until Last Meeting

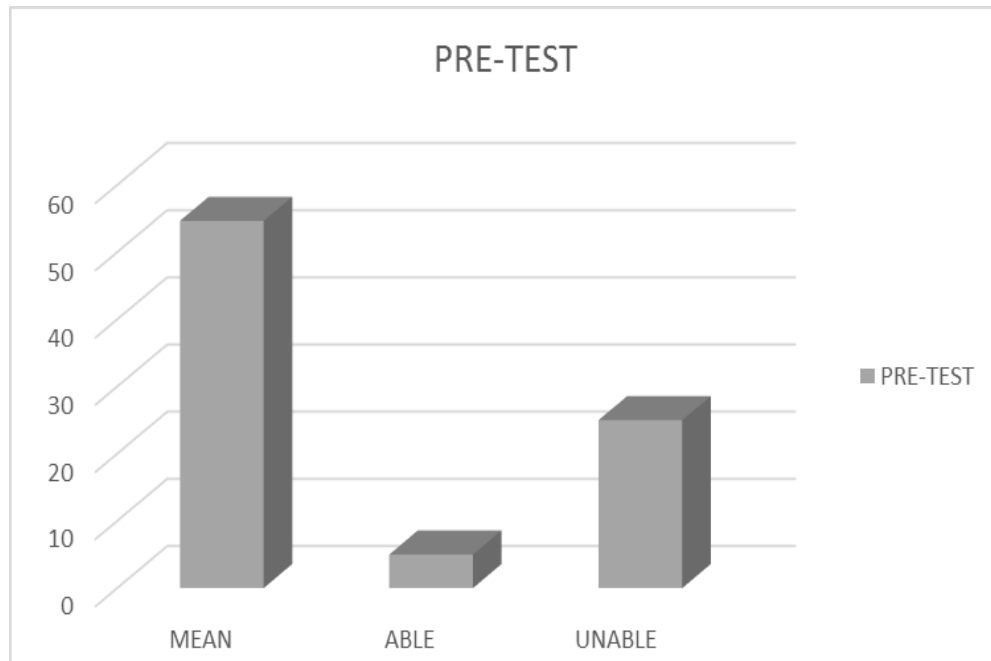
Test	Students' Score Got 70 Points	Percentage
Pre-Test	5	16,67%
Cycle I	14	46,67%
Cycle II	30	100%

The first test was given before the treatment, it is called Pre-Test. Based on the result in the Pre-Test, the total score of the students was 1780 and the number of students 30, so the mean was $X = \frac{1780}{30} = 59.33$.

30

The students who got score 70 was 5 students or 16.67%. So the students frequency in pre-test was 16.67. From the pre-test also proved that students could not understand the passage well so they could not present their achievement in reading skills.

Chart 4.1
Students' Score in Pre-Test

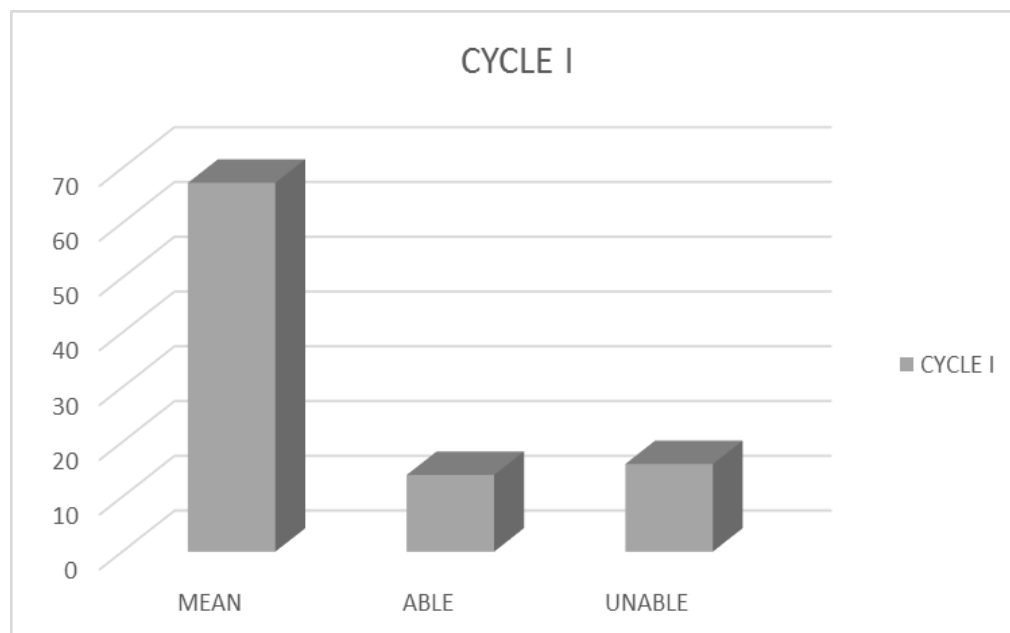


The table and chart above showed that the students who were able 5 students or 16.67% and the students who were unable 25 students. From the data above, it can be concluded that the students in the eight grade at SMP Negeri 1 Huta Raja Tinggi in academic year 2017/2018 had a low ability in reading skills.

So, to improve the students' achievement in reading skills, the researcher as the teacher gave a strategy in teaching reading. In that time, the former teacher was an observer. After the researcher had applied the strategy in the Cycle I, the researcher then gave them a test.

Based on the result from the test in Cycle I, the total score of the students was 2020 and the number of students was 30. So, the mean score was $X = 67,33$. The students who got score 70 was 14 students or 46.67% and the students who got score less than 70 was 16 students or 53.33%. So, the students' frequency in the Cycle I was 53.33% and it can be shown from the chart below :

Chart 4.2
Students' Score in Cycle I



The chart above showed that the students who were able to 14 students who were or 46.67% and the students who were unable 16 students or 53.33%. Based on the data above, the researcher and the observer concluded that cycle I was still improvement. So, the teacher and the researcher revised all the activities in the cycle II. Then, the teacher applied reading skill on short paragraphs in cycle II. After finished, the researcher gave them a test.

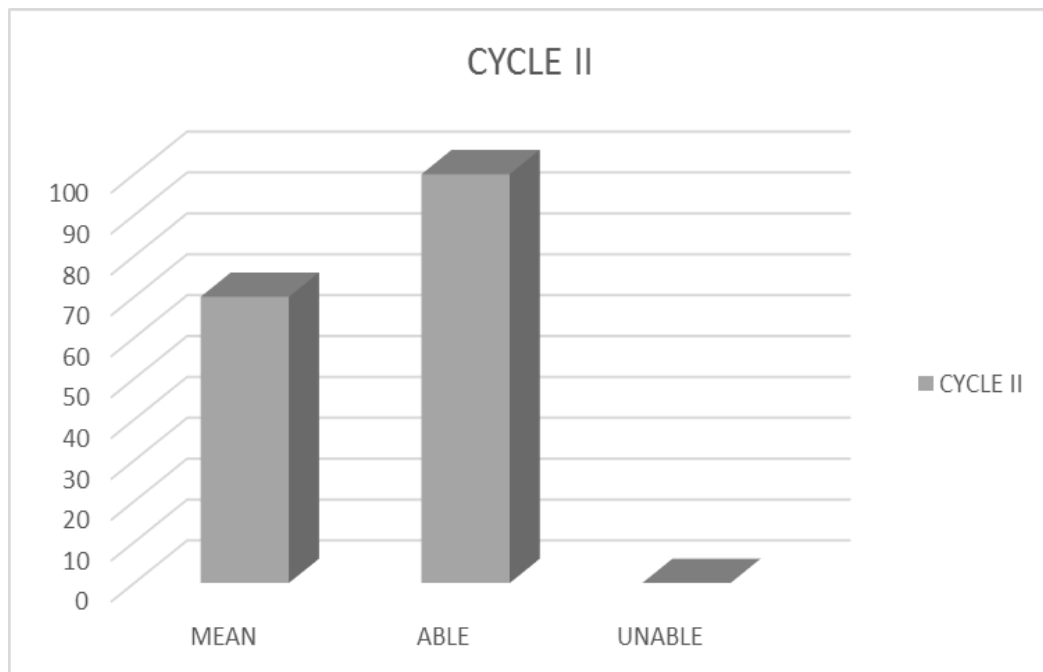
Based on the result from the test in cycle II, the total score of the students was 2420 and the number of students was 30, so the mean score was

$$X = \frac{2420}{30} = 80.67. \text{ The students who got score 70 was 100\% or 30 students and the}$$

students who got scores less than 70 was 0% or 0 students. So, the students' frequency in the

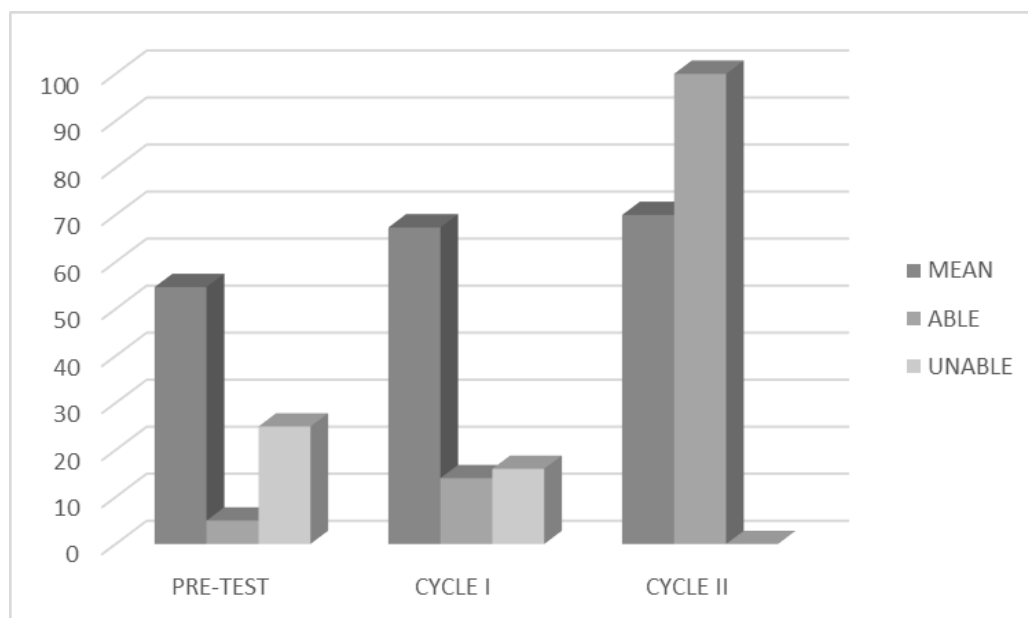
cycle II was 100% and it could be shown from the chart below :

Chart 4.3
Students' Score in Cycle II



Showned that the students who were able to 30 students or 100% and the students who were unable 0 students or 0%. From the data above, it could be concluded that the students score in cycle II had improved. All of students were already reading skills on short paragraphs. It is meant that the students' achievement in reading skills on short paragraphs at SMP Negeri 1 Hutaraja Tinggi in academic year 2017/2018 had been improved by reading skills on short paragraphs. The improvement of students' score in Pre-Test, Cycle I and Cycle II can be seen from the chart below :

Chart 4.4
The Improvement of Students' Score and Students' Frequency in
Pre-Test, Cycle I and Cycle II



2. The Qualitative Data

The qualitative data were taken from the result of observation sheets and interview sheets. The observation sheets were to the teacher to analyze how far the teachers' way in teaching reading and the students' improvement in learning English. The interview sheets was to know the teacher and students' opinion after KWL (Know, Want and Learn) Strategy was applied.

The test showed the behaviours of student while the researcher was conducted. It showed how the researcher prepared the material that needed along the researcher and students' respond when they taken their role along teaching learning process. Based on description, the qualitative data was taken from interview sheets. The test was obtained from two cycles.

B. Data Analysis

1. The Analysis of the Quantitative Data

Six meetings were conducted in this research and one of them was Pre-Test to know the students' score before applying the treatment. The researcher gave reading skills on short paragraphs with KWL (Know, Want and Learn) Strategy in each meeting. It was decided to take the result of test in the six meetings. From the Pre-Test until the end of the cycle of this research, students' achievement in reading skills scored improved. After knowing the score, the researcher applied the KWL (Know, Want and Learn) Strategy in the second and third meetings (Cycle I), and fourth and fifth meetings (Cycle II). After every cycle had finished, the researcher gave the test in the last meeting to know students' score after applying the reading skills on short paragraphs with KWL (Know, Want and Learn) Strategy in teaching reading skills.

To know the mean score, the researcher was using this formula:

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

Where :

X : The mean of the students

$\sum X$: The total score

N : The number of the students who do the best

To categorize the number of the students who are competent on reading skills was using formula: $P = \frac{R}{T} \times 100 \%$

Where :

P : The percentage of the students

R : The number of those who get the point

T : The total number of the students

In the Pre-Test, the total score of students was 1640, the students who got score 70 was

5 students and the number of students who taking the test were 30. So, the mean score was and the percentage of the students who getting score was $X = \frac{1640}{30} = 54.66$ and the percentage of students who getting score was

$$P = \frac{5}{30} \times 100\% = 16.67\%$$

30

In the cycle I, the total score of the students was 2020, the students who got score 70 was 14 student and the number of students who taking the test were 30. So, the mean score was and the percentage of the students who getting score was $X = \frac{2020}{30} = 67.33$ and the percentage of students who getting score was

30

$$P = \frac{14}{30} \times 100\% = 46.67\%$$

30

In the cycle II, the total of the students was 2420, the students who got score 70 was 30 student and the number of students who taking the test were 30. So, the mean score was and the percentage of the students who getting score was

$$X = \frac{2420}{30} = 80.67 \text{ and the percentage of students who getting score was}$$

$$P = \frac{30}{30} \times 100\% = 100\%$$

From the data above, we could see that there was an improvement in students' achievement in reading skills on short paragraphs.

Table 4.3
The Result of Students' Score was C onducting the Research

No	Student's Initial Names	Pre-Test	Cycle I	Cycle II	The Improvement Students' Score
1	AG	55	70	80	10
2	AM	70	70	75	5
3	AAA	60	65	75	10

4	DP	50	70	75	5
5	DAW	65	70	100	30
6	EPS	60	65	90	25
7	ER	55	75	80	5
8	EN	35	55	75	20
9	HAL	70	85	90	5
10	IF	45	60	75	15
11	JS	40	65	80	15
12	LAF	70	80	80	0
13	MR	55	65	75	10
14	MR	45	75	75	0
15	NW	70	80	80	0
16	NR	50	65	75	10
17	PR	55	75	80	5
18	RD	60	75	80	5
19	RM	70	80	90	10
20	RSA	50	60	75	5
21	RS	45	60	75	5
22	SHL	65	75	90	15
23	STC	45	55	85	25
24	SIN	50	65	75	30
25	TH	65	70	75	5
26	TML	40	60	85	25
27	UF	65	70	90	20
28	WW	35	50	80	30
29	YS	50	60	80	20
30	YS	50	60	80	20

2. The Analysis of the Qualitative Data

a. Observation Sheet

Observation sheet was used to observe all activities that happened during the teaching learning process. The activities included teacher and students activities. The teacher was an observer for the researcher and the students of the class that consisted of 30 students. The teacher did not give their attention intensively in cycle I but the teacher more be active and had much idea to motivate students and the students interested and not bored it

was increased in cycle II. From the data above, it was found that there was improvement from the second and third meeting (Cycle I) to fourth and fifth meeting (Cycle II) and the last meeting.

b. Interviews

Interviews had function to know the teacher and students' opinion in teaching learning process. The observed found that the students gave their attention and their work in group discussion. The class was very actived and the students interested with the strategy. It showed that there was an improvement in teaching learning process by KWL (Know, Want and Learn) Strategy.

C. The Research Finding

The result of the research indicated that there was an improvement on the students' achievement in reading skills on short paragraphs with KWL (Know, Want and Learn) Strategy. After collecting data, the mean of Pre-Test was still low (30) and then it was done cycle I. After doing the action through KWL (Know, Want and Learn) Strategy in cycle I, the result of the first had increased from the Pre-Test (67.33). Then, after giving action in cycle II, the result of the second competence test had increased significantly from cycle I (80.67). It implied that KWL (Know, Want and Learn) Strategy in teaching reading skills on short paragraphs was effective as it could improve students' achievement and also helped teacher to teach reading skills.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

The Implementation of KWL (Know, Want and Learn) Strategy to Improve Reading Skills on Short Paragraphs was effective. It was shown from the improve of the students score from Pre-Test to Post-Test Cycle (I) to Post-Test Cycle (II). In Pre-test only 5 students or 16,67% got score ≥ 70 . Then, in Post-Test Cycle I, it was increase with 14 students or 46,67%. This increase also improve second cycle all of were passed.

B. Suggestions

Related to the conclusions above, some sugestions were pointed out as follows:

1. For the English teachers, it is better to use KWL (Know, Want and Learn) strategy as the first stage in reading to improve the students' achievement in reading skills, because it could make the teaching learning process active, especially when teaching reading.
2. For the students, to use KWL (Know, Want and Learn) strategy, especially reading because this strategy can improve their reading skill and also their English achievement.
3. For the future researcher, this researc can be contribute a good understanding of how to improve thier achievement in reading skills through KWL (Know, Want and Learn) strategy and the researcher can be apply this strategy in teaching other subject.

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