THE EFFECT OF USING K-W-L (KNOW, WANT, LEARN) STRATEGY ON THE STUDENTS' ACHIEVEMENT IN READING EXPOSITORY TEXT

SKRIPSI

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ABSTRACT

Alfi Diastari Ahmad, 1302050079 "The Effect of Using K-W-L (Know, Want, Learn) Strategy on the Students' Achievement in Reading Expository Text". Thesis English Department of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara. (UMSU). Medan. 2017.

The objective of this research was to find out the effect of using K-W-L (Know, Want, Learn) Strategy on the students achievement in reading expository text. This research was conducted at SMK Tarbiyah Islamiyah, Jalan Perintis Kemerdekaan No. 1 Simpang Beringin Kec. Hamparan Perak. The population of this research was the XI grade students of the academic year 2016/2017. There were 4 classess consisting 154 students. The sample consisted of 80 students were taken by using random sampling technique. The sample was divided into 2 classes, the experimental group which consisted of 40 students taught by using K-W-L (Know, Want, Learn) Strategy and the control group consisted of 40 students by using Think-Pair-Share Strategy. Multiple choice test was used as the instrument. Each group was given a pre-test, treatment and post-test. The result of this research showed that t-test (18.3) was higher than t-table (1,99) and degree of freedom (df) was 78. The final hyphothesis showed that Ho was rejected and Ha was accepted. It means that there was a significant effect of using K-W-L (Know, Want, Learn) strategy on the students' achievement in reading expository text.

Keywords : KWL (Know, Want, Learn) Strategy, Reading, Expository Text

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CHAPTER I

INTRODUCTION

A. Background of the Study

The reading skill becomes very important in the education field, students need to be exercised and trained in order to have a good reading skill. Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read if their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in thir study. Reading is process of comprehension to get the meaning of a text. For Senior High School students, they study about some texts such as: descriptive text, expository text, procedure text, narrative text, report text, etc. In this study the reseacher focuses on expository text.

Based on the researcher's interview with English teacher in SMK Tarbiyah Islamiyah, she explained about the weakness of the students in reading. There were 36% of students feeling difficulties in reading and the students cannot understand the materials that they read well, especially in reading expository text. Based on the silabus of the grade XI, the students should be able to understand the meaning of short and simple expository text. The reason why this problem happens because, the teacher still used conventional method in teaching learning process of English in the classroom. Facing this situation, the researcher tried to

used a strategy that can help them in reading. The strategy would be used in the observation is K-W-L (Know-Want-Learn) strategy.

K-W-L strategy is good to be used as a reading strategy and helps teachers to be more interactive in their teaching.

K   Stand for helping students to tell what they Know about the topic

W   Stand for helping students to generate what they Want about the topic

L   Stand for helping to find out answer to all questions that what the students Learn about the topic. In this column the students are able   to   record   the answers or questions.

K-W-L strategy works as an instructional reading strategy, as a reading strategy it helps new teacher engages students from the begining of reading lesson by activating prior knowledge. This strategy is an effective alternative way to plan learning strategy to be used to facilitate students in reading ability. By the application of K-W-L strategy can arise students interest in the reading within their ability in reading expository text and the K-W-L strategy makes a student and a teacher working together and active when teaching learning process.

Based on the previous explanation, the researcher intends to choosed the title "The Effect of Using K-W-L (Know-Want-Learn) Strategy on the Students' Achievement in Reading Expository Text".

B. Identification of the Problem

The problems of this research were identified as follows:

1. The students felt difficulties in reading expository text.

2. The students cannot understand the materials that they read well, especially in reading expository text.

3. The teacher still used conventional method in teaching learning process of English in the classroom.

C. Scope and Limitation of the Study

The scope of this research was focused in reading comprehension. The limitation of this research was Reading Expository Text by using K-W-L Strategy to the XI grade students of SMK Tarbiyah Islamiyah of academic year 2016/2017.

D. Formulation of the Problem

The formulation of the study was identified as follow:

1. Is there any significant effect of the using K-W-L (Know-Want-Learn) strategy on the students' achivement in reading expository text?

E. Objective of the Study

The objective of the study was identified as follow:

1. To find out the significant effect of the using K-W-L (Know-Want-Learn) strategy on the students' achivement in reading expository text.

F. Significance of the Study

The findings of this research were expected to be useful theoretically and practically.

1. Theoretical

To add knowledge, experience and insight, as well as the application of K-W-L strategy in teaching reading as one of language skills especially expository text.

2. Practical

a. The teacher, to enrich their knowledge about K-W-L (Know-Want-Learn) strategy in teaching reading expository text.

b. The students, to get the knowledge of reading to increase their reading skill.

c. The researcher, this study could help the next reseacher getting the information for further relevant study.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In the theoretical framework, some of important terms used in the study have to be clear in order to avoid misunderstanding. So, the readers and the reseacher must have same perseption on the concept of this study.

1. Reading

Reading is meant the action of students to read text book in reading comprehension class to comprehend what is printed on paper. In this case, teachers need to think about reading to help the students learn to read efficiently and effectively. So, it will be easier for the students to understand what they read if the reacher use an appropriate strategy of teaching reading in order to help students get the idea of what is written.

According to Grabe and Stoller (2002: 4) point out that reading can be thought of as a way to draw information from a text and to form a text and to form an interpretation of that information. Reading can be an escape that takes your outside the bounds of your existence. Reading is your future as well as your past. Don't be a reader who reads without thinking or who reads without a pupose.

Reading is decoding and understanding written texts. Decoding requires translating the symbols of writing system (including Braille) into the spoken words which they represent. Understanding is determined by the purpose for

reading, the context, the nature of the text, and the readers' strategies and knowledge. further, reading is the process of deriving meaning from the text. The majority of readers, this process involves decoding written text. Some individuals require adaptation such as Braille or auditorization to support the decoding process. Understaning is determined by the purposes for reading, the context, the nature of the text, and the reader's strategies and knowledge. Reading comprehension is the ability to read text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and sklls, on which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension, including improving one's voabulary and reading strategies.

According to Cook (2004:60) state reading comprehension is a dynamic interactive process of constructing meaning by combining the reader's existing knowledgewith the text information within the context of the reading situation. Reading comprehension involves an active-communication between the writer and the writer and the reader within meaningful contexts. It is presumed that a writer has an audience, a message, and purpose in mind.

1.1 The Purpose of Reading

The teacher has to realize that reading is purposeful and meaningful for the students. Grabe and Stoller (2002: 13-15) devide the purpose of reading into four, they are:

1. Reading to search for simple information

Reading to search or simple information is common reading ability, and it is as relatively cognitive process. It is used often in reading tasks and it is probably best seen as a type of reading ability. In reading to search, people typically scan the text for a spesific piece of information or a spesific word. Similarly, reading to skim is a common part of many tasks and useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text.

2. Reading to learn from text

Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text. It requires abilities to :

   a. Remember main ideas as well a number of details that elaborate the main and supporting ideas in text

   b. Recognize and built theoretical frames that recognize the information in the text

   c. Link the text to the reader's knowledge base

3. Reading to integrate information, write and critique texts

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information to accommodate information from multiple sources. In this respect, both reading to write and reading to critique text may be task variants of reading

to integrate information. Both require abilities to compose, select and critique information from a text.

4. Reading for general comprehension

Reading for general information is the most basic purpose for reading, underlying and supporting most other purpose for reading. General reading comprehension is actually more complex tahn commonly assumed. Reading or general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of mind idea, and process under very limited time constant.

1.2 The Basic Skill of Reading

Nunan (1999: 137) defines the basic skill of reading as follows:

1. Pronunciation

Pronunication is the utterance of any sound symbol or word. It is important in recognizing a word because the correct pronunciation of a word would have the reader to recall the meaning of it. Stress and intonation are under this part.

2. Structural system

Structural system is the part of a word that form unit of meaning or sound. The unit maybe pasts of an inflectional ending, a compound word, prefix, and syllable.

3. Vocabulary

Vocabulary is the list of words in which a reader can find word to express the meaning. In other word recognition vocabulary is much large than production vocabulary.

1.3 Types of Reading

Brown (2001: 125) explain the type of reading, in this case reading, variety of performance is derived more from the multiplicity of type of the text that from the variety of overt types of performances, nevertheless. Several types of reading performances are very typically indentified as follows:

a. Perceptive

Perceptive reading tasks involve attending to the components of larger stretchers of discourses: letters, words, punctuation and other graphemic symbols, bottom-up processing is applied.

b. Selective

In order to know one's reading recognition to lexical, grammatical, or discours feature of language within a very short story, selective reading is applied.

c. Interactive

Included among interactive reading types are stretches of language of several paragraph to one page or more in which the reader mist, psycholinguistic some, interest with the text. That is, reading is process of negociating meaning, the reader brings the text a set of schemats for understanding it and in take is the product of interaction.

d. Extensive

Extensive reading aplies to text of more that a page, up to and including professional articles, essays, technical reports, short stories and books.

2. Types of Text

There are four types of text, namely descriptive text, narrative text, expository text, argumantative text.

2.1 Descriptive Text

Descriptive is a style of writing which can be useul for a variety o purpose: to engange a reader's attention, to create characters, to set a mood or create an atmosphere, to bring writing to life, the descritive aims to show rather than tell the reader what something/someone is like.

2.2 Narrative Text

Narrative is the telling of the story, the succession of events is given on cronological order. The basic purpose of narrative is to entertain, to gain and hold a reader's interest. However narrtives can also be written to teach of to inform, to change attitudes/ social opinions e.g. soap operas and television dramas that are used to raise topical issues.

2.3 Expository Text

Expository is a type of information text that provides factual information about a topic using a clear, non-narrative organizational stucture with a major topic and supporting information.

2.4 Argumentative Text

Based on the evaluation and the subsequent subjective judgement in answer to a problem. It refers to the reasons advanced for or againts a metter.

3. Expository Text

Expository text or exposition text is the vast majority of what is read in school, work and life. For this reason, it is critical that students understand how to read, analyze, distinguish, synthesize, create and extend ideas presented in expository texts. Expository text include essays, speeches, workplace, and goverment documents, newspaper and magazine articles, instructions and directions.

According Fisher & Frey (2008) state expository text differs greatly from narrative text in tone, style, structure and features. First, expository text purvey a tone of authority, since the authors possess authentic and accurate information on the subjects they write about. Second, these texts follow a style that is distinctly different from that of narrative text. Expository text uses clear, focused language and moves form facts that are general to specific and abstract to concrete. While expository text shares certain characteristics with the other types of text, exposition makes its own demands on the reader through the unique use of structure, devices, features and conventions. Teachers need to teach students how to read expository text and how to read them successfully.

3.1 Kinds of Expository Text

There are eight different examples of expository organizational patterns.

a. Circumlocution : depicts a pattern in which the writer discusses a topic then diverts to discuss a related but different topic.

b. Narrative interspersion : pattern or a sub pattern ambedded on other patterns in which the writer interperses a narrative whitin the expository text for specific purpose. Including to clarify or elaborate on a point or to link the subject matter to personal experience.

c. Recursion : when the writer discusses a topic, then restate it using different words or symbolism. It is used to drive home a point and to give a special amphasizes to the text.

d. Descripstion : the author describes a topic by listing the characteristics, features and examples.

e. Sequence : the author lists items or events in numerical or chronological order.

f. Comparison   : the author explains how two or

more things are alike and or how

they are different.

g. Cause and effect   : the author lists one or more causes

and the resulting effect orr effects.

h. Problem and solution   : the author states a problem and lists

one or more solutions for the

problem. A variation of this pattern

is the question and answer format in

which the author poses a question

and then answer it.

This is in line with Susan Hyde in (http://curriculalessons.suite/01.com/blo g.cfm/teaching_expository_essays) describes various types of expository text:

a. Cause and effect   : shows the relationship between one and

another.

b. Compare and contrast   : compares the relevant similarities and

differences between two people, places or

objects. Compare and contrast can have a

point or subject by subject organization.

c. Descriptive   : depicts th attributes of a person, place or

objects.

d. process narration   : explain how an event unfold using time or

space sequences.

e. Problem and solution : describes a problem and relays potential

solutions.

3. 2 Grammatical Sructure of Expository Text

The grammatical structure of expository text are social function, thesis, argument, reiteration (conclusion), language features.

1. Social function

The social function of the expository text is to persuade the reader or listener that something is the case.

2. Generic structure

a. Thesis

Position : introduction topic and indicates writer's position.

Preview: outlines the main arguments to be presented.

b. Arguments

Points : restates main argument outlined preview.

Elaboration : developed and support each point/argument.

c. Reiteration

This is the conclusion part of the story.

3. Language function

a. Focus on generic non-human participants.

b. The use of the simple present tense.

c. The use of relational processes.

d. The use of internal conjuction to stage argument.

e. Reasoning through casual conjuction nominalization.

4. K-W-L (Know-Want-Learn) Strategy

K-W-L Strategy is a set of well-organized steps to be followed by a student to attain reading comprehension. It is composed of three-columned map to be drawn on the board. The first column represents *what the students know* about the topic. The second represents *what the student wants to know* in the text. The third represents *what the student has learned* after having read the text.

K-W-L strategy is providing a bridge between reading comprehension, and begining writing. The K-W-L strategy is a goods method to help students' active prior knowledge. According to Ogle (1986:75) K-W-L strrategy is good to be used as a reading strategy for expository text and helps teacher to be more interactive in their teaching.

In this unsatisfactory states of affairs in the educational system, and with reference to the justification explained above, the study in hand attemps to find out the effectiveness of the triangular strategy Know-Want-Learn (KWL). It is hypothecally viewed by the researchers as important, since it activates knowledge on the one hand, and improves the reading comprehension level, on the other hand. K-W-L is one of the strategies that endeavor to improve the reading comprehension in different ways. It:

1. Activaties the students previous knowlegde about the topic.

2. Helps students monitor their comprehension of the text.

3. Lets students evaluate their comprehension of the text.

4. Provides students with opportunity to expand the textual knowledge and axceed that as to read beyond the lines.

Then Donna Ogle (1986) state K-W-L strategy have grapic organizer as the initial discussion as following:

K Stands for helping students to tell What the students already **Know** about the topic.

W Stand for helping students to generate a list of question that what the students **Want** to know about the topic.

L Stands for helping students to find out discover to answer all question, that what the students **Learn** about the topic.

Students learn more efficiently when they know the goals of a module and lesson. The students are aware of an intended outcome they know what to focus on critical thinking and production are enhanced when the students have clear goals or targets are reference for their efforts. K-W-L strategy helps children become good readers by geting them to do many of the things that good readers do and this strategy get children to read silently with comprehension. According to Casey (2009) state for students with autism, using K-W-L strategies could make reading more aaccessible and fun in the classrroom.

This strategy consists mainly of three precise questions, asked by and directed to the students themselves. These are:

1. What do I *Know* about the topic?

The students asks himself this question before he reads the text and tries to write all what he *knows* about the topic of the text to be read. This question aims at brain-stroming the reader to recall as much previous knowledge and information related to the topic as possible.

2. What do I *want* to know?

The students writes whatever he *likes* to know about the topic, subject of the reading text. He does this question form and makes these question his aim. Thus, while he is reading the text, he attempts to find answers to them.

3. What did I *learn*?

The reader answers this question after he has read the text. He tries to write all new information he has *learned* about this topic, whether this information is an answer to any of his questions that he has never known before.

Students learn more efficiently when they know the goals of a module and lesson. If students are aware of an intended outcome they know what to focus on critical thinking and production are enhanced when the students have clear goals or targets are reference for their efforts.

Based on the previous explanation, K-W-L strategy as an instructional reading comprehension strategy that can be used to assist teachers in activating students' prior or background knowledge of a subjet or topic and make the students more active in the class. It consists of the three columned map to be drawn on the board. The first column represents what the student knows about the topic by recalling that they KNOW. The second represents what the student wants to know in the text by determining what they WANT to learn. The third represents what the student has learned after having read the text by identifying what they LEARN as they read and K-W-L strategy make inferences, give information and background knowledge which engage students' in an active writing process that demonstrates reading or writing.

4.1 The procedure of Using K-W-L Strategy

The procedures of using K-W-L Strategy are taken from (www.ncrel.Org/sdrs/areas/issues/student/learning/lrlkwl.thm) that are described as the following:

1. Choosing the text: the teacher is working to identify the text to be examined by students. The title of the text should be typed on the marker/chalk board.

2. Determining the structure of the strategy: the teacher is drawing a painting of three columns on the board, starting on the first column: What the students know about the subject (K), the second column: What the students want to know about the subject (W), and the third column: What the students Learn (L).

3. Brainstorming: the teacher asks the students to discuss with each other and retrieve their previous knowledge about the subject. Then teacher asks the students what they know about the subject in the first column (K).

4. Teacher makes the students ask questions about what they want to know about the subject and record these question in the second column (W).

5. Reading the subject: the students reading the text and should read carefully to find the answers for the questions in the second column (W).

6. Discussion of the text which has been read – what is in the first and second columns. Then ask the students to write what they have learned for the text in the third column (L). Discussing the answers which are written in the third column by students.

Table 2.1
Example of K-W-L (Know, Want, Learn)

Topic : **DINOSAURUS**

K **What the students** **Know**	W **What the students** **Want to know**	L **What the students** **Learn**
Dinosaurs are large.	How long ago did they live ?	An archeologist had an exciting life.
Dinosaurs were dead.	Why did they die?	Dinosaurs ate plants and some eat meat
They lived a long time ago.	How do we know what they looked like ?	Some donosaurs were gigantic, but had small brains.
There is a movie about dinosaurus	Who did the research about Dinosaurs?	Fossils uncover dinosaurs traits.

4.2 Advantages of K-W-L Strategy

There are several advantages of K-W-L strategy. Those are mentioned as follows:

1. K-W-L facilitates more enjoyable and more effective learning. This strategy can help the students feel more comfortable with their comprehension of a subject because it goes through each step saperately so that comes easier.

2. This strategy provide one chance for all student to make easy them in process learning because just take from experience, knowledge, science already they know.

3. For the teacher, K-W-L strategy helps teachers' attention by activating the students' prior knowledge.

4. According to Sasson (2008) state K-W-L strategy also helps teachers keep students interested as they think about what they want to know and what they have.

4.3 Disadvantages of K-W-L Strategy

There are several advantages of K-W-L strategy. Those are mentioned as follows:

1. K-W-L strategy difficult for students with no prior knowledge.

2. K-W-L strategy not effective for reading fiction materials.

3. K-W-L strategy not appropriate for readers who are not active thinkers.

5. Cooperative Learning (Think-Pair-Share)

The Think-Pair-Share strategy is designed to differentiate instruction by providing students time and structure for thinking on a given topic, enabling them to formulate individual ideas and share ideas with a peer. This learning strategy promotes classroom perticipation by encouraging a high degree of pupil response, rather than using a basic recitation method in which a teacher poses a question and one student offers a response. Additionally, this strategy provides an opportunity for all students to share their thinking with at least one other student

which, in turn, increases their sense of involvement in classroom learning. Think-Pair-Share can also be used as in information assessment tool; as students discuss their ideas, the teacher can circulate and listen to the conversations taking place and respond accordingly.

In this strategy, a problem is posed, students have time to *think* about it individually, and then they working *pairs* to solve the problem and *share* their ideas with the class. Think-Pair-Share is easy to use within a planned lesson, but is also an easy strategy to use for spur-of-the-moment discussions. This strategy can be used for a wide variety of daily classroom activities such as concept reviews, discussion question, partner reading, brainstroming, quiz reviews, topic development, etc. Think-Pair-Share helps students develop conceptual understanding of a topic, develop the ability to filter information and draw conclusion, and develop, and develop the ability to consider other points of view.

B. Previous Related Studies

There are some previous studies that related with the title of this research. The first is an international journal conducted by Riswanto, et al (2014) with the title The Effect of Using KWL (Know, Want, Learned) Strategy on EFL Students' Reading Comprehension Achievement. The finding of this research showed that KWL strategy was effective in improving the students' reading comprehension achievement about 70.5%. In this research, KWL strategy was applied to Junior High School students but in current research the strategy will be applied in Senior

High School. Multiple choice reading comprehension test was used as the instrument of this research as well.

The second is students scientific article of Jember University by Desi Kurnia Eriyanti Utami, et al (2014) with the title The Effect of Using KWL (Know-Want-Learned) Strategy on the Eleventh Grade Students' Reading Comprehension Aachievement at SMAN 1 Basuki in the 2014/2015 Academic Year. For the control group, Question-Answer technique was used as the comparison of KWL strategy, and it found that KWL strategy was 3,94 % more effective than control group. In current research, the strategy will be applied Think-Pair-Share in the control group for Eleventh grade also.

The third study is The Integration of the Know-Want-Learn (KWL) Strategy into English Language Teaching for Non-English Majors by Zhang Fengjuan (2010). This study attempted to illustrate a manageable way to integrate the KWL reading strategy and writing strategy in English language teaching for non-English major students of Soochow University. In this research found that KWL strategy can work as a very effective strategy in attaining the ultimate goal of all-round development in learners' listening, speaking, reading, writing and interpretation abilities. Thats why the researcher also uses KWL strategy to increase students reading comprehension achievement in expository text.

C. Conceptual Framework

Reading is one of four main skills in English that students need to be mastered. All the information, knowledge and science can be achieved by reading.

Many students get bored easily if the material was reading and the students cannot understand the materials they read well, especially in reading expository text. The teacher should know some strategy, interest, and how to give motivation to the students.

K-W-L is an introductory strategy that provides a structure for recalling what students know about the topic, what the student wants to know in the text and finally listing what has been learned and is yet to be learned. The K-W-L strategy allows students to take inventory of what they already know and what they want to know. Students can categorize information about the topic that they expect to use. Know-Want-Learn strategy is easy to apply in the classroom. The teacher write a title and drawn three columns, column 1 is K, column 2 is W, column 3 is L on the board. After that, the teacher asks the students what they know about the topic, and then the teacher lists the students responses in the coulumn "K". The teacher asks the students to write the questions whatever they Want to Know about the topic in the column "W". Afterwards, the teacher shares the copies of expository text to each students and let students to read the text, after reading the expository text, students answer the questions after they have read the text in the column "L". The students try to write all new information they have learned about the topic, whether this information is an answer to any of their question. the last, the teacher discusses together with the students about the text and asks the students make summary about the text with their own words.

Based on explanation above, the K-W-L strategy is an effective alternative way to plan learning strategy to be used to facilitate students in reading

comprehension and K-W-L is one of the strategies in teaching reading, K-W-L strategy can be one solution of the problem.

D. Hypothesis

The hypothesis of this research are drawn as follows:

Ha: There is a significantly effect of using K-W-L (Know, Want, Learn) strategy on the students' achievement in reading comprehension.

Ho: There is no significantly effect of using K-W-L (Know, Want, Learn) strategy on the students' achievement in reading comprehension.

CHAPTER III

METHOD OF RESEARCH

A. Location of the Research

The location of this research was conducted at SMK Tarbiyah Islamiyah which was located at Jalan Perintis Kemerdekaan No. 1 Simpang Beringin Kec. Hamparan Perak.

B. Population and Sample

1. Population

The population of this research was the XI grade students of the academic year 2016/2017 of SMK Tarbiyah Islamiyah. There were four parallel classes namely, XI-AK 1, XI-AK 2, XI-AP 1, and XI- AP 2. So the total number of students were 154.

2. Sample

Random sampling technique was applied to determine the samples. The samples was choosen XI-AK 1 as experimental group and XI-AP 1 as control group. The number of students of each class were 40 students. So, the total number of the students were 80 students. The design figured follows:

Table 3.1
Population and Sample

Class	Population	Sample
XI-AK 1	40	40
XI-AK 2	36	-
XI-AP 1	40	40
XI-AP 2	38	-
Total Students	**154**	**80**

C. Research Design

Experimental quantitative research was applied in this research. The experimental quantitative research was study with two different group, they were experimental group and control group. The experimental group was taught by using K-W-L strategy, and the control group was taught by using Think-Pair-Share Strategy. The design can be seen in the following table:

Table 3.2
Research Design

Class	Group	Pre-Test	Treatment	Post-Test
XI - AK 1	Experiment	✓	K-W-L Strategy	✓
XI - AP 1	Control	✓	Think-Pair-Share Strategy	✓

D. Instrument of the Research

In this research, multiple choice test which consists of 20 items with 4 options which was taken from English in Context Developing Competences in

English for Senior High School to grade XI which was used as the instrument for collecting data. Each correct answer was score 1, and the incorrect answer was scored 0. The test was divided in two sessions, the first was pre-test given prior to the treatment. The second was post-test would be applied after conducting the treatment. The researcher was give the test in order to know the effect of using K-W-L (Know, Want, Learn) strategy in reading expository text.

E. Technique of Analyzing The Data

In analyzing the data, descriptive quantitative technique was applied to analyze the data by using the following procedure:

1. Scoring the answer sheets' students.

2. Listing their score in two tables, the first for experimental group scores as X variable, the second for control group as Y variable.

3. Calculating the total score post-test in experimental group and control group. Calculating would be conducted by using t-test as show below, according to Sugiyono (2015):

   a. Calculating Mean Score:

   $$\bar{x} = \frac{\sum x_i}{n}$$ (Sugiyono, 2015)

   Note: $\bar{x}$ = Mean

   $\sum x_i$ = The total of students' value

   N = The number of students

b. Standard Deviation by Formula

$$SD_1 = \sqrt{\frac{n(\sum x_i^2) - (\sum x_i)^2}{n_1(n_1-1)}} \qquad \text{(Sugiyono, 2015)}$$

c. Calculating correlation Product Moment between X and Y

$$R_{xy} = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{\{n \sum Xi^2 - (Xi)^2\}\{n \sum yi^2 - (yi)^2\}}} \qquad \text{(Sugiyono, 2015)}$$

d. Hypothesis test (t-test)

$$t = \frac{\bar{X}_1 - \bar{\bar{X}}_2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2} - 2R\left(\frac{s_1}{\sqrt{N_1}}\right)\left(\frac{s_2}{\sqrt{N_2}}\right)}} \qquad \text{(Sugiyono. 2015)}$$

Where:

t = t-test

$\bar{x}_1$ = Mean of variable 1 (experimental group)

$\bar{x}_2$ = Mean of variable 2 (control group)

S_1 = Standard Deviation of sample 1 (experimental group)

S_2 = Standard Deviation of sample 2 (control group)

S_1^2 = Standard deviation squared (variants) of sample 1 (experimental group)

S_2^2 = Standard deviation squared (variants) of sample 2 (control group)

n = Total of sample

n_1 = Number of cases for variable 1 (experimental group)

n_2 = Number of cases for variable 2 (control group)

r = Correlation of product moment between X and Y

F. Statistical Hypothesis

Ha : There was significant effect of using K-W-L (Know, Want, Learn) strategy (the hypothesis would be accepted)

Ho : There was no significant effect of using K-W-L (Know, Want, Learn) strategy (the hypothesis would be rejected)

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data were collected by giving a multiple choice test. The sample was divided into two classes, the experimental group and control group. Each group was given pre-test and post-test of the same test. The students' score of experimental group showed that the highest score of pre-test was 70 and the lowest was 50. While the highest score of post test was 90 and the lowest was 65 (see appendix 8). Meanwhile the students' score of control group showed that the highest score of pre-test in control group was 75 and the lowest was 50. While the highest score of post test was 80 and the lowest was 60 (see appendix 9).

B. Data Analysis

The effect of using K-W-L (Know, Want, Learn) Strategy on the Students' Achievement in Reading Expository Text. Based on the data from the test the score were analyzed in other to know the differences between pre-test and post-test of the experimental group.

Table 4.1
Differences between pre-test and post-test of experimental group

No.	Student's initial	Pre-test (X_1)	Post-test (X_2)	$\sum X_i^2$	$\sum X_i^2$
1	AM	60	80	3600	6400
2	DA	65	80	4225	6400
3	DS	55	65	3025	4225
4	DI	50	70	2500	4900
5	DA	60	75	3600	5625

6	DI	65	85	4225	7225
7	EV	55	70	3025	4900
8	FN	60	80	3600	6400
9	FA	55	85	3025	7225
10	HM	60	70	3600	4900
11	HY	65	70	4225	4900
12	IP	70	80	4900	6400
13	KA	60	70	3600	4900
14	MA	65	85	4225	7225
15	MF	60	80	3600	6400
16	MK	55	70	3025	4900
17	MS	70	80	4900	6400
18	MD	55	75	3025	5625
19	MG	65	80	4225	6400
20	MA	65	80	4225	6400
21	MH	70	90	4900	8100
22	NN	60	80	3600	6400
23	NR	65	75	4225	5625
24	NH	60	70	3600	4900
25	PP	55	80	3025	6400
26	PA	60	70	3600	4900
27	PI	70	80	4900	6400
28	RA	60	80	3600	6400
29	RW	55	70	3025	4900
30	RA	60	70	3600	4900
31	RA	65	80	4225	6400
32	SA	65	85	4225	7225
33	SZ	60	80	3600	6400
34	TW	65	80	4225	6400
35	VT	70	85	4900	7225
36	WA	60	75	3600	5625
37	WN	55	70	3025	4900
38	EP	55	75	3025	5625
39	AP	60	75	3600	5625
40	KI	55	70	3025	4900
Total		$X_1 = 2440$	$X_2 = 3070$	$\sum X_1^2 = 149900$	$\sum X_2^2 = 237000$

Based on the table 4.1 above it can be seen that there was differences between pre-test and post-test score of experimental class. After calculated the data for the experimental group above the score for pre-test was 2485 and the total score for post-test was 3065. It means the score for post-test is higher than pre-test. The mean score was calculated as follows:

The average (Mean)

$$\bar{x} = \frac{\sum x}{n_x}$$

$$= \frac{3070}{40}$$

$$= 76.75$$

Standard deviation of X variable

$$SD_1 = \sqrt{\frac{n(\sum x_i^2) - (\sum x_i)^2}{n_1(n_1 - 1)}}$$

$$= \sqrt{\frac{40(237000) - (3070)^2}{40(40-1)}}$$

$$= \sqrt{\frac{9480000 - 9424900}{1560}}$$

$$= \sqrt{\frac{55100}{1560}}$$

$$= \sqrt{35.32}$$

$$= 5.94$$

Table 4.2
Differences between pre-test and post-test of control group

No.	Student's initial	Pre-test (Y_1)	Post-test (Y_2)	$\sum Y_1{}^2$	$\sum Y_2{}^2$
1	AV	60	75	3600	5625
2	AS	65	75	4225	5625
3	AN	55	60	3025	3600
4	CM	60	70	3600	4900
5	DJ	55	65	3025	4225
6	DN	60	70	3600	4900
7	DC	65	70	4225	4900
8	FS	60	70	3600	4900
9	FP	65	75	4225	5625
10	GA	60	75	3600	5625
11	HE	65	70	4225	4900
12	JY	55	65	3025	4225
13	JM	65	80	4225	6400
14	KP	60	75	3600	5625
15	MY	70	75	4900	5625
16	MS	50	65	2500	4225
17	MO	55	70	3025	4900
18	MR	65	70	4225	4900
19	NM	65	80	4225	6400
20	NN	60	70	3600	4900
21	NM	65	75	4225	5625
22	NZ	75	80	5625	6400
23	ND	60	70	3600	4900
24	NL	60	65	3600	4225
25	NR	70	80	4900	6400
26	NM	70	80	4900	6400
27	PA	55	70	3025	4900
28	PR	65	75	4225	5625
29	RM	60	75	3600	5625
30	SW	55	65	3025	4225
31	SL	65	80	4225	6400
32	SA	60	70	3600	4900
33	SM	55	65	3025	4225
34	MZ	65	70	4225	4900
35	TR	75	80	5625	6400

36	TL	60	70	3600	4900
37	TA	60	70	3600	4900
38	WN	60	65	3600	4225
39	YN	65	75	4225	5625
40	YA	60	70	3600	4900
Total		$\sum Y_1 = 2475$	$\sum Y_2 = 2875$	$\sum Y_1^2 = 154325$	$\sum Y_2^2 = 207725$

Based on the table 4.2 above it can be seen that there was differences between pre-test and post-test score of control class. After calculated the data for the control group above the score for pre-test was 2475 and the total score for post-test was 2875. It means the score for post-test is higher than pre-test. The mean score was calculated as follows:

The average (Mean)

$$\bar{y} = \frac{\sum y}{n_y}$$

$$= \frac{2875}{40}$$

$$= 71.87$$

Standard deviation of Y variable

$$SD_1 = \sqrt{\frac{n(\sum y_i^2) - (\sum y_i)^2}{n_1(n_1 - 1)}}$$

$$= \sqrt{\frac{40(207725) - (2875)^2}{40(40-1)}}$$

$$= \sqrt{\frac{8309000 - 8265625}{1560}}$$

$$= \sqrt{\frac{43375}{1560}}$$

$$= \sqrt{27.804}$$

= 5.27

Based on the previous data it was concluded in the following table:

Table 4.3
Calculating correlation Product Moment between X1 and X2

No.	X_1	X_2	$\sum X_i^2$	$\sum X_i^2$	$\sum X_i X_i$
1	60	80	3600	6400	4800
2	65	80	4225	6400	5200
3	55	65	3025	4225	3575
4	50	70	2500	4900	3500
5	60	75	3600	5625	4500
6	65	85	4225	7225	5525
7	55	70	3025	4900	3850
8	60	80	3600	6400	4800
9	55	85	3025	7225	4675
10	60	70	3600	4900	4200
11	65	70	4225	4900	4550
12	70	80	4900	6400	5600
13	60	70	3600	4900	4200
14	65	85	4225	7225	5525
15	60	80	3600	6400	4800
16	55	70	3025	4900	3850
17	70	80	4900	6400	5600
18	55	75	3025	5625	4125
19	65	80	4225	6400	5200
20	65	80	4225	6400	5200
21	70	90	4900	8100	6300
22	60	80	3600	6400	4800
23	65	75	4225	5625	4875
24	60	70	3600	4900	4200
25	55	80	3025	6400	4400
26	60	70	3600	4900	4200
27	70	80	4900	6400	5600
28	60	80	3600	6400	4800
29	55	70	3025	4900	3850
30	60	70	3600	4900	4200
31	65	80	4225	6400	5200

32	65	85	4225	7225	5525
33	60	80	3600	6400	4800
34	65	80	4225	6400	5200
35	70	85	4900	7225	5950
36	60	75	3600	5625	4500
37	55	70	3025	4900	3850
38	55	75	3025	5625	4125
39	60	75	3600	5625	4500
40	55	70	3025	4900	3850
Total	**2440**	**3070**	**149900**	**237000**	**188000**

$$\text{Rxy} = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{\{n \sum Xi^2 - (Xi)^2\}\{n \sum yi^2 - (yi)^2\}}}$$

$$= \frac{40(188000) - (2440)(3070)}{\sqrt{\{40(149900) - (2440)^2\}\{40(237000) - (3070)^2\}}}$$

$$= \frac{7520000 - 7490800}{\sqrt{\{5996000 - 5953600\}\{9480000 - 9424900\}}}$$

$$= \frac{29200}{\sqrt{\{42400\}\{55100\}}}$$

$$= \frac{29200}{\sqrt{2336}}$$

$$= \frac{29200}{48,33}$$

$$= 604.1$$

Determining the value of t-test with formula:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{S1^2}{N1} + \frac{S2^2}{N2} - 2R\left(\frac{S1}{\sqrt{N1}}\right)\left(\frac{S2}{\sqrt{N2}}\right)}}$$

$$= \frac{76,62 - 61}{\sqrt{\frac{35,28}{40} + \frac{2,25}{40} - 2(604,1)\left(\frac{5,94}{\sqrt{40}}\right)\left(\frac{1,50}{\sqrt{40}}\right)}}$$

$$= \frac{15.62}{\sqrt{0{,}88+0{,}05-(1{,}208)\left(\frac{5{,}94}{6{,}32}\right)\left(\frac{1{,}50}{6{,}32}\right)}}$$

$$= \frac{15{,}62}{\sqrt{0{,}93-1{,}208(0{,}93)(0{,}23)}}$$

$$= \frac{15{,}62}{\sqrt{0.93-1{,}208(0{,}21)}}$$

$$= \frac{15{,}62}{\sqrt{0{,}93-0{,}2}}$$

$$= \frac{15{,}62}{\sqrt{0{,}73}}$$

$$= \frac{15{,}62}{0{,}85}$$

$$= 18{,}3$$

C. Testing Hypothesis

After accounting the data previously by using t-test formula that critical value 18,3 then after seeking the table of distribution written test method as basis of counting t-critical in certain degree of freedom (df), the calculation shows that df is (2n-2=80-2=78) in line of 78 that t-table is 1.99 for 0.05. it could be concluded t-test > t-table or 18.3 > 1.99. So, Ho is rejected and Ha is accepted or there was the effect of using K-W-L (Know, Want, Learn) Strategy on the Students Achievements in Reading Expository Text.

D. Research Findings

Based on the data analysis above, the findings of this research were described that the students who were taught by using K-W-L (Know,Want, Learn) Strategy got higher score than those who were taught by using Think-Pair-Share

Strategy. It was proved from the result of t-test which was 18.3 and t-table which was 1.99 (t-test > t-table, 18.3 > 1.99). It meant that the students' achievement in reading expository text by using K-W-L (Know, Want, Learn) Strategy was significant than using Think-Pair-Share Strategy.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter, the researcher mainly presents conclusions and suggestions based on the research findings and discussion presented in previous chapter.

A. Conclusions

Based on the data analysis, it can be concluded that using K-W-L (Know, Want, Learn) Strategy significantly affects on the students' achievement in reading expository text. It can be seen from the data which had obtained of pre-test and post-test in experimental group, it was based on the students' total score was 237000 and the mean score was 76.75, while in the control group were 207725 and the mean score was 71.87. Thus, the students' score in experimental group was higher than the students' score in control group. The calculation of the data in the testing hypothesis showed that t-test 18.3 was higher than t-table 1.99, it means that the alternative hypothesis Ha was acceptable.

B. Suggestions

The finding of the research score shows that there is significant difference on the students' score before they were taught by using K-W-L (Know, Want, Learn) Strategy and after they were taught using K-W-L (Know, Want, Learn) Strategy. Therefore, the writer tries to give some suggestion as follow:

1. The English teacher, especially for the English teacher of SMK Tarbiyah Islamiyah Hamparan Perak. They can try K-W-L (Know, Want, Learn)

Strategy in teaching English to increase their knowledge and by using a good technique the students are easier and motivated to learn English. The English should select a technique that are not only interesting but also appropriate with the subject and the students' need. So, the teacher can use K-W-L (Know, Want, Learn) Strategy as an active technique to teach in the class.

2. The students, the students should be active in the classroom because in the K-W-L (Know, Want, Learn) Strategy the students are supported to be active in learning process, it is hope that the students can be increase the knowledge.

3. Other researcher, it is suggested to study this research in order to get information which still has relationship to their study.

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APPENDIX 1

LESSON PLAN

(Experimental Group)

School   : SMK Tarbiyah Islamiyah
Class/Semester : XI / II
Subject   : English
Material   : Expository Text
Skill   : Reading
Time   : 2 x 45 minutes

A. Standardized Competence

To understand the meaning of short and simple expository text in context of daily life to access knowledge.

B. Basic Competence

To respond to the meaning and rhetoric steps essay accurately, fluently and appropriately in the daily life and to access knowledge in expository text.

C. Indicator

1. Read expository text and to understand meaning of the expository text
2. Identify the rhetorical steps of the expository text
3. Mention the information of the expository text

D. Objective

At the end of the subject the student will be able to:

1. Read the expository text silently and understand meaning
2. Identify the rhetorical steps of expository text
3. Mention the information of the expository text

E. Source/Material

- Source   : English in Context Developing Competences in English for Senior High School grade XI
- Material   : Expository Text

Example of Expository Text

GLOBAL WARMING

Global warming is a process of rising the average temperature of the atmosphere, the sea and the land of the earth. In creasing temperature causes the earth where we inhabit feels hotter and in the daytime we feel the excessive hot temperature. It is probably caused by the increasing of the greenhouse gases concentration as the result of human activity and the global warming itself. Because of global warming, there are a lot of damages that can inflict on the entire structure located in our earth

Global warming is not only the problem for the government but also for all of the inhabitants of the earth. Imagine if the north and south poles are melted, will we only suspend our fate to the government? Global warming is the responsibility for all of us. We must actively prevent or at least slow down of the process of global warming.

There are several ways that we can do to help our earth from the global warming. First, don't cut the trees carelessly. Tress is the biggest producer of O2 (oxygen) in the world. Every day we breathe, we need oxygen, and those tress provide oxygen for us everyday. If we only have few trees, CO2 gas (carbon dioxide) can make the earth getting hotter. In spite of that, if we breathe without the presence of oxygen, we will not be able to live until today.

Second, reduce the use of private. The use of private vehicles will cause the waste of fuel. We all know that every fuel cell vehicles will issue the discharge of oil gas in form of CO2 and CO. If these gases are in large quantities, it could lead to the effect of greenhouse gases which ultimately makes the occurrence of global warming getting worse. Since you can still use public transportation, use your private vehicles when you really need it.

Third, turn off the lamp during the daytime. Even if you can afford to pay the bill, this is our awareness to our environment that we turn off the lamp during the daytime. As the alternative, you can also use efficient energy lights, such as XL Philip and LED (Light Emitting Diode). Those kinds of lights can save more than 50% of the energy.

Fourth, plant tress on the free lots of your house. Use your free lots of your house to plant various trees and plants. You don't have to plant oak or mahogany. You can plant other ornamental trees or plants with green leaves which are potential to produce oxygen.

Fifth, build a house with enough ventilation. When you build a house, please pay attention on the ventilation and the light appropriately. It can reduce the use of air condition in the night and day. You can design your

house with good natural lighting therefore you don't need to turn of the lam in the daytime.

Global warming is our responsibility, thus from now we can help to solve this problem by doing several ways to prevent and slow down the process of global warming.

Definition
Expository text is non-fiction text meant to inform, analyze, explain or give additional detail about a topic.

Generic structure
d. Thesis
   Position : introduction topic and indicates writer's position.
   Preview : outlines the main arguments to be presented.
e. Arguments
   Points : restates main argument outlined preview.
   Elaboration : developed and support each point/argument.
f. Reiteration
   This is the conclusion part of the story.

Language function
f. Focus on generic non-human participants.
g. The use of the simple present tense.
h. The use of relational processes.
i. The use of internal conjuction to stage argument.
j. Reasoning through casual conjuction nominalization.

F. Methods/Technique
- K-W-L Strategy

G. Teaching and Learning Activity

Activities	Teacher	Students
Opening	• Teacher guides the students and check the attendance list.	• Students give responses to the teacher

	• Teacher introduce the lesson that will be teach.	• Students listen to the teacher.
Main Activity	• Teacher explain about K-W-L strategy and it steps and give an explanation of expository text.	• Students pay attention to the teacher explanation.
	• Teacher gives time for the students to ask something didn't understand about using the strategy and answer it.	• Students give the question and listen to the teacher explanation.
	• Teacher distribute copies of KWL column for each student.	• Students get the copies of KWL column to the teacher.
	• Teacher write the title of passage on the whiteboard and ask the students to fill in the column K with all the students know about the topic.	• Students pay attention to the teacher and fill the words in the Column K with all they know about the topic.
	• Teacher ask the students to fill in the middle column what they want to learn	• Students fill in the middle column what they want to learn about the

	about the topic	topic.
	• Teacher share the material that relate to the topic and ask the students to read the text.	• Students get the material that relate to the topic and read the text.
	• After reading, the teacher ask students to fill in column L.	• Students fill in column L. Students write their new knowledge from reading the content and discover the answers of all questions in the column W.
	• Teacher discuss together with the students about answer in the column L.	• Students discuss together with the teacher about their answer in the column L.
Closing	• Teacher gives the students chances to ask question dealing with the material.	• Students ask questions dealing with the material.
	• Teacher ask the students to summarize by using their own words.	• Students summarize by using their own words.
	• Teacher clossing the lesson	

H. Media and Tools
1. Infocus
2. Laptop

I. Evaluation
1. Technique   : reading test (multiple choice)
2. Form   : reading expository text about Pollution as
                             Problem of Environment
3. Rubric Score   :

Rubric Score	Score
Correct	1
Incorrect	0

$$S = \frac{R}{N} \text{ x } 100$$

In which:
S = The students' score
R = The right answer
N = The total questions

                                    Hamparan Perak,   February 2017
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                        Known by
           Headmaster of SMK Tarbiyah Islamiyah

                    Julkhairi Sam, S.Pd

APPENDIX 2

LESSON PLAN

(Control Group)

School   : SMK Tarbiyah Islamiyah
Class/Semester : XI / II
Subject   : English
Material   : Expository Text
Skill   : Reading
Time   : 2 x 45 minutes

A. Standardized Competence

To understand the meaning of short and simple expository text in context of daily life to access knowledge.

B. Basic Competence

To respond to the meaning and rhetoric steps essay accurately, fluently and appropriately in the daily life and to access knowledge in expository text.

C. Indicator

1. Read expository text and to understand meaning of the expository text
2. Identify the rhetorical steps of the expository text
3. Mention the information of the expository text

D. Objective

At the end of the subject the student will be able to:
1. Read the expository text silently and understand meaning
2. Identify the rhetorical steps of expository text
3. Mention the information of the expository text

E. Source/Material

- Source   : English in Context Developing Competences in English for Senior High School grade XI
- Material : Expository Text

Example of Expository Text

GLOBAL WARMING

Global warming is a process of rising the average temperature of the atmosphere, the sea and the land of the earth. In creasing temperature causes the earth where we inhabit feels hotter and in the daytime we feel the excessive hot temperature. It is probably caused by the increasing of the greenhouse gases concentration as the result of human activity and the global warming itself. Because of global warming, there are a lot of damages that can inflict on the entire structure located in our earth

Global warming is not only the problem for the government but also for all of the inhabitants of the earth. Imagine if the north and south poles are melted, will we only suspend our fate to the government? Global warming is the responsibility for all of us. We must actively prevent or at least slow down of the process of global warming.

There are several ways that we can do to help our earth from the global warming. First, don't cut the trees carelessly. Tress is the biggest producer of O2 (oxygen) in the world. Every day we breathe, we need oxygen, and those tress provide oxygen for us everyday. If we only have few trees, CO2 gas (carbon dioxide) can make the earth getting hotter. In spite of that, if we breathe without the presence of oxygen, we will not be able to live until today.

Second, reduce the use of private. The use of private vehicles will cause the waste of fuel. We all know that every fuel cell vehicles will issue the discharge of oil gas in form of CO2 and CO. If these gases are in large quantities, it could lead to the effect of greenhouse gases which ultimately makes the occurrence of global warming getting worse. Since you can still use public transportation, use your private vehicles when you really need it.

Third, turn off the lamp during the daytime. Even if you can afford to pay the bill, this is our awareness to our environment that we turn off the lamp during the daytime. As the alternative, you can also use efficient energy lights, such as XL Philip and LED (Light Emitting Diode). Those kinds of lights can save more than 50% of the energy.

Fourth, plant tress on the free lots of your house. Use your free lots of your house to plant various trees and plants. You don't have to plant oak or mahogany. You can plant other ornamental trees or plants with green leaves which are potential to produce oxygen.

Fifth, build a house with enough ventilation. When you build a house, please pay attention on the ventilation and the light appropriately. It can reduce the use of air condition in the night and day. You can design your

house with good natural lighting therefore you don't need to turn of the lam in the daytime.

Global warming is our responsibility, thus from now we can help to solve this problem by doing several ways to prevent and slow down the process of global warming.

Definition

Expository text is non-fiction text meant to inform, analyze, explain or give additional detail about a topic.

Generic structure

a. Thesis

Position : introduction topic and indicates writer's position.

Preview : outlines the main arguments to be presented.

b. Arguments

Points : restates main argument outlined preview.

Elaboration : developed and support each point/argument.

c. Reiteration

This is the conclusion part of the story.

Language function

a. Focus on generic non-human participants.
b. The use of the simple present tense.
c. The use of relational processes.
d. The use of internal conjuction to stage argument.
e. Reasoning through casual conjuction nominalization.

F. Methods/Technique

- Think-Pair-Share Strategy

G. Teaching and Learning Activity

Activities	Teacher	Students
Opening	• Teacher guides the students and check the attendance list.	• Students give responses to the teacher

	• Teacher introduce the lesson that will be teach.	• Students listen to the teacher.
Main Activity	• Teacher give an explanation about expository text.	• Students pay attention to the teacher explanation.
	• Teacher give a text about expository text to the students and ask to read the text.	• Students get a text and read the text.
	• Teacher devide the students into some groups consist of 4 people.	• Students make group consist of 4 people.
	• Teacher give some questions to the students and ask to thinking individually.	• Students answer the questions and thinking individually.
	• Teacher ask all of group to make pairs of member in the group.	• Students make pairs of member in the group.
	• Teacher ask the students to share their thinking with their partner and discuss.	• Students share their thinking with their partner and discuss.
	• Teacher ask each partner to join in their group and ask to share their thinking with	• Students join in their group and share their thinking with their

	their group.	group.
	• Teacher ask the group to present their discussion.	• Students present their discussion.
Closing	• Teacher gives the students chances to ask question dealing with the material. • Teacher ask the students to summarize by using their own words. • Teacher clossing the lesson	• Students ask questions dealing with the material. • Students summarize by using their own words.

H. Media and Tools
  1. Infocus
  2. Laptop

I. Evaluation
  1. Technique   : reading test (multiple choice)
  2. Form   : reading expository text about Pollution as Problem
                          of Environment
  3. Rubric Score   :

Rubric Score	Score
Correct	1
Incorrect	0

$$S = \frac{R}{N} \text{ x } 100$$

In which:
S = The students' score
R = The right answer
N = The total questions

Hamparan Perak,   February 2017
English Teacher   Candidate Teacher

Maulida, S.Pd   **Alfi Diastari Ahmad**
                                                 NPM: 1302050079

Known by
Headmaster of SMK Tarbiyah Islamiyah

Julkhairi Sam, S.Pd

TEST ITEM

Name :

Class :

Read the text and choose the correct answer.

Text I

POLLUTION AS PROBLEM OF ENVIRONMENT

Air pollution is one of the harmful substances that cause damage to the environment, human health and quality of life.

It makes people sick like having breathing problems and cancer. It also harms plants, animals, and the ecosystems in which they live. Some air pollutants return to earth in the form of acid rain and snow-which *corrode* statues and buildings- damage crops and forests, and make lakes and streams unsuitable for fish and other plant and animal life.

Pollution is changing earth's atmosphere so that it lets in more harmful radiation from the sun. At the same time, our polluted atmosphere is becoming a better insulator, preventing heat from escaping back into space and heading to a rise in golbal average temperatures. Scientists predict that the temperature increase called global worming, will affect world food supply, change sea level, make weather more extreme, and increase the spread of tropical disease.

Most air pollution comes from one human activity: burning fossil flues-natural gas, coal and oil-to power industrial processes and motor vehicles.

Among the harmful chemical compounds put into the atmosphere are carbon dioxide, carbon monoxide, nitrogen oxides, sulfur dioxide, and tiny solid particle, called perticulates. Between 1900 and 1970, motor vehicle use expended repidly, and emission of nitrogen oxides increased 690 percent. When fuels are incompletely burned, various chemicals called volatile organic chemicals (VOCs) also enter the air. Pollutants also come from other sources. For instance, decomposing garbage in lanfills and solid waste disposal sites emits methane gas and many products give off VOCs.

Some of these pollutants also come from natural sources. For example, forest fires emit perticulates and VOCs into the atmosphere. Volcanoes spew out sulfur dioxide and large amounts of lava rock called volcanic ash. A big volcanic eruption can darken the sky and affect the earth's atmoshere. The 1991 eruption of Mount Pinatubo in the Philippines, for example, dumped enough volcanic ash into the upper atmoshere to lower global temperatures or the next two years. Unlike pollutants from human activity however, natural pollutants tend to remain in the atmosphere for a short time and do not lead to permanent atmosphere change.

I. Choose the correct answer in the following questions !
1. Which of the following statements is TRUE according to the text?
    A. Air pollution makes the feel comfort
    B. Air poluution makes weather more extreme
    C. Air pollution increase quality of life
    D. The are will be clean with chemical compounds like carbon dioxides, carbon monoxides, nitrogen oxides, sulfur dioxide and tiny solid particle

2. The sixth paragraph tells about?
    A. Human activity causes air pollution
    B. Dangers of air pollution to the world
    C. Pollution come from natural sources
    D. Pollution is changing earth's atmosphere

3. The word *eruption* in the sixth paragraph means...
    A. Letusan
    B. Pemancaran
    C. Perubahan
    D. Penggabungan

4. By reading the text, we can conclude that...
    A. Air pollution is very harmful for people and our earth and we have to save our earth
    B. Effect of the air pollution are very beneficial for people
    C. Natural pollutant tends to remain in the atmosphere for a short time
    D. Natural activity like forest fires is the main effect of pollution

5. What type of the text is used in the text above?
    A. Explanation
    B. Discussion
    C. Argumentation
    D. Analytical exposition

6. "Insulator" in the line 5 of the third paragraph mean...
    A. Penyaring
    B. Pengaruh
    C. Penyebar
    D. Penghambat

7. What does the word "they" in the sentence "the ecosystem in which they live" refer to?
   A. People
   B. Plants, animals and ecosystem
   C. Fish
   D. Scientists

8. When did eruption of Mount Pinatubo in the Philippines occur?
   A. 1990
   B. 1991
   C. 1992
   D. 1993

9. What kind of disease which is caused by air pollution?
   A. Headache
   B. Having breathing problems
   C. Having a stomachache
   D. Heart disease

10. What will be affected by global warming?
    A. Corrode statues
    B. Make lakes
    C. Change sea level
    D. Chemical action

Read the text and choose the correct answer.
Text II

HORTICULTURE

What will happen if we crossbreed a red rose and a white rose? Theoretically, we will get one red rose, two pink roses, and one white rose. Sometimes, however, we will get three reds and one white. How do we know about these things? There is one branch of agriculture science which deals with matters like these. It is called horticulture.

Horticulture comes from the Latin words *horti* meaning 'garden' and cultura meaning 'cultivation'. So, horticulture is the science and art of cultivating garden plants: fruits, vegetables, flowers, ornamental plants and bushes. Horticulture is different from agronomy. In agronomy, people cultivate field crops such as rice, corn, coffee, tobacco, sugar cane, etc. In horticulture, people

cultivate plants not as crops. However, sometimes there in an overlap between horticulture an agronomy because, now, many fruits and vegetables are grown as field crops.

In its practice in the field, horticulture is divided into four areas: pomology, olericulture, floriculture and ornamental horticulture. Pomology deals with the cultivation of all fruits and nuts. One of most important functions of pomology is to work on the superior species of fruits and nuts. Olericulture deals with the cultivication of vegetables. In olericulture, people work in the root (eg carrot, ginger), leaf (e.g. cabbage, spinach), tube (e.g. potato, sweet potato), fruit (e.g. tomato, chili pepper), and seed (e.g. bean). In floriculture, people deals with flowers, herb plants, and house plants. Some important objects of floriculture are roses and other popular flowers, tulips and orchids. Ornamental horticulture deals with decorative plants. In this field, people work with soft trees, ferns, bushes, and grass for landscape designs such as or gardens, parks, and sport fields.

The primary aim of horticulture is to develop the highest quality of garden plants. For example, horticulturists study the problems of food for garden plants and develop various nutrients which are good for them. They produce different kinds of ood intakes for different parts of the plant. For example, if we want our plant to have good leaves, we can use and herb fertilizer. Plant geneticists work on various techniques of plant breeding such as hybridization, crossbreeding, grafting, etc. Entomologists work on various kinds of insect pests. They try to protect plants from harms that are caused by insects. For example, they use the natural enemies of insects to control their spread, sterilize male insects by using radiation or chemical materials, trap male insects by using artificial female smells, etc.

Nowdays, horticulture has become a popular practice in the community. Farmers do not only work on the development of the best plant product, but they also use their gerdens and fields for other purposes such as tourism. In many parts of our country, farmers, assisted by the agriculture and tourism departments, develop agro tourism which gives them high profits.

II. Choose the correct answer of the following question !

11. The text is mainly about...
    A. How to plant the vegetables and fruits
    B. Information about horticulture
    C. The advantages of horticulture
    D. How to protect plants from insect pests

12. What is the main idea of the fourth paragraph?
    A. Difference of horticulture and agronomy

B. Technique plant breeding

C. The Development of horticulture has become agrotourism

D. The aim of horticulture

13. Which of the following statements is TRUE according to the text?

A. Horticulture is one branch of agriculture

B. In horticulture, people cultivate field crops such as rice, corn, coffee, tobacco, sugar cane, etc

C. Olericulture deals with the cultivation of all friuts and nuts

D. Entomologists use pesticide to control insects spread

14. Horticulture is not only developing the field crops but it uses to develop agrotourism too. The statement is found in...

A. Second paragraph

B. Third paragraph

C. Fourth paragraph

D. Fifth paragraph

15. What is type of the text used by the writer?

A. Exposition

B. Narrative

C. Argumentative

D. Descriptive

16. In *floriculture,* people deal with...

A. Fruits and nuts

B. Flowers

C. Vegetable

D. Decorative plants

17. What does "them" in the second sentence of the fifth paragraph refers to...

A. Insects

B. Flowers

C. Plants

D. Fruits

18. What is the Latin name of "garden"...
    A. Horti
    B. Cultura
    C. Febris
    D. Exordium

19. The word "grafting" means...
    A. Transferring
    B. Filament
    C. Breeding
    D. Transplanting

20. The word "pomology" in the third paragraph means...
    A. Ilmu tentang sayur-sayuran
    B. Ilmu tentang buah-buahan
    C. Ilmu tentang tanaman hias
    D. Ilmu tentang bunga

APPENDIX 4

Answer Key

1. B. Air polution makes weather more extreme
2. C. Pollution come from natural sources
3. A. Letusan
4. A. Air pollution is very harmful for people and our earth and we have to save our earth
5. D. Analytical exposition
6. D. Penghambat
7. B. Plants, animals and ecosystem
8. B. 1991
9. B. Having breathing problems
10. C. Change sea level
11. B. Information about horticulture
12. D. The aim of horticulture
13. A. Horticulture is one branch of agriculture
14. D. Fifth paragraph
15. A. Exposition
16. B. Flowers
17. C. Plants
18. A. Horti
19. D. Transplanting
20. B. Ilmu tentang buah-buahan

APPENDIX 5

THE STUDENTS' ATTENDANCE OF SMK TARBIYAH ISLAMIYAH

ACADEMIC YEAR 2016/2017

EXPERIMENTAL CLASS (XI-AK 1)

No.	STUDENTS' NAME	SIGNATURE	
1.	Astri Muliati	1.	
2.	Dedek Andriani		2.
3.	Dilla Syafitri	3.	
4.	Dinda Irawan		4.
5.	Dini Amita	5.	
6.	Dwi Intan Prawati		6.
7.	Elvira	7.	
8.	Fauziah Nur Sitinjak		8.
9.	Fitri Andayani	9.	
10.	Hermawan		10.
11.	Hidayati	11.	
12.	Intan Permata Sari		12.
13.	Khairul Amri	13.	
14.	Mahfuzah Arwisya		14.
15.	Maulana Fauzi	15.	
16.	Mawar Kirana		16.
17.	Maysarah	17.	
18.	Muhammad Delfandi		18.
19.	Muhammad Guntur	19.	
20.	Mutia Aljannati		20.
21.	Mutia Husna	21.	
22.	Nadya Nurhasanah		22.
23.	Najaria	23.	
24.	Nurul Hasanah		24.
25.	Putri Purnama Sari	25.	
26.	Putri Ramadana		26.
27.	Putri Ramadani	27.	
28.	Rachmi Agustya Putri		28.
29.	Rahmad Wahyudi	29.	
30.	Ratilah Amiah		30.
31.	Rodiah Aulia	31.	
32.	Siti Aminah		32.
33.	Siti Zuraidah	33.	
34.	Tiara Wahyu Lidya		34.
35.	Vira Trinanda	35.	
36.	Wahyu Ade Alvino		36.

37.	Wahyu Ningsih	37.	
38.	Erika Pohan		38.
39.	Ade Pratiwi	39.	
40.	Muhammad Ikhsan Fadillah		40.

APPENDIX 6

THE STUDENTS' ATTENDANCE OF SMP TARBIYAH ISLAMIYAH

ACADEMIC YEAR 2016/2017

CONTROL CLASS (XI-AP 1)

No.	STUDENTS' NAME	SIGNATURE	
1.	Afriana Vagita Husna S	1.	
2.	Aisyah		2.
3.	Anisa	3.	
4.	Cindy Mauliddina		4.
5.	Desfi Juanda	5.	
6.	Desi Nurfadhila		6.
7.	Dwi Clara Duta	7.	
8.	Fajar Syafira		8.
9.	Fennyka Putri Ramadani	9.	
10.	Gita Arnita		10.
11.	Helmi Ernita	11.	
12.	Juli Yanti		12.
13.	Jumiati	13.	
14.	Karo Putri Br. Purba		14.
15.	Mahyuni	15.	
16.	Maysarah		16.
17.	Melly Oktavia	17.	
18.	Miranti		18.
19.	Nanda Maulidya	19.	
20.	Nirwana		20.
21.	Nirwama	21.	
22.	Nurazizah		22.
23.	Nurfadila	23.	
24.	Nurmala		24.
25.	Nurul Maulida Rahmi	25.	
26.	Nurul Mawaddah		26.
27.	Putri Anjani	27.	
28.	Putri Radika		28.
29.	Rafika Mawardah	29.	
30.	Selly Wardayani		30.
31.	Shela	31.	
32.	Siti Asriani		32.
33.	Siti Mariana Ulfa Srg	33.	
34.	Siti Zahara Azizah		34.
35.	Tiara Ramadani Lubis	35.	
36.	Tri Aulia		36.

37.	Widya Ningsih	37.	
38.	Widya Aulia Sasmita		38.
39.	Yani	39.	
40.	Yurika Azki		40.

Name :

Class :

Text I

I. Choose the correct one !

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

Text II

II. Choose the correct one !

11.	A	B	C	D
12.	A	B	C	D
13.	A	B	C	D
14.	A	B	C	D
15.	A	B	C	D
16.	A	B	C	D
17.	A	B	C	D
18.	A	B	C	D
19.	A	B	C	D
20.	A	B	C	D

APPENDIX 8

Scores of Pre-test and Post-test Experimental Group

No.	Student's initial	Pre-test (X_1)	Post-test (X_2)
1	AM	60	80
2	DA	65	80
3	DS	55	65
4	DI	50	70
5	DA	60	75
6	DI	65	85
7	EV	55	70
8	FN	60	80
9	FA	55	85
10	HM	60	70
11	HY	65	70
12	IP	70	80
13	KA	60	70
14	MA	65	85
15	MF	60	80
16	MK	55	70
17	MS	70	80
18	MD	55	75
19	MG	65	80
20	MA	65	80
21	MH	70	90
22	NN	60	80
23	NR	65	75
24	NH	60	70
25	PP	55	80
26	PA	60	70
27	PI	70	80
28	RA	60	80
29	RW	55	70
30	RA	60	70
31	RA	65	80
32	SA	65	85
33	SZ	60	80
34	TW	65	80

35	VT	70	85
36	WA	60	75
37	WN	55	70
38	EP	55	75
39	AP	60	75
40	KI	55	70
Total		$X_1 = 2440$	$X_2 = 3070$

APPENDIX 9

Scores of Pre-test and Post-test Control Group

No.	Student's initial	Pre-test (Y₁)	Post-test (Y₂)
1	AV	60	75
2	AS	65	75
3	AN	55	60
4	CM	60	70
5	DJ	55	65
6	DN	60	70
7	DC	65	70
8	FS	60	70
9	FP	65	75
10	GA	60	75
11	HE	65	70
12	JY	55	65
13	JM	65	80
14	KP	60	75
15	MY	70	75
16	MS	50	65
17	MO	55	70
18	MR	65	70
19	NM	65	80
20	NN	60	70
21	NM	65	75
22	NZ	75	80
23	ND	60	70
24	NL	60	65
25	NR	70	80
26	NM	70	80
27	PA	55	70
28	PR	65	75
29	RM	60	75
30	SW	55	65
31	SL	65	80
32	SA	60	70
33	SM	55	65
34	MZ	65	70

The pre-test and post-test scores are presented as Y_1 and Y_2 respectively.

35	TR	75	80
36	TL	60	70
37	TA	60	70
38	WN	60	65
39	YN	65	75
40	YA	60	70
Total		$Y_1 = 2475$	$Y_2 = 2875$