

THESIS

**IMPROVING STUDENTS' ACHIVEMENT IN READING
COMPREHENSION BY USING K-W-L (KNOW-WANT-
LERANED) STRATEGY IN SMP MUHAMMADIYAH 2
MEDAN IN THE ACADEMIC YEAR OF 2016-2017**

*Submitted to the Tarbiyah Faculty of Tarbiyah and Teachers' Training UIN-SU
Medan as A Partial Fulfillment of the Requirements for S-1 Degree*

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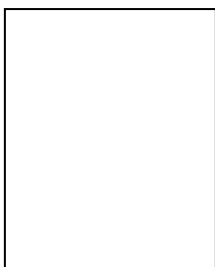
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ABSTRACT



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Keyword: *Reading Comprehension, Classroom Action Research, KWL Strategy, Descriptive Text.*

This study is aimed at finding out the impacts of the use of Know-Want Learn strategy in improving the reading comprehension among eight grade students of SMP Muhammadiyah 2 Medan in the academic year of 2016/2017. The subject of this research was eight grade students of SMP Muhammadiyah 2 Medan in the academic years of 2016/2017. It consisted of one class with 30 students as respondents.

This research was conducted by using classroom action research. The technique of analyzing data was applied in this research were qualitative and quantitative. The qualitative data were taken from observation sheet, interview, and documentation. The quantitative data were taken from tests. The tests were given to the students in the form of pre-test, post-test I and post-test II.

The result of data analysis showed that there was an improvement on the students' improvement in reading comprehension from each cycle. It was showed from the mean of pre-test which was 42,5, after KWL Strategy was applied in the first cycle, there was an improvement of the result of the students' mean which was 66,8 and for the second cycle after reflection on the first cycle there was an improvement of students' mean which was 76,76. Moreover In the pre-test, there were 13,33 % (4 of 30 students) who got score \geq 68. In the post-test I, there were 43.33%% (13 of 30 students) who got score \geq 68. In the post-test II, there were 90% (25 of 30 students) who got score \geq 68.

Therefore, the total percentage of the improvement from the pre-test to post-test II was about 90%.

Acknowledge by:

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CHAPTER 1

INTRODUCTION

1.1. The Background of The Study

Reading is one of four skills that can build our knowledge. Reading is pronouncing words and extracting meaning from a text, by reading we can know all the things and we are able to understand and to follow the progress of academic, science and technology.

Reading comprehension skill and strategies is designed to reinforce and extend the reading skills of your students.¹ Reading comprehension is the process of making meaning from text.² In reading comprehension, the message to be imposed in the written form is the most important element that the students must recognize, because the primary purpose of reading is to know the thoughts expressed in the printed material. Therefore, reading with comprehension is only a way for the students to arrive at what they want to know from the reading material. However, the problem is how to make them comprehend.

From my observation during praktek pengalaman lapangan/ppl or practice for field experience (PFE), that was found that students' ability in reading still low. The students faced many difficulties in reading texts. During my observation, I found that the teacher still applied a traditional method, the teachers asked the students' to write things in their exercise book freely, read the texts by

¹Irvine, Watson. *Reading Comprehension*. Sadleback Educational Publishing. America. 2002. p. 5

²Oakhil Jane, Cain Kate and Carsten Elbro. *Understanding and Teaching Reading Comprehension*. Routledge. New york. 2015. p. 1

heart and opened dictionary anytime they stuck on using words that they did not know.

They often failed in reading texts because of lack of vocabularies and technique in reading. The problem also comes from the teacher technique and strategy in teaching that caused the students' bored and did not have concentration in learning so, they could not gain the purpose of reading.

Based on my experience during the teaching practice program (PFE), In PPE, The students' scores on reading descriptive text were very low. They just got the mean of the score 5,5. It was poor, and it needed to be improved.

They often failed in reading texts because of lack of vocabularies and technique in reading. The problem also comes from the teacher technique and strategy in teaching. To overcome this problem, that is advisable the teacher changes their strategy in the teaching process and should consider the most effective and creative language teaching strategy in teaching reading skill. A teacher is one the most influencing factor in obtaining the success of learning English. An approach may be the solution to improve the teaching process. Approach is a correlative assumption dealing with the nature of language teaching and learning. In doing their profession as an education a teacher always gives the best for their student.

The main of purpose of reading a text is to comprehend and obtain much information. To understand a text a student must have a good command of vocabulary of the target language but it does not mean merely learning the words. Many student's find some difficulties when they are reading. Most of the students are passive in the class and they felt that learning reading comprehension is

boring. I thought that the reason why they got bored in learning the reading was because of the teaching strategy. The teacher must choose the suitable strategy to make the process of teaching reading comprehension running well. I learned that to improve the student's reading comprehension is by choosing the appropriate strategy that is by using K-W-L (Know-Want-Learn) strategy. I think that KWL strategy can help the teacher to improve the student's achievement in reading comprehension.

Based on the explanation above, I will focus on conducting to investigate Improving Student's Achievement in Reading Comprehension by Using K-W-L (Know- Want-Learning) Strategy at SMP Muhamadiyah 2 Medan.

1.2. The Identification Of Study

Based on background of the study above, I conclude that the identification of the problem are students' competence in reading comprehension still low.

1.3. The Research Question

1. How is the process of KWL strategies improve the students ability in reading comprehension grade 8 at SMP Muhammadiyah 2 Medan?
2. Does the KWL can improve students' ability in reading comprehension grade 8 at SMP Muhammadiyah 2 Medan?

1.4. The Objective Of The Study

Based on the formulation of study above, I conclude that the purpose of this research are:

1. To find out these of K-W-L (know-want-learn) strategy to improve student's achievement in reading comprehension.

1.5. The significance of the study

Finding of the study was expected to be useful and relevant theoretically and practically.

Theoretically, findings of the study are useful to enrich knowledge on theories of language learning. The findings will enhance previous theories on the foreign language learning.

Practically, the findings were useful and relevant to:

1. English teachers: this research provides significant information in their attempt to decide the technique of teaching reading in the class.
2. The readers: this research is useful to increase their knowledge about KWL strategy.
3. Other researchers: this research can be used as references.
4. The student's: this research is useful to motivate them to read more texts.

CHAPTER II
THEORETICAL REVIEW

2.1 THEORETICAL FRAMEWORK

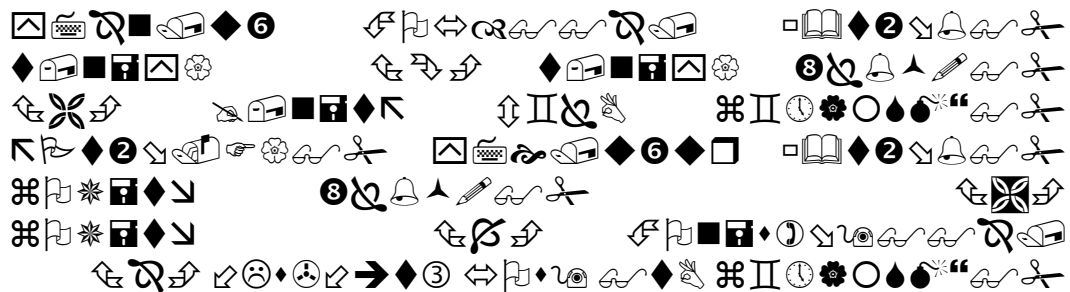
In conducting the research, theories are needed to explain some concepts or terms applied in the research. the theories must be clear from beginning in order to avoid misunderstanding that might occur in the process of getting the better insight.

2.1.1 Reading Comprehension

A. Definition of reading comprehension

Reading comprehension is the ability to draw meaning from the printed page and interpret appropriately, according to Mc. Neil reading comprehension is acquiring information from context and combining different elements into a new whole. It is a process of using one's existing knowledge to interpret text in order to construct the meaning. Mc. Neil defines reading comprehension as the process simultaneously extracting and contracting meaning through interaction involvement with written language.³

Allah said in holy qur'an (Al-alaq 1-5)



³Neil Mc. J. D. *Reading Comprehension: New Directions for Classroom Practice*. Harper Collin Publishers. New York. 1992. p. 16

1. Read! In the Name of Your Lord, who has created (all that exists). 2. Has created man from a clot (a piece of thick coagulated blood). 3. Read! and Your Lord is the Most Generous. 4. Who has taught (the writing) by the pen [the first person to write was Prophet Idris (Enoch)]. 5. Has taught man that which He knew not.⁴

From the verses above we know the first word of these verses is **iqra'** that means read. This has a big meaning for us as Allah creature. Firstly, however we are the human come to this world cannot read anything at all. But with our ability by permit from Allah finally we can read everything what we want.

Actually the background of the coming of the verses was in hira cave when the prophet Muhammad (peace be upon him) prayed. He went quite place to avoid the activity of jahiliyah people. For the first, the verses were about tauhid (belief to god) but in modern period many of religion scientist explained that also commandment for the people to be active in reading. Because by reading people can enlarge their insight.

Therefore, from the verse above, we see that Allah ordered human to read (learn) the process of creating human being, and learn how to gain knowledge. In beginning knowledge of course, one should read something that can guide him to know about what was learned. Without reading much, that wont be possible to gain knowledge regardless whatever we read. In conclusion, if we want to know something we must read. If we want to get some information of knowledge, we have to read. By reading much, it can be enlarge our knowledge, and then we can change our condition ourselves.

⁴Mahmud Zayid. *The Qur'an on English Translation: Meaning of The Qur'an*. Libanon. Darul-Choura. 1990. P. 57

Therefore, from the verse above, we see that Allah ordered human to read (learn) the process of creating human being, and to learn how to again knowledge. In beginning knowledge of course, one should read something that can guide him to know about

In reading comprehension, reader must be able to get main idea of the text, in other words, reading comprehension is an achievement to use many abilities well to comprehend and to understand text easily.

Reading comprehension is acquiring information from context and combining different elements into a new whole. That is a process of using one's existing knowledge to interpret text in order to construct the meaning.

According to Oakhil, reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities.⁵

Based on the statement above, I conclude that reading comprehension is the ability to understand the text reading to obtain information from the text to add to the reader's knowledge. Reading comprehension can also be interpreted as the process in which readers to construct meaning from written text.

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. That consists of three elements: the reader, the text, and the activity or purpose for reading.⁶

⁵ Oakhil, *Op.Cit.* p. 2

⁶Snow Catherine and Chair. *Reading for Understanding*. Rand Education. Arlington. 2002. P. 11

B. Strategies in teaching reading comprehension

Brown states that in teaching reading comprehension, teacher can apply some strategies, they are:

1. Identify the purpose in reading

How many times have students been told to read something yet they do not know why they are being asked to read, the students' did not only a mediocre job of retaining what they "read" and perhaps were rather slow in the process. Efficient reading consists of clearly identifying the purpose in reading something. Students know what they looking for and can weed out potential distracting information wherever they are teaching a reading technique, make sure students know their purpose in reading something.

2. Use grapheme rules and pattern to aid in bottom-up decoding

At the beginning levels of learning English, one of the difficulties students, encounter in learning to read is making the correspondences between spoken and written English in many cases, learners have become acquainted with oral language and have some difficulty learning English spelling conventions. They may need hints and explanations about certain English orthographic rules and peculiarities while the students can often assume that one-to-one grapheme-phoneme correspondences will be acquired with ease, other relationships might prove difficult.

3. Skim the text for main ideas

Perhaps the two most valuable reading strategies for the students (as well as native speakers) are skimming and scanning. Skimming consist of quickly running ones', eyes across a whole text (such as an essay, article, or

chapter) for its gist. Skimming gives readers the advantages of being able to predict the purpose of the passage, the main topic, or message, and possibly some of developing or supporting ideas. This gives them a head start as they embark on more focused reading. Teacher can train the students to skim passage by giving them, say thirty seconds to look through a few pages of material, close their books, and then tell you what they learned.

4. Scan the text for specific information

The second in the most valuable category is scanning, or quickly searching for some particular piece or pieces of information in a text scanning exercises may ask students to look for names or date, to find a definition of a key concept, or to list a certain number of supporting detail. The purpose of scanning is to extract specific information without reading through the whole text.

5. Use semantic mapping or clustering

Readers can easily be overwhelmed by a long string of ideas or events. The strategy of semantic mapping or grouping ideas into meaningful clusters helps the reader to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a introductory group work techniques as students collectively induce order and hierarchy to a passage.⁷

⁷Brown, H. D. *Teaching by Principles an Interaction Approach to Language Pedagogy*. White Plains: Person Education. 2001. p. 306

C. Reading comprehension process

When students try to understand the text that they read, there are ongoing process in their brain Oakhil explains the process of reading comprehension.

1. Activating word meaning

When the students reading the text of foreign language, it is impossible for such a student can know the meaning of the whole text. However, one can take the meaning of the text of some of the words that can be understood. Some words that are understood by the reader, can help the reader to understand the text.

2. Understanding sentences

The reader will need to identify the structure of the sentence to interpret how words are related, and to connect sentences one another.

3. Making inferences

Readers need to make inferences when reading, for connecting the ideas from the text, and to link information in the text to what they already know.

4. Comprehension monitoring

If we misread or lost word in the text, so that the text does not make sense, we tend to re-read that section to see if we made a mistake. Or, if we do not know the meaning of some words in the text. We might try to deduce what it means from another word. In addition, our monitoring skills may signal that there is missing links in the text, which requires inference.

5. Understanding text structure

Understanding the structure of reading is very important to help readers identify the main idea of the text is read.⁸

D. Factor Affecting Reading Comprehension

Some factors affect reading comprehension skill. There are:

1. Complexity of the reading text

One of them factors' that impacts learners' reading comprehension is the complexity of the texts. This factors' is influenced by the readers' strength and fluency in language and their comprehending of its applications and different meanings. Oral abilities have a significant part in identifying how skilled a reader can be because learners hear words and obtain a lot of vocabulary. A lot of vocabulary assist learners in explaining the unknown words through applying the opinions of context.

2. Environmental influences

The second factor related to the environment conditions that impact the learners who try to read a passage. Readers may have a lot of problems to understand a text in an unorganized environment than those who read in calm and controlled place. If learners are in an unsafe place, they find it difficult to focus on their reading. When they are in safe environments, their reading comprehension ability will better.

3. Anxiety during reading comprehension

The third factor is pertinent to the anxiety during reading comprehension. Examinations, class work, or homework situations can put

⁸ Oakhil. *Op.Cit.* p. 12

more pressure on readers' reading than reading for enjoyment. Some learners react positively to examinations while others are overwhelmed by the pressure to carry out a reading activity. Learners' who experience this anxiety may not completely understand the instructions and this may lead to confusion and poor comprehension of the reading task.

4. Interest and motivation

The fourth factor is interest and motivation. According to Dennis learners' interest and motivation are very important in developing reading comprehension skill, if readers find the reading material monotonous, they will have a lot of problems in concentrating on their comprehension. This can lead to a lowering of reading comprehension among readers. If the reading material is interesting for learners they can easily understand it and can remember that clearly. EFL teachers should motivate their learners through providing interesting reading materials during their class time.

5. Decoding or word recognition speed

The fifth factor is related to decoding or word recognition speed. Readers who have problems in decoding and recognizing words read slowly and find it more difficult to understand the meaning of passages than those without decoding problems. She expressed that vocabulary influences the reading comprehension skill because readers apply decoding skills to understand the pronunciation and meaning of words they have not seen before. Persons who have enough vocabulary can clarify the meaning or reading passages faster than those who should guess the meaning of unfamiliar words according to the clues of context.

6. Medical problems

The last factor is concerned with the medical problems. Poor reading comprehension skill may be related to the medical difficulty that does not get addressed until the child is older. This involves undiagnosed ADD (attention deficit disorder), speech problems, and hearing impairments.⁹

2.1.2. Descriptive text

Description paragraph was a type of written text paragraph, in which has specific function to describe about an object and it has the aim that was giving description of the object to the reader clearly.¹⁰ Additionally, descriptive text was a paragraph may be defined as a group of sentences that are closely related in thought and which serve one comment purpose often used to describe what a person looks like and acts like, what a place looks like, and what an object looks like.

Description is about sensory experience, how something looks, sounds, tastes. Mostly that is about visual experience but description also deals with other kinds of perception. Whatever sense that appeals to, descriptive writing is of two broad kinds: objective and subjective. In objective description, is record details without making any personal evaluation or reaction. In subjective description, is are free to interpret the details for their reader, their reaction and description can be emotional and value-loaded. Objective description says, “This is how the thing is”, subjective, “This is how the thing seems to one particular consciousness.”

⁹Abbas. 2015. “A study of factors affecting EFL Learners’ Reading Comprehension Skill and Strategies for Improvement”. *International Journal of Language and Linguistics*. Vol.6. No.5. PP. 20-26

¹⁰Knapp. P and Watskin, M. *Genre Text Grammar Technologies for Teaching and Assessing Writing*. University of South Wales Press: Australia. 2007. P. 97

From the explanation above, the researcher concludes that descriptive text simply describes about person, place or thing. If I want to write a descriptive text, they only need to go to the object and take a note by using five senses. In writing descriptive text, I must concern on the generic structure in order to make a good text.

A. The Generic Structure of Descriptive Text

The Structure of Descriptive Text In writing descriptive text, it should consist of generic structure, such as:

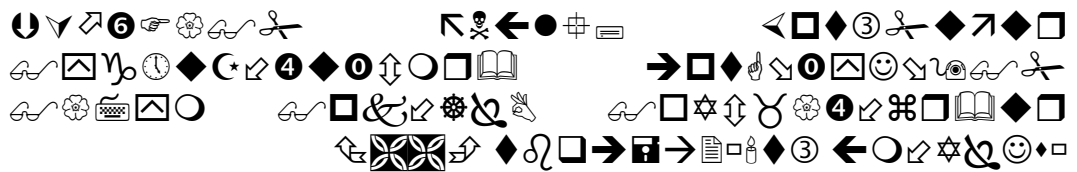
1. Identification (introduction) is a general opening statement in the first paragraph or the first sentence that introduces the subject of the description to the audience. Besides, it can give the audience brief details about the when, where, who, or what of the subject described.
2. Description is a series of paragraphs about the subject where each paragraph usually begins with a topic sentence. The topic sentence previews the details that will be contained in the remainder of the paragraph. Moreover, each paragraph should describe one feature of the subject and all paragraphs build the description of the subject. The description can be physical appearance of the subject, the qualities of the subject like degree of beauty, excellence or value, and other characteristics of the subject which is like the unique of the special aspects that the subject has.
3. Conclusion The last part of the descriptive text is optional. In this part, I conclude the text or restates the identification or description. A conclusion is not absolutely necessary; however, it is often very

helpful to the reader because it usually concludes signals the end of the text. In addition, it reminds the reader of the important point or in other word it is to emphasize the reader to imagine the subject.

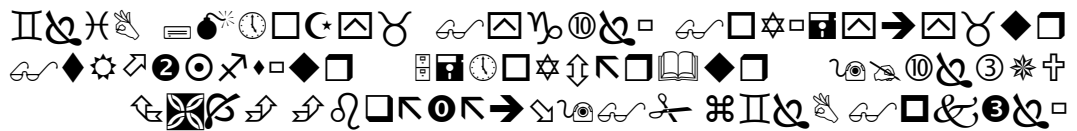
B. Language Features of Descriptive Text

1. focus on specific participants
2. use of attributive and identifying processes
3. frequent use of epithets and classifiers in nominal groups
4. Use of simple present tense ¹¹

In holy qur'an there are several verses in form descriptive. One of them is on surah yasiin verses 33-34:



33. And a sign for them is the dead land. We gave it life, and we brought forth from it grains, so that they eat thereof.



34. And we have made therein Gardens of date-palms and grapes, and we have caused springs of water to gush forth therein.¹²

¹¹Sanggam Siahaan, Kishoshinoda. *Generic Text Structure*. Yogyakarta: Graha Ilmu. 2008. p. 89

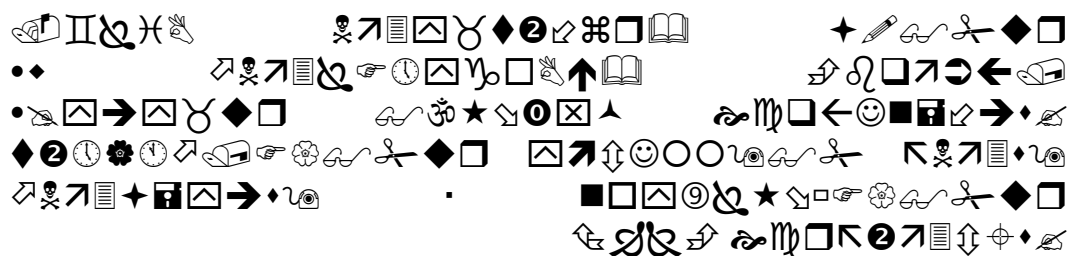
¹² Abdullah Yusuf Ali. *The Holy Qur'an*. India Lahooti Fine Art Press. 2007. p.289-290

2.1.3. Achievement

Achievement is a thing done successfully, especially with effort and skill.¹³ On the other hand, achievement is a success in reaching particular goal, status or standard, especially by effort, skill and courage. Bloom asserts that the learning achievement is a result of the change of attitude which belongs to the three domains, namely cognitive, affective, and psychomotoric. Students learning achievement in interpreted as a result attitude, change someone which is affected by training and experiencing oneself.¹⁴

Based on the definition above, it can be concluded that the achievement is a success in getting the goal.

Allah said in holy qur'an (an-Nahl: 78)



78. And Allâh has brought you out from the wombs of your mothers while you know nothing. And He gave you hearing, sight, and hearts that you might give thanks (to Allâh).¹⁵

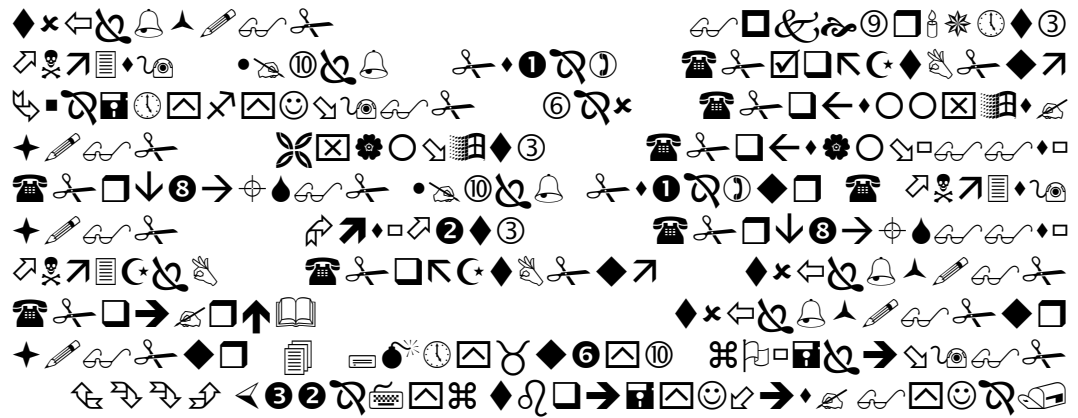
Based on the explanation above, we well known that the man born purely, and they environment especially their parents, influence their deed and characters

¹³ Hornby A.S. *Oxport Advanced Learner's Dictionary, New Edition*. Oxford University Press: Oxford. 2013.

¹⁴ Bloomfield,L. *Language*. New York: 1933. p. 7.

¹⁵ Abdullah Yusuf Ali. *Op.Cit*, p. 289-290.

in daily activity. The opposites view is that ability is malleable, and can be changed through learning. Allah also said in holy qur'an (AL-Mujadilah: 11)



11. O You who believe! when You are told to make room In the assemblies, (spread out and) make room. Allâh will give You (ample) room (from his Mercy). And when You are told to rise up [for prayers, Jihâd (holy fighting In Allâh's Cause), or for any other good deed], rise up. Allâh will exalt in degree those of you who believe, and those who have been granted knowledge. And Allâh is Well-Acquainted with what you do.¹⁶

Based on the explanation above, human being has abilities to achieve and develop the knowledge with Allah permit. Qur'an asserts what a high position to anybody who has knowledge.

2.1.4. Kinds of Strategies in Reading Comprehension

A. Choral Reading (CR) Strategy

The first reading method is called Choral Reading Strategy, or frequently called “un is on reading.” Choral Strategy provides many opportunities for repeated readings of a particular piece, and gives practice in oral reading. Choral reading is particularly suitable to poetry and

¹⁶ *Ibid.* p. 606

rhymes. There are four principles for selecting materials that are planned to read in chorus or together. The principles are:

1. Try to take short selection of stories or poems.
2. Select the material that every student can read easily.
3. Look for something with an attractive title that will make imaginations work.
4. Select a poem or story that will come alive when it's read aloud, words with char.

B. The Paired Reading (PR)

The paired reading was formerly used by parents with their children at home. But because of its advantages, the use of this method then was modified to broader area. It has also been utilized by schools to conduct classroom action research or to train tutors to read with students on a regular basis in natural settings. The technique allows the students to be supported while reading texts of greater complexity levels than they would be able to read individually. Evaluation studies show that students involved in paired reading, on the average, make three times the normal progress in reading accuracy and five times the normal progressing reading comprehension.

C. Porpe Strategy

Porpe is a method to study textbook materials in which the students create and answer essay questions. It can be a time-consuming process, but it is an excellent means for preparing for essay exams.

D. SQ4R Strategy

This SQ4R Strategy is very practical to help students keep studying organized and efficient. The steps to SQ4R are Survey, Question, Read, Recite, Record, Review. And the last strategy is KWL (Know-Want-Learned).

2.1.5. K-W-L (KNOW –WANT-LEARNING)

This method was developed by Donna M. Ogle. Method k-w-l developed by Ogle in 1986 to help teachers turn on background knowledge and student interest in a topic. Method KWL give to the students the purpose of reading and provide an active role of students before, during and after reading. this is evidenced by research conducted by Carr and Ogle with the findings that the method of (KWL) know want to know, to learn to produce a method of thought reading, which is beneficial to the improvement or not for students to the realm of intensive reading.

A. Definition of K-W-L (Know-Want-Learning)

K-W-L is a strategy that models the active thinking needed when reading expository text. The letters K-W-L stand for three activities student engage in when reading to learn, recalling what they know, determining what they want to learn, and identifying what they learn as they read.¹⁷

K-W-L method is a method of teaching reading that emphasizes the importance of background knowledge of the reader.¹⁸

¹⁷ Carr, E. & Ogle, D. 1987. "KWL Plus: A strategy for comprehension and summarization". *Journal of Theory and Practice in Language Studies*. Vol.4, No.3. pp. 3-15

¹⁸Aryani, Fifindwi. Thesis: *The effect of KWL on EFL Students' Reading Comprehension Grade VII SMP*. Yogyakarta: PBSI FBS UNY, 2007. P .27

KWL is an instructional scheme that develops active reading of expository texts by activating learners' background knowledge. Based on experts' explanation above can be concluded that KWL is a strategy used to encourage students to be more active. This strategy is done by preparing students to make predictions about what they read, so the teachers can also predict their knowledge about the topic given. Students start to write everything they know about the topic of the text. This is done in order to make students think about what they know and what they do not know, so that they can explore what they have learned. Students asked to predict their knowledge about the topic that given by teacher and share or discuss it with their friends.

KWL charts assist teachers in activating students' prior knowledge of a subject or topic and encourage inquisition, active reading, and research. KWL charts are especially helpful as a reading strategy when reading the text and may also serve as an assessment of what students have learned during 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 the students learn as they read or research. KWL helps students become better readers and helps teachers to be more interactive in their teaching.

Know –want- learn (KWL) consists of three basic stages they are K stage, W stage, and L stage. In the K stage: *what I know*, students access their background knowledge to the text by listing what they already know about a specific topic. Then in the W stage: *what I want to know*, students determine what they want to know by making question related to the topic, and finally assess what they learn in the L stage: *what I learn*.

From the definition, know-want-learning (KWL) technique can be conclude as a technique which has well-organized steps to be followed by the students. The technique combines the use of reading strategies in the effort to improve reading comprehension.

B. The purpose of KWL strategy

KWL Strategy gives students the purpose of reading and gives students an active role before, during and after reading. This strategy helps them to think about new information that they receives. This strategy could also strengthen the ability of students to develop questions on various topics. Students also can assess their own learning outcomes.

This strategy develop by Oagle to assist teachers in turning on the background knowledge and student interest in a topic. There are some purposes of K-W-L technique namely:

1. Elicits students prior knowledge of the topic of the text
2. Sets a purpose for reading
3. Help students to monitor their comprehension
4. Constructs meaning from what they read
5. Allows the students to assess their comprehension of the text.¹⁹

C. The Characteristics of Know-Want-Learn (K-W-L) Strategy

Know-want-learn (KWL) has characteristics that are different from other. Instructional reading technique. Below, four characteristics of Know-Want-Learn (KWL) are presented.

¹⁹Moreillon, J. 2015. "K-W-L Strategies". *Journal English Linguistics Research*. Vol. 4, No. 3. PP. 77-86

a. Using charts

In the implementation of Know-Want-Learn (KWL) strategy, the use of chart is important. The chart used in this technique is known as KWL chart. KWL chart consists of three columns. They are *What I know* (K) column, *what I want to know* (W) column, and *What I Learn* (L) column.²⁰ 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. KWL chart helps students to be active thinkers while they read, gives them specific things to look for, and get them to 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 below is the example of KWL chart.

Kwl chart

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

²⁰Zhang Fengzuan. 2010. "The Integration of the Know –Want-Learn (KWL) Strategy into English Language Teaching for Non-English Majors". *Chinese Journal of Linguistics (Bimonthly): Soochow University*. Vol.33, No. 4. pp. 25-33

b. Involving three basic stages

Know-want-learn (KWL) consist of three basic stages they are K stage, W stage, and L stage. In the K stage: *what I know*, students access their background knowledge to the text by listing what they already know about a specific topic. Then in the W stage: *what I want to know*, students determine what they want to know by making question related to the topic, and finally recall what they learn in the L stage: *what I learn*. Below is the illustration of the use of KWL chart.²¹

D. The Steps of KWL Strategy

1. Stage of Pre- Reading

a. Stage of Know (what I know)

The first step consists of two stages: brainstorming and generating ideas category. Brainstorming is done in order to explore a wide range of knowledge that students have about reading on the topic of this first step, the teacher began by asking questions such as what do you know about?

b. Stage of what I want to learn (W) (What I want to know)

At this stage, the teacher guides the students set goals specific purpose of reading. Of interest, curiosity, and ambiguity, generated during the first step, the teacher invites students to create a variety of questions whose answers we want to know the students. Teachers begin by asking questions such as what you want to know about?

²¹Desykurnia. 2015. *The Effect Of Using KWL (Know-Want-Learn) Strategy on The Eleventh Grade Students' Reading Comprehension Achievement at SMAN 1 Besuki*. Thesis, Jember University. P. 8

c. Stage of what I have learned (L)

After reading, students write down all the things they have gained from reading activities in accordance with any questions at in the previous stage.

2. Stage of Post Read

a. Follow-up phase

At this stage the various questions which can not be responsible for students after they read in the teacher discussed with students in class discussions.

Editorial or opinion editorial is containing the opinion of the official attitude of the media as an institution a publication of the actual problem, phenomenal and controversial growing or in society.²²

E. The Use of Know-Want-Learn (KWL) Strategy

The *know-want-learn* (KWL) technique consists of three basic steps representative of the cognitive or metacognitive steps employed by the students as they utilize the strategy: accessing *what I know*, determining *what I want to know*, and recalling *what I learn*. 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 KWL chart.

During the know step, the teacher and students involve in a discussion designed to assist students in thinking about what they already know about the topic of the text. For this step, the teacher starts by using a brainstorming procedure. As in the pre reading plan, students are encouraged to discuss where or how they learned the information so as to provide information concerning the

²²Dian Rakhmawati. 2015. *The Effectiveness of Know-Want-Learned (KWL) Strategy in Reading Comprehension*. Thesis. English department: STKIP Muhammadiyah Pringsewu. P. 25

source of their ideas. After brainstorming, the teacher and the students discuss the general categories of information likely to be encountered when they read and how their brainstormed ideas could help them determine the categories. For example, the teacher might say “I see three different pieces of information about how a turtle is looked. Description of its look is certainly one category of information I would expect to include.”²³

During the want to learn step, the teacher and students discuss what they want to learn from the text. Before starting to read, the students write down the specific question which they are most interested in the second column. This step helps the students to set a purpose of reading.

The what I learn step, the students write what they learn from reading. They should check their questions that they generated in want to learn step. In this step, the students have to confirm or reject their own question in what I want to know. Besides, they have to generate their ideas based on the information they find. In this step the students can monitor their own comprehension.

F. The Advantages Of Using Know-Want-Learn (KWL)

Know-want-learn (KWL) has some advantages that can help the students understand the text, below, three advantages of know-want-learn (KWL) are presented:

a. Helping the students to check prior knowledge

The use of (KWL) strategy in teaching of reading helps the students check their prior knowledge of a topic, concept, or process before learning about it. With

²³Husein Hamdan. 2014. “KWL- Plus Effectiveness on Improving Reading Comprehension of Tenth Graders of Jordanian Male Students”. *Journal English Language Teaching (ELT)*. Vol .4, No.11. PP. 25-37

this prior knowledge, the brains to join the old knowledge with the new information from the text. Learners who start making connection about what they already know can create meaning of the text more easily.

b. Building the students interest in reading

The second benefit of the use of (KWL) strategy is to stir the students' interest in what students' also want (the W of KWL) to know additionally about the topic. Making their own questions about the topic can increase the students' interest because of the fact that the students felt the necessity of finding out what would really happen in the text. The students are interested to read the text because they want to find the answer of their own question or not. By completing K and W column, the students are not only making use of their prior knowledge but also are motivated to keep reading the text.

Providing a chance for the students to assess what they have learned to look back and assess what they have learned in the lesson. By completing the last column namely what I learned column, the students record the information they get from the text. Here, the students can access their own thinking process.²⁴

2.2. RELATED STUDY

Following presented a table that describes some of the previous research on know-want-learn (KWL) strategy.

²⁴Tran Tie Tan. (2015). "Trying K-W-L Strategy on Teaching Reading Comprehension to Passive Students". *Journal of English linguistic and literature*. Vol. 3 No. 6. PP. 59-75

Table 2.1

No	previous research	Similarity	Difference	Research to be conducted
1	Research conducted by Ngalim Mustakim by title “kefektifan penggunaan teknik k-w-l plus (know,want to know, learned plus) dalam pembelajaran membaca pemahaman.	Use the same strategy of k-w-l (know,want,learn)	to find a significant difference of students' reading ability by using KWL strategy	Improving students achievement in reading comprehension by using Know-want-learn (KWL) strategy.
2	Research conducted by Zhang Fengjuan by the title: “the integration of the know-want-learn (KWL) strategy into English language teaching for Non-English majors	Use the same strategy of k-w-l (know, want,learn)	To know the integration of KWL strategy in English language teaching for non-English majors	Improving students achievement in reading comprehension by using Know-want-learn (KWL) strategy
3	Research conducted by Eviani Damayanti by title: “penerapan	Use the same strategy of k-w-l (know,want,learn	To determine the increase in intensive	Improving students achievement in reading

<p>strategi KWL (know-want-learn) untuk meningkatkan kemampuan membaca intensif siswa berkesulitan belajar kelas III SDN Manahan Surakarta.</p>		<p>reading skills through the implementati on of the strategy KWL (Know-Want-Learned).</p>	<p>comprehension by using Know-want-learn (KWL) strategy.</p>
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2.3. CONCEPTUAL FRAMEWORK

This study begins with the problem occurring in English teaching learning processes. The problems is related to the students low proficiency level in reading comprehension. Reviews of related theories have been presented as references for dealing with the problem. Here, the researcher presents the conceptual framework.

Based on my experience during the teaching practice program (PFE), the students' scores on reading descriptive text were very low. They just got the mean of the score 5,5. It was poor, and it needed to be improved.

It was found that student's ability in reading was still low. The students faced many difficulties in reading texts. They often failed in reading texts because of lack of vocabularies and technique in reading. The problem also comes from the teacher technique and strategy in teaching. To overcome this problem, it is advisable that the teacher changes their strategy in the teaching process and should consider the most effective and creative language teaching strategy in teaching reading skill.

I learned that to improve the students' reading comprehension is by choosing the appropriate strategy that is by using K-W-L (Know-Want-Learn) strategy. I think that KWL strategy can help the teacher to improve the Students' achievement in reading comprehension.

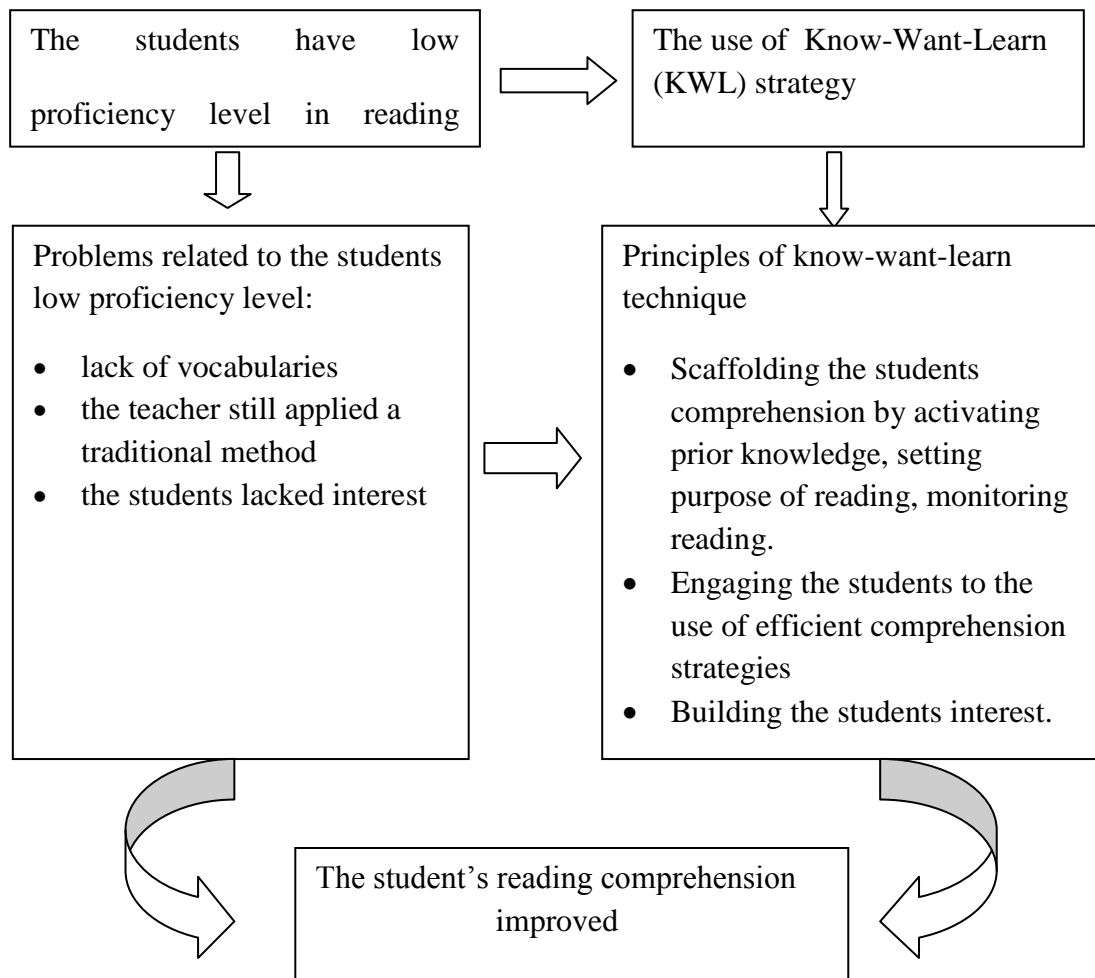


Figure. 2.1. Conceptual Framework.

2.4. HYPOTHESIS

The hypotheses are:

H_0 : There is no effect for used know-want-learn (KWL) strategy in reading comprehension.

H_a : There is effect for used know-want-learn (KWL) strategy in reading comprehension.

CHAPTER III

RESEARCH METHOD

This chapter presents the method of the study, the subject of the study, the time and place of the study, the researcher's role in the study, the research procedure, the classroom action K-W-L (Know-Want-Learn), the technique of collecting data and the technique of data analysis.

3.1. The Method of Study

The method use in this study was action research or classroom action research (CAR). Classroom action research (CAR) is a processing which teachers investigate teaching and learning to improve students' learning problem. According to Gay, classroom action research (CAR) is concerned with a local problem and is conducted in a local setting. The purpose of action research is to solve classroom through application of the scientific method.²⁵ That means the research has to observe and identify the problem at the classroom. In the study the researcher also has to provide the solution and an effort the problem that concern in teaching learning process. Classroom Action Research is a method of finding out what works best in our own classroom so that we can improve student learning.²⁶ It means the research looking for the problem in class and using method of finding out what works in classroom to make improved students ability.

²⁵ L. R. Gay. 1986. *Education Research: Competencies for Analysis and Application*. Columbus: Merrill Publishing Company. p. 8

²⁶ Julian Hermida. *How to Do Classroom Action Research*, Accessed at 16th December 2016. <http://www.julianhermida.com/algona/scolactionresearch.htm>

3.2. The Subject of Study

The subject of this study was student at SMP Muhammadiyah Medan in academic year 2016/2017. The researcher selected Grade VIII-A which consists of thirty (30) students. The second is the reciprocal teaching technique to improve students' reading comprehension in terms of descriptive text grade VIII-A of SMP Muhammadiyah 2 Medan.

3.3. The Time and Place of Study

This research was carried out for 3 (three) months started from January up too March 2017. The place at grade VIII-A of SMP Muhammadiyah 2 Medan in academic year 2016/2017.

3.4. The Writers' Role in Study

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

3.5. The Research Design

This study was categorized into action research. The aim of this study was to show the process of improvement of the student's reading comprehension. In this study, the research collaborated with all of the other research team members.

The steps done by the research and collaborators were identifying the problem occurring in the English teaching and learning, planning and carrying out the actions, observing and reflecting on the action implemented in the study. In this scheme, the research and collaborators found a problem, planned a possible solution, implemented and observed the actions, and reflected on the outcome of the actions. It formed the actions research cycles as can be seen in the illustration below.

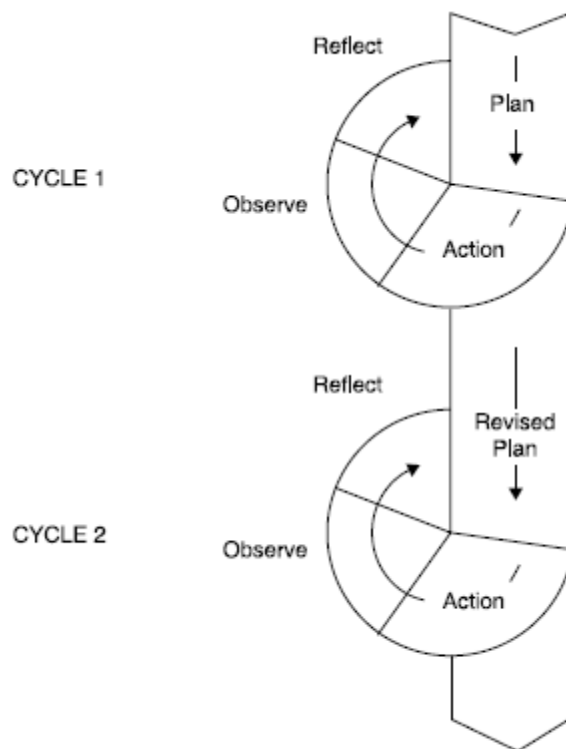


Figure 1.1 Cyclical AR model based on Kemmis and McTaggart (1988).

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

1. Pre-Research which includes the following activities:

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

2. Cycle I

- a. Planning, which includes the following activities:
 - 1) Curriculum study, programming and planning of learning which involves the application of the meetings
 - 2) Preparing material tools
 - 3) Preparing lesson plan
 - 4) Preparing evaluation tools
- b. Acting, which includes the following activities:
 - 1) Doing learning *descriptive text* material through *KWL (Know-Want- Learned)* with implementation plan learning
 - 2) Giving post-test cycle I to the students
- c. Observing, which includes the following activities:
 - 1) Observing the students activities during learning activities
 - 2) Rewriting the events that appear on the students during learning activities
 - 3) Observation data collected during the execution of learning activities
- d. Reflecting, which includes the following activities:
 - 1) Analyzing data from the implementing of action

- 2) Evaluating the implementation of measures that have been done on the cycle I
- 3) Planning the actions for the second cycle

3. Cycle II

a. Planning, which includes the following activities:

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

b. Acting, which includes the following activities:

- 1) Implementing learning activity of *descriptive text* material through *KWL (Know-Want- Learned)*
- 2) Giving the post-questioner
- 3) Giving post-test cycle II to the students

c. Observing, which includes the following activities:

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

d. Reflecting, which includes the following activities:

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

4. The Classroom Action Research (CAR) Procedure

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. Planning phase

In this phase, after I and the teacher observe the class and the researcher interviews the teacher. Then, I identified and diagnoses students' reading problem occurred in the class. At the time, I analyse the data that have been identified through observation, interview and makes conclusion. Afterward, I and the teacher arrange the plan to conduct the classroom in turn. Next, I makes lesson plan based on the research used syllabus at that school and designs the project or activity that she has been planned for students by preparing lesson plan and playing lesson in grade VIII A –PLUS at SMP Muhammadiyah 2 Medan. The lesson planning also describes teaching procedures, media, and resources in every cycle.

2. Acting Phase

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

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

3. Observing Phase

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

4. Reflecting Phase

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

5. Technique of Collecting Data

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

a. Observation

In this case, I uses the unstructured or opened observation directly in the classroom and gets the descriptive text about students' activity and participation

in learning process and the teacher performance. This process is when the implementation of KWL, reading activity and students' participation in applying KWL teaching.

b. Interview

In this case I uses semi structural interview, I interviews the teacher before applying classroom action research. It is to know general description about process of learning reading skill, to know the students' difficulties in reading skill, to know the students' situation in reading activity, and the method or any strategies usually implemented by the teacher in teaching reading.

c. Test

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

3.7. Technique of Data Analysis

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

1. Qualitative data is data about the information which give a description of students' expression about comprehension level toward the subject (cognitive), students' responds toward the new method (affective), and students activity toward learning a subject, their attention, their

enthusiastic in learning, their response: their motivation of learning can be analyzed qualitatively.

There are 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.

- a. Selecting data (data reduction) in this data selection step, choose the data relevant to the purpose of learning improvement. Irrelevant data can be discarded, and if deemed necessary, the teacher participants can add new data to recall events or phenomena that occur during the implementation of the action plan.
- b. Describe the data findings (presented data) In this activity, the teacher participants create a description of the measures undertaken in the activity a).
- c. Drawing the conclusions of the description Based on the description that has been made in step b) is, that can be deduced to results of the implementation plan of action has been taken. Analysis and interpretation of data can also be done by looking for a "pattern" or pattern.²⁷

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.

²⁷ Burns Anne. *Collaborative Action Research Language Teachers*. (Cambridge: Cambridge University Press. 1999) .p. 166

2. Quantitative data comprises of students' score of learning outcome. This research can be considered success when students have understood degree of comparison. The increasing of their achievement can be shown with increasing score which is gotten by students from pretest score to posttest score. The researcher uses three techniques in analyzing the numerical data as follows:

a. The researcher seeks the average of students grammar score within pre-action and post-action of every cycle by using the formula:²⁸

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

\bar{x} = mean

x = individual score

n = number of students

b. The researcher seeks the class percentage which pass the KKM score (75) by using the formula:²⁹

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

P = the class percentage

F = total percentage score

N = number of students

²⁸Sudjana. *Metoda Statistik*. Bandung: PT. Tarsito. 2002. p. 67

²⁹Anas, Sudijono. 2008. *Pengantar Statistis Pendidikan*. Jakarta: PT. Raja GrafindoPersada. p. 43

- c. To know whether any improvement or not in students' score, I analyzes their score from pre-test up to post-test score in cycle 1 and cycle 2 by using the formula:³⁰

$$P = \frac{y1-y}{y} \times 100$$

P = percentage of students' improvement

y = pre-test result

y1 = post test 1

$$P = \frac{y2-y}{y} \times 100$$

P = percentage of students' improvement

y = pre-test result

y2 = post test 2

³⁰ David E. Meltzer. 2008. *The Relationship Between Mathematics Preparation and Conceptual Learning Gains in Physics: A Possible Hidden Variable in Diagnostic Pretest Score*. (Iowa: Department of Physics and Astronomy). p. 3

CHAPTER IV

RESEARCH FINDINGS

In this chapter, the researcher presents the result of research. It involves the way to improve students' reading comprehension of descriptive text through K-W-L (Know-Want- Learn) strategy, at VIII-A Plus class of SMP Muhammadiyah 2 Medan academic year 2017/2018. The research findings are described in three parts: data description, data analyzing and data interpretation.

4.1. Data Descriptive

4.1.1. Before Implementing the Classroom Action Research

Before applying the action research, the researcher had done a preliminary study to know the detail condition of the class that would be researched. The study involved are interview, observation, and pre-test. Those are the explanation as following.

1. The Result of The Interview Before CAR

The interview was held on Tuesday, February 21rd 2017 started at 08.10 AM and Finished at 08.30 AM. Type of interview in this study was unstructured interview. Here the researcher asked to the teacher some questions related to the general condition in English class, on students' performance and achievement, the problem that was faced in the first grade class on reading comprehension and the kinds of strategy which is applied by the teacher to solve the students' reading difficulties in reading comprehension before CAR.

The teacher explained the real condition in English class. Generally, there are two classes for first grade in SMP Muhammadiyah 2 Medan. The class that has many problems in learning English was in the VIII-A Plus class that obtained

the lowest score of reading test among other first grade. In that class, most of students thought English a complicated subject and then they regarded the reading text is the most difficult activities in studying English.

The next question of interview was about the students' difficulties in reading comprehension that is related of their difficulties in getting the author's message within a text most of them got difficulties to comprehend the content of the text, because during translation into bahasa, they are lazy to look up dictionary and many students did not bring dictionary. In addition, they got difficult to grasp the main point of the text, whereas they have known the meaning of vocabulary. As the result, they did not understand the text and answered incorrectly. Moreover, the teacher indicated that based on the school policy, if they still considered English is as a difficult subject, they will be hard to reach the criteria of minimum of achievement (CMA).

The last part of the researcher question was about the kind of strategy in teaching reading to solve the students' difficulties in reading comprehension. The teacher added that to make students' focus on reading comprehension at the classroom, the teacher taught them by applying reading aloud and repeated reading. Then, she describe the technique when the teacher chooses one students and let her read aloud, other students just listen and look at the text. The next session, after listening and following the text read by one student, the teacher appoints a word and pronounces it together. Sometimes, the teacher read the text loudly and let the students continue it. However, in the reality only several students obey the rule and give an attention, for others, they did different things outside the material. Therefore, to make students' easy to understand about text,

the teacher gave meaning of the word from the text, because of the students didn't brought dictionary and to make time more effective. After that the student would asked to continued to be make good sentences in Indonesia language and make them understood about it.

Viewing the result of the reading test in VIII-A Plus class among the first grade is as the lowest score, so the researcher was allowed teaching descriptive text through a strategy, namely K-W-L (Know-Want-Learned) strategy at VIII-A Plus class.

2. The Result of Pre-Observation Before CAR

Before implementing the classroom action research, the researcher observed at the classroom while teaching learning process. It was held on Friday, February 24th 2017 at VIII-A Plus class of SMP Muhammadiyah 2 Medan, academic year 2017/2018. That class consisted of 30 students. The English lesson began at 9.55 AM-11.40AM. Apparently, while the researcher was observing the teaching learning process, the teacher was explaining about the reading text and the schematic structure of the text. After that, the teacher read aloud in front of the class. Only several students obeyed the instruction and followed her. Then, the teacher gave instruction to translate into Indonesian language. After that, the teacher give meaning every vocabulary based on the text. Then, the teacher asked students make connected the word by the meaning who have teacher gave. For other students did many things, like allowed instructions from the teacher. Nevertheless, other students, they ignored the instructions, talked with their friend and the rest played.

In general, during the teaching learning process in the classroom, the chance for active student to ask a question was still poor. In other words, this activity became lack of interaction between teacher and students. The teacher merely requested them to read the text then they had to translate it into Indonesian language and answered some questions based on the text. In addition, at the time when translating into Indonesian language, the teacher did not integrate the comprehension about the reading text together. They became loss their focus and considered the reading is not interesting activity. In that condition, they were difficult to grasp the meaning and analyze the text because of their difficulties in comprehending it.

3. The Result of Pre-Test

The pre-test was held before CAR. It was conducted on Tuesday, February 28rd 2017. It started at 9.30AM-10.05AM. The allocation of time was 25 minutes and it consisted of 15 questions in multiple-choice form. The questions were based on indicators in learning reading in term narrative text such as: deciding main idea based on the text, advanced from the text, orientation, complication, reorientation, and linguistic competence to develop students' vocabulary.



Figure 4.1. The students was done the pre-test

After answering the test, I collected answer sheets' students of pre-test, then teacher calculate it. Based on the result test, the data showed that the mean score of pretest was 40.54. There were so many students achieved the score under CMA and only 4 students from 30 students who passed the CMA. The lowest score was 26 (twenty-six). From that result, it can be seen that almost of the VIII-A Plus students' reading comprehension was still low.

4.1.2. Finding of Cycle 1

a. Planning

After determining the problems related to the teaching of reading, the researcher and the collaborators began to plan the actions to solve the problems. The actions were focused on improving students' reading comprehension through the use of *Know-Want-Learn* technique. The situations expected after the implementation of the actions are:

- a. Students could have more opportunities to express the ideas related to the topic of the text.
- b. Students would be motivated and interested to read the text.
- c. Students could find specific and general information from the text
- d. Students could improve their abilities to read efficiently by using comprehension strategy such as skimming scanning, guessing meaning, and using fix-up strategy.
- e. The teacher could guide the students in before, during, and after reading process

The first cycle will held in twice meeting. The last, to know the improvement scores from pre-test to post-test the researcher also prepared the instrument of post-test I to collect the data.

a. Acting

The action of the cycle I was done on Wednesday, Maret 1st 2017. For the first meeting, the total of students at that time was 30 students. In that class, there were 30 students, consists of 13 female and 18 male students.

Some actions would be implemented in Cycle I. The action planed of Cycle I were using interactive text-preview through the use of KWL chart, using pictures to help students activate prior knowledge, pre teaching key vocabulary, using skimming and scanning strategies, asking the students to guess the meaning and use fix-up strategies, and checking the students' chart. They are discussed as follows.

The first action done was using interactive text-preview. This action aimed at promoting the interaction between the teacher and the students. By using this action, the teacher could build the students' motivation, attract the students' interest in reading, and give chance to the students to express their ideas related to the topic of the text.

The second action was using pictures. This action aimed at stimulating the students to activate their previous knowledge related to the topic of the text. Pictures were also used as a media in the teaching of reading since there were no media used in the classroom.

The third is preteaching vocabulary. This action aimed at creating a context for the students that facilitates comprehension by identifying key words and then

preteach them. The action was also expected to solve the students' low vocabulary mastery problems so the students did not need to translate every words in the text when they were reading.

The fourth action was using skimming and scanning. Skimming gave the students advantage of being able to predict the function of the passage, the main topic, and the messages of the text. Here, the students did quick running one's eyes across a whole text for its gist. The use of scanning helped the students to extract specific information without reading through the whole text. Here, the students did quick searching some particular piece or pieces of information in a text. The use of this strategy could also help the students to focus attention on the text.

The fifth action was asking the students to guess meaning and use fix-up strategies. This action could help the students when they found difficult words in the text. By using the strategies, the students would not depend on the use of dictionary.

The last action was checking the students' chart. This action aimed at assessing the students comprehension by crosschecking before and after reading. From seeing KWL chart, the students' process of thinking was obvious. The use of KWL chart also helped the teacher to guide the students before, during, and after reading.

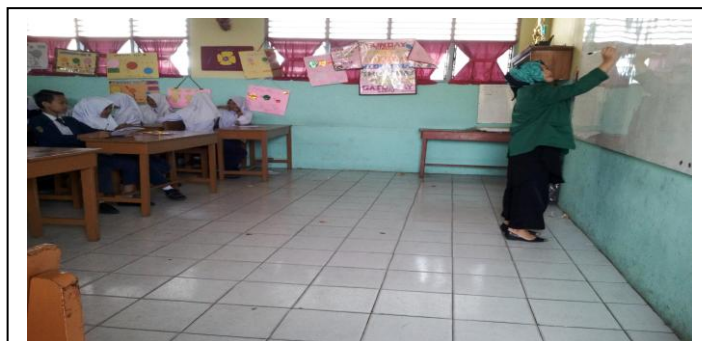


Figure 4.2. I explained the material



Figure 4.3. Explained the steps of KWL Strategy.



Figure 4.3. The Students' Were Completing The Kwl Chart



Figure 4.4. One of The Students' Wrote Her Ideas In Front of The Class

c. Observing

In the first cycle, the classroom atmosphere in learning process can be seen the students were more curious and silent. They sit well on their own chair. In the process of KWL strategy, when the teacher let students predict and ask questions, many students raised their hand to give their idea prediction, and asked many questions related to the text, for example the schematic structure of descriptive text, the characteristic of descriptive structure and vocabulary. The students focused and followed the teacher instruction. The students were active at classroom.



Figure 4.5. The students was done post-test

1

In the cycle I, I was held on post-test I regarding students' reading comprehension of descriptive text. Based on the result of the post-test I, the mean score of the class in reading gained 65.20 in which there were 10 students who passed the KKM 65(sixty five). For the learning activities can be described as following the students participants are giving the idea, asking, answering, the question, and doing task on tie, the percentage as below:

d. Reflecting

After teaching learning process, the teacher and the researcher discussed about the conclusion of the applying the action. Based on the result of observation toward teaching learning process in this cycle, the students' participation were still low, because they did not pay attention and for active students, they were ashamed to ask and answer question that was given is difficult, so they would rather do other activities than answer it. As the result, the student's did not accomplish their task on time.

In addition, based on the result of the post-test I, there were 10 students who passed the CMA. Although there was an improvement in cycle 1, this condition has not reached yet the criteria of success that has been decided. It means that, to get 65% students reach the CMA the teacher and the researcher had to develop the action.

The modification of the strategy is needed to apply when the teacher presented the reciprocal teaching for the next cycle. I suggested explaining and teaching slowly and clearly. It has purpose in order to students could listen and understand the instruction well. Furthermore, the teacher is expected to give reward to whom could answer the question and giving idea.

Although the result of the students score has not yet reached yet, the teacher and I realized that both of them must do more efforts to improve the students' reading comprehension by using KWL (Know-Want-Learned) strategy. It needed have more improvement in the next cycle.

4.1.3. Finding of Cycle II

a. Planning

Before conducting the actions 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 the language used, the use of comprehension strategy, and also the way to motivate students to be more active. The action plans of Cycle II are as follows. In addition, to know the improvement the students' reading comprehension, the researcher prepared the instrument of post-test II to collect data.

b. Acting

The action of the second cycle was done on Tuesday, March 7th 2017. The first action was using interactive text-preview through the use of KWL chart. This action was the same as Cycle I. The difference with Cycle I was that the researcher tried to minimize the use of *Bahasa* in expressing their ideas. In Cycle II, the students had to use English as much as possible.

The second action was using pictures to activate the students' prior knowledge. Here, the researcher used more pictures than before. The use of series of picture was effective since it could help the students to recall what they have known about the topic.

The third action in Cycle II was pre teaching the key vocabulary in every meeting. This actions aimed at providing enough background to the students about the topic of the text. The procedure used in the Cycle was the same with the previous one.

The fourth action asking the students to guess meaning and use fix-up strategy. The researcher asked the students to reread the sentence, reread the sentences before and after, break apart the work and look for smaller words, look for a prefix or suffix.

The five action was using strategies in reading namely skimming and scanning. The students would scan the text for finding the answers for their own questions in the previous column. Then the students would skim the text for finding main ideas, text value, and social function of the text.

The last action was checking the the students' chart. The difference with the first cycle was the use of self-reflection. In Cycle II, the researcher asked the students to write their own reflection or expand ideas by making a summary.

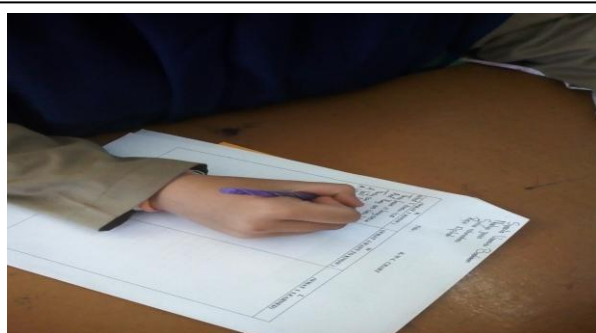


Figure 4.6. Students' Do the KWL Chart



Figure 4.7. One of The Students' Wrote Her Ideas In Front of The Class

c. Observing

In the second cycle, the classroom atmosphere in learning process can be seen the students were more curious and silent. They sit well on their own chair. In the process of KWL (Know-Want-Learned) strategy, when the teacher let students predict and ask questions, many students raised their hand to give their idea predictions, to complete kwl chart, (K) what I know, (W) what I want to know, (L) what I learned. There were no students walked to another table and talked with their friend in a group when the teacher was explaining the lesson. They focused and followed the teacher instruction. the teacher also made among other groups in that activity in order to they had a spirit to be the first to ask the question and give their idea, predicted, and look up their dictionary quickly, and gave detailed opinion about the text. Students were active at the classroom. Moreover, they did the KWL Chart in a group collaboratively and correctly.



Figure 4.8. Students' Were Doing The Post Test II

In the second action of the second cycle, the teacher was held on post-test II regarding students' reading comprehension of descriptive text. Based on the result of the post-test II, the mean score of the class in reading gained 74.48 in

which there were 20 students who passed the CMA 70 (sixty eight). For the learning activities can be described as following the students participation are giving the idea, asking, answering the question, and doing task on time.

d. Reflecting

From the reflecting phase, based on the result of acting and observing toward teaching learning process in this cycle the researcher and the teacher were satisfied because of their work hard to improve students' reading comprehension in this case descriptive text had been reached. There were many improvements after applying the second action of CAR. For example, first, the result of students' participants in the learning reading descriptive text was better than the first cycle. It can be seen the behavior students while the teacher was explaining the text through Know-Want-Learned (KWL) teaching strategy were change, they followed the teacher's instruction and answered teacher's question actively.

Then, in the classroom, students could develop their skill, in this term reading skill. They felt easy to comprehend the text and felt enthusiastic in learning reading text, as the result, they can answer correctly.

The last, there was a progress of their score from post-test I to post-test II which has been showed more than 70% of students who passed the CMA, it means that I and the teacher decided to stop the CAR because it succeeded. The researcher and the teacher did not need to rearrange for next planning.

Based on the result of evaluation between I and the teacher, it should be concluded that implementing of CAR can improving students reading comprehension by using Know-Want-Learned (KWL) strategy.

4.2. Findings Data after Classroom Action Research (CAR)

After implementing the action research, I gained four data; those were the result and post interview, post observation, questionnaire and posttest. In this case, I gave report concerning the data analyzing according to post interview, observation, questionnaire and the result of posttest. For further description following:

1. The Result of The Interview After CAR

Conducting the interview after CAR was on Friday, March, 3th 2017. The researcher carried out the interview with the teacher started 09.15AM-09.25AM. I discussed with the teacher about CAR that had been accomplished. This purpose was to know teachers response concerning KWL strategy in CAR. The questions proposed to the teacher involved the general condition in English class during CAR, the difficulties of using KWL during CAR, and the strategy had been used to solve the problems.

In this interview, the English teacher concluded that KWL strategy is one of good strategy to used. But the teacher must look condition and material of lesson to used what strategy who will used to teaching the students. The improvement of students' understanding on descriptive text could prove from by the improvement of students' score. The result of pre-test, post-test I and post-test II showed a significant improvement. Based on the explanation above, I concluded that the Classroom Action Research had been done successfully.

2. The Result of Post Observation

The researcher had taken the observation result after the implementation of the Classroom Action Research. This result of post observation was to support

the implementation of Classroom Action Research. From the post observation, the teacher and the observer had known whether the Know-Want-Learned (KWL) strategy in descriptive text was successful or not. In this case, I and the observer collaboratively discussed how far this method can improve the students' understanding in reading comprehension by using descriptive text. From the data observation in implementation of CAR showed that the student can improve their reading comprehension of the material on descriptive text

3. The Result of Post-Test

Before the students complicated the text, I had finished made the multiple choice items. The blueprint, the items can be seen in the appendices. Furthermore, the researcher in putted the result of data including the pre-test, post-test I, and post-test II into a table as following:

Table 4.1. The Students' Reading Score of Pre-Test, Post-Test I, And Post-Test II

Students' Number	Pretest	Post Test Cycle I	Post Test Cycle II
1.	33	73*	73*
2.	20	68*	80*
3.	60	53	60
4.	40	80*	86*
5.	33	60	73*
6.	40	86*	86*
7.	40	53	86*

8.	40	86*	86*
9.	53	73*	86*
10.	73*	60	66
11.	20	60	73*
12.	73*	86*	93*
13.	40	66	73*
14.	40	93*	86*
15.	20	60	73*
16.	60	46	86*
17.	66	73*	80*
18.	26	60	73*
19.	26	66	73*
20.	33	60	73*
21.	33	40	60
22.	46	66	73*
23.	80*	86*	93*
24.	20	60	66
25.	40	60	73*
26.	26	73*	86*
27.	40	53	68*
28.	68*	68*	73*
29.	53	83*	93*
30.	33	53	53

Mean:	42,5	66.8	76.76
$\bar{x} = \frac{\sum x}{n}$			

*: the students who passed CMA (68)

To know the students' improvement score from pretest to posttest in each cycle, I used some steps. The steps are calculating the students' mean score of the test, calculating the class percentage, and calculating the students' improvement score from pre-test to post-test I and II into percentage.

To analyze the data of pre test, the first step is to get the mean score of the class. The following is the calculation:

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

$$\bar{x} = \frac{1275}{30}$$

$$\bar{x} = 42,5$$

From the calculation above, it was known that the mean score of the class in pretest is 42.5. In the other words, the students' achievement score of *degrees of comparison of adjectives* before implementing Classroom Action Research (CAR) is 42.5.

The next step is to know the percentage of students' score who passed the CMA (68) I computes as follows:

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

$$P = \frac{4}{30} \times 100$$

$$P = 13.33\%$$

From the computation the students score percentage in the pretest 13.33%. It means that the students who passed the CMA are 4 students and the other 26 students were below the CMA.

Furthermore, in the cycle I after getting students' score in the post test I, I analyzed the data in order to compare the result between pretest and posttest I. There are two steps to know the comparing result of pretest and posttest I. Those are calculating the students' improvement into percentage and calculating the class percentage.

The first step was calculating the mean score of posttest I. It was calculated as follows:

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

$$\bar{x} = \frac{2004}{30}$$

$$\bar{x} = 66.8$$

The calculation above shows that students' mean score of posttest I is 66.8. It shows that there was an improvement from pretest mean score. It could be seen from the pretest mean score (42.5) to the mean score of posttest I (66.8).

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

$$P = \frac{66.8 - 42.5}{42.5} \times 100$$

$$P = \frac{17.94}{41.64} \times 100$$

$$P = 56.98$$

Based on the result above, the percentage of the students' scores from the pretest to the posttest I is 56.98%. It means that the score in cycle I is improved about 56.98% from the pretest score.

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

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

$$P = \frac{13}{30} \times 100$$

$$P = 43.33\%$$

In conclusion, 13 (43.33%) the number of students achieving the CMA in cycle I increasing from 13.33% (in the pretest) to 43.33% (in the post-test I). in other words, it increase 30%.

In cycle II, I used the same steps to get the mean score of the class, to get the percentage of the students' improvement score, and to know the class percentage which derived the CMA.

Firstly, to get the mean score of the class, I used calculation as follows:

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

$$\bar{x} = \frac{2303}{30}$$

$$\bar{x} = 76.76$$

From that calculation, the mean score of posttest II is 76.76, It means that there are some students' improvement score from the mean score of posttest I (66.8).

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

$$P = \frac{y^2 - y}{y} \times 100$$

$$P = \frac{76.76 - 42.5}{42.5} \times 100$$

$$P = 80.61\%$$

According to that calculation, it could be said that posttest 2 improves 80.61% from the pretest and improves 23.63% from the posttest I (56.98-80.61).

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

$$P = \frac{27}{30} \times 100$$

$$P = 90\%$$

From that calculation, the class percentage is 90 %. It means that in the cycle 2 there were 27 students passed the CMA and 3 students were below the CMA.

4.3. Discussion

The research aimed to describe how the teaching and learning process by using KWL strategy and does the KWL strategy can improve the students' achievement in reading comprehension of VIII- A Plus students of SMP Muhammadiyah 2 Medan. K-W-L is a strategy that models the active thinking needed when reading expository text. The letters K-W-L stand for three activities student engage in when reading to learn, recalling what they know, determining what they want to learn, and identifying what they learn as they read.

KWL charts assist teachers in activating students' prior knowledge of a subject or topic and encourage inquisition, active reading, and research. KWL charts are especially helpful as a reading strategy when reading the text and may also serve as an assessment of what students have learned during 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 the students learn as they read or research. KWL helps students become better readers and helps teachers to be more interactive in their teaching.

Beside that, with there was a new innovation like using know-want-learned (KWL) strategy, students never feel bored, students more interactive and help students to more active and critical thinking. Based on it, process of learning reading comprehension students more active was during learning process, students more adventurous to ask to the teacher. In addition, using of know-want-learned (KWL) strategy gave influenced with students' achievement. That known from the students' score improved in every test. It was supported by the fact of the mean score in every meeting increased

Based on the calculating the students mean score and the class percentage, the interpretation of data result among the pre-test, the post test of cycle I and post test cycle II as following.

Before implementing CAR, the student's mean score of the pre-test is 41.64. The class percentage of students who pass the CMA is 13.33%. It can be said that from 30 students, there are only 4 students who pass the CMA (68).

Furthermore, the mean score of the post-test after implementing reciprocal teaching strategy by CAR, there are some students' score improvement from the previous test (pre-test), that is 41.64. Meanwhile the class percentage which passed the CMA and other was still under CMA. That condition could not achieve the target yet of success CAR, because the criteria action success at least 25 students who pass the CMA. That is why I and the teacher continuo to the second cycle.

After calculating the result of students' score post-test II, the mean score in the post-test of second cycle is 80.61%. meanwhile the class percentage that passes the CMA is 90%. it means that, there are 27 students whose score pass the

CMA and there are 3 students are still under CMA. The class percentage shows some improvement 23.63 from pre-test (13.33%) or 90 % from post-test II. The post-test of the cycle 2 has fulfilled the target CAR success, that is above 90% students could pass the CMA. Automatically that the CAR is success and the next cycle is stopped.

The researcher also analyzed qualitative data to support the research finding beside the quantitative data. The qualitative data were organized from observation sheet. All of these data were indicated that the students given their good attitude and response during teaching learning process. Based on the results of the quantitative and qualitative data it were indicated that the action and the implication of Know-Want-Leraned (KWL) strategy was kept improving.

Based on the data and data analysis, it shows that the improvement of the students' score improve were better and were satisfied. Most students were not shy to ask to the teacher and more active to give their opinion in made a prediction and they more serious in learning and listening when the teacher explained the instruction and it made they more interested to learning reading comprehension. It made them interested to read the text and made their reading comprehension improved.

Based on the explanation above it could be stated that Know-Want-Leraned strategy had significant effect on learning English. Especially it is in improving students' achievement in reading comprehension students' at SMP Muhammadiyah 2 Medan.

CHAPTER V

CONCLUSION

After finishing the whole steps of this research, the researcher would like to draw some conclusions about the result of this research. Afterwards, related to the conclusion I would give some suggestions.

A.5. Conclusion

Related to the findings of this research, it could be said that this research was successful. It is proven by the test result, that there was 80.61% improvements of students mean score from pretest to posttest in the cycle II. In the pretest, there were 3 students who passed the KKM and another 27 students who were out of target. In the posttest I, there were 13 (56.98%) students who passed the KKM and in Post-test II there were 27 students or (80.61%) who passed the KKM, based on teaching and learning descriptive text by using KWL (Know-Want-Learned) strategy. From this percentage of improvement participation in teaching learning process, it showed the students became more enthusiastic and active on studying reading comprehension. By KWL (Know-Want-Learned) strategy, they could analyze the main idea and the schematic structure of descriptive text and got many vocabularies. The last, based on the interview result, the student's reading comprehension in term ndescriptive text has improved, and the teacher appreciated with the effort that has been implemented.

B.5. Suggestion

Based on the classroom action research result, I would like to give some suggestions. First, in studying reading skill at the classroom, the teacher is hoped more creative in teaching students in order to increase teaching learning process and makes students active in learning. Second, KWL (Know-Want-Learned) strategy is a strategy that models the active thinking needed when reading expository text. The letters K-W-L stand for three activities student engage in when reading to learn, recalling what they know, determining what they want to learn, and identifying what they learn as they read. Know –want- learn (kwl) consists of three basic stages they are K stage, W stage, and L stage. In the K stage: *what I know*, students access their background knowledge to the text by listing what they already know about a specific topic. Then in the W stage: *what I want to know*, students determine what they want to know by making question related to the topic, and finally assess what they learn in the L stage: *what I learn*.

In addition, using KWL (Know-Want-Learned) strategy, the teacher must extra motivate students to be active at the process to give an idea in KWL chart, so the teacher must bring some rewards to make them silent and active at the class. However, during carrying out the KWL (Know-Want-Learned) strategy in Classroom Action Research, the researcher found a drawback in this study.

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APPENDIX I

LESSON PLAN

School : SMP Muhamadiyah 2 Medan

Subject : English

Grade /Semester : VIII/ A plus

Text Type : Descriptive text

Skill : Reading

Time allocation : 4 x 40 menit

A. Standard of Competence :

Understanding the meaning of written functional texts and essays in the forms of descriptive text ,descriptive, and analytical exposition texts related to surroundings to get knowledge.

B. Basic Competency :

Responding to meaning and rhetoric steps accurately, fluently, and acceptably in essays related to surroundings to get knowledge in the forms of descriptive text.

C. Indicators :

1. Identifying the topic and main idea of a descriptive text.
2. Identifying the meaning of difficult words in the descriptive text.
3. Finding synonyms and antonyms
4. Identifying the detail information of descriptive text.

D. Learning Objective :

At the end of the lesson, students are able to :

1. Identifying the topic, and main idea of descriptive text
2. Identifying the meaning of difficult words in the descriptive text

3. Finding synonyms and antonyms
4. Identification the detail information of descriptive text

E. Learning Materials

Short functional text in the form of descriptive.

Descriptive :

1. Language feature of the text :

Using simple present tense, using an adjective.

2. Key vocabulary

Bedroom : kamar tidur, large : besar ,small : kecil,enjoyable : menikmati.

3. Text



MY BEDROOM

My bedroom is very enjoyable place for me. It's like a palace for me. My bedroom is not too large and not too small just an ordinary bedroom, I make it more stylish as I want. And if you come to my bedroom you will find a little ved in the left side near the window. My lovely bed is not large but it very comfortable for me. In front of my bed there is a table. It's not ordinary table but very special table. Because in that table I usually do my homework, fill my inspiration on my book and concentration.

There are a lot of books on my table, I have arranged that by the kind of genre. Novels, comics, and fiction books I put it on the left side of my table. In the center of the table I put my school books, and in the right side I put dictionary and all my papers task. After that in my wall I put my schedule to remind me the lesson.

In my bedroom also I put a tape player beside my table. I usually play the music on when I feel bored or slow instrumental when I am studying. My bedroom has a white colour.

So that's all about my lovely sweet bedroom, ordinary but very comfortable for me. I love my bedroom very much. Because of that I never allow my brothers or my sisters come into my bedroom without my permission.

F. Teaching and Learning Method

Three Phase Reading

G. Teaching and Learning Activities

Opening

- Greeting
Good morning everyone ? How are you getting on ?
- Check students' attendances list
Who is absent today ?
- Checking students' readiness
Is everybody ready to start
Let's get cracking
- Checking the students' understanding about the previous materials.
Do you still remember what we have learned last week ?

Main Teaching Learning Activities

a. Pre reading

K (What I Know) stage (Elicit Prior Knowledge)

- Typing the title of the text on the board
- Drawing painting of the KWL chart

- Asking the students' to discuss with each other and retrieve their previous knowledge about the subject.
- Asking the students what do they know about the subject in the first column. The teacher can urge the students to answer the questions and brainstorm them by asking some question such as : “Tell me something you know about..... what made you such and such.....this idea is associated with another one.”
- Make the students' ask question about the subject what they want to know about the subject and record these question in the second column (W). Asks alternative question to produce ideas.

For example, what do you want to learn about the subject ? if the students' answers are nothing, or if they have a problem, so the following question can be asked : what do you think you learn about the subject that we are going to take ?

W (What I want to know) stage (set a purpose of reading)

- Asking the students to write what they want to know about the topic.

b. Whilest reading

L (What I learn) stage (Monitor Reading Comprehension)

- Presenting the students a text entitle “ my bedroom”.
- Let students' read every paragraph silently. In this case, students should read carefully to find the answers for the questions in the second column (W) .

c. After reading

- Discussion of the text which has been read-what is in the first and second columns. Asking the students to write what they have learned for the text in the third column (L)
- Asking the students' to write any interesting thing they found while reading the text in the third column.

- Discussing the answer which are written in the third column by students
- Asking the students to do comprehension questions.

d. Closing

- Giving conclusion about the materials that have been learned
- Discussing the students' difficulties in understanding the materials.

H. Assesment

1. Indicators, technique, form and example

No	Indicators	Technique	Form	Example
1	Identifying the topic and main idea of descriptive text.	Written text	Essays	What is the main idea of the second paragraph ?
2	Identifying the meaning of difficult words in the descriptive text.	Written text	Essays	Find the meaning of the following words. 1. enjoyable 2. comfortable
3	Identifying word reference	Written text	Essays	What does the word it in the sentence ... “It’s like a palace for me....” refer to ?
4	Identifying the detail information of a report text.	Written text	Essays	Where do you find the bedroom ?

I. Sumber belajar



KWL CHART

Title :

K (WHAT I KNOW)	W(WHAT I WANT TO KNOW)	L(WHAT I HAVE LEARNED)

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**Headmaster
Teacher**

English

Saprido

Simanjuntak,S.Pd.i

Mawarliah,S.Pd

Researcher

Salmi Zaki Yanti

34.13.3.201

LESSON PLAN

School : SMP Muhamadiyah 2 Medan

Subject : English

Grade /Semester : VIII/ A plus

Text Type : Descriptive text

Skill : Reading

Time allocation : 4 x 40 menit

A. Standard of Competence :

Understanding the meaning of written functional texts and essays in the forms of descriptive text ,descriptive, and analytical exposition texts related to surroundings to get knowledge.

B. Basic Competency :

Responding to meaning and rhetoric steps accurately, fluently, and acceptably in essays related to surroundings to get knowledge in the forms of descriptive text.

C. Indicators :

5. Identifying the topic and main idea of a descriptive text.
6. Identifying the meaning of difficult words in the descriptive text.
7. Finding synonyms and antonyms
8. Identifying the detail information of descriptive text.

D. Learning Objective :

At the end of the lesson, students are able to :

5. Identifying the topic, and main idea of descriptive text
6. Identifying the meaning of difficult words in the descriptive text
7. Finding synonyms and antonyms
8. Identification the detail information of descriptive text

E. Learning Materials

Short functional text in the form of descriptive.

Descriptive :

1. Language feature of the text :

Using simple present tense, using an adjective.

2. Key vocabulary

Giraffes: Jerapah, animal: binatang, long neck :leher panjang, and vulnerable : mudah diserang.

3. Text



THE GIRAFFES

Giraffes are truly giant animals. They amaze me. I like giraffes because their long neck. They can grow up to 17 feet tall and weigh as much as 3,000 pounds. The male giraffes, called bulls, are typically larger than the females, called cows. The babies aren't exactly small either. A baby giraffe, called a calf, is 6 feet tall at birth! Giraffes also have large hearts. Their hearts can be up to 2 feet long and weigh over 20 pounds. They need these large hearts to pump blood all the way up their long necks.

It is always fun to watch giraffes eat from the tree. Their favorite types of leaves are from the acacia tree. Giraffes are herbivores, meaning they eat plants rather than meat. They use their long necks and tongues (which they can stick out up to a foot and a half!) to get to leaves on trees. A typical full-grown adult giraffe will eat over 70 pounds of leaves, twigs, and fruit each day. Giraffes don't need to drink water very often because there is so much water in the leaves they eat. However, when they do drink water, they can drink several gallons at a time. I think this is not good because a giraffe has to bend down and get into a vulnerable position when drinking. Not a good idea when there are lions sneaking around!

F. Teaching and Learning Method

Three Phase Reading

G. Teaching and Learning Activities

Opening

- Greeting
Good morning everyone ? How are you getting on ?
- Check students' attendances list
Who is absent today ?
- Checking students' readiness
Is everybody ready to start
Let's get cracking
- Checking the students' understanding about the previous materials.
Do you still remember what we have learned last week ?

Main Teaching Learning Activities

e. Pre reading

K (What I Know) stage (Elicit Prior Knowledge)

- Typing the title of the text on the board
- Drawing painting of the KWL chart
- Asking the students' to discuss with each other and retrieve their previous knowledge about the subject.
- Asking the students what do they know about the subject in the first column. The teacher can urge the students to answer the questions and brainstorm them by asking some question such as : “Tell me something you know about..... what made you such and such.....this idea is associated with another one.”
- Make the students' ask question about the subject what they want to know about the subject and record these question in the second column (W). Asks alternative question to produce ideas.
For example, what do you want to learn about the subject ? if the students' answers are nothing, or if they have a problem, so the following question can be asked : what do you think you learn about the subject that we are going to take ?

W (What I want to know) stage (set a purpose of reading)

- Asking the students to write what they want to know about the topic.

f. Whilst reading

L (What I learn) stage (Monitor Reading Comprehension)

- Presenting the students a text entitle “ my bedroom”.
- Let students’ read every paragraph silently. In this case, students should read carefully to find the answers for the questions in the second column (W) .

g. After reading

- Discussion of the text which has been read-what is in the first and second columns. Asking the students to write what they have learned for the text in the third column (L)
- Asking the students’ to write any interesting thing they found while reading the text in the third column.
- Discussing the answer which are written in the third column by students
- Asking the students to do comprehension questions.

h. Closing

- Giving conclusion about the materials that have been learned
- Discussing the students’ diffilculties in understanding the materials.

H. Assesment

1. Indicators, technique, form and example

No	Indicators	Technique	Form	Example
1	Identfying the topic and main idea of descriptive text.	Written text	Essays	What is the main idea of the second paragraph ?
2	Identfying the meaning of diffilcut words in the descriptive text.	Written text	Essays	Find the meaning of the following words. 1. 2.
3	Identfying word reference	Written text	Essays	What does the word it in the sentence “It is always fun to watch giraffes eat from the tree....” refer to ?
4	Identfying the detail information of a report text.	Written text	Essays	Where do you find the giraffes ?

I. Sumber belajar



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POST TEST 1

Read the text to answer questions number 1 to 2

Doraemon

Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. He has small body and white hands and feet. Although he can hear perfectly well, Doraemon has no ears.

Doraemon possesses a large pocket that can produce many gadgets from the future. The pocket is called yojigen-pocket, or fourth- dimensional pocket. Doraemon's favorite food is dorayaki, a Japanese treat filled with red bean paste.

This robotic cat has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, Doraemon is a good cat. He always helps Nobita.

1. What does the text mainly talk about?

- a. Doraemon
- b. Fujiko Fuji
- c. Robotic cats
- d. Nobita

2. What is the weakness of Doraemon?

- a. He has a magic pocket
- b. He gets panic easily
- c. He is only a robotic cat
- d. He likes eating Dorayaki

The text is for numbers 3 to 5.

Most people in the world have a pet. I also have it. My pet is a dog, named Miko. Its color is brown. It has brown eyes, too. I got this pet from my friend at the beginning of 2009. He bought it from a pet shop in his country. Once a week, my mother bathes him. He is funny and smart. It often plays with my neighbour's dog. I love him very much because he can be my friend, too.

3. Miko's eyes are

- A. black
- B. white
- C. brown
- D. dark brown

4. The writer got the pet from

- A. his neighbour
- B. a pet shop
- C. his friend
- D. his mother

5. What is the text about

- A. My lovely dog
- B. My best friend
- C. My pet shop
- D. My neighbour's pet

Read the text to answer questions 6 to 15

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

6. How old is Peter? He is ... years old.
 - a. Four
 - b. Fourteen
 - c. Forty
 - d. Ten

7. The writer is ... years old.
 - a. Fourteen
 - b. Sixteen
 - c. Eighteen
 - d. Nineteen

8. Which of the following statement is not true about Peter?
 - a. He has long and straight hair.
 - b. He has bright eyes.
 - c. He is interested in sports.
 - d. He plays football and tennis.

9. According to the passage, we know that Peter is

- a. The writer's youngest brother
 - b. The writer's elder brother
 - c. A naughty boy
 - d. A friendly boy
10. It is implied in the passage that
- a. Peter is naughty.
 - b. Peter is lazy.
 - c. Peter is unfriendly.
 - d. Peter is diligent.
11. From the text, we may conclude that....
- a. Many people do not like Peter.
 - b. People is older than the writer.
 - c. Peter is a welcoming person.
 - d. Peter is not diligent at all.
12. What is the text mostly about?
- a. Peter
 - b. Peter's hobby
 - c. Peter's family
 - d. Peter's elder brother
13. "He is fourteen years old . . . Than me."
- The underlined word refers to
- a. Peter

- b. The writer
- c. The writer's brother
- d. the writer's family

14. "Peter is interested in sports very much, and at school he plays football and tennis." The underlined phrase can be replaced by

- a. Dislike sport
- b. Really likes sport
- c. Hates sport very much
- d. Finds sport not really entertaining

15. "But he usually does what he is asked to do"

The underlined phrase means ...

- a. He does anything he wants.
- b. He always asks.
- c. He is lazy.
- d. He is diligent.