



**THE IMPLEMENTATION OF KNOW-WANT-LEARNED
STRATEGY TO IMPROVE THE STUDENTS' READING
COMPREHENSION IN NARRATIVE TEXT
AT MTSS INSAN CITA MEDAN**

A SKRIPSI

*Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic
University of North Sumatra Medan as Partial Fulfillment of the Requirements
for S-1 Program*

By :

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA
MEDAN
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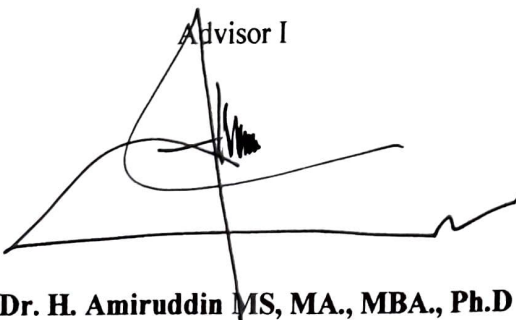
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Demikianlah kami sampaikan atas perhatian saudara kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

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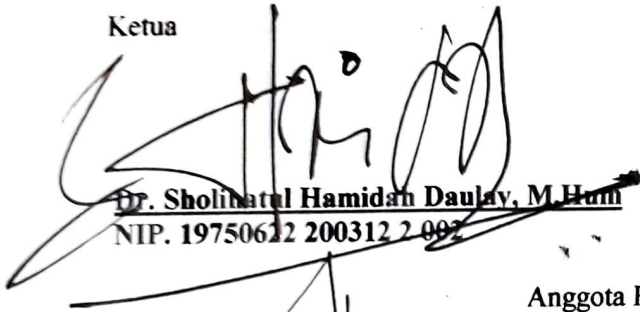
Skripsi yang berjudul : “The Implementation of Know-Want-Learned Strategy to Improve The Students’ Reading Comprehension in Narrative Text at MTsS Insan Cita Medan” oleh Annisa Fathia, yang telah dimunaqasahkan dalam sidang munaqasah Sarjana Strata 1 Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara pada tanggal:

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh institusi batal saya terima.

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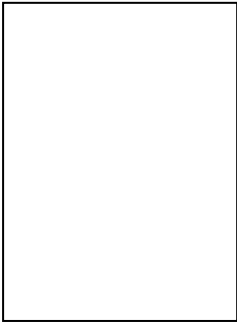
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ABSTRACT

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Keywords: K-W-L Strategy, Reading Comprehension, Narrative Text, Classroom Action Research.

This research was aimed to find out the impact of using Know-Want-Learned strategy in improving the students' reading comprehension. The subject of this research was the ninth grade students of MTsS Insan Cita Medan in academic year of 2020/2021 which consisted of 44 students. This research was conducted by using classroom action research, which used two cycles. Each of them consists of planning, acting, observing, and reflecting. The data were obtained through quantitative and qualitative data. The quantitative data was obtained from tests including pre-test, post-test I, and post-test II. While qualitative data was obtained from interview and observation sheet. The result of the data analysis showed that there was an improvement on the students' reading achievement from each cycle. It was shown from the students' mean score in pre-test was 57,8 increased to 70,4 in post-test I and increased to 80,5 in post-test II. In the pre-test there were 18,2% (8 of 44 students) who got score ≥ 75 . In the post-test I, there were 45,4% (20 of 44 students) who got score ≥ 75 . In the post-test II, there were 88,6% (39 of 44 students) who got score ≥ 75 . For the hypothesis testing used t-test formula, the result of t-test was $t_{observed} (10,30) > t_{table} (2,018)$. Thus, alternative hypothesis (H_a) could be accepted. Based on the finding, alternative hypothesis (H_a) saying that K-W-L strategy could improve the students' reading comprehension in narrative text.

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Alhamdulillahirabbil’alamin, all praise is to Allah SWT the most gracious and merciful who has been giving the writer healthy and His blessings so the writer is able to complete this thesis. Praise and blessings to the Prophet Muhammad SAW who has brought us from the darkness era to the brilliant era.

This thesis entitle **“The Implementation of Know-Want-Learned Strategy to Improve the Students’ Reading Comprehension in Narrative Text at MTsS Insan Cita Medan”** was written to fulfill one of the requirements for S-1 program at Department of English Education Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatra. In writing this thesis, the writer felt grateful for the support and help given by many parties.

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Finally, the writer obviously realizes that this thesis is not perfect, but

she hopes this thesis can be used as the information resources and useful for those who read that can be used as the next reference for the others that will useful in the field of education. The writer also accepts the constructive criticisms for the refinement in the future.

Medan, September 2020

Annisa Fathia

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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is one of the four main skills in language learning. Reading must be with understanding to get the meaning of the author delivered. Without understanding, reading is just simply following the words on the page from left to right and has no meaning. Every reader has his/her own reasons when reading something, such as for entertainment, information and knowledge. Some people are entertained by reading comics and novels, because they can provide creativity and imagination. To get information and knowledge, people read newspapers and books. The main aim is to gain an understanding of what the author is trying to convey and utilize that information. That is why reading comprehension skill is essential.

According to Teixeira, reading is the primary language skill that has a significant place in foreign language teaching and learning. This skill allows students to have access to ideas communicated by people in various locations and eras, giving them the opportunity to broaden their horizons and improve their knowledge.¹ In reading lesson, students must be given an active role in order to develop reading experience in different types of texts with different reading skills.² From that definition we know that reading in a foreign language is very important not only to promote students' personal and cognitive development, but also to improve their studies and job prospects in a global society. Because of the

¹JV Teixeira, (2012), Developing different skills using different texts. *E-TEALS: An e-Journal of Teacher Education and Applied Language Studies*, 3, p. 15.

²*Ibid.*, p.25.

importance of reading, one of the priorities of language teaching must give the students tools that they need to handle texts in various contexts and to determine more intensive goals.

Because of reading is an essential skill, the process in teaching reading is an important thing that must be considered. Teaching reading is aimed to make students understand and get information from what the text is delivered. Through reading, the students are expected to get information and comprehend the content of the text so they can answer the questions related to the text.

However, in reality the students were not able to comprehend the content of the narrative text thoroughly. When the students are given a text, they should open the dictionary to look for the meaning of unfamiliar words in hope they would possibly understand what the text talk about. The students also cannot answer the questions that related to the content of the text.

There are two factors that caused the students' comprehension are still low in reading English text. Those are internal and external factors. Firstly internal factor is factor that came from the students' themselves. Such as: the students' self motivation, students' need, IQ (Intelligence Quotient), talent, etc. the students' motivation was low in learning English subject. They said to the researcher that English is very difficult, especially if reading an English text they do not know the content of the text.

Another factor is external factor such as: the environment of students that come from the teacher, including the teacher's method in teaching reading, the parents' enthusiasm in support the students, friends' responds while learning reading, the facility was not support in learning and teaching process, media,

including strategy. Strategy can make the students' low ability in reading comprehension become higher because strategy can make teaching and learning in reading more effective to improve the students' knowledge.

There are many strategies that can be implemented to improve the students' reading comprehension in narrative text, one of them is by using K-W-L (Know-Want-Learned) Strategy. Fengjuan stated K-W-L is a reading strategy that helps teachers engage students from the beginning of a reading lesson by activating prior knowledge.³ Know-Want-Learned (K-W-L) consists of three basic stages of their stages, stage K, stage W, and stage L. In stage K: what do I already know? The students have their knowledge of a particular topic. Then at stage W: what do I want to know? The students determine what they want to know by making questions related to the topic, and finally assessing what they learned in stage L: what have I learned? From the definition, Know-Want-Learned (K-W-L) strategy can be concluded as a strategy that has well-organized steps for students to follow.

K-W-L strategy in its implementation focusing on help students to build up meaning from what they have read and also help them to examine their progress toward their goals. Through this strategy students can improve their reading skill, they can find the main idea of a text easier. A worksheet is given to each of the students that included columns on it for each of these three integrated activities.

From preliminary observations and several interviews with English teacher and some students in class IX of MTs Swasta Insan Cita Medan, researcher found problems in the process of learning English. The problem is related to the

³Zhang Fengjuan, (2010), The integration of the know-want-learn (KWL) strategy into english language teaching for non-English majors. *Chinese Journal of Applied Linguistics*,33(4), p. 79.

students' reading comprehension. The students find that understanding English texts is the most difficult subject for them. When they were given text to read, they are still having trouble getting the meaning of difficult words so they have to use their dictionary when they find words that they don't know the meaning of. When the teacher asked students to answer several questions based on the text verbally, most students cannot give the correct answer. These conditions indicate that students have a low ability to understand a text.

Considering the facts above, the researcher believe that several efforts were needed to solve the problems in the learning process of teaching English, especially in teaching reading comprehension. To overcome this problem, researcher was motivated to conduct an action research. It involved English teacher in school to find the best solutions to problems in teaching reading comprehension for the ninth grade students at MTs Swasta Insan Cita Medan.

Based on the explanation above, the researcher was interested in conducting or having a research which focuses in K-W-L strategy under title **“The Implementation of Know-Want-Learned Strategy to Improve the Students’ Reading Comprehension in Narrative Text at MTs Swasta Insan Cita Medan.”**

B. Identification of the Problem

Based on the background of the problem, the problem can be identified as follow: (1) Most of the students have low ability in reading comprehension. (2) The students cannot translate the sentences well. (3) The students cannot answer the questions related to the narrative text correctly. (4) The students’ motivations

were low in reading English text.

C. Limitation of the Problem

Based on the identification of the problem, the researcher limits the problem on the improvement of the students' reading comprehension.

D. Research Question

Based on the limitation of the problem, the research question of the study was as follow: How does the Implementation of K-W-L strategy in improving the students' reading comprehension in narrative text at MTs Swasta Insan Cita Medan?

E. Objectives of the Study

This study was aimed to describe the implementation of K-W-L strategy in improving the students' reading comprehension at MTs Swasta Insan Cita Medan. During the research, the use of Know-Want-Learned (K-W-L) strategy helps the students activate their previous knowledge, monitor their understanding, and record what they have learned from the text. At the end of this study, the students can improve their reading comprehension by using the Know-Want-Learned (K-W-L) strategy.

F. Significance of the Study

The findings of this study are expected to be useful and relevant theoretically and practically.

Theoretically, the findings of this study are useful for enriching knowledge about the theory of language learning. These findings will enhance previous

theories about foreign language learning.

Practically, these findings are useful and relevant for:

1. English Teachers: This study provides significant information in their efforts to decide on teaching reading techniques in the classroom.
2. Readers: This research is useful to increase their knowledge about the K-W-L strategy.
3. Other researchers: This study can be used as a reference.
4. Students: This research is useful to motivate them to read more texts.

CHAPTER II

LITERATURE REVIEW

This chapter presents review of theoretical framework, review of previous studies, conceptual framework, and hypothesis.

A. Theoretical Framework

To conduct a research, there are some theories needed to explain some concepts and terms applied in the research. This study also uses some related terms that need to be explained. The theoretical concepts of the terms will be presented as follows:

1. The Concept of Know-Want-Learned (K-W-L) Strategy

This sub-chapter discusses some relevant theories which are related to Know-Want-Learned (K-W-L) strategy. In this section, the discussion of the concept of Know-Want-Learned (K-W-L) strategy is mainly related to four aspects. They are the definition of Know-Want-Learned (K-W-L), the characteristics of Know-Want-Learned (K-W-L) strategy, the implementation of Know-Want-Learned (K-W-L) strategy, and the advantages of using Know-Want-Learned (K-W-L) strategy.

a. Definition of Know-Want-Learned (K-W-L) Strategy

K-W-L is an active model thinking of thinking strategies needed when reading a texts. The letters K-W-L stands for three activities of students involved in reading to learn, remember what they know, determine what they want to learn, and identify what they learn when they read.⁴ While Fifindwi stated that K-W-L strategy is a strategy of teaching reading that emphasizes the importance of

⁴Carr, E. & Ogle, D, (1987), "KWL Plus: A strategy for comprehension and summarization". *Journal of Theory and Practice in Language Studies*, 30(7), p. 15.

background knowledge of the reader.⁵

K-W-L is a teaching scheme that develops active reading of expository texts by activating students' background knowledge. Based on the explanation of the experts above, it can be concluded that K-W-L is a strategy used to encourage students to be more active. This strategy is done by preparing students to make predictions about what they are reading, so that teachers can also predict their knowledge of the topic given. Students begin writing everything they know about the topic of the text. This is done to make students think about what they know and what they do not know, so that they can explore what they have learned. Students are asked to predict their knowledge of the topic given by the teacher and share or discuss it with their friends.

K-W-L charts assisting teachers in activating students' prior knowledge of subject matter and topic of interest, active reading, and research. The K-W-L charts are especially helpful when reading a unit of study. The K, stands for what students know, the W, stands for what students want to learn, and the L, stands for what students learn as they read or research. K-W-L helps students become better readers and helps teachers to be more interactive in their teaching.

Know-Want-Learned (K-W-L) consists of the basic stages of their stages, stage K, stage W, and stage L. In stage K: what did I know, students have their knowledge of a particular topic. Then at stage W: what I do want to know, students determine what they want to know by making questions related to the topic, and finally assessing what they learned in stage L: what I have learned. From the

⁵Aryani Fifin Dwi, (2007), *The Effect of Kwl on EFL Student's Reading Comprehension*, Thesis: At PBSI FBS UNY Yogyakarta, p. 27.

definition, Know-Want-Learned (K-W-L) strategy can be concluded as a strategy that has well-organized steps for students to follow. This strategy combines reading strategies in reading comprehension.

From the definition, Know-Want-Learned (K-W-L) strategy can be concluded as a strategy which has well-organized steps to be followed by the students. The strategy combines the use of reading strategies in the effort to improve reading comprehension.

b. The characteristics of Know-Want-Learned Strategy

Know-Want-Learned (K-W-L) has characteristics that are different from other instructional reading strategy. Below, four characteristics of Know-Want-Learned (K-W-L) are presented.

1. Using charts

In the implementation of Know-Want-Learned (K-W-L) strategy, the use of chart is important. The chart used in this strategy is known as K-W-L chart. K-W-L chart consists of three columns. They are What do I Know (K) column, What do I want to Know (W) column, and What I have learned (L) column. The chart presents a before-during-after strategy that must be completed by the students during the thinking-reading process. The first two sections of the chart are to be filled out prior to the lesson while the last column is to be filled out after the lesson. K-W-L chart helps students to be active thinkers while they read, give them specific things to look for, and get them reflect on what they have learned. It can be used as a short introduction to a lesson to stimulate prior knowledge and assist the teacher's

instruction during the teaching and learning process.⁶ Below is the example of K-W-L chart:

K What do I already know about this subject?	W What do I want to learn about this subject?	L What did I learn about this subject?

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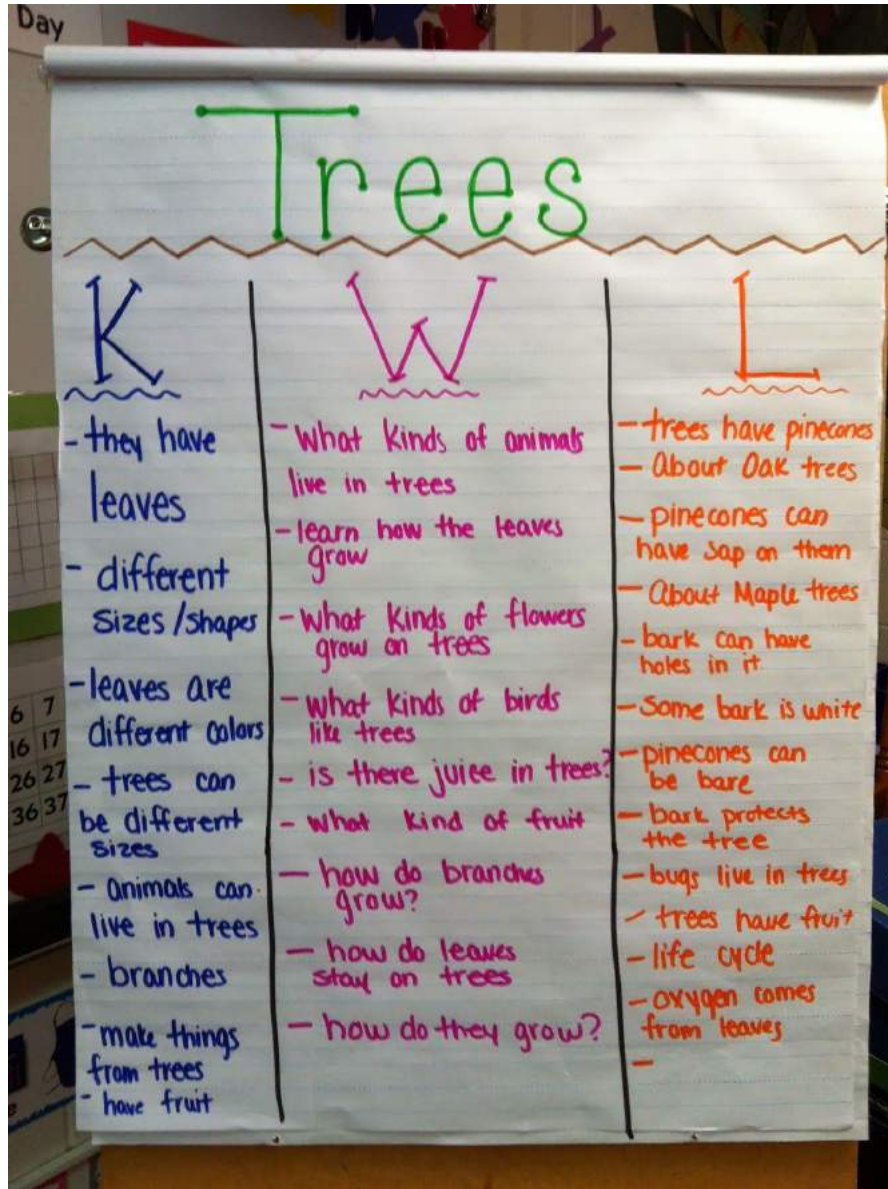
Figure 2.1: The example of KWL chart.

2. Involving three basic stages

Know-Want-Learned (K-W-L) consists of three basic stages. They are K stage, W stage, and L stage. In the K stage: What do I know, students access their background knowledge to the text by listing what they already known about a specific topic. Then in the W stage: What do I want to know, students determine what they want to know by making questions related to the topic, and finally

⁶Candace S. Bos and Sharon Vaughn, (2002), *Strategies for Teaching Students with Learning and Behavior Problems*, USA: Rinehart and Winston, Inc, p. 179.

recall what they learn in the L stage: What I have learned. Below is the illustration of the use of K-W-L chart.



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Figure 2.2: The use of KWL chart

The figure above suggests how the use of K-W-L chart imitates the process of comprehending the text. The method in K stage represents the procedure in which

the reader makes use of their prior know-how earlier than reading. The system in W stage represents the procedure in which the reader states questions in which they are extra interested. The process in L stage represents the process in which the reader assessments whether the facts he/she gets from the textual content is appropriate with the records stored in their mind. The three tiers in K-W-L are precisely the same as how reader tactics to comprehend the text. Each column in the chart shows the procedure of comprehending the text. ⁷

3. Combining the use of Strategies

Know-Want-Learned (K-W-L) strategy includes a variety of strategies to help the students make meaning from a text. There are at least three strategies used. They are activating prior knowledge, placing reason of reading, and monitoring and assessing comprehension.⁸

4. Using interactive processing

The use of Know-Want-Learned (K-W-L) strategy can assist the teacher in teaching reading using an interactive model of reading.⁹ An interactive reading model is a reading model that recognizes the interaction of bottom-up and top-down processes simultaneously throughout the reading process.¹⁰ An interactive model emphasizes the role of prior knowledge or pre-existing knowledge in providing the readers with implicit information in the text. In the implementation of Know-Want-Learned (K-W-L) strategy, activating the students' prior knowledge is the most important stage.

⁷*Ibid.*, p.179.

⁸*Ibid.*,p.178.

⁹*Ibid.*, p.180.

¹⁰H. Douglas Brown, (2007), *Teaching by Principles: An Interactive Approach to Language Pedagogy*, White Plains: Pearson Education Company, p. 9.

c. The Use of Know-Want-Learned (K-W-L) strategy

The Know-Want-Learned (K-W-L) strategy consists of three basic steps representative of the cognitive or meta-cognitive steps employed by the students as they utilize the strategy; accessing What I Know, determining What I Want to Know, and recalling What I Learned. To assist the students in using the strategies when reading, there is a simple worksheet for the students to complete during the thinking- reading process namely K-W-L chart.

Throughout the K (Know) step, the teacher and the students contain in a dialogue designed to assist students in thinking about what they already recognize about the subject of the textual content. For this step, the teacher starts through using a brainstorming system. As within the pre studying plan, students are advocated to talk about in which or how they discovered the statistics so one can provide data regarding the supply of their ideas. After brainstorming, the trainer and the students discuss the general classes of information in all likelihood to be encountered once they examine and the way their brainstormed ideas may want to assist them determine the types. For instance, the teacher would possibly say “I see three different pieces of records approximately how is turtle seemed. Description of its looks is genuinely one category of information i might anticipate to encompass”.¹¹

During the Want to Learn step, the teacher and the students discuss what they favor to learn from the text. Before starting to read, the students write 10 down the particular questions in which they are most fascinated in the second column. This step helps the students to set a purpose of reading. During the What I learned

¹¹Donna M. Ogle, (1986), K-W-L: A Teaching model that develops active reading of expository text. *The Reading Teacher*, 39(6), p. 566.

step, the students write what they have realized from reading. They must take a look at their questions that they generated in Want to Learn step. In this step, the students have to confirm or reject their very own questions in What I Want to Know. Besides, they have to generate their thoughts primarily based on the information they find. In this step the students can reveal their own comprehension.

d. The Advantages of Using Know-Want-Learned (K-W-L) Strategy

Know-Want-Learned (K-W-L) has some advantages that can help the students understand the text. Below, three advantages of Know-Want-Learned (K-W-L) are presented:

1. Helping the students to check prior knowledge

The use of Know-Want-Learned strategy in the educating of studying helps the students test their prior knowledge of a topic, concept, or method before mastering about it. With this prior knowledge, the brains of the students will recall what they already recognize (the K of K-W-L) about the topic. When the students get new information, the students will use their brains to be a part of the ancient understanding with new records from the text. Learners who begin making connection about what they already know can create the meaning of the text easier.

2. Building the Students' Interest in Reading

The second advantage of the use of Know-Want-Learned strategy is to stir the students' interest in what students additionally choose (the W of K-W-L) to be aware of additionally about the topic. Making their very own questions about the theme can amplify the students' interest because of the fact that the students felt the necessity of finding out what would virtually happen in the text. The

students are interested to read the text due to the fact they desire to discover the answer of their personal query or not. By finishing K and W column, the students are no longer only making use of their prior expertise however additionally are motivated to maintain analyzing the text.

3. Providing a chance for the students to assess what they have learned

The third advantage is to grant a risk for students at the end of a lesson to seem to be returned and assess what they have realized in the lesson. By finishing the remaining column specifically What I Learned column, the students document the information they get from the text. Here, the students can assess their very own thinking process.¹²

2. Reading Comprehension

In this sub-chapter, the researcher presents several theories relating to reading comprehension. There are four main points that will be discussed in this sub-chapter. They are definitions of reading comprehension, reading comprehension processes, factors that influence reading comprehension, principles in teaching reading comprehension, problems of teaching reading comprehension, components in teaching and learning reading.

a. Definition of reading comprehension

Reading comprehension is the process of constructing meaning that involves written language by interpreting textual information by remembering that prior knowledge and experience use appropriate and efficient understanding strategies.¹³

The process of building meaning is a process in which readers combine their

¹²Candace S. Bos and Sharon Vaughn, Op. Cit., p. 179.

¹³Catherine Snow and Chair, (2002), *Reading for Understanding (Towards an R&D Program in Reading Comprehension)*. Santa Monica: RAND, p. 11.

previous knowledge with additional information from the text, draw meaning of words, and connect them to achieve a clear understanding of written text.¹⁴ In this process, readers use their previous knowledge about the topic, language structure, and text structure to understand the message of the author.

According to Harris and Hodges, analyzing comprehension is the construction of the meaning of a written textual content thru a reciprocal interchange of thoughts between the reader and the message in a precise text.¹⁵ According to this theory, reading comprehension is described as a system of giving meaning to a reading text by means of the reader. This procedure takes place in the reader's idea in which thoughts of the reader and ideas in the text have interaction to assemble meaning.

From the definition above, reading comprehension can be interpreted as a process of building meaning from a text that has a background of knowledge that has a clear understanding of the message of the author.

Allah says in holy Qur'an in surah Al- 'Alaq verse 1-5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤)
عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

“1. Proclaim! (or Read!) in the name of thy Lord and cherisher, Who created.
2. Created man out of A (mere) clot of congealed blood. 3. Proclaim! And thy
Lord is most bountiful. 4. He who taught (the use of) the pen. 5. Taught man

¹⁴Pang, S. et al, (2003), *Teaching Reading*. Brussels: International Academy of Education (IAE), p. 14.

¹⁵Debbie Miller, (2013), *Reading with Meaning: Teaching Comprehension in the Primary Grades*, USA: Stenhouse Publishers, p. 23.

which he knew not.”¹⁶

The first word of these verses is iqra! that means proclaim, reading, analyzing, conveying, and so on. The command of reading includes analyzing the universe, society or oneself and written source, included Holy Qur'an and others. Allah SWT commanded Muhammad to read in the name of Allah who created human beings.¹⁷

It is able to be concluded that Allah SWT commands all people to read everything, written or not. Due to the fact with study something someone can recognize the entirety. In English lesson one basic skill must be mastered by students is reading that is suitable with the above verse.

In another surah Allah Swt says He created the eyes to human to see, so they can read everything in this world. That is why reading is really important as stated in surah Al-Mu-minun verse 78:

وَهُوَ الَّذِي أَنْشَأَ لَكُمْ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ قَلِيلًا مَّا تَشْكُرُونَ (٧٨)

“It is He Who has created For you (the faculties of) Hearing, sight, feeling and understanding: little thanks it is ye give?”¹⁸

In surah al-Mu'minun verse 78 above explains about the basic tools or human potential that uses to gain knowledge. The main tools for material objects are eyes and ears, while the object that is immaterial is minds and hearts.¹⁹

¹⁶Abdullah Yusuf Ali, (2001), *The Meaning of The Holy Qur'an*, Maryland: Amana Publications, p.1672.

¹⁷M. Quraish Shihab, (2009), *Tafsir Al-Mishbab: Pesan, Kesan, dan Keserasian Al-Qur'an*. Jakarta: Lentera Hati, p.455-464.

¹⁸Abdullah Yusuf Ali, Op cit., p. 856-857.

¹⁹M. Quraish Shihab, (2012), *Al-Lubab: Makna, Tujuan dan Pelajaran dari Surah-Surah Al-qur'an*, Jakarta: Lentera Hati, p. 673.

This verse tells us that Allah already gives us hearing, sight, and hearts, ears to hear, eyes to pay attention, hearts and mind to understand something. So why human do not thank to Allah the creator?

Human must use their given sense of sight properly so they can differ the good and the bad one so they can comprehend the good then. In surah al-Hajj verse 46 Allah says:

أَفَلَمْ يَسِيرُوا فِي الْأَرْضِ فَتَكُونَهُمْ قُلُوبٌ يَعْقِلُونَ بِهَا أَوْ آذَانٌ يَسْمَعُونَ
بِهَا صَلى فَأَنَّهُمْ لَا تَعْمَى الْقُلُوبُ الَّتِي فِي الصُّدُورِ (٤٦)

“Do they not travel through the land, so that their hearts and mind may thus learn wisdom and their ears may thus learn to hear? Truly it is not their eyes that are blind, but their hearts which are in their breasts.”²⁰

This surah told people that Allah calls His servants to wander the earth so that they reflect and take lessons. Allah said, “Then do they not walk on the earth,” with a physical and a heart with which they can understand, “Allah's verses and scrutinize the sources of study with them” or have a telling by which they hear, news of the people who have passed and news of nations afflicted by torment. If it is not intended for this purpose, then the sight of the eyes, hearing ears and body movements which are nil from contemplating and learning is useless and does not lead to the goal to be achieved. For that reason, Allah said, “For in fact it is not the eye that is blind, but the blind one, is the heart that is in the chest,” which means that

²⁰Abdullah Yusuf Ali, (2001), *The Meaning of The Holy Qur'an*, Maryland: Amana Publications, p. 834.

the dangerous blindness model in religion is blindness of the heart towards truth. The result is not being able to see it as a blind person cannot see the objects of view. Meanwhile, blindness in the sight of the eye, the peak (negative effect) only interferes with worldly livelihoods and benefits.

The good things that human obtained can be from the obedient one who is religious. The one who has good religion gets the virtues and the way to get knowledge is by studying. In the hadith the Prophet Muhammad Saw stated that:

عَنْ ابْنِ عَبَّاسٍ رَضِيَ اللَّهُ عَنْهُ قَالَ : قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ : مَنْ
يُرِدُ اللَّهُ بِهِ خَيْرًا يُفَقِّهْهُ فِي الدِّينِ وَ إِنَّمَا الْعِلْمُ بِالتَّعَلُّمِ (رَوَاهُ الْبُخَارِيُّ)

“Narrated Ibn’ Abbas R.A: I heard Allah’s Messenger SAW saying, “if Allah wants to do good to a person, He makes him comprehend the religion [the understanding of the Qur’an and As-Sunna (legal ways) of the Prophet (Muhammad SAW)] and the knowledge is truly obtained through studying.”²¹

This hadith explains about the basis of education. Education was obtained through studying in order to enrich the knowledge. This hadith ordered us to be good. Whosoever Allah wills for him goodness they understands religion. People will be given goodness of Allah. Goodness in socially, mentally, spiritually, economically and others by understanding religion. Thus in studying do not forget to rely on the religion. Religion is God’s key to one’s good. In other word, if you want

²¹ Muhammad Muhsin Khan, (1998), *The Translation of the Meanings of Shahih Al-Bukhari Arabic-English Vol.1*, Riyadh: Darussalam, p. 98.

to get any good in the world and end, don't be far away from the religion. In this sense religion is the key to one's goodness.

In the other hadith that was narrated by Sunan Abu Dawud, the Prophet SAW explains the glory of people who seeking knowledge as follows:

عَنْ أَبِي هُرَيْرَةَ قَالَ قَالَ رَسُولُ اللَّهِ - صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: مَنْ سَلَكَ طَرِيقًا يَبْتَغِي فِيهِ عِلْمًا سَهَّلَ اللَّهُ لَهُ طَرِيقًا إِلَى الْجَنَّةِ (رواه ابو داود)

“It was narrated that Abu Hurairah said: “There is no man who follows a path in pursuit of knowledge but Allah will make easy for him a path to paradise.”²²

The phrase "a path in pursuit of knowledge" contains two meanings, namely: first, taking the path to study knowledge in its true sense, such as walking to scientific assemblies. Second, take a path or a way that can lead someone to acquire *syar'i* knowledge, such as reading, memorizing, studying, and so on. That is why reading is important aspect that included to the way of seeking the knowledge. Because with reading it can expand the way of someone's thinking.

b. The Processes of Reading Comprehension

As mentioned earlier, reading comprehension is a process by which the reader builds meaning from the text. There are at least three types of processes that mean meaning expressed by some experts. Three processes for building the meaning of the text are presented below:

²²Imam Hafiz Abu Dawud Sulaiman bin Ash'ath, (2008), *English Translation of Sunan Abu Dawud Vol.4*, Riyadh: Darussalam, p. 208.

1. **Bottom-up processing**

Bottom-up processing views the system of reading as phonemic units. In bottom-up processing, the reader need to apprehend a multiplicity of linguistic sign such as letters, morphemes, syllables, words, phrases, grammatical cues, and discourse markers.²³ It means that the reader has to scan from letters to letters, apprehend the phrases from one to another, associate among phrases, clauses, and sentences, and subsequently it is processed into phonemic devices representing lexical meanings and attains some comprehension of the text.

2. **Top-down processing**

In top-down processing, the reader involves their knowledge of syntax and semantic to construct meaning of the text.²⁴ The reader constructs meaning by bringing their early thought to the text being read. It means that the reader's background knowledge is essential in getting the meaning of the text. In top-down processing, the reader makes some outlook of the text. The process is continued by taking samples which will be confirmed or not to the outlooks have been made before. Finally, the reader checks the outlooks.

3. **Interactive processing**

Interactive processing is a composite of top-down and bottom-up processing. In interactive processes, the reader predicts the probable meaning of the text, then moving to the bottom-up processes to check whether that is really what the writer says.²⁵ It means that the reader both recognizes words and predicts the implied

²³H. Douglas Brown, (2007), *Teaching by Principles: An Interactive Approach to Language Pedagogy*, White Plains: Pearson Education Company, p. 299.

²⁴Thom Hudson, (2007), *Teaching Second Language Reading*. New York: Oxford University Press, p. 37.

²⁵H. Douglas Brown, Op.Cit., p. 299.

information in constructing meaning of the text.

From the discussion above, it can be deduced that there are three types in the process of reading. They are bottom-up processing, top-down processing, and interactive processing. Bottom-up processing deals with the word familiarization. Top-down processing deals with the readers' background knowledge. The last, interactive processing combines the top-down and bottom-up processing. Here, interactive processing combines word identification and background knowledge of the readers. The three processes help the readers to comprehend the text they read.

Human was given the big potential by Allah Swt in order to human can use them properly. Do not waste them, human need to take care of it. Allah already given human the five sense since they were a little, one of them is sight sense that has many functions. That is why human need to make good use of them. This is accordance to the verse in Qur'an surah An-Nahl verse 78 that Allah says:

وَاللَّهُ أَخْرَجَكُم مِّن بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ
وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ (٧٨)

“It is He Who brought you Forth from the wombs of your mothers when ye knew nothing; and He gave you hearing and sight and intelligence and affection: That ye may give thanks (To Allah).”²⁶

This verse states, and as Allah brings you out based on His power and knowledge from the stomach of your mother, while you were not in shape, so also he can bring you out again. When he takes you out of the stomach of your mother,

²⁶Abdullah Yusuf Ali, (2001), *The Meaning of The Holy Qur'an*, Maryland: Amana Publications, p. 657-658.

you are all in a state of ignorance of everything around you and He makes you hearing, visions, and various hearts as provisions and tools to gain knowledge so that you can be grateful by using these tools in accordance with the purpose of Allah bestowing to you.

The potential that exists in humans is huge. Allah Swt gives the potential in the form of the ability to think in the human brain and physical abilities. However all the potential cannot develop by themselves. Therefore Allah Swt completed it with hearing, sight, and conscience. By sight, people can know all things in their surroundings. By sight people can read and comprehend everything.

In reading and comprehend something, human need to be careful, they have to make sure themselves that the things they obtained was correct and do not hurry in deciding something including in learning, all needs process. In Surah, Thaha verse 114, Allah Swt stated that to study and comprehending something not to be in a hurry. It should be slowly and thoroughly.

فَتَعَلَى اللَّهِ الْمَلِكُ الْحَقُّ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضَى إِلَيْكَ وَحْيُهُ، وَقُلْ
رَبِّ زِدْنِي عِلْمًا (١١٤)

“High above all is Allah, The King, the Truth! Be not in haste with the Qur’an before Its revelation to thee is completed, but say, “O my Lord! Advance me in knowledge.”²⁷

In that verse gave us the understanding that in studying something we have manners and good attitude by saying the prayer first. رَبِّ زِدْنِي عِلْمًا is the prayer which

²⁷*Ibid.*, p. 788.

means Oh Lord, add knowledge to me. They should always be careful in understanding the knowledge that is being learned, not in a hurry to make a decision, and not in awe of themselves. As well as always asking God to be given useful knowledge.

c. **Factor Affecting Reading Comprehension**

There are many ideas about the factors that influence reading comprehension proposed by some experts. Below are four factors that influence reading comprehension.

1. Background knowledge of the text

Knowledge of students' background about text is one of the factors that influence reading comprehension. Readers understand what they read because they are able to take stimulus beyond the graphical representation and assign them to the appropriate group of concepts already stored in their memories. Here, the background of student knowledge is important because students begin to make intercourses about what they already know to build meaning.²⁸

a. The purpose of reading

Efficient reading consists of obviously identifying the purpose in reading. The purpose of reading helps readers to focus on the information they want to know. A reader can have problems in understanding the text if he/she reads it with a specific purpose in mind.²⁹

b. Vocabulary Mastery

Vocabulary mastery is very important for reading comprehension. It is

²⁸JC Alderson, (2000), *Assessing Reading*, Cambridge: Cambridge University Press, p. 32.

²⁹*Ibid.*, p.32.

impossible to know much about the number of significant words in the text. By mastering much vocabulary, readers can easily understand the meaning of the text.³⁰

From the theories above, it can be concluded that reading comprehension is not a single process. This is a process that is influenced by several factors such as the background of the reader's knowledge of the text, the motivation and interest of the reader in reading, the purpose of reading the reader, and the mastery of the vocabulary of the reader. All of those factors connected each other in influencing the reader's reading comprehension ability.

2. Reading Comprehension Strategy

The use of reading strategies requires the reader to think about how to approach the text to decode and store information. In this definition, strategy is a way for students to solve problems faced in building meaning in any context. The strategy chosen by students are modified to fit the demands of the learning situation. The strategies used by students must be different from each other. There are several strategies in reading comprehension.

a. Identify the purpose of reading

An efficient reading consists of identifying goals clearly in reading the text. By identifying the purpose of reading before reading the text, the reader know what they are looking for and can eliminate potential disturbing information.³¹

b. Using efficient silent reading techniques

Silent reading is suitable for middle and advanced students. This strategy

³⁰Klingner, K. J., Vaughn, S., Boardman, Alison, (2007), *Teaching Reading Comprehension to Students with Learning Difficulties*, New York: The Guilford Press, p. 47.

³¹H. Douglas Brown, Op.Cit., p. 306.

guides students to try to deduce meaning from the context. It is also the best practices for making students become efficient readers.³²

c. Skimming and scanning the text

Skimming is a reading strategy where readers shortly see the complete text. By reading the text, the reader will be capable to predict the reason of this passage, predominant topic, or message, and helping ideas. Scanning is shortly searching for some unique portions of data in a text. The motive of scanning is to extract particular data barring analyzing the whole text. Readers can use this approach for finding specified data in textual content such as searching for names or dates, finding key notion definitions, and registering a quantity of supporting details.³³

d. Guessing

In this approach, the students try to bet the meaning of the words whilst they are no longer certain or they do not recognize the meanings of the phrases, a grammatical courting, a discourse courting, a cultural reference, content material messages, and infer implied meanings.³⁴

e. Questioning

This method permits the students to have exercise in making questions after which answering by using themselves. The questions that should be made are those which could arouse their recognition of what they read. Those will constitute whether they've understood the text or no longer.

f. Making predictions and inferences

Predicting means that the readers are using their background knowledge to

³²*Ibid.*

³³*Ibid.*

³⁴*Ibid.*, p.307.

negotiate meaning of the text. They connect their background knowledge with the information from the text. In inference, the readers have to find some of the clues then, combine it to their background knowledge and past experiences to interpret the meaning of the text.

Those are the strategies for having top analyzing comprehension. The strategies cross in line with the two processes, bottom-up and top-down strategies. The reader starts reading analyzing with the aid of having the first method that's figuring out the reason in analyzing and ends with capitalizing on discourse markers to manner relationships. The techniques above are highly required for studying comprehension.

3. Teaching Reading Comprehension

Teaching is an undertaking in which the teacher courses and helps learning, gives a chance for the inexperienced persons to learn, and sets the circumstance for learning.³⁵ Guidance is completed through main the students to do the activities in the effort of getting knowledge. The teacher can help the students in gaining the understanding through giving services such as tasks. By giving these tasks, the instructor lets the college students learn about with the aid of themselves. To make the teaching and gaining knowledge of method run well, the instructor desires to set a right scenario for the students to learn. In placing a right condition, the teacher have to think about a lecture room method or method that is used as this can impact the way she/he manages the class. Based on the definition above, instructing reading comprehension is a training that is done by using the teacher to make beginners reach their reading comprehension on the textual content using a sure technique. The

³⁵Brown, *Teaching by Principles*, p. 7.

teacher can lead the inexperienced persons to understand a textual content through the use of some strategies on analyzing comprehension.³⁶

In teaching reading comprehension, it is not only the students who must be able to comprehend the text, but also the teacher must have an appropriate strategy to assist their students in learning process. Most of students really enjoy being entertained and amused. There is a hadith which mention that:

عَنْ أَنَسِ بْنِ مَالِكٍ عَنِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ يَسِّرُوا وَلَا تُعَسِّرُوا وَبَسِّرُوا وَبَسِّرُوا وَلَا تُنْفِرُوا (رَوَاهُ الْبُخَارِيُّ).

“Narrated Anas bin Malik RA: The Prophet SAW said, “Make things easy for the people, and do not make things difficult for them and give them glad tidings and do not repel them.”³⁷

The hadith above explains that teaching and learning process must be applied in an easy and enjoyable situation in the classroom. Those situations will make the students not feel bored and depressed in the classroom. The students will feel interested and enthusiast in learning process. A good teacher can create a good classroom atmosphere and interesting teaching process. Therefore, a good teacher must have a suitable strategy in teaching reading comprehension.

d. Principles in teaching reading comprehension

In the teaching of reading, the teacher cannot directly simply teach studying to the students via giving texts and asks them to understand it. There are some concepts which have to be taken into consideration with the aid of the instructor. As it's miles

³⁶Pang, S. et al, Op.Cit., p. 14.

³⁷Muhammad Muhsin Khan, (1997), *The Translation of the Meaning of Shahih Al-Bukhari Arabic-English Vol.1*, Riyadh: Darussalam, p. 97.

proposed through Harmer, there are six ideas in teaching studying.³⁸ They are described as follows:

1. The teacher needs to understand that reading is not a passive skill.

Reading is lively activity. When the readers read a text, they have to do other activity, not simply read a textual content at glance. It potential that the teacher does not purely ask the students to read a text, but he/or she has to make them understand that the studying is no longer a passive skill. It consists of the appreciation of word meaning, the arguments cited in the text, and working out with the arguments whether or not they agree or not.

2. The teacher has to make the students enjoy reading the passage.

It is important to enhance the students' interest in reading. When the students do no longer enjoy reading, they will get nothing from it. It is different from when they are interested in what they might read, they will get more benefits. They can get more knowledge and new information from the text they are analyzing.

3. The teacher needs to encourage the students in responding to the content of a reading text, not just to the language being used in the text.

Understanding a language is also a part of comprehending a text. However, it is not the common thing in reading comprehension. The students have to respond to the meaning of the text and express their feelings about the topic of the text. That is why it becomes the responsibility of the teacher to encourage them to do that.

4. The teacher should emphasize that prediction is a major factor in reading.

³⁸Jeremy Harmer, (2011), *How to Teach English*. Essex: Pearson Education Limited, p. 70-71.

Prediction is one of the strategies in reading comprehension. Earlier than the students come into the textual content, they can do prediction by looking at the title of the text first. The title occasionally gives clues at what the text is about. By the way of doing this, the students will actively start the method of reading. Certainly, the teacher should give clues to make the students comprehend the textual content easily.

5. The teacher has to match the tasks to the topic.

Assignment is one of the ways to check the capability of the students in comprehending a text. Good tasks are those that are suitable for the subject being discussed. Tasks can be made by means of questions and puzzle. In this case, the teacher has to remember deciding on or creating the proper tasks for the students.

6. The teacher should exploit reading texts to the full.

Exploiting reading texts to the overall means that the teacher does no longer ask the students to examine a textual content and then move to another activity having no relation to the text. However, the teacher should cover all the things that the students can work out with the textual content. The teacher has to discuss the text fully, study the language, offers extra assignment to the students.

e. Components in teaching and learning of reading

Teaching reading can occur when there are some components put together in a certain condition of the teaching and learning process. The components include the teacher, the students, the materials, and the techniques.

1. The teacher

The teacher becomes the most important component in teaching reading as her/ or his attitude can influence the students' performance. She /or he takes role as

a facilitator in teaching and learning process not as the instructor.³⁹ The teacher explains and fashions the techniques with a purpose to be used in analyzing. Except, she / or he additionally has to inspire the students to take part inside the coaching and studying method and enables them after they have problem in reading.⁴⁰

2. The students

In teaching reading, the students take the role as the readers. They read many kinds of texts based at the aim of mastering in senior high colleges which includes recounts, descriptive, narratives, expositions, procedures, news, reports, explanation, and discussion.⁴¹ The objectives in their analyzing are to gain comprehension so that the scholars can get new data and expertise from a text they examine. To attain an excellent comprehension in studying the scholars need to have adequate prior know-how for knowledge the content material and sufficient time to method the statistics, reread the passage, clarify the information, analyze the content material, and feature possibilities to discuss a textual content with other students.⁴²

3. The materials

The materials for teaching reading are closely related to the kinds of the texts. The texts that are chosen must be suitable for the need of the learners.⁴³ If the text is too difficult for the students, it will make them frustrated. On the other hand, if the text is too easy for them, they will consider it as unimportant. It is also considered that the materials depend on who the students are.⁴⁴ As this study is conducted in a

³⁹Linda J. Dorn, et al, (2005), *Teaching for Deep Comprehension*, United States: Stenhouse Publisher, p. 80.

⁴⁰*Ibid.*, p.31.

⁴¹Permendiknas no.23, 2006, p. 12.

⁴²Linda J. Dorn, Op.Cit., p. 17.

⁴³Jeremy Harmer, Op. Cit., p. 68.

⁴⁴*Ibid.*, p. 69.

senior high school, the students are categorized as teenagers whose interest is different. That is why materials are chosen by considering the interest and the need of the students based on the curriculum.

4. Media

Media is one of the components in the teaching and gaining knowledge of process. it can be used by the trainer to facilitate learning. Within the coaching and mastering procedure of analyzing, media which include textbooks, multimedia, commercials, and the net come to be the sources wherein numerous texts are provided.⁴⁵ The teacher can choose one or two of the media based on the need and the text that will be taught by her or him.

5. The techniques

A technique is one of the essential additives in teaching reading. The usage of a technique will constitute how the teaching and getting to know method could be. The technique that is utilized by the instructor will even affect the scholars in the way they understand texts.

3. Narrative Text

Pradiyono stated narrative text is a kind of text that tell the past time stories. The aim and social function of this text is to amuse the readers about the story.⁴⁶ There are four terms in the generic structure of narrative text, they are:⁴⁷

- a. Orientation: introduce the characters and tells the reader something about them.

⁴⁵Catherine Snow and Chair, (2002), *Reading for Understanding (Towards an R&D Program in Reading Comprehension)*. Santa Monica: RAND. p. 25.

⁴⁶Pradiyono, (2007), *Pasti Bisa! Teaching Genre-Based Writing*. Yogyakarta: Andi, p. 20.

⁴⁷Arifiyati Nugrahani dan Fernando, (2006), *Language to Use English*. Jakarta: Piranti Darma Kalokatama, p. 147.

When and where the story is happened.

- b. Complication: which is where the reader discovers the hassle and something show up that the characters do no longer assume.
- c. Resolution: which is where the conflict is resolved. In this part the implication can be resolved for better or worse.
- d. Coda: the concluding passage of the story or comment about the future lives of characters.

Fictional narratives are stories that are made up and are written in the third person (he, she, or it). This is when the author chooses to step outside of an event and describe it from a distance by using another point of view. The third person is also commonly used when an author creates a fictional story.⁴⁸ Common forms of narrative text which are studied in high school are:

1. Legend

A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative carried out in a conversational mode. Some define legend as folktale. The example of legend in narrative text are:

- The story of Lake Toba
- The legend of Surabaya name
- The legend of Tangkuban Perahu

2. Fable

A fabel is a short allegorical narrative making a moral point, traditionally

⁴⁸Lauren Spencer, (2005), *A Step-by-Step Guide to Narrative Writing*, New York: The Rosen Publishing, p. 7.

by means of animal characters who speak and act like human beings. The example of fable in narrative text are:

- Mousedeer and Crocodile
- The Smartest Parrot
- The Ants and the Grasshopper
- The Story of Monkey and Crocodile

3. Fairy tale

Fairy tale is an English language term for a type of short narrative corresponding to the French phrase “conte de fée”. A fairy tale typically features such folkloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes, and usually magic or enchantments. The example of fairy tale in narrative text are:

- Cinderella
- Snow White
- Pinocchio
- Beauty and the Beast

4. Myth

It is a traditional or legendary story, usually concerning some being or hero or event, with or without a determinable basis of fact or a natural explanation, especially one that is concerned with deities or demigods and explains some practice, rite, or phenomenon of nature.

- Dewi Sri
- Batara Kala

5. Science fiction

Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction is that class of prose narrative treating of a situation that could not arise in the world we know.

Some examples of science fiction are:

- To the Moon from the Earth by Jules Verne
- Starship Trooper by Robert Heinlein
- A Space Odyssey by Arthur C. Clarke

B. Previous Studies

There were some researches related to this research. Many researchers had done research about students reading. Many researchers have reported to expose the identification of students' achievement in learning English to make the teaching and learning process more effective some of the researchers' findings are concisely below.

Yuniarti, (2013) in the study concluded that the K-W-L strategy is effective in increasing the ability of student in finding specific information. In addition, the K-W-L strategy, as an effective strategy in teaching reading that can improve students' reading comprehension, has been proven by several researchers prove that the K-W-L strategy is effective for improving students' reading comprehension. Which shows that (1) the K-W-L strategy can help teachers to understand students' understanding of the text by focusing on the steps before, during, and after reading; (2) The K-W-L strategy can help students preview the text, assess what they have learned after reading, and reduce their interest in reading; (3) Types of activities provided such as

pre-teaching vocabularies, using skimming and scanning, using improvement strategies, and guessing meanings can help students read texts efficiently.⁴⁹

A.A.A Putri Dian Purnami Karang, (2014) in her research concluded that teaching reading comprehension through K-W-L strategies was able to improve reading comprehension from lower scores to highest scores, then the results showed changes in student behavior from teachers centered on the active process of students. Students indicate more actively learning to read because the steps in the K-W-L strategy guide them to access what they know, decide what they want to learn, whether it is possible in the reading, and decide what needs to be done after reading.⁵⁰

C. Conceptual Framework

Reading is an activity to get the information from the text. When a person is reading a text, she or he tries to comprehend the content of the text. He or she will have a good reading comprehension if he/she can comprehend what the author delivered from the text. And then, the main purpose of reading narrative text is finding the meaning of the text, and understand what the writer means in his/her writing.

Know-Want-Learned strategy is an instructional strategy that is used to guide students to comprehend a text. After the teacher explained the selected topic / narrative text generally, the students are asked to fill the first column that is K

⁴⁹Eko Yuniarti, (2013), *Improving the Students' Reading Comprehension Through Know-Want-Learn Technique at the Eleventh Grade of SMA Negeri 1 Sanden in the Academic Year of 2012/2013*. Publish Thesis. State University of Yogyakarta.

⁵⁰A.A.A Putri Dian Purnami Karang, (2014), *Improving Reading Comprehension through KWL Strategy at the Eight Grade Students of SMPN 1 Amlapura in Academic Year 2013/2014*. Publish Thesis. University Denpasar.

column. Then the teacher leads the class about what the students have known about the topic. The topic chosen must be better if the topic is already familiar to the students. Then teacher asks students to write down what they have known in the K column to activate their prior knowledge. After finishing the brainstorming, the teacher leads the students to write down what they want to know about the topic of narrative text in second column or W column. Then the students read the text with the curiosity and interest to find the answer of what they think they will get after reading the text. After reading the text, the students write down about what they have found in the text and to see whether they get the answer of their question in W column or not. The students write down the information they got in the third column or L column.

D. Hypothesis

The hypothesis of the result study is formulated as follows:

H_0 : The implementation of K-W-L strategy cannot improve the students' reading comprehension in narrative text at MTs Swasta Insan Cita Medan.

H_a : The implementation of K-W-L strategy can improves the students' reading comprehension in narrative text at MTs Swasta Insan Cita Medan.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter presents the discussion of the research methodology. This is presented in six headings. They are the research setting, data and data source, research design, technique of collecting the data, technique of data analysis, and technique of establishing the trustworthiness.

A. Research Setting

This research was conducted at the school of Madrasah Tsanawiyah Swasta INSAN CITA Medan that located in Jalan Alfalah No.6 Glugur Darat II, Kec. Medan Timur, Kota Medan. The reason of the researcher chose this school was described as follows: (1) In this school, the researcher found the problem that was be able to being researched. (2) The research design and the strategy never done in this school before. The implementation of the research was in the first semester academic year of 2020/2021.

B. Data and Data Source

Data source in this study was taken from the ninth grade students of MTs Swasta Insan Cita Medan. There were two kinds of data, namely qualitative and quantitative data. Qualitative data was used to describe the data that are not able to be measured in an objective way, and therefore it was subjective. The qualitative data was analyzed from the interview sheet, and observation sheet to describe the improvement of the students' reading comprehension. Furthermore, the quantitative data was collected by administering the tests, pre-test and post-test. The data was about the achievement of reading comprehension in narrative

text by using multiple choice tests. The processes of the gathering of data were as follows: firstly, the researcher gave pre-test to the subjects of the research on reading narrative text. From the result of the pre-test, the researcher could prepare the strategy and also determine the post-test. Before the researcher conducted the post-test, the teaching of the using strategy must be completed.

C. Research Method

This study was categorized into classroom action research. Classroom action research was the action research which was implemented in the classroom when learning process happened. The aim of this study was to show the process of improvement of the students' reading comprehension.⁵¹ Burns asserts that action research is a part of broad movement that has been going on in education generally for some time.⁵² According to Singh action research is a process for studying problem by parts-owners scientifically to take decision for improving their current practice.⁵³ So it can be concluded that classroom action research is a research that occurs in the classroom in the form of certain actions undertaken to improve learning outcomes better than before.

The steps were done by the researcher was identifying the problem occurs in the English teaching and learning, planning and carrying out the actions, observing and reflecting on the actions implemented in the study.⁵⁴ In this

⁵¹Masganti, (2011), *Metodologi Penelitian Pendidikan Islam*, Medan: IAIN Press, hal. 229.

⁵²Anne Burns, (2010), *Doing Action Research in English Language Teaching: a guide for practitioners*, London & New York: Routledge, p. 2.

⁵³Yogesh K, Singh, (2006), *Fundamental of Research Methodology and Statistics*, New Delhi: APH, p. 263.

⁵⁴Catherine Snow and Chair, (2002), *Reading for Understanding (Towards an R&D Program in Reading Comprehension)*, Santa Monica: RAND, p. 7.

scheme, the researcher found a problem, plan a possible solution, implement and observed the actions, and reflected on the outcome of the actions. It formed the action research cycles as can be seen in the illustration below:

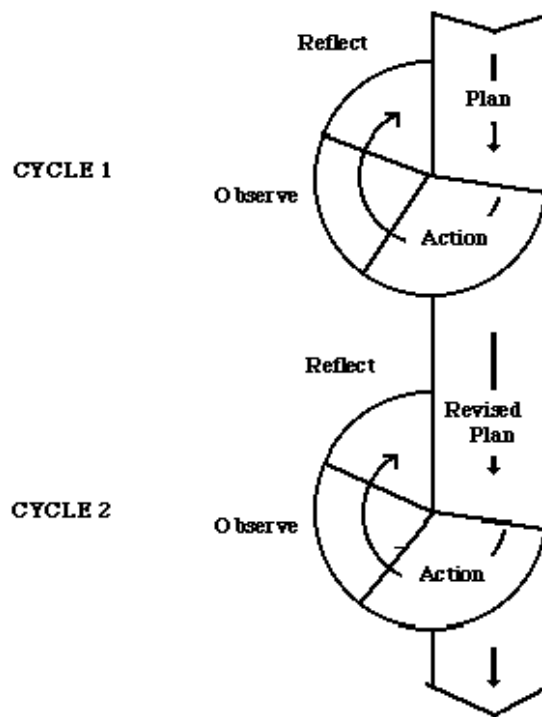


Figure 3.1 The steps of action research (Kemmis & Mc. Taggart 2007)

Based on the Kemmis and Mc Taggart cycle diagram action research design above, researcher would like to describe further concerning the implementation of Classroom Action Research (CAR) in the cycle one and cycle two. Classroom action research typically involves the use of qualitative interpretive modes and data collection with a view how to improve their own practices.⁵⁵ It is generally thought to involve self-reflective cycles of the following:

- Planning

⁵⁵Stephen Kemmis and Robin McTaggart, (2007), *Participatory Action Research*, Thousand Oaks: Sage Publication Ltd, p. 273.

- Acting and observing the process and consequences of the change
- Reflecting on these processes and consequences
- Re-planning
- Acting and observing again
- Reflecting again, and so on....⁵⁶

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

1. Cycle I

In the cycle I, the researcher observed the situation of teaching and learning process in the sample class, did an interview with the students in order to know their opinion about learning English especially in reading activity, and identify the students' problems in reading.

a. Planning

In this phase, after researcher and the teacher observe the class and the researcher interviews the teacher. Then, researcher identified and diagnosed the students' reading problem occurred in the class. At the time, researcher analyzed the data that have been identified through observation, interview and makes conclusion. Afterward, researcher and the teacher arranged the plan to conduct the classroom in turn. Next, researcher made lesson plan based on the research used syllabus at that school and designs the project or activity that she had been

⁵⁶*Ibid.*, p. 276.

planned for students by preparing lesson plan and playing lesson in the ninth grade at MTs Swasta Insan Cita Medan. Researcher also prepared reading texts and the tests for each meeting. The lesson plan also described teaching procedures, media, and resources in every cycle.

b. Action

The second phase was action that means the process of doing or this phase is the implementation of planning. Those activities were done as follows:

1. The researcher opened the lesson.
2. The researcher gave the pre-test to the students individually that consist of 20 multiple choices questions.
3. The researcher gave the students one topic of narrative text and the K-W-L chart.
4. The researcher asked the students to fill the K and W column.
5. After finishing the K and W column, the researcher asked the students to read the whole text and try to find new information related to what they have in W column, the information should be put in the L column.
6. After completing the K-W-L chart, the researcher lead the students to have a discussion and share their chart each other.

c. Observing Phase

Observing was done while the learning process was running. This phase was aimed to record everything happens during teaching-learning process included the effect of the actions. When the action phase, the researcher also observed the process of classroom action research of learning reading skill (narrative text) by using K-W-L (Know-Want-Learned) strategy. When observing, the researcher

notices and notes all of the learning activities. It was regarded on the students' response, and the teacher performance.

d. Reflecting a Phase

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

2. Cycle II

a. Planning

After the first cycle was conducted, so the second cycle was conducted next by identifying the weaknesses of the students in the first cycle. The thing that needed to be planned is the lesson plan that has relation to the first cycle.

b. Action

In this phase, the researcher did the action that looked on the reflection that had evaluated and revised.

c. Observing

As in cycle I, observation was done to see the changes from the students. And in this cycle II was done to see the students' comprehending to the topic that given by using the K-W-L strategy.

d. Reflecting

Reflection was done at the end of cycle II. This phase was done to see the development of the action and make conclusion about the strength and weakness that has been done.

D. Technique of Collecting the Data

In order to collect the intended data, this study was used the following instruments:

1. Test

There were two kinds of test to measure the students' reading comprehension namely pre-test and post-test. Pre-test or initial reflection was intended to assess the pre-existing reading comprehension of the subjects which was distributed in the first meeting before the researcher conduct the research by applying K-W-L strategy in the classroom. The post-test was conducted at the end. The aim of conducting the post test was to evaluate the effectiveness of K-W-L strategy in teaching reading comprehension. Pre-test and post-test were in the form of multiple choices item which is consisted of 20 questions of pre-test and 20 questions of post-test. The expected answer are A, B, C, and D. The correct answer has 5 points each number and the incorrect answer get 0 point. The purpose of pre-test conducted is to find out initial condition of subject in reading comprehension. Meanwhile the post-test reflects the effectiveness of K-W-L strategy when it was applied at the ninth grade students of MTs Swasta Insan Cita Medan.

2. Observation Sheets

Observation was diagnoses about the problems found in the field, and then designs the plan to do an action in order to clear up the problems. While the researcher held the action, the collaborator helped her observe the teaching learning process to collect the data by filling in the observation which consists

of indicators of reading comprehension of narrative texts used Know, Want to Know, Learned.

The observation sheets were used to decide the aspects to be observed in the reading class when the action plan is being conducted. The observation sheet was in the form of tables. It contained some components with some indicators of each aspect. The information about the aspects observed during the action then was recorded every time through some descriptions in the form of field notes.

3. Interview

The interview was once finished to recognize the effectiveness of the actions. The researcher interviewed the students and the English teacher about the activities in instructing and getting to know process. In this case, the researcher held an interview with the English teacher and the ninth grade students about the use of Know-Want-Learned strategy in studying class. The researcher requested the teacher some questions related to the class activities, class condition, students' conduct and the students' proficiency stage in reading. The researcher also interviewed some students with the aid of asking them questions about category activities. For example, the researcher asked the students about their difficulties in understanding the text. The information of the interview was once recorded and make into the transcript.

E. **Technique of Data Analysis**

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

1. Qualitative data was data about the information which give a description of the students' expression about comprehension level toward the subject

(cognitive), students' responds toward the new method (affective), and the students' activity toward learning a subject, their attention, their enthusiast in learning, their response: their motivation of learning can be analyzed qualitatively.

There were various techniques of data analysis, such as qualitative data analysis techniques with interactive model. Interactive analysis consists of three components, namely: data reduction, exposure data, and drawing conclusions. The steps that need to be done in the analysis of such data is as follows:

- Selecting data (data reduction) in this statistics resolution step, pick the facts applicable to the cause of gaining knowledge of improvement. Irrelevant records can be discarded, and if deemed necessary, the instructor contributors can add new statistics to recall activities or phenomena that manifest for the duration of the implementation of the action plan.
 - Describe the data findings (presented data), in this activity, the teacher participants create a description of the measures undertaken in the activity.
 - Analysis and interpretation of data can also be done by looking for patterns or the essence of the results of self-reflection that teachers then, combined with data obtained from some observers that helps.
2. Quantitative data involves of the students' rating of mastering outcome. This research ought to be viewed success when the college students had understood narrative text. The growing of their achievement can be shown with growing rating which was once gotten with the aid of students from pre-test score to post-test score. The researcher used 4 strategies in inspecting the numerical facts as follows:

- a. To know the means of the students' score in each cycle, the research applied the following formula:⁵⁷

$$\bar{X} = \frac{\sum X}{N}$$

\bar{X} : The means of the student

$\sum X$: The total score

N : The number of the students

- b. The researcher sought the students' percentage who passed the CMA score (75) by using formula as follows:⁵⁸

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

P = the students' percentage

F = the number of students who passed the CMA

N = the total number of students

- c. To know whether any improvement or not in the students' score, the researcher analyzed their score from pre-test up to post-test score in cycle I and cycle II by using as follows formula:⁵⁹

$$P = \frac{y_1 - y}{y} \times 100$$

P = Percentage of the students' improvement

y = pre-test result

⁵⁷Sudjana, *Metode Statistika*, (2002), Bandung: PT. Tarsito, p. 67.

⁵⁸Anas, Sudijono, *Pengantar Statistik Pendidikan*, (2008), Jakarta: PT. Raja GrafindoPersada, p. 43.

⁵⁹David E, Meltzer, (2002), *The Relationship Between Mathematics Preparation and Conceptual Learning Gains in Physics: A Possible Hidden Variable in Diagnostic Pre-test Score*, (Iowa: Department of Physics and Astronomy), p. 3.

y_1 = post-test I

$$P = \frac{y_2 - y}{y} \times 100$$

P = Percentage of the students' improvement

y = pre-test result

y_2 = post-test II

- d. Then, to know the different of the test success after using K-W-L strategy, the researcher applied the following t-test formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

\bar{D} = Mean of difference of pre-test and post-test

D = Difference

N = Subject of Students

In this research the researcher analyzed the qualitative data based on Miles and Huberman's theory there are three main components: data reduction, data display, and drawing and verifying conclusion.

F. Technique of Establishing the Trustworthiness

It is vital to set up that the findings of the study are validity. There are a number ways to establish a sense of trustworthiness and validity. The trustworthiness of qualitative lookup normally is often wondered via positivists,

possibly due to the fact their ideas of validity and reliability cannot be addressed in the equal way in naturalistic work.⁶⁰

In this study, the researcher decided four criteria to use as the strategies of trustworthiness inquiry. They are credibility, transferability, dependability, and conformability. In this research the researcher selected the credibility trustworthiness. Credibility contributes to a belief in the trustworthiness of information via the following attributes: (a) extended engagement; (b) chronic observations; (c) triangulation; (d) referential adequacy; (e) peer debriefing; and (f) member checks. Triangulation and member exams are essential and typically used methods to tackle credibility. Triangulation is finished by means of asking the equal lookup questions of distinctive study members and with the aid of collecting records from unique sources and by using distinctive strategies to reply these lookup questions. Member tests show up when the researcher requested participants to evaluate each the data gathered through the interviewer and the researchers' interpretation of that interview data.⁶¹ Participants are commonly appreciative of the member check process, and knowing that they will have a threat to verify their statements tends to motivate learn about participants to willingly fill in any gaps from formerly interviews. Trust is a necessary element of the member check process.

⁶⁰Shenton, K. Andrew, (2004), *Strategies for Ensuring Trustworthiness in Qualitative Research Projects, Education for Information*: Northumbria University, p. 63.

⁶¹*Ibid.*, p. 64.

CHAPTER IV

RESEARCH FINDINGS

In this chapter, the researcher presents the result of the research. It involves the way to improve the students' reading comprehension of narrative text using K-W-L (Know-Want-Learned) strategy, at the ninth grade of MTsS Insan Cita Medan academic year 2020/2021. The research findings were described in two parts; data description, and discussion.

A. Data Description

A.1 Before Implementing the K-W-L Strategy

Before applying the K-W-L strategy, the researcher had done a preliminary research to know the specific condition of the class that was going to be researched. The study involved the interview, observation, and the pre-test.

A.1.1 The Result of the Interview Before Implementing the K-W-L Strategy

The first interview was held on August, 12th2020 started at 09.00 AM and finished at 09.30 AM. The type of interview was unstructured interview. The researcher asked the teacher some questions about the English class situation, the students' performance and achievement, the problem that were faced by the MTsS Insan Cita students in reading comprehension. The researcher also asked about the kinds of strategy which was applied by the teacher to solve the students' problem in reading comprehension before the research was conducted.

The teacher pointed the condition in the class at the elementary school (MTsS Insan Cita Medan) there were six classes. Grade seven, grade eight, and grade nine. Each of them had two classes. The students that would study about

narrative text were in the ninth grade. In that school there were two classes of the ninth grade. So, the researcher did an interview by asking the teacher which class had lower achievement in reading. The teacher said IX-1 class had lower achievement. So the researcher decided to conduct a research in IX-1 class. In that class, most of the students felt difficult in studying English especially in reading a text because the written text must be different with the way of pronunciation.

The next question was about the problem faced by the students including their difficulties in comprehending an English text in getting the point of the text, because there were many unfamiliar words to them as they said they did not know the meaning of the words some times. While translating text into Indonesian they rarely bring the dictionary and some did not have one. Some of them cannot searched the meaning properly. Moreover, when they knew the meaning of the words, they felt difficult to complete the whole meaning of the sentences. As the result, they did not get the content of the text and answered the questions related to the text incorrectly. The teacher indicated based on the school policy, the students have to reach the criteria minimum of achievement (CMA) in English subject. That is why the students have to study well.

The last question that was given by the researcher was about the kind of strategy that was applied by the teacher in teaching reading. The teacher said that he applied the read aloud technique to make the students focus on the text. Then he added, when the teacher chose one student and let her/him read aloud and other students pay attention to the text and follow in the hearts. Sometimes the teacher read the text first, in order to make the students listened the correct pronunciation of the words. In addition the teacher also gave the meaning of the text to make the

students understand the content of the text and make time more effective.

Based on the result of the interview, the researcher was allowed to teach narrative text by using a strategy namely K-W-L (Know-Want-Learned) strategy at the ninth grade especially in class IX-1. By implementing this strategy hopefully the students' achievement in reading comprehension will be improved.

A.1.2 The Result of Pre-Observation before Implementing the K-W-L Strategy

Before implementing the K-W-L strategy, the researcher observed at the classroom when teaching learning process was held. The pre-observation was held before the pandemic COVID-19 attack Indonesia. It was held on Wednesday, February 19th2020 at ninth grade students of MTsS Insan Cita Medan. The class consists of 44 students. The English subject started at 09.15 AM - 11.00 AM. While the researcher came into the class, the teacher was teaching reading, the teacher was explaining the English text and the structure of the text. The students might seem confused because they had not known the meaning. Most of the students still enthusiastic, they waited to the teacher and hoped that the teacher would tell them the meaning. They were curious about the text. After reading the text, the teacher explained what the text talked about. They seemed happy to know the content of the text.

The researcher observed the classroom situation which the interaction between the teacher and the students rarely happened. It tend to create the students became passive. The students only look at the text then read it. After that the teacher asked to translate the text into Indonesian language, after that the teacher gave the

correct translation in order to make the students able to answer the related questions. In this situation the students assumed reading was an uninteresting activity. If that was happened, the students would hardly got the point of the text and found difficulties in analyzing English text. Then the researcher did an observation again in August, 20th 2020. Because of the pandemic COVID-19 the students' are obligated to study at home through online via *whatsapp* group. The way to observed was the researcher saw the reaction of the students, the students' reactions mostly obey the teacher's reaction, but when the teacher gave the task, they collected quite long and most of them not enthusiast to send the answer of the task. It can be concluded that, the thing that the students need was the right strategy to make them enthusiast and not felt bored.

A.1.3 The Result of Pre-Test

The pre-test was held before implementing the K-W-L strategy to students. It was conducted on Thursday, August 20th 2020. It started at 07.30 A.M through online learning via *whatsapp* group. The school was closed because of the pandemic COVID-19 attachment. It might cause the students studied at home that have to connected to internet connection. The allocation of time was 30 minutes and it consisted of 20 multiple choices questions. The questions were created based on the indicators of reading for narrative text topic such as: conclude the content of the text, choosing the main idea, understand the part of the text including orientation, complication, re-orientation, and language features.

After answering the test, the researcher collected the students' answer of the pre-test, then the teacher calculate the result. Based on the result of the pre-test,

the mean score of pre-test was 57,8. There were 36 students who got the score under CMA (criteria minimum of achievement). Only 8 students of 44 students who passed the CMA. The lowest score was 25 (twenty-five). From the result, it can be seen that almost of the ninth grade (IX-1) students' reading comprehension was still low.

A.2 Finding of Cycle I

a. Planning

At this stage, the researcher prepared all the things that needed in conducting the research such as the observation sheet, interview questions, pre-test and post test questions, learning media, lesson plan and narrative text also well prepared. In this stage, the researcher also plan the actions to solve the problems. The actions were focused on improving the students' reading comprehension through K-W-L strategy. The conditions expected after the implementation of the actions were: (1) The students would be interested and enthusiast to read the text. (2) The students could find general and specific information from the text. (3) The students could improve their abilities to read efficiently by using comprehension strategy such as skimming, scanning, guessing meaning, and using fix-up strategy.

The first cycle was held in three times meeting. First meeting was conduct the pre-test, second was to did the implementation of K-W-L strategy. The last, did the post-test I and then calculate the scores of pre-test and post-test in order to know the amount of improvement scores from pre-test to post-test.

b. Acting

The action of cycle I was done on Thursday, August 20th2020. The total of students in ninth grade (IX-1) was 44 students in that class, which consist of 28 female and 16 male students.

There were some activities which were done by the researcher in this stage. There were introduction, core activity, and closing. In introduction there were some activities had done by the researcher, such as: (1) The teacher opened the lesson by greeting and told the topic and objectives of study. (2) The teacher gave motivation in order to encourage the students.

In core activity, the teacher did some activities they were: (1) The teacher explained about narrative text and example of it. (2) The teacher explained the use of K-W-L chart. (3) The teacher asked the students to fill the K-W-L chart according to what she has explained. (4) The teacher and the students discuss the chart that had been filled by the students. In closing activities the teacher did some activities, those are: (1) The teacher found a way to appreciate the efforts of the students. (2) The teacher concluded the material.

c. Observation

Observation was identified the problem found in the field, and then designed the plan to do an action in order to solve the problems. While the researcher held the action, she observed what the students had done in teaching learning process. It can be indicated by seeing from their way of replying messages and the style of writing. Therefore, the result of observation was collected as the data, which is used as a reflection.

d. Reflection

After the action was held, the researcher and the teacher discussed about the

conclusion of the action that was done. Based on the observation that was held during the teaching learning process happened, it showed that the students' reaction still confused although not all of them, but the action of cycle I was not too satisfied. The students still not too responsive, and not too enthusiast.

In addition, based on the result of the post-test I, there were 20 students who passed the CMA. Although there was an improvement in cycle I, but this situation had not reached the criteria of succeed yet. It means that to get at least 75% students reached the CMA, the researcher and the teacher had to develop the action.

Based on the observation sheet, the students felt happy and easy by using the K-W-L strategy, it can be seen from their reaction and response. The result of the students' mean score in cycle I. They were 57,8 in the pre-test and 70,4 in the post-test I. It also can be seen from the percentage of the competent students, there were 18,2% in pre-test of cycle I, and 45,4% in the post-test of cycle I. The improvement of pre-test to the post-test I was 27,2% (45,4% - 18,2%).

A.3 Finding of Cycle II

a. Planning

Before conducting the action in cycle II, the researcher and the teacher held a discussion to revise the plans for cycle II. They focused to solve the problems found in cycle I especially related to language used by the students, the use of comprehension strategy, and also the way to create an active learning so the students would be active too. All of the aspects including learning media, lesson, and narrative text were improved. In addition, to know the improvement of the

students' reading comprehension, the researcher prepared the instrument of post-test II to collect data.

b. Acting

The action of the cycle II was done on Thursday, September 10th 2020. In this action, the use of Indonesian language minimized, the use of English was improved. In this action, the use of guessing meaning and use fix-up strategy also optimized. This action helped the students when they found difficult words in the text. If they found difficult words in the text, they could see the previous word and the word after the difficult word. So they can guess the meaning. Thus the students would not depend on the use of dictionary.

c. Observation

In the first cycle, the students' reactions still shy, not active and still confused. In the cycle II, the students' more enthusiastic to share their ideas, here they began to make prediction about the text and completed the K-W-L chart better than before. The students felt curious about the text, challenged them to show their previous knowledge about the text and they felt satisfied after finding the answer in the text. The students followed the teacher's instruction properly and they became more focus, and concentration. Therefore they respond the teacher quickly.

d. Reflecting

Based on the result of acting and observing the teaching learning process in cycle II, in this reflecting phase, the researcher and the teacher were satisfied because of the result of the students' achievement in reading comprehension of narrative text had been reached the criteria even more. There were many

improvements after applying the second action of this strategy. The result of the students' participation in learning reading narrative text was better than cycle I. It can be seen from the students' react to the teacher's instruction while explaining the use of K-W-L strategy with the narrative text topic was changed became better and they answered questions actively.

There was progress of their score from post-test I to post-test II which had been showed more than 75% of the students who passed the CMA. It means that the researcher and the teacher decided to stop the implementation of K-W-L strategy because it was succeeded. The researcher and the teacher did not need to rearrange for next planning.

Based on the result of evaluation between the researcher and the teacher, it should be concluded that implementing of K-W-L strategy could improve the students' reading comprehension in narrative text.

A.4 Findings Data after Implementing the K-W-L Strategy

After implemented the K-W-L strategy, the researcher gained four data; they were the result of post-interview, post-observation, and post-test. In this case, the researcher gave report concerning the data analysis according to post interview, observation, and the result of the post-test. Further description was described as follows:

A.4.1 The Result of Interview after Implementing the K-W-L Strategy.

The researcher conducted the interview after implementing K-W-L strategy on Thursday, September 24th 2020. The interview was started at 08.00 AM to 09.00

AM. The researcher discussed with the teacher about the strategy that had been accomplished. This interview was aimed to know the teacher's response concerning K-W-L strategy. The questions which proposed to the teacher involved the general condition in English class via *whatsapp* group learning. The difficulties of K-W-L strategy and benefits of that strategy had been used to solve the problem.

In the interview, the English teacher started that K-W-L strategy is one of good strategies to be applied. But the teacher had to look condition and material of lesson to use in teaching the students. The improvement of the students' understanding on narrative text could be proven by the improvement of the students' score. The result of pre-test, post-test I and post-test II showed significant improvement. Based on the explanation above, the researcher concluded that the implementation of Know-Want-Learned had been done successfully.

A.4.2 The Result of Post-Observation

The researcher had taken the observation result after the implementation of K-W-L strategy. The result of post observation was aimed to know the benefits of K-W-L strategy on students' reading comprehension. From the result of post observation, the researcher and the teacher had known whether the K-W-L strategy in narrative text was successful or not. In this case, the researcher and the teacher collaboratively discussed how far this method could improve the students' comprehension in reading narrative text. From the observation data of the implementation of K-W-L strategy showed that the students could improve their

reading comprehension on narrative text.

A.4.3 The Result of Post-Test

Before the students completed the text, the researcher already made the multiple choice items. The items could be seen in the appendixes. Furthermore, the researcher input the data result including pre-test, post-test I, and post-test II that can be seen in the appendix 8 (the students' reading score of pre-test, post-test I, and post-test II).

In order to know the students' improvement score from pre-test to post-test in each cycle, the researcher used some steps. The steps were calculating the students' mean score of the tests, calculating the percentage of class population, and calculating the students' improvement from the pre-test to post-test I and II into percentages.

The first step, the researcher analyzed the pre-test data by searching the mean score. So the researcher calculated the mean score of the students' pre-test by using this formula:

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

$$\bar{X} = \frac{2545}{44}$$

$$\bar{X} = 57,8$$

From the calculation above, it showed that the mean score of the students' pre-test was 57,8. In other words, the students' achievement score of narrative text comprehension before the implementation of K-W-L strategy was 57,8.

The next step was to know the percentage of the students' score who passed

the CMA (75) the researcher computed as follows:

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

$$P = \frac{8}{44} \times 100$$

$$P = 18,2 \%$$

Based on the calculation result, the students' score percentage in the pre-test was 18,2 %. It showed that the students who passed the CMA were 8 students and the rest of 36 students were below the CMA.

Furthermore, in the cycle I after getting the students' score in post-test I, the researcher analyzed the data in order to compare the result between pre-test and post-test I. There were two steps to know the comparison result of pre-test and post-test I. Those were calculating the students' improvement into percentage and calculating the class percentage.

The first step was calculating the mean score of post-test I. It was calculated as follow:

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

$$\bar{X} = \frac{3100}{44}$$

$$\bar{X} = 70,4$$

The calculation above showed that the students' mean score of post-test I was 70,4. It showed that there was an improvement from mean score pre-test. It could be seen from the pre-test mean score (57,8) to the post-test I mean score (70,4).

$$P = \frac{y_1 - y}{y} \times 100$$

$$P = \frac{70,4 - 57,8}{57,8} \times 100$$

$$P = 21,8\%$$

From the result above, the percentage of the students' score from the pre-test to the post-test I was 21,8%. It means that the score in cycle I was improved about 21,8 % from the pre-test score.

Afterwards, the researcher would like to know the percentage of the students who passed the CMA. It used the calculation as follows:

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

$$P = \frac{20}{44} \times 100$$

$$P = 45,4 \%$$

It can be concluded that the number of the students who passed the CMA in cycle I was increasing from 21,8 % (in the pre-test) to 45,4 % (in the post-test I). In other words, it increased 23,6 % (45,4% - 21,8%).

In cycle II, the researcher used the same steps to let the mean score of the class, to get the percentage of the students' improvement score, and to know the percentage of the students who had achieved the CMA.

Again, to get the mean score of post-test II, the researcher used calculation as follows:

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

$$\bar{X} = \frac{3545}{44}$$

$$\bar{X} = 80,5$$

From the calculation above, the mean score of post-test II was 80,5. It means that there were some students' improvement score from the mean score of post-test I 70,4.

Next, to get the percentage of the students' score improvement was used as following calculation:

$$P = \frac{y_2 - y}{y} \times 100$$

$$P = \frac{80,5 - 57,8}{57,8} \times 100$$

$$P = 39,2 \%$$

Based on that calculation, it could be said that post-test II improves 39,2 % from the pre-test, and improves 17,4 % from the post-test I. (39,2 % - 21,8 %).

The researcher wanted to know the percentage of the students who had passed the CMA. So it used the formula as follows:

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

$$P = \frac{39}{44} \times 100$$

$$P = 88,6 \%$$

Based on the above calculation, the students' percentage who had passed the CMA were 88,6 %. It means that in cycle II there were 39 students who passed the CMA and 5 students were below the CMA.

In this research, the researcher also used t-test to test the hypothesis in this research. The t-test result was 10,30. And the t_{table} was 2,018 which was derived from $df = N-2 = 44-2 = 42$, with the level of confidence (α) was 0,05. In the coefficient of $t_{observed}$ (10,30) > t_{table} (2,018). Thus, if $t_{observed}$ was bigger than t_{table} the

zero hypothesis (H_0) was rejected an alternative hypothesis (H_a) was accepted. Based on the finding, alternative hypothesis (H_a) saying that K-W-L strategy can improve the students' reading comprehension in narrative text.

B. Discussion

This research was aimed to describe how the teaching and learning process by using K-W-L strategy and did the K-W-L strategy can improve the students' achievement in reading comprehension. K-W-L strategy is one of many teaching strategies that can be used by teacher in teaching English especially in reading.

The strategy used in this research was implemented to the ninth grade students of MTsS Insan Cita by determined the IX-1 class as the object of the research because they had lower reading comprehension based on the interview result.

This research had proven that K-W-L strategy in its implementation could improve the students' reading comprehension, thus the students' achievement in reading comprehension improves too. It could be seen from the table of the students' score improvement from the pre-test until the post-test II. The improvement was occurred in each cycle. The use of K-W-L strategy could help to stimulate students' thinking in learning reading especially in narrative text.

K-W-L strategy stands for Know-Want-Learned Strategy. In its use, this strategy helps the students to think actively. It needs the students to activate their prior knowledge depends on what topic will be learned. The form of this strategy is a creation of making a chart that consist of three columns which consists of K, W, and L. K column mean is what do I know, so K column is used to write the things that already known by students. W column is what do I want to know. So in W

column the students write the things that they want to know about the particular topic. The last is L column is used for students to write the things that they already learned from the topic. The purpose of this strategy is to facilitate teaching and learning activities so it makes the learning objective easy to be achieved.

In this research, there were two cycles done by the researcher. In the cycle I, the researcher did the pre-test, implementing the K-W-L strategy and the post-test I. Because of the result of the students' mean score in post-test I was still below the CMA, therefore the research conducted the cycle II in order to make the students achieve the score upper the CMA. The test result would used as the quantitative data.

Before the researcher implemented the strategy, she did a pre-observation and interview which was used as the qualitative data, the researcher also did the post-observation and interview to make sure that this strategy proven to improve the students' achievement in reading comprehension. The researcher analyzed the qualitative data to support the research findings beside the quantitative data. In addition the researcher used observation sheet to strengthen the data. All of the data showed the students gave their good response while teaching learning process.

In cycle I the students seemed did not really understand about the teacher's instruction, it can be seen by the students' response. In the cycle II, the students getting proficient at using the K-W-L strategy and obtain good output. It can be seen from the result of the tests. In pre-test the students who passed the CMA was 18,2 %, in post-test I was 45,4%, and in post-test II was 88,6%. It showed significant improvement of the students who passed the CMA (75). The mean score of the students in pre-test was 57,8, the students' mean score in post-test II was

70,4. The students' mean score in post-test II was 80,5.

While the result of the percentage of the students' score improvement between the mean of pre-test and post-test I was 21,8% and the difference of the students' score improvement from pre-test to post-test II was improved 39,2%. It showed the improvement on the students' mean score percentage.

Besides using the quantitative data, the researcher also used qualitative data in order to explain the situation deeply. The qualitative data was obtained from the interview and observation that were analyzed by using data reduction, data categorization, data display, and draw conclusion.

Based on the data analysis it showed the improvement of the students' score were better and satisfied. Most of the students were enthusiast in learning by using this strategy. It made them interested and said this was new to them. Both of the results of quantitative and qualitative data were indicated that the action and the implementation of K-W-L strategy was kept improving.

By using this strategy, it could make a better innovation in the field of education especially in teaching reading. The students would have more chance to express their idea, to agglomerate the sentences based on the title. Moreover, this strategy could create a satisfying effect to the students because they would proud of themselves because they could finish the chart and solve their problem.

Based on the explanation above, it could be stated that Know-Want-Learned strategy could improve the students' achievement in reading comprehension. It was proven by the quantitative data they were the pre-test and post-tests result, and qualitative data they were observation sheet and interview both from the teacher and the students.

CHAPTER V

CLOSING

After completing the whole steps of the research, the researcher would like to describe the conclusion about the research findings. Afterwards, continued with the suggestions and recommendation for future studies.

A. Conclusion

Based on the findings of this research, it can be concluded that this research was successful. It was proven by the tests result which showed the improvements of the students' mean score. In the pre-test, the students' mean score was 57,8. In the post-test I, the students' mean score was 70,4. To achieved the CMA, the result must be above or equal to 75 (≥ 75). So the researcher decided to conduct the cycle II. The result of post-test II was 80,5 for the students' mean score.

In the pre-test, there were 8 students of 44 students (18,2%) who achieved the CMA (criteria minimum of achievement). In the post-test I, there were 20 students (45,4%) who achieved the CMA. In the post-test II the number of the students who passed the CMA increased to be 39 students (88,6%).

From the percentages of the students' improvements, it showed the students more enthusiastic and gave good response on studying reading comprehension. By using K-W-L strategy they could analyze the main idea and the content of the text and also the generic structure of narrative text. These data strengthen with the interview and observation sheet result.

B. Suggestion

Based on the conclusion, the researcher would like to draw some suggestions

that offered for English teacher and other researcher. They were presented as follows:

1. English Teacher

For English teacher it is suggested to consider and choose the kind of strategy that will be used in teaching English especially in reading. From this research it can be said that the implementation of K-W-L strategy could improve the students' achievement in reading comprehension. Therefore, the researcher suggested for English teacher would consider to use this strategy as one of the strategies that used in teaching reading. The researcher also gave suggestion to the English teacher, it is better to use a strategy that can enhance students' interest in studying.

2. Other Researchers

For other researchers hopefully could conduct a research in depth and better. This research could be used as a reference to other researcher in expanding their research.

C. Recommendation

The researcher had learned many important lessons in conducting this research, and she believed that this research could contribute in the literature. This research might contribute to the information about the description of using K-W-L strategy in improving the students' reading comprehension. This research might also contribute to give information to the next researcher who wants to conduct a study about the use of K-W-L strategy. However, the researcher was aware that there were several limitations of this research. Therefore, several research studies could be conducted for further explorations. Further researcher could expand their

object and subject of the research that would be conducted. They could choose another kind of text instead of narrative text, because there were many kinds of text in English that could be used in teaching reading by using K-W-L strategy.

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APPENDIX 1

LESSON PLAN (Cycle 1)

School	: MTs Swasta Insan Cita Medan
Subject	: English
Grade/Semester	: IX / 1
Kind of Text	: Narrative Text
Theme	: The Story of Lake Toba
Aspect/Skill	: Reading
Time Allocation	: 2x45 minutes (1 meeting)

1. Competence Standard :
Understanding the meaning of written text and simple short essays in narrative text form to interact with the surrounding environment.
2. Basic Competence :
Understanding the form of a simple short narrative text by using a variety of written language accurately, fluently and acceptable to interact with the surrounding environment.
3. Indicators
 - Identify the main idea of narrative text.
 - Write the information from the narrative text.
 - Summarize the narrative text.
 - Identify the moral value of the narrative text.
4. Learning Objectives
After completing the learning activities, students are able to:
 - The students are able to identify the main idea of narrative text.
 - The students are able to write the information from the narrative text.
 - The students are able to summarize the narrative text.
 - The students are able to identify the moral value of the narrative text.

The students' characters are expected:

 1. Polite
 2. Cooperative
 3. Tolerance
 4. Respectful
5. Learning Materials
 - Definition of narrative text
A narrative is a piece of text which tells a story, in doing so, entertains or informs the reader or listener.

- Social function
To amuse, entertain and to deal with actual or vicarious experience in different ways.
- Generic structure
 - Orientation: wherein the narrator tells the target audience about who's inside the story, when the story is taking place and wherein the motion is happening.
 - Complication: sets off a series of events that affects what is going to manifest in the story.
 - Resolution: in which the characters in the end kind out the hassle.
 - Coda (optional): gives a comment or moral based totally on what has been found out from the story.
- Language features
 - recognition on precise (generally individualized) individuals
e.g. *'Tiger'*, *'Mouse deer'*, *'the king'*, etc.
 - Use of past tense
e.g. he *saw* mouse deer drinking, "I *tasted* it once", etc.
 - Use of temporal conjunctions and temporal instances
e.g. *'long time ago'*, *'Once upon a time'*, etc.
 - Use of cloth (or action) tactics
e.g. He *caught* mouse deer and *bit* his leg. etc.
 - Use of relational and intellectual processes
e.g. He *was* really shocked "Mouse deer *was* safe for now" etc.

6. Teaching Method
K-W-L (Know-Want-Learned Strategy)

7. The Procedures of Teaching:

No	Teaching Activities	Time Allocation
1	<p>Opening :</p> <ul style="list-style-type: none"> - Greeting the students - Ask the students to write their name. (checking attendance list online). - Asking the students' about narrative text. <p>Motivation</p> <ul style="list-style-type: none"> - Delivering the learning objectives. - Explaining the importance of the material. 	15 minutes

2	<p>Main activities</p> <p>Exploration:</p> <p>In the exploration activity, the teacher will:</p> <ul style="list-style-type: none"> - Asks the students in looking for the wide information about the theme of the materials that will be studied by applying the KWL strategy. - Facilitates the students' interaction among the students with the teacher and other learning resources. - Asks the students to response actively in learning activity. <p>Elaboration:</p> <p>In the elaboration activity, the teacher will:</p> <ul style="list-style-type: none"> - Explains the narrative text, including its definition and examples. - Explains about KWL strategy and how it works. - Gives a test which consists of 20 multiple choice questions. - Asks the students to answer the test based on their understanding. - Provides an opportunity for the students to think and solve the problems. <p>Confirmation:</p> <p>In the confirmation activity, the teacher will:</p> <ul style="list-style-type: none"> - Asks the students to finish the test. - Collect the students' answer sheets. 	60 minutes
	<p>Closing activities</p> <p>In the closing activity, the teacher will:</p> <ul style="list-style-type: none"> - Discusses and ask whether there is something confused the students. - Concludes the material. Reflects the activities that have done in the learning process. 	15 minutes

	<ul style="list-style-type: none"> - Motivates the students. - Delivers the lesson plan for the next meeting. 	
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8. Evaluation

Evaluation Technique	Evaluation Instrument	Sample of Instrument
Answering the 20 multiple choices by choosing the correct answer between a, b, c, or d.	Multiple choice	1. What is the story about? a. Two friends and a bear. b. A foolish bear and two scared men. c. A skillful man and a fierce bear. d. Two bears and a brave man.

Score Rubric

$$\text{the students' score} = \frac{\text{the correct answer}}{\text{the total questions}} \times 100$$

9. Exam Content Outline

Indicator: Identify the main idea of narrative text.

Sample of question:

What is the story about?

- a. How the volcano erupted
- b. How a fisherman caught a fish
- c. How the lake Toba was created
- d. How the fish changed into a beautiful girl

Indicator: Write the information from the narrative text.

Sample of question:

What did happen when the mother prayed after her husband broke his promise?

- a. Soona there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became lake toba.
- b. Soon her husband ate his lunch and his son look at him.

- c. The mother gave her son a meal the same as his father's.
- d. The mother told her son to run up the hills because a huge disaster was about to come.

Indicator: Summarize the narrative text.

Sample of question:

From the story we can conclude that

- a. The bear was daring enough to touch dead bodies
- b. The man on the ground saved himself because of his foolishness
- c. The man on the tree tried hard to save his friend from the bear
- d. The man on the ground realized that his friend was not his true friend

Indicator: Identify the moral value of the narrative text.

Sample of question:

What can we learn from the story?

- a. Then the grasshopper knew he was so wrong didn't follow the ant in collecting the foods.
- b. Work today and you can get benefits tomorrow.
- c. The grasshopper remembered when it saw the ants collecting the foods in summer for the stock in winter.
- d. Do not be greedy or you will lose your friends.

10. Aspect of Assessment

Criteria	Score
Comprehension	5

Standard of each elements

Excellent	5
Very good	4
Good	3
Average	2
Poor	1

11. Learning Sources
Students' English book

Known by,
Headmaster

English Teacher

Dra. Hj. Zahara Balatif

Eddy Mulia, M.Pd

The Researcher

Annisa Fathia

APPENDIX 2

LESSON PLAN (Cycle 2)

School	: MTs Swasta Insan Cita Medan
Subject	: English
Grade/Semester	: IX / 1
Kind of Text	: Narrative Text
Theme	: Malin Kundang
Aspect/Skill	: Reading
Time Allocation	: 2x45 minutes (1 meeting)

1. Competence Standard :
Understanding the meaning of written text and simple short essays in narrative text form to interact with the surrounding environment.
2. Basic Competence :
Understanding the form of a simple short narrative text by using a variety of written language accurately, fluently and acceptable to interact with the surrounding environment.
3. Indicators
 - Identify the main idea of narrative text.
 - Write the information from the narrative text.
 - Summarize the narrative text.
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After completing the learning activities, students are able to:
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 - The students are able to write the information from the narrative text.
 - The students are able to summarize the narrative text.
 - The students are able to identify the moral value of the narrative text.

The students' characters are expected:

 1. Polite
 2. Cooperative
 3. Tolerance
 4. Respectful
5. Learning Materials
 - Definition of narrative text
A narrative is a piece of text which tells a story, in doing so, entertains or informs the reader or listener.

- Social function
To amuse, entertain and to deal with actual or vicarious experience in different ways.
- Generic structure
 - Orientation: wherein the narrator tells the target audience about who's inside the story, when the story is taking place and wherein the motion is happening.
 - Complication: sets off a series of events that affects what is going to manifest in the story.
 - Resolution: in which the characters in the end kind out the hassle.
 - Coda (optional): gives a comment or moral based totally on what has been found out from the story.
- Language features
 - recognition on precise (generally individualized) individuals
e.g. *'Tiger'*, *'Mouse deer'*, *'the king'*, etc.
 - Use of past tense
e.g. he *saw* mouse deer drinking, "I *tasted* it once", etc.
 - Use of temporal conjunctions and temporal instances
e.g. *'long time ago'*, *'Once upon a time'*, etc.
 - Use of cloth (or action) tactics
e.g. He *caught* mouse deer and *bit* his leg. etc.
 - Use of relational and intellectual processes
e.g. He *was* really shocked "Mouse deer *was* safe for now" etc.

6. Teaching Method
K-W-L (Know-Want-Learned Strategy)

7. The Procedures of Teaching:

No	Teaching Activities	Time Allocation
1	<p>Opening :</p> <ul style="list-style-type: none"> - Greeting the students - Ask the students to write their name. (checking attendance list online). - Asking the students' about narrative text. <p>Motivation</p> <ul style="list-style-type: none"> - Delivering the learning objectives. - Explaining the importance of the material. 	15 minutes

2	<p>Main activities</p> <p>Exploration:</p> <p>In the exploration activity, the teacher will:</p> <ul style="list-style-type: none"> - Asks the students in looking for the wide information about the theme of the materials that will be studied by applying the KWL strategy. - Facilitates the students' interaction among the students with the teacher and other learning resources. - Asks the students to response actively in learning activity. <p>Elaboration:</p> <p>In the elaboration activity, the teacher will:</p> <ul style="list-style-type: none"> - Explains the narrative text, including its definition and examples. - Explains about KWL strategy and how it works. - Gives a test which consists of 20 multiple choice questions. - Asks the students to answer the test based on their understanding. - Provides an opportunity for the students to think and solve the problems. <p>Confirmation:</p> <p>In the confirmation activity, the teacher will:</p> <ul style="list-style-type: none"> - Asks the students to finish the test. - Collect the students' answer sheets. 	60 minutes
	<p>Closing activities</p> <p>In the closing activity, the teacher will:</p> <ul style="list-style-type: none"> - Discusses and ask whether there is something confused the students. - Concludes the material. Reflects the activities that have done in the learning process. 	15 minutes

	<ul style="list-style-type: none"> - Motivates the students. - Delivers the lesson plan for the next meeting. 	
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8. Evaluation

Evaluation Technique	Evaluation Instrument	Sample of Instrument
Answering the 20 multiple choices by choosing the correct answer between a, b, c, or d.	Multiple choice	1. What is the story about? a. Two friends and a bear. b. A foolish bear and two scared men. c. A skillful man and a fierce bear. d. Two bears and a brave man.

Score Rubric

$$\text{the students' score} = \frac{\text{the correct answer}}{\text{the total questions}} \times 100$$

9. Exam Content Outline

Indicator: Identify the main idea of narrative text.

Sample of question:

What is the story about?

- a. How the volcano erupted
- b. How a fisherman caught a fish
- c. How the lake Toba was created
- d. How the fish changed into a beautiful girl

Indicator: Write the information from the narrative text.

Sample of question:

What did happen when the mother prayed after her husband broke his promise?

- a. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became lake toba.
- b. Soon her husband ate his lunch and his son look at him.

- c. The mother gave her son a meal the same as his father's.
- d. The mother told her son to run up the hills because a huge disaster was about to come.

Indicator: Summarize the narrative text.

Sample of question:

From the story we can conclude that ...

- e. The bear was daring enough to touch dead bodies
- f. The man on the ground saved himself because of his foolishness
- g. The man on the tree tried hard to save his friend from the bear
- h. The man on the ground realized that his friend was not his true friend

Indicator: Identify the moral value of the narrative text.

Sample of question:

What can we learn from the story?

- a. Then the grasshopper knew he was so wrong didn't follow the ant in collecting the foods.
- b. Work today and you can get benefits tomorrow.
- c. The grasshopper remembered when it saw the ants collecting the foods in summer for the stock in winter.
- d. Do not be greedy or you will lose your friends.

10. Aspect of Assessment

Criteria	Score
Comprehension	5

Standard of each elements

Excellent	5
Very good	4
Good	3
Average	2
Poor	1

11. Learning Sources
Students' English book

Known by,
Headmaster

English Teacher

Dra. Hj. Zahara Balatif

Eddy Mulia, M.Pd

The Researcher

Annisa Fathia

APPENDIX 3

PRE-TEST 1

Read the following text and answer questions 1 to 11.

Lake Toba

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a son.

Few years later, his son would help bringing lunch to her father out in the fields. One day, his son was so hungry and he ate his father’s lunch. Unfortunately, he found out and got furious, and shouted; “You damned son of a fish”. The son ran home and asked his mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her son to run up the hills because a huge disaster was about to come. When her son left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

Adopted from: <https://www.kuliahbahasainggris.com/contoh-narrative-text-dan-artinya-the-story-of-toba-lake/>

1. Where did this story happen?
 - a. North Java

- b. South Sumatra
 - c. North Sumatra
 - d. West Sumatra
2. Where did the man live?
- a. Flowers land
 - b. Farming field
 - c. Rice Field
 - d. Forest
3. What is the story about?
- a. How the volcano erupted
 - b. How a fisherman caught a fish
 - c. How the lake Toba was created
 - d. How the fish changed into a beautiful girl
4. What did the man do for his life?
- a. Cooking and smiling
 - b. Gardening and mailing
 - c. Gardening and fishing
 - d. Fishing and planting
5. What did the princess come from?
- a. Fruit
 - b. Flower
 - c. Fish
 - d. Field
6. "her husband had broken his promise". (paragraph 3)

The synonym of the underlined word is...

- a. Ruin
- b. Build
- c. Compose
- d. Keep

7. What is the complication in paragraph 3?

- a. The mother started crying, felt sad that her husband had broken his promise.
- b. His son was so hungry and he ate his father's lunch.
- c. His son would help bringing lunch to his father out in the field.
- d. The son ran home and asked his mother.

8. What can we learn from the text above?

- a. We must obey our parents
- b. We must not break our promise
- c. We must not eat our father's meal
- d. We must go fishing to find a golden fish

9. Finally, what did happen to the man?

- a. He sunk
- b. He turned into a fish
- c. He turned into a lake
- d. He turned into an island

10. Why did the mother feel sad and start crying?

- a. Because her husband had broken his promise

- b. Because she has not enough meal to give her husband
- c. Because her husband cannot go fishing
- d. Because she has made her husband angry

11. What did happen when the mother prayed after her husband broke his promise?

- a. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became lake toba.
- b. Soon her husband ate his lunch and his son look at him.
- c. The mother gave her son a meal the same as his father's.
- d. The mother told her son to run up the hills because a huge disaster was about to come.

Read the following text and answer questions 12 to 16.

The Ant and the Grasshopper

One summer day, there was a grasshopper who chirped and sang about its heart content. Then, an ant passed by, bearing along with great toil an ear of corn he was taking to the nest.

“Why don't you come and sing with me instead of moiling and toiling away?” The grasshopper said. “I am preparing the foods for the winter. You have to do the same.” the ant replied. “Why? I don't have any worries about winter. I have got plenty of foods.” said the grasshopper.

But the ant left the grasshopper and continued its toil. Then, the winter came, the grasshopper found there was no food left to eat. It was so hungry. The grasshopper remembered when it saw the ants collecting the foods in summer for the stock in winter.

Then the grasshopper knew he was so wrong didn't follow the ant in collecting the foods.

12. When did the story happen?

- a. Winter day
- b. Summer day
- c. Afternoon
- d. In the morning

13. "he was taking to the nest" paragraph 1. What does the underlined word refers to?

- a. The grasshopper
- b. The ant
- c. An ear
- d. The summer day

14. How many characters were in the story?

- a. 1
- b. 2
- c. 3
- d. 4

15. What does the word "chirping" mean?

- a. Berkicau
- b. Berkelahi
- c. Berenang
- d. Berbicara

16. What can we learn from the story?

- a. Then the grasshopper knew he was so wrong didn't follow the ant in collecting the foods.

- b. Work today and you can get benefits tomorrow.
- c. The grasshopper remembered when it saw the ants collecting the foods in summer for the stock in winter.
- d. Do not be greedy or you will lose your friends.

Read the following text and answer questions 17 to 20.

Once upon a time, two buddies were taking walks through a forest. They knew that danger ought to show up at any time. So they promised every different that they would remain united in case of danger.

Suddenly, they noticed a large bear approaching. One of them right away climbed a close by tree, however the other did not be aware of how to climb. So being led by means of frequent sense, he lay down on the ground, pretending to be dead.

The bear approached the man on the ground. It smelt his ears and slowly left the vicinity due to the fact bears do no longer touch dead creatures.

Later, the friend on the tree got here down and asked his buddy on the ground, “What did the bear inform you?” The other friend replied, “The bear cautioned me now not to accept as true with a false friend.”

Adopted from: Abdul Rafay Katapr, Larkana Sindh,
<http://www.moralstories.org/the-bear-and-the-two-friends/>

17. What is the story about?
- a. Two friends and a bear.
 - b. A foolish bear and two scared men.
 - c. A skillful man and a fierce bear.
 - d. Two bears and a brave man.
18. What did the man who could not climb trees do to save his life from the bear?
- a. He acted dead.
 - b. His friend helped him climb the tree.

- c. He lit a fire to chase away the bear.
- d. He did not do anything.

19. From the story we can conclude that

- a. The bear was daring enough to touch dead bodies
- b. The man on the ground saved himself because of his foolishness
- c. The man on the tree tried hard to save his friend from the bear
- d. The man on the ground realized that his friend was not his true friend

20. What is the moral value of the story?

- a. We should not disturb animals.
- b. We should be able to climb trees.
- c. We should stand by our friends.
- d. We should always keep promises we have made.

APPENDIX 4

POST-TEST

Read the following text and answer questions 1 to 7.

Malin Kundang

Once upon a time, lived a diligent boy named Malin Kundang. He lived in the seaside with his mother. They were very poor, but they lived quiet and harmonious.

One day, a huge ship closed to the beach close to their village. They asked peoples to be a part of work in their ship and went to the pass island. Malin Kundang wanted to be a part of with them because he wanted to improve his family's life. But his mom didn't allow him. She involved to Malin. Malin still stored his argument... and subsequently he sailed with the big ship. Several years later, Malin Kundang be triumphant and he became prosperous trader. Then, he got here to his native village with his lovely wife, but his wife didn't comprehend Malin's actual descent. His blissful mom shortly approached Malin and brought a plate of village cake, Malin's Favorite. But Malin didn't admit that girl as his terrible mother, and then he kicked the village cake which delivered with the aid of his mother till scattered.

His mother very broken heart due to the fact Malin rebellious to her, who had boom him. Then, his mom cursed Malin became stone. Suddenly, the huge ship which Malin's had was vacillated by means of a big storm and all of his crewman tossed apart out. Malin realized that used

to be his fault that rebellious his mother. He bowed down and became a stone.

1. Who lived with Malin according to the text?
 - a. Beautiful daughter
 - b. His grandmother
 - c. His old mother
 - d. His old father
2. Malin wanted to join with the big ship because.....
 - a. He wanted to be a rich man
 - b. He wanted to make his mother happy
 - c. He wanted marry a beautiful daughter
 - d. He wanted to improve his family life quality
3. “Malin Kundang wanted to join with them because he wanted to improve his family’s life”. (paragraph 2) . He refers to.....
 - a. His beautiful wife
 - b. Malin Kundang
 - c. His mother
 - d. Malin’s mother
4. “But his mother didn’t permit him”. The synonym of the underlined word is.....
 - a. Allow
 - b. Follow
 - c. Comforted
 - d. Limit

5. What is the main idea of paragraph 2....
 - a. He joined and worked with big ship
 - b. Malin to be a rich man
 - c. Malin married with beautiful daughter
 - d. A mother worried to Malin
6. What is the main idea of paragraph 3....
 - a. Malin came back to his village
 - b. His mother very broken heart because Malin rebellious to her
 - c. Malin's wife does not know his descent
 - d. His mother felt happy when Malin came back
7. Finally, what happened to Malin?
 - a. The big ship of Malin was vacillated by a big rain and storm
 - b. Malin Kundang bowed down to his mother and he become a stone
 - c. Malin felt sad and repent
 - d. Malin realized that was his mistake

Read the following text and answer questions 8 to 15.

The Story of Smart Monkey and Dull Crocodile

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, "My father is very sick. He has to eat the heart of the monkey. So he will be healthy again." At the time, the monkey was in dangerous situation and he had to think hard.

Then he had a good idea. He told the crocodile to swim back to the river bank. "What's for?" asked the crocodile. "Because I don't bring my heart," said the monkey. "I left it under a tree, near some coconuts in the river bank."

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back. Then he climbed up to the top of a tree. "Where is your heart?" asked the crocodile. "You are foolish," said the monkey to the crocodile. "Now I am free and I have my heart."

8. What is the text talk about?
 - a. The monkey and the hare
 - b. The monkey and the crocodile
 - c. The donkey and the crocodile
 - d. The monkey and the mouse

9. What is the genre of the text?
 - a. Recount text
 - b. Narrative text
 - c. Descriptive text
 - d. Report text

10. What is the purpose of the text?
 - a. To tell the weather
 - b. To explain the material
 - c. To entertain the reader
 - d. To teach the reader

11. Where did the crocodile stop when he was hungry?
 - a. At the tree

- b. At the lake
 - c. At the bank of river
 - d. At the house
12. Where did the monkey leave its heart?
- a. Near some coconuts
 - b. In the river bank
 - c. Under a tree
 - d. Above the tree
13. How many characters are there in the story?
- a. One
 - b. Two
 - c. Three
 - d. Four
14. What paragraph shows the complication part?
- a. Paragraph 1
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragraph 1,2,3
15. What is the moral value of the text above?
- a. Do not regret what you have done
 - b. Please be kind to everyone
 - c. Do not judge a book by its cover
 - d. Do not be a foolish person and be smart

Read the following text and answer questions 16 to 20.

The Queen of South Ocean

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It meant the goddess of sun.

Her father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son. The king decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. The king did not agree.

Dewi Mutiara called a black wizard to curse Kadita. She wanted Kadita's beautiful body full of ulcer. Then, Kadita's body was full of ulcer. It smelled bad. The beautiful princess cried.

The King was sad. No one could cure his daughter's illness. The king did not want her daughter to be a rumor so he sent her away.

The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feeling about her step mother. She walked for almost seven days and seven nights. Then, she came to the south Ocean.

The ocean was so clean and clear. She jumped into the water and swam. Suddenly, there was a miracle. The ocean water cured her illness. She became more beautiful than before. She also had a power to

command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean.

Adopted from: <http://tankimlim.blogspot.com/2013/04/narrative-text-legend-of-nyi-rorokidul>.

16. The text mainly tells us about

- a. the legend of King Munding Wangi
- b. the story of Dewi Mutiara
- c. the legend of Nyi Roro Kidul
- d. the story of a beautiful princess

17. Why Kadita was called by Dewi Srengenge?

- a. Because of her beauty.
- b. Because she was King Munding Wangi's daughter.
- c. Because of her power.
- d. Because of her noble heart.

18. Dewi Mutiara was Kadita's

- a. Mother
- b. Stepmother
- c. Sister
- d. stepsister

19. Why did the king send his daughter away?

- a. His daughter so wanted to be a king.
- b. His daughter's body smelled bad.
- c. He did not want her daughter to be rumor.
- d. His daughter had a power to command the sea.

20. What is the main idea of third paragraph?

- a. Kadita was a beautiful princess.
- b. The black wizard cursed Kadita.
- c. The ocean water cured Kadita's ailment.
- d. King Munding Wangi marry to Dewi Mutiara.

APPENDIX 5

Key answer:

PRE-TEST

1. C

2. B

3. C

4. C

5. C

6. A

7. A

8. B

9. C

10. A

11. A

12. B

13. B

14. B

15. A

16. B

17. A

18. A

19. D

20. D

POST-TEST

1. C

2. D

3. B

4. A

5. A

6. A

7. B

8. B

9. B

10. C

11. C

12. C

13. B

14. B

15. D

16. C

17. A

18. B

19. C

20. B

APPENDIX 6

OBSERVATION SHEET

Researcher : Annisa Fathia

Observer : Eddy Mulia, M.Pd

The Students' Behaviors during the Teaching and Learning Process through Online Media

No	Aspect of Assessment	Categories (circle one of them)
1	Obey the researcher's instruction.	High Medium Low
2	Giving comments or questions about the researcher's instruction.	High Medium Low
3	Being enthusiastic about the researcher's instruction.	High Medium Low
4	Doing their work according to the instruction.	High Medium Low
5	Helping Motivate their friends.	High Medium Low
6	Being Enthusiastic with K-W-L strategy.	High Medium

		Low
7	Understand the researcher's instruction easily.	High Medium Low
8	The students show their politeness in replying the message of the researcher.	High Medium Low
9	The students show their respect to the researcher.	High Medium Low
10	Individually, understanding the text and presenting the related answer.	High Medium Low

OBSERVATION SHEET

Researcher : Annisa Fathia

Observer : Eddy Mulia, M.Pd

The Teacher's Behaviors during the Teaching and Learning Process through
Online Media

No	Aspect of assessment	Categories
1.	The researcher prepares the lesson plan (RPP) carefully.	High Medium Low
2.	The learning objectives are stated clearly in the lesson plan.	High Medium Low
3.	The researcher prepares learning media (learning video).	High Medium Low
4.	The researcher conveys the learning objectives to be achieved.	High Medium Low
5.	The researcher shows her authority as a teacher through the sentences she shared.	High Medium Low
6.	Learning is carried out in a logical steps and sequences.	High Medium Low
7.	The learning instructions are short and clear so that the students are understand easily.	High Medium Low

8.	The researcher invites the students to conclude the lesson at the end of session.	High <u>Medium</u> Low
9.	When the students ask questions, the researcher answers clearly and satisfactorily.	<u>High</u> Medium Low
10.	The researcher motivates the students, attracts attention so that they follow the learning process well.	<u>High</u> Medium Low

APPENDIX 7

INTERVIEW TRANSCRIPT

The Interview Report with the English Teacher before Conducting the Research

The researcher: Good morning sir, what class that will learn about narrative text in this semester?

The teacher: The class that will learn about narrative text is in the ninth grade.

The researcher: What are the difficulties of teaching English in the ninth grade sir? Especially in teaching reading?

The teacher: The difficulties are they cannot read the text properly because the way to pronounce the words must be different with the written text and they hardly get the content of the text.

The researcher: Are the students faced the problem such as hardly answered the questions about reading?

The teacher: Yes. Sometimes because of they cannot translate the sentences well they do not know the answers of the questions. Lack of vocabulary is one of the factors.

The researcher: So, what strategy you usually used in teaching reading to the students?

The teacher: I have several kinds of teaching strategy. One of them when I taught reading, I use the read aloud technique to make the students focus on the text. When one student read the text, the others pay attention to the text. Then I corrected when the text and also read the text first.

The researcher: How important is a teaching strategy in your opinion?

The teacher: I thought it was really important to make the teaching and learning process is effective and efficient. In order to make the teacher easy to convey the material and the students easy to get the point so the learning objectives was easily achieved.

The researcher: Have you ever heard about the K-W-L strategy?

The teacher: Yes. It sounds familiar to me. I ever hear it. But can you describe a little?

The researcher: Yes. K-W-L stands for Know-Want-Learn strategy. It was a strategy to activate the prior knowledge of students. So the students will fill the chart. K column is for the things that have known by the students, W column is for what the students want to know about the topic. And the last is L column is for what the students have learned about the topic.

The Interview Report with the Students before Conducting the Research

The researcher: Bagaimana pendapatmu tentang *reading* dalam bahasa Inggris? sulit atau mudah?

Student I: sayaasuka membaca *miss*, tapi kalau baca bahasa Inggris itu agak susah untuk tahu bagaimana cara membaca yang benarnya.

Student II: Sulit *miss*, sulitnya itu saya tidak paham inti inti dari teks bahasa Inggris yang saya baca.

Student III: Ada yang sulit, ada yang mudah *miss*. Kalau yang teks nya panjang panjang itu agak susah, tapi saya penasaran teks itu bercerita tentang apa.

The researcher: Kalau menurut kamu apa yang harus kita dapatkan dengan *reading*?

Student I: Isi dari teks itu *miss*, kita harus tau bercerita tentang apa teks itu.

- Student II: Dengan *reading* kita bisa dapat ilmu baru miss.
- Students III: Dapat informasi *miss* dan juga untuk nambah-nambah info saja.
- The researcher: Bagaimana biasanya guru kamu mengajarkan *reading*?
- Student I: Sir biasanya membaca teks bahasa Inggris terlebih dahulu agar kami paham cara bacanya.
- Student II: Kami disuruh baca *one by one miss*.
- Student III: Kadang diberi tahu terjemahan teks itu *miss*, terus disuruh tulis kata-kata yang sulit juga.

The Interview Report with the English Teacher after Conducting the Research

- The researcher: What do you think about the implementation of K-W-L strategy?
- The teacher: It was a good strategy. It was simple to use and strengthen the memory of the students'. Because it formed was a chart so it makes the students easily differentiate the use of it.
- The researcher: From the result of the post-test, it showed the improvement of the students' score, what do you feel about it?
- The teacher: I was happy that this strategy worked to improve the students' achievement in reading. So I agree that this strategy was helpful.
- The researcher: Do you think that K-W-L strategy was suitable to be applied?
- The teacher: Yes. I considered use it later. But I need to look the condition first and the material of the lesson that is going to be taught.

The Interview Report with the Students after Conducting the Research

- The researcher: Apa pendapatmu tentang strategi *K-W-L* yang udah kita gunakan?
- Student I: *K-W-L* chart membuat saya lebih mudah mengelompokkan hal-hal yang penting dari teks itu *miss*.
- Student II: Dengan menulis di *K-W-L chart*, saya lebih bisa dengan mudah mengetahui isi teks itu tentang apa *miss*.
- Student III: Awalnya saya bingung, tapi berikutnya saya tidak bingung lagi *miss*, ternyata hanya menulis di kolom tersebut tentang apa yang udah saya tahu, yang mau saya pelajari, dan apa yang udah saya pelajari *miss*.
- The researcher: Mempelajari *reading* dengan strategi *K-W-L* ini, sulit atau mudah?
- Student I: Sulit awalnya *miss*, lama kelamaan mudah.
- Student II: Tidak sulit *miss*, Cuma ingat-ingat pengetahuan yang lama aja.
- Student III: Enggak sulit kok *miss*, saya mengisi kolom yang sesuai instruksi *miss* kan K untuk yang kita ketahui sebelumnya, W untuk apa yang ingin kita ketahui, L untuk apa yang udah kita pelajari dari bacaan tersebut.

APPENDIX 8

Table I: The Students' Reading Score of Pre-Test, Post-Test I, and Post-Test II

Students' Number	Pre-Test	Post Test Cycle I	Post Test Cycle II
1.	35	60	75*
2.	50	70	90*
3.	55	65	80*
4.	45	65	85*
5.	60	75*	90*
6.	65	75*	85*
7.	50	70	75*
8.	55	65	70
9.	75*	80*	85*
10.	40	55	65
11.	45	70	75*
12.	60	75*	85*
13.	55	60	80*
14.	35	65	75*
15.	40	70	75*
16.	70	65	80*
17.	65	65	70
18.	60	70	75*
19.	80*	85*	90*

20.	70	75*	80*
21.	80*	80*	90*
22.	75*	70	90*
23.	55	60	80*
24.	50	65	80*
25.	45	60	70
26.	35	50	75*
27.	25	50	65
28.	70	75*	75*
29.	40	75*	85*
30.	55	65	75*
31.	80*	85*	90*
32.	90*	90*	95*
33.	50	75*	90*
34.	55	65	80*
35.	65	80*	80*
36.	60	75*	85*
37.	70	70	80*
38.	65	75*	75*
39.	45	65	75*
40.	75*	80*	90*
41.	80*	80*	85*
42.	65	75*	95*

43.	50	75*	75*
44.	55	80*	80*
Mean: $\bar{X} = \frac{\Sigma x}{n}$	57,8	70,4	80,5

* : the student who passed CMA (75)

APPENDIX 9

Table II: The Students' Name and Initial

No.	Students' Name	Students' Initial
1.	AINNI ZAHRA HARSYA	AZH
2.	AISAH AMALIA	AA
3.	ANNISA BELA SAFITRI	ABS
4.	AQILAH AZ-ZAHRA	AA
5.	BALQIS HUMAYRO	BH
6.	CHANDRA SAPUTRA	CS
7.	DIMAS FAJAR PRATAMA	DFP
8.	DIVA ANANTA	DA
9.	FAREL AKBAR A-FALAH	FAA
10.	FATIMAH ZUHRA	FZ
11.	GILANG PRASETYA	GP
12.	HABIB IMAM SYAHPUTERA ANANDA	HISA
13.	HANA SILVIA	HS
14.	HANIF AL MUHAMMAD SUBAKTI POHAN	HAMSP
15.	HARIS NURFAZRIA	HN
16.	INDAH KIRANI	IK
17.	IZZA SYAFINAS NURAFITHA HSB	ISNH
18.	KHALED MUHAMMAD LUBIS	KML
19.	KUNMALA SARI	KS
20.	LITA HEPIKA GINTING	LHG
21.	M. AIQAL	MA
22.	MHD. FHAZHRY ILHAM	MFI
23.	MARSHA AZALIA PUTRI	MAP
24.	MHD. ZAKY AURA RAMADHAN	MAR
25.	MOHAMMAD CHOIRUL ROHMADI	MCR
26.	MUHAMMAD FAUZAN AZHARI	MFA
27.	MUHAMMAD IRFANSYAH	MI
28.	MUHAMMAD YUSUF	MY

29.	NADIRA OLIVIA	NO
30.	NAILA NURHAFSARI	NN
31.	NAYLA FITRIA ZHRANI	NFZ
32.	NAYLA SALSA ANKAL	NSA
33.	NUR INTAN KAYLA ZEIN	NIKZ
34.	NUZUL QORIAH INSYANI HARAHAP	NQIH
35.	RANGGA RAMADHAN	RR
36.	RANIA ARRAYYAN AZHAR	RAA
37.	RIZKY ARYANTI	RA
38.	ROSA	RS
39.	SASTIA AKHVIANTRI	SA
40.	SU'DA IYCANTYA	SI
41.	TATA ARSYIKA DELILLAH	TAD
42.	ZAINI AKBAR	ZA
43.	ZASQIA DWI NAVITA	ZDN
44.	HANIFAH MUTHMAINNAH NASUTION	HMN

APPENDIX 10

Documentation



