THE IMPLEMENTATION OF KNOW-WANT-LEARNED STRATEGTY TO IMPROVE STUDENTS' READING COMPREHENSION OF THE GRADE EIGHT STUDENTS OF MTSS ZENDING MEDAN IN ACADEMIC YEAR 2018/2019

A SKRIPSI

Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU Medan as Partial Fulfillment of the Requirements for S-1 Program

By

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ABSTRACT

Aisyah Pratiwi Harefa. Registartion Number: 34154149. The Implementation of Know-Want-Learned Strategy to Improve The Students' Reading Comprehension. A Skripsi, English Education Program, Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatera, 2019-08-15

This research was aimed to find out the improving students' reading by using KWL Strategy. The subject of this research was eight grade of MTss Islamic Zending Medan 2018-2019 academic year. It was consisted of one class and 31 students as respondents. The object of this research was to improve students' reading comprehension by using KWL Strategy . The research of this study was conducted by using calssroom action research. The data used in this research were quantitative and qualitative data and the instruments of collecting data were used such as: Pre-test and Post-test, interview sheet, observation sheet, and photography evidence. The quantitative data were taken from the test. The test was given to the students in form of pre-test, post test in the first cycle, and the post-test in the second cycle.

The result of the analyzing the data showed that there was an improving on the students' vocabulary mastery from each cycles. It was showed from the mean of pre-test was 6645. Where, there were 4 student got successfull score criteria or it was only 12,90% and 27 students' got unsuccessful or it was 87,09%. After doing cycle I by using KWL Strategy , there was an improving of the result of the students' mean was 69,51. Where, 7 students got successful criteria score or it was only 22.58% and 24 students' got unseccessful criteria score or it was 77,41%. Then doing repairing for second cycle after reflection on the first cycle, there was improving of students' mean was 79,83. Where, 20 students' got successful criteria score or it was 64,51% and 11 students' got unsuccessful criteria score or it was 35,48%. In other words, it could be concluded that the use of KWL Strategy improved the students' reading comprehension and their interest in reading comprehension.

Keywords: *Know-Want-Learned Strategy Achievement in Reading Narrative Text*

Nomor : Istimewa   Medan, 23 Juli 2019

Lamp   : -   Kepada Yth;

Prihal : Skripsi   Bapak Dekan Fakultas Tarbiyah

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Assalamualaikum Wr.Wb

      Setelah membaca, meneliti, dan memberikan saran-saran perbaikan seperlunya terhadap skripsi mahasiswi :

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Judul   **: "The Implementation of Know-Want-Learned Strategy to Improve Student's Reading Comprehension of the Grade Eight Student's of MTSS Zending Medan in Academic Year 2018/2019**

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      Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.Saya berani menerima segala konsekuensi bila pernyataan saya ini tidak benar.

Demikian surat pernyataan keaslian skripsi ini saya buat dengan sebenarnya.

Medan, 23 Juli 2019

Yang Membuat Pernyataan

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Finishing of writing this skripsi is actually a miracle for me since at was firstly reggarded as a task would be very hard to do . However , it has now been denied since this skripsi has finally been written . Then I would like to Thank Allah SWT for the blessing given to me so that the writing of this skripsi has been finished without any meaningful problem . Additionally, the writer is grateful to the following for their support and helps .

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Medan, July 2019

Aisyah Pratiwi Harefa

Nim.34.15.4.149

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CHAPTER I

INTRODUCTION

A. Background of the Study

As stated in the standard competency in curriculum KTSP, the students of the Junior High School at grade eight are expected to understand the meaning of functional text and simple essay in the form of recount and narrative texts in the context of daily life.[1] Understanding meaning of the text means the students find main idea and supporting detail .

However, in reality, reading is difficult in language especially for the students. Based on the first observation in Islamic Junior High School Zending Medan, most of the students of Islamic Junior High School Zending had some problems in reading text. It could be seen when the researcher asked them to read a text, most of them could not read text well. The students had some problems which difficult in reading text. First, they lack of vocabularies, they were unable to read and build sentences well. Second, the students were difficult in expressing ideas. Third, the teacher seldom use interesting strategies in teaching reading. In this case, the students felt bored and did not understand how to read text well.

There are many factors that can cause the low achievement in reading. The factors come from internal and external. In internal factors such as: IQ (Intelligence Quotient), motivation, talent etc. In external factors are environment, such as: teachers, parents, friends, facility, media, including strategy. Strategy plays an important role to achieve the teaching learning goals In using strategy, it

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[1] Depdiknas. Kurikulum 2006: *Standar Kompetensi Mata Pelajaran*. (Jakarta: Depdiknas, 2006)

make teaching-learning in reading more effective to improve the students'
knowledge.

There are many strategies that can be applied to improve the students'
achievement in reading comprehension including Know-Want-Learn (KWL)
strategy. Jones[2] states KWL is a column chart that helps student, during and after
components of a reading text. KWL strategy for three basic cognitive steps
required: accessing what I know, determining what I want to learn, and recalling
what I did learn as a result of reading. KWL strategy is useful to help the students
to find out the specific information from reading text. Under this strategy, the
teacher activities in the class by asking them what they already know, the students
collaborate in the classroom unit or within small groups, set goals specifying what
they want to learn; and after reading, students discuss what they have Learned.
Through this learning strategies, students can improve their reading
comprehension.

KWL strategy can improve the students achievement in reading because this
strategy focuses on building up meaning from what they have read and also help
them to examine their progress toward their goals. 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.
KWL strategy provides a structure for activating and building prior knowledge,

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[2] Jones, .*Strategies For Reading Comprehension.*[on line]. Accessed on 03 January 2017,
Tersedia: http: //www.readingquest.org/strat/kwl.html.

establishing a purpose for reading and for summarizing what was learned. The strategy can help students reflect and evaluate their learning experience, as well as serve as a useful assessment tool for teachers. KWL helps students become better readers and helps teachers to be more interactive in their teaching.

Based on explanation above, the researcher is interested in conducting or having a research which focuses in KWL strategy under title **"The Implementation of Know-Want-Learned Strategy to Improve the Students' Reading Comprehension of Grade Eight in MTS ZENDING."**

B. Identification of the Study

The problems of this research was identified as follows:

1. The students have difficulty with the meaning of words

2. Students have less motivation in reading . Most of them did not try to ask their teacher when they found a difficult word

3. The students still has low understanding in reading

C. Limitation of the Study

Based on the identification of the prblem above, the researcher focuses on using KWL strategy to improve the students'reading comprehension. This research was taken at grade eight of MTS Zending Medan..

D. Research Problem

Based on the limitation of the problem above, the problem was formulated as follows:

1. How the students improve reading comprehension by KWL Strategy ?

2. How the implementation of kwl strategy to improve students reading comprehension?

E. Objective of the Study

The objective of this study are expected as follow:

1. To know how effective the implementation of kwl strategy on the students improvement reading

2. To find out the improvement of the students in reading by applying kwl strategy .

F. Significance of the Study

This research was expected to provide significant contribution both theoretically and practically.

1. Theoretical Significance

   After conducting this research, the researcher extremely hopes that readers would receivea lot of knowledge related to this research. This research was hopeful to be able to contribute and provide empirical evidence to support the effectiveness of using KWL strategy in the teaching and learning process, especially to teach reading.

2. Practical Significance

   This research served three practical significances in teaching and learning reading were :

a. For the teachers.

   The researcher also hoped that this research could help teacher to improve students'achievement especially in reading comprehension as

well as become an alternative method for English teacher in teaching reading.

b.   For the school

It is also can be used as new reference about strategy in teaching learning process

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Reading Comprehension

Reading is also an *interactive* process in at least two ways. First, the various processes involved in reading are carried out virtually simultaneously.[3] Reading is one of the most important skill that we have learn in order to mastering English.

Reading comprehension can be defined as an active thinking process through which a reader intentionally construct meaning to form a deeper understanding of concepts and information presented in text.[4]

Reading comprehension as the process simultaneously extracting and constructing meaning through interaction and involvement with written language.[5] Reading comprehension means how the reader can find out the message and comprehend the text well. Therefore, the teacher is not only teaches the students how to read, but how to comprehend and find out the meaning from the text. Wooley[6] defines reading Comprehension is the process of making meaning from the text. The goal is to gain and overall understanding of what is descried in the text rather than to obtain meaning

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[3] William Grabe and Fredricks L. Stoller , *Teaching and Researching Reading England Language,* (England : Pearson Education Limited, 2007) p. 84

[4] Peter Westwood, *Reading comprehension,* (Great Britain: Harper Collins Publishers, 2008), p. 56.
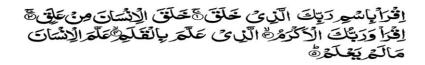[5] Catherine E. Snow , *Reading for Understanding : Toward an R & D Program in Reading Comprehension.* (New York : Cambridge University Press, 2003) p. 11

[6] G. Wooley, *Reading Comprehension:Assisting Children with Learning Difficulties*, (New York: Springer, 2011) p. 15

from isolated words or sentences. According Kristi[7], reading comprehension as a process in which the reader constructs meaning from text based information .

From the explanation above, it can be concluded that reading is the process of people to learn and to get knowledge by understanding of the text or printed words, in written form and have many purposes which related with other skill in English.

In addition , by reading , the student open their mind and refresh their knowledge every time, and also not only the parents of teachers at school who asked the student to read Allah also tell us to read and says in Al- Qur'an surah Al-Alaq verse 1-5 as follows:

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَ ۚ خَلَقَ الْاِنْسَانَ مِنْ عَلَقٍ ۚ اِقْرَأْ وَرَبُّكَ الْاَكْرَمُ ۙ الَّذِيْ عَلَّمَ بِالْقَلَمِ ۙ عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمْ ۚ

The Meaning : Proclaim ! in the name of thy Lord and Cherisher, Who created. Created man , out ofa leech like clot. Proclaim! And thy Lord is most Bountiful. He who taught (the use of) the pen. Taught men what he did not know.

The verse above means that Reading is very important in getting information and reading can enlarge knowledge.

Parable of the man who to read is also mentioned in the hadith

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[7] L.Santi, Deborah, *improving reading comprehension of middle and high school students* (New York: Springer, 2015) 100

عَن أَبِي مُوْسى رَضِي اللّهُ عَنهُ قال:قال رَسُولُ اللّهِ صَلَّي اللّهُ عَلَيهِ وَ سَلَّم مَثَلُ

المُومِنِ اَّلذي يَقراُ القُران مَثَلُ الآتَرُجَةِ رِيحُها طَيِبٌ وَطَعمُها طَيِبٌ وَمَثَلُ المُوْمِن

اَّلذي لاَيَقرَاً القُران كَمَثَلِ النَّمرَة لاَرِيح لَهَا وَطَعمُها حُلوٌ وَمَثَلُ المُنَافِقِ اَّلذي يَقرَأ

القُران مَثَلُ الرَّيْحَانَةِ رِيْحُها طَيَبٌ وَطَعْمُها مُرٌّ وَمَثَلُ المُنَافق اَّلذي لا يَقْرَأُ القُرَان

كَمَثَلِ الحَنُظلَةِ لَيسَ لَهَا رِيحٌ وطعمها مُرٌّ. (رواه البخارى ومسلم والنسائي وابن

ماجة)

Meaning: From Abu Musa Al-Ash'ari (My Allah be pleased with him) said that the Messenger of Allah (peace and blessing of Allah be upon him) said: The quarrels of a mu'min who dillegently read the Qur'an are like the fruit of Al-Atrujah: the aroma is fragrant and tastes good. The parable of mu'min who does not read the Qur'an is like a tamr fruit (dates): no aroma but sweet taste. The Parable of munafiq but he is dilligent in reading the Qur'an is like the fruit of Raihanah: the aroma is fragrant but is tastes bitter . As for the munafiq, who is not dilligent in reciting the Qur'an, is like the fruit of Hanzalah: it has no aroma and its taste is bitter.

In foreign language learning, reading is likewise a skill that teacher simply expert learner to acquire . Reading is way to get information delivered verbally and it is the result of the opinions, ideas, theories and research expert to be known and knowledge of learners. To understand what we reading, it is influenced by many factors such as, mastering vocabulary, mastering reading theory and model of teaching. Reading is an active process that depends on both authors' ability to

convey meaning using words and your ability to create meaning from them. Good reader is who have ability to take the meaning and understanding the goal of the author in written the passage.[8]

From the explanation above , the researcher concluded that reading comprehension is a complex process of the reader to understanding the whole of text by constructing meaning through interaction and involvement with written language.

In book entitled *Language Assessment Principles and Classroom Practices* divided the reading type into four parts. There are perceptive, selective, interactive, and intensive. *Perceptive* : In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniquences of reading. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied. *Selective*: This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc. Stimuli include sentences, brief paragraph, and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top-down processing may be used. *Interactive*: Include among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is, reading is a

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[8] Douglas Brown. *Language Assesment Principle and Clasroom Practice* (United States of America : Longman. 2000)

process of negotiating meaning, the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaire, memos, announcements, directions, recipes, and the like. The focus of interactive task is to identify relevant features (lexical, symbolic, gramatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. *Extensive* : Extensive reading, as discussed in this book, applies to text of more than a page, up to and including professional articles, essays, technical reports, short stories and books.[9] To get maximum benefit for reading, student need to be involved in both extensive and intensive reading as following : Extensive Reading, especially where student are reading material written specially at their level has benefit for the development of a student language which includes appropriate materials, tasks, and facilities such as permanent of portable libraries of book and Intensive Reading, In order to get read enthusiastically in class, we need to work to create interest in the topic and tasks . However, there are further roles we need to adopt when asking student to read intensively such as organizer, observer, feedback organizer.[10]

In conclusion, there are four types of reading: 1) Perceptive reading, refers to the component of text such as symbols, words and punctuation. 2) Selective, focuses on the features of language, lexical and grammatical of paragraph the certain type task of reading is multiple choice, matching, true/false, etc. 3)

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[9] H. Douglas Brown, *Language Assesment Principle and Clasroom*, (Pearson Education: San Francisco State University, 2004) p.187

[10] Jeremy Harmer , *The Practice of Language English Teaching,*(USA: Heinle Publisher 1996)

Interactive, is a type of text in which the reader must interact with text by using psycholinguistics sense. The typical of interactive reading are anecdotes, short narrative and description. The fouca of interactive task is to identify the relevant features of text. 4) Extensive reading , is a type of that more than a text, the level is higher , this reading is refers to professional articles, essays, short, stories and books.

In constructing the meaning of a text, reader may engage in different types or levels of thinking. Three level of comprehension are typically identified: Literal, inferential, and critical Literal comprehension, involves understanding of information stated directly in the text. Inferential comprehension, involves making inferences that bridge the information directly stated in the text with information that the reader already possesses. Critical comprehension involves evaluating the information in the text relative to what it means to the reader and relative to the intentions, expertise, or perspective of the author [11]

In conclusion , there are three level of reading comprehension .The following levels of can tell us about how far the student understand about reading material and which level that has been achieved. 1) Literal comprehension, involves acquiring information that is directly stated. 2) Inferential comprehension, includes inferring main ideas of passage which the main ideas are not directly stated. 3) Critical comprehension, Involves evaluating written material, comparing the material with known standards and drawing conclusion about their accurately , appropriateness and timeliness and critical reader must be

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[11] Donna M. Schanlon , *Early Intervention for Reading Difficuties* (New York : The Guilford Press. 2010)

an active reader, qustioning , researching for fact and suspending judgement untill considered all of the material

The process of comprehension begins before we start to 'read and continuous even after the 'reading' is finished. Good readers used pre-reading strategies like previewing the text and post – reading strategies like summarizing in addition to the many strategies they use to make during 'reading' itself by dividing instruction into pre-reading , during reading , and post reading.[12]

From the explanation above, it can be concluded there are three process of teaching reading comprehension 1) Pre-reading , this stages is useful prepare the learners before they are going to read the text. Pre-reading activities do the following, guess the topic of the text from heading , ilustration , Predict what the text will say, write question that might be answered by the text and etc . 2) During reading, this stage helps the learners understand the text and this stage is useful for the readers in understanding the text . During reading activities do the following, scan for two or four items of information, scan for the general idea, answer the question and etc . 3) Post-reading, help the readers connect what they have read with their own ideas and this stage help students clarify their understanding about the text. Post-reading activities do the following, discuss what was interesting or new in the text, discuss or debate the topic of the text , do tasks on the language or structure of the text and Summarize the text.

2.   KWL STRATEGY

a.   Definition of KWL Strategy

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[12] Profesional Development Service For Teachers, *The Reading Process*.(New York: Prentice Hall, 1992) P. 9

Strategy is one of the important aspect for teacher to get success and to solve the problem in the learning process. A strategy can be defined as a mental plan of action designed to achive a specific purpose.[13] There are many strategies that can be used especially in teaching reading such as KWL Strategy. KWL is an acronym for what I know, what I want to know, and what I learned .

Camilie [14] says KWL is a process in which the teacher models and guides active engagement informational texts. It is a group process using the knowledge and information students bring to help each other build a better starting place for learning and share the result of their reading.

K-W-L is a strategy that models the active thinking needed when reading 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[15]

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

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[13] Peter Westwood, *Reading and Learning Difficulties,* (Australia: Australian Council For Educational Research Ltd,2001) p.10

[14] Camille Blachowicz and Donna Ogle, *Reading Comprehension,* (New York: The Guilford Press: 2008), p. 113.

[15] Carr, E. & Ogle, *"KWL Plus: A strategy for comprehension and summarization".* *Journal of Theory and Practice in Language Studies*. 2013 Vol.4, No.3. pp. 3-15

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 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, KWL technique can be concluded 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.[16]

KWL CHART

K (What I know)	W (What I want to learn)	L (What I learned0
Introduce the topic in class	Record any question class has about the topic	after reading or listening record what students says they have learned. Not any w questions that were answered .

[16] C. Ros and S. Vaughn, *Strategies For Teaching Students Learning and Behavior Problems.* (USA: Rinehart and Winston, inc) p.179

KWL has characteristics that are different from other instructional reading techniques. Below, four characteristics of KWL are presented: (a). Using charts, In the implementation of KWL technique, 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. 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. (b). Involving three basic stages, 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 questions related to the topic, and finally recall what they learn in the L stage: *What I learn.* The process in K stage represents the process in which the reader uses their prior knowledge before reading. The process in W stage represents the process in which the reader states questions in which they are more interested. The process in L stage represents the process in which the reader checks whether the information he/she gets from the text is suitable with the information stored in their mind. (c).Combining the use of strategies, KWL technique involves a variety of strategies to help students make meaning from a text. There are at least three strategies used. They are activating prior knowledge, setting purpose of reading, and monitoring and assessing comprehension. (d). Using interactive processing,

The use of KWL technique can assist the teacher in teaching reading using an interactive model of reading.[17]

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.

b. The Principle of KWL Strategy

The principle of KWL strategy, There are : (1) Accustom children to reading structurally. (2) Reading Process divided to 3 steps, there are: digging knowledge before reading, the aim while reading, and get benefit afte reading. (3) The system tabulation will facilitate process of activities by this strategy.

c. Procedure of KWL Strategy

Step K-What I know: This opening step has two levels of accessing prior knowledge. The first is a straight forward brainstorming of what the students knows about the topic for reading. During this step the teacher's role is to record whatever the students know about the topic on the board or an overhead projector. The critical component here is to select a key concept for the brainstorming that is specific enough to generate the kinds of information that will be pertinent to the reading.

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[17] Ibid

Step W-What do I want to learn : As students take time to think about what they already know about the topic and the general categories of information that should be anticipated. Not all students agree on the same pieces of information; some information is conflicting; some of the categories have had no particular information provided. All this pre-reading activity develop the students' own reasons for reading, reading to find answers to questions that will increase their reservoir of knowledge on this topic.

Step L-What I learned: After completing the text, direct the students to write down what they learned from reading. Have them check their questions to determine if the text dealt with their concerns. If not, suggest further reading to fulfill their desires to know.[18]

d. The Advantages and Disadvantages of KWL Strategy

KWL has three advantages that can help the students understand the text. The first, helping the students to check prior knowledge. The KWL technique in the teaching of reading helps the students check their prior knowledge of a topic, concept, or process before learning about it. With this the prior knowledge, the brains of the students will recall what they already know (the K of KWL) about the topic. The students get new information and the students will use their brains to join the old knowledge with the new

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[18] D, M, Ogle. (1986). *K-W-L: A Teaching Model that Develops Active Reading of Expository Text, Readig Teacher*. New York: The Guilford, p. 565-566

information from the text. learners who start making connection about what they already know can create meaning of the text more easily.

The second, the use of KWL technique 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 coloumn, 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.

The third is to provide a chance for students at the end of a lesson 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 assess their own thinking process. [19]

KWL has disadvantages, the first it does not encourage asking questions while reading and the fact that some of background information may not be correct. It also does not help with growing vocabulary because if a student does not know what a word is, they may just skip it and go on. The second is also no encouragement for addressing emotional experience while they read.[20]

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[19] C.Ros and S Vaughn , *Strategies for Teaching Students with Learning and Behavior Problems.* (USA: Rinehart and Winston, inc. 2009)
[20] Ibid

B. Related Study

Yuniarti[21] proves that K-W-L strategy is effective to improve the students reading comprehension. The subject of her research is eleventh grade students of SMA N I Sanden in the academic year of 2012/2013. In her research, she explained that the study was action research in two research cycles. The data of this study were qualitative in nature supported by quantitative data. Qualitative data were obtained from the results of classroom observation and collaborators' discussion quantitative data were obtained from pretest and posttest results. The instruments for collecting the data were observation guides, interview guides, and the pre-test and post- test. The data were in the form of field notes, interview transcripts, and the scores of the students' pre-test and post - test. A t-test was used for the analysis of the quantitative data. It is supported by the qualitative data which show that (1) K-W-L strategy can help the teacher to scaffold the students' comprehension of the text by focusing on the steps before, during, and after reading; (2) K-W-L strategy can help the students to preview the text, assess what they have learned after reading, and attrack their interest in reading.

Ummul Khaira,[22] in the thesis enttled ''The Uses of Know, Want to Know and Learnt (KWL) Strategy to Improve Reading Comprehension.' This research is Clasroom Action Research (CAR). The problem statement are 1) How is KWL applied in improving students' reading comprehension? 2) How is the student's achievement in reading comprehension after implementing the KWL Strategy? 3)

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[21] Eko Yunarti, "*Improving The Students' Reading Comprehension Through Know – Want- Learn Technique At The Eleventh Grade Of SMA NEGERI 1 SANDEN IN THE ACADEMIC YEAR OF 2012/2013*

[22] Ummul Khaira, *''The use of Know, Want To Know, and Learn KWL Strategy to Improve Reading Comprehension''* (Banda Aceh : English Educational Journal, 2015)

What are the students' responses folliwing the application of KWL in learning reading comprehension? There result are: 1) The researcher had applied KWL Strategy in Reading class based on the procedure that should be followed in order that implementation should be followed in order that the implementation would be effective. It was divided into three general phases, pre-reading, in the process of reading, and post reading. 2)The implementation of KWL Strategy was effective in improving the students' achieement in reading comprehension skill finding out the main ideas, the words meaning, the detailed information and the reference. This was indicated by the results from the test given to the student where there was an improvement in their score in each cyle. 3) The students' had positive responses toward the use of KWL Strategy in learning process of reading comprehension in their class. This was proved by the percentage overall of the four factor measured above being greater than 80% or in the good criteria. The objective of this research are to find out how KWL Strategy is applied in English reading class and the students' response toward its. It was done 2 cycle consisted of planning the action, implementing action, observing the action and reflection.

The instrument used in collecting the data were test, ohservasition sheets for the researcher and students', and questionarre for the students. The result showed that KWL Strategy gave better result in improving students'reading comprehension skill in finding out the main idea, detailed information, word meaning and references.

Another researcher conducted by Riswanto[23] in thesis " The Effect Of Using KWL Strategy on EFL Students' Reading Comprehension Achievement". The main objective of this study was to see whether the use of KWL Strategy was effective in improving students' reading comprehension achievement in Learning English as a Foreign Language. This study is quasi exprimental design with Non-equivalent groups' pretest-postest design . The population was the eight the grade students of SMPN 4 Palembang in academic year 2011/2012 with a total number of 254 students. Out of this population, 40 students were taken as sample. There were two groups , each of which consisted of 20 students. The data were collected by using multiple choices reading comprehension test The data obtained were analyzed by using t-test formula. The finding showed that KWL Strategy was effective in improving students' reading comprehension achievement. The effectiveness was indicated by the result of the Stepwise Regression formula that the contribution of KWL Strategy on students' reading comprehension achievement was 70,5 %. The result of this study also showed that KWL Strategy was effective in enhancing the students' reading comprehension achievement. Based on the result above, the researcher conclude that KWL Strategy is more effective to increase the students' reading comprehension.

C. Conceptual Framework

KWL strategy can improve students' reading because by using KWL strategy, can help students reflect and evaluate their learning experience, as well as serve as a useful assessment tool for teachers. KWL also helps teachers to activate a learner's prior knowledge concerning a topic or subject

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[23] Riswanto et all, *The Effect Of Using KWL(Know-Want-Learned)Strategy On EFL Students'* Reading Comprehension Achievement (Bengkulu: IAIN Bengkulu,2014)

and it promotes research, active reading and inquisition. The use of KWL is particularly beneficial like the pre-reading strategy and it also serves like a test of what learners have studied during a certain study unit.

The strategy creates an instructional framework where students list (1) what they know, (2) what they want to find out, (3) and (4) record what they have learned or still want to learn. This activity can be used individually, in small groups, and with whole class activities.

KWL strategy serves several purposes to elicit prior knowledge of the topic, to set a purpose for reading, to monitor comprehension, to assess comprehension of the text and expand ideas beyond the text. It is clear that the KWL strategy helps students individually or in small groups to connect what they already know about a given subject, to what they want to know about them, and then finally what they have learned about the subject. Students connect their new learning to their previous knowledge, thus ensuring that the new knowledge will be retained.

D. Actional Hyphothesis

Hypothesis is a temporary answer toward some problems that occur in the research.[24] The researcher proposes an actional hypothesis that there is an improvement on the students' reading after being taught by KWL strategy.

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[24]Mahsun, *Metode Penelitian Bahasa Tahapan Strategi, Metode, danTekhniknya*, (Jakarta: PT. Raja Grafindo Persada, 2005), p.13

CHAPTER III

RESEARCH METHOD

A. Research Setting

This research was done at the eleventh grade students of MTS ZENDING MEDAN wich is located at Teladan from May-June 2019. This research will be conducted on the second semester in the academic year of 2019/2020

B. Data and Data Source

In this research, the data of third research consist of quantitative and qualitative data. Quantitative data is the score of students' reading comprehension and quanlitative data is the result of interview, observation, documentation.

In this research, the researcher used the data source such as: student and collaborate

C. Research Method

In this research, classroom action research is the method of the research. According to Kemmis and McTaggart[25], Action research is a form of collective self- reflection enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situation in which these practices are carried out.

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[25] Rusydi Ananda et.al, *Peneliitian Tindakan Kelas*, (Bandung : Cipta Pustaka Media, 2015), p. 60

Based on the explanation the researcher or writer concludes that classroom action research is a research to an activity and improving the learning in the classroom. This kind of research has systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and to improve the ways educational setting involved teaching and students learning.

Planning is the first step of the cycle concerned with teaching preparations designed by the researcher. It includes the lesson plan containing the instructional objectives to be achieved, the material to be taught, and the task given to the students as the evaluation of the applied strategy. It deals with making observation sheets and field notes used to collect the data during the learning teaching process as well as designing the criteria of success used in this study.

The second step of the conducted cycle, implementing is the plan deals with the application of the task based KWL Strategy .it is for teaching reading as written in the lesson plan to the student in class. The researcher during the implementation of the strategy , observation is also conducted simultaneously to gather the data needed in the study and makse sure that the teaching and learning activities being conducted in line with the prepared lesson plan. And in reflecting of an action, the activity focuses on analyzing the collected data from each is to determine whether or not a following cycle is necessary to be conducted. The cycle will be stopped if the criteria of And in reflecting of an action, the activity focuses on analyzing the collected data from each is to determine whether or not a following cycle is necessary to be conducted. The cycle will be stopped if the criteria of success used in the study are achieved.

This research is included to a classroom action research (CAR). In this research, the researcher try to improve a certain condition by involving all participants in the place where the study is done, there are planning, implementing, evaluating, and making reflection from the actions that are implemented. The two important factors that can influence the success of the research are discussion andcollaboration among the participants.[26] The wholeness of the research process can be seen in the figure below:

Figure . Kemmis and Mc Taggart's Design of CAR

There are several cycles in the action research, each cycle consists of planning, acting, observing, and reflecting. The first is planning, planning is as reflection of the beginning of a activities to gather information about situations relevant to the tie of the study. The second is acting, acting is an effort to repair, an increase in or changes carried out based on the plan of action.

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[26]Rusydi Ananda et.al, *Peneliitian Tindakan Kelas*, (Bandung : Cipta Pustaka Media, 2015), p. 60

The third is observing, observing is the activity of collecting the data to supervise to what extent the result of "acting" reach the objective or as the impact of action implemented or worn against the students. The fourth is reflecting, reflecting is activities analysis, intrepretation of all the information obtained by the time the action to eaxmine, seeing and considering the result or the impact of action that can be pulled the conclusion that steady and sharp based on the theory or the result of research there has been and relevant.[27]

D. Technique of Colleting Data

The techniques that used in collecting the data for this research were Quantitative data and Quaalitative data.

1. Quantitative Data

The quantitative data are taken from administering pre-test, regular tests after some teaching learning process and post-test.

a. Test

Basically, test is an instrument or tool of measuring behaviour, performance of somebody. That tool of measurement is a collection of questions that proposed to every subject demanding to find cognitive tasks.[28] In collecting quantitative data, the researcher conducted reading comprehension (determining as the main data). The tests were given three times; before implementing the strategy which called as pre-test, after cycle one which called as post-test I, and after cycle two which called as post-test II.

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[27]Suyadi, *Panduan Penelitian Tindakan Kelas*, (Yogyakarta:DIVA Press, 2010), p.50
[28] Syahrum and Salim, (2016), *Metodologi Penelitian Kuantitatif*, Bandung: Citapustaka Media, p. 141.

Before and after teaching by implementing KWL Strategy, the researcher asked some questions to the students to know the students' ability in reading comprehension. Responses and answers given by subject to the questions were converted into number as a representative of subject characteristic.

In this research, the students were given 20 questions multiple choice that had to be answered . Each correct answered had 1 point and incorect answered get 0 point

2. **Qualitative Data**

Describe the implementation of KWL Strategy and the responses of students during teaching-learning process. In collecting these data, the researcher used:

1. Interview : Interview was done to know the effectiveness of the action. The researcher interviewed the student and the English teacher about the activities in the teaching and learning process. collected the data by observing the class situation and condition in the teaching learning process. In this case, the researcher held the intervewed with the English teacher and the VIII students about the use of Know-Want-Learn Strategy technique in reading class.

2. Observation: The observation was done to get the information that was needed. The researcher collected the data by observing the class situation and condition in the teaching learning process. She sat at the back of the clasroom and noted down tarnhe class actiivities in the teaching and learning process.The researcher collected the data by doing oservation and noted down

everything that could be caught by the researcher's sense. In this activity, the researcher oserved the students' attitudes, class condition, the teaching.

3. Documentation: Documentation, documents study is anything written that contains information serving as proof. Document study includes some media, such as photo, video which related to research focusing.[29]

E. Technique of Analyzing Data

The data of this research will be analyzed by using t-test for quantitative data and Miles and Huberman technique for qualitative data.

1. Quantitative

T-test is used to compare the two means from primarily study from cycle one to cycle two. The formula of the t-test is as follow:

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

$\overline{D}$ = Mean of difference of posttest 1 and posttest 2

D = Difference

N = Subject of the students

2. Qualitative

Meanwhile, Miles and Huberman is used to analyze the qualitative data, the process of the analysis is starting from: data reduction, data display, and conclusion drawing/verification

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[29] Rusydi Ananda et.al. (2015). *Penelitian Tindakan Kelas*. Bandung: Citra Pustaka Media. p. 88

Data reduction is the process of selecting, focusing simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. It means that the researcher had been reducing the data before , during and after collecting the data as well as analysis teh data. The data reduceed in this study were data found in the interview transcript.

Data Display , the next step in analysis the data is data display. It is an organized, compressed assembly of information thet permits conclusion drawing andaction. By displaying the data, the researcher will easy to understand and toanalyse what will happen with the data presented. In this study, the researcher will use essay in displaying the data, because it is most common data display will be used in qualitative research.

Conclusion Drawing and Verification, from the start of the data collection, the qualitative analysis is beginning to decide what things means is nothing regulations, patterns, explanation, possiblec onfiguration, casual flows and preposition. The conclusion in qualitative research was a new discovery that can be an answer of the research problem.The conclusion was from description of the object of this study. Finally, inthis step the researcher will get the result and conclusion of the research.

Based on the three components above, the researcher uses conclusiondrawing and verfification as component to analyse the qualitative data in this research. While, the quantitative data is used to analyse the score of the students, the researcher observes their activities by using KWL Strategy that will be given to thestudents.

F. Trustworthiness of Study

The trustworthiness of qualitative research generally is often questioned by positivists, perhaps because their concepts of validity and reability cannot be addressed in the same way in naturalistic work[30] It is important to establish that the findings of the study are validity. There are various ways to establish a sense of trustworthiness and validity. According to Lincoln and Guba[31], the basic issue to trustworthiness is: how can an inquirer persuade his/her audiences (including self) that the finding of an inquiry is wort paying attention to, worth taking account of ? in this study, the researcher determines four criterions to use as the techniques of trudtwordthiness inquiry. They are credivility, transferability, dependability, and conformability. In this research the researcher uses the credibility trustworthiness. Credibility contributes to a belief in the trustworthiness of data through the following attributes: (a) prolonged engagement; (b) persistent observations; (c) triangulation; (d) referential adequacy; (e) peer debriefing; and (f) member checks.Triangulation and member checks are primary and commonly used methods to address credibility.

There are four kinds of triangulation. They are data triangulation, investigator triangulation, methodological triangulation, and theoretical triangulation. This research uses two kinds of triangulation. The first is data triangulation, it is a triangulation which uses many sources of data to validate it. The data taken from informant was compared to the data from the other informant. The second is methodological triangulation, it is a triangulation which uses many method to

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[30] Shenton, K. Andrew., *Strategies for Ensuring Trustworthiness in Qualitative Research Projects*. (Education for Information: Northumbria University, 2005)) p. 63

[31] Y. S, & Guba, E. G,*Naturalistic inquiry*. (Newbury Park: CA Sage, 2002) p. 289.

validate data. For instance, the data taken from interview was compared to the data taken from observation which has the same source.

In the other words, the researcher limits of the technique of establishing the trustworthiness on credibility through source and methodological triangulations.[32]

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[32] HB Sutopo, *Metodologi Penelitian Kualitatif*, (Surakarta: UNS Press, 2002), p.78

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The findings of this research exist in the preliminary study, the first cycle and the second cycle.

1. Preliminary Study

Before conducting the first cycle, the researcher did a preliminary study. This preliminary study is intended to know the students' improvement in reading. In this preliminary study, the researcher gave reading test, interview, and observation. Reading test is used to evaluate students' improvement and how the result of the scores that they improved. The English teacher made 75 as *Kriteria Kelulusan Minimum* (Minimum Passing Grade) in English lesson. The number of the students who took the test was 31 from the result of reading test in pre-test, the total score of the students was 2060 and the mean of the students' score 66,45

Based on the test result, it is indicated that the students' improvement in reading was low. It can be seen from the mean score of the students was 2060 and the percentage of the students' score of the diagnosa test was 4 students who passed or got score up to 75, it was only 12,90%. On the other hand, 27 students failed or didn't get score up to 75 and it was 87,09%. This data can be seen in the appendix. The quantitative data above was strengthened by the qualitative data taken from the result of every meeting and the interview. The interview was done before conducting the first cycle.

It was found out that the teachers problem in teaching reading narrative text were the unappropriate use of teaching strategy. The interview also found that student still had difficulties to find the main idea in a reading text . It is shown from the result of interview with the English teacher as follow : "They are interest in study of English, but the students still low especially in reading. They are difficult to find main idea in the text, they are also difficult to know meaning the word.

From the result of interview with the English teacher showed that the students still low in comprehending the reading text and the translate the words. It was also strengthened by the result of interview with the students as follows: "Pembelajaran bahasa Inggris dalam reading sulit, karena terkadang tidak mengerti arti dari kata." From the opinion with the first student showed that the student still difficult to know the meaning of the word."Pembelajaran bahasa inggris dalam reading ada susah dan gampangnya. Susahnya kalau menjawab pertanyaan berdasarkan tesk. "From the opinion with the second student showed that the student felt difficult to answer the question based of the text. "Pembealajaran bahasa inggris dalam reading susah, bingung dalam mengartikan dan pengucapannya, apalagi dalam menentukan ide pokok dalam sebuah teks" From the opinion with the third student showed that the student still difficult to divide main idea of a text.

From those opinion above it can be concluded that students' achievement in reading was not good yet, so that score of the test in reading test still low. The students are not be able to comprehend the text as a whole.

From the data above, it can be proven that showed when the researcher looked at turned out to the students were doing a noise in the classroom, not focus, and always ask permission to go out of class.

Based on the analysis result, it can be concluded that the students' achivement in reading narrative text was not good yet and low doing action research in pre-test. So, post-test continued in the first cycle.

2. Cycle I

In this cycle, the researcher conducted four steps: planning, action, observation, and reflection. In this cycle, there was two meetings which were conducted to the students. A test was given in the end of learning process. The steps of this cycle were:

a. Planning

In this step, the researcher arranged all of the preparations before conducting the research. The activities which were done by the researcher were: all instruments such as observation sheet, interview question, test had been well prepared. To make improvement in their competence in reading, the use of KWL strategy would be applied. Then the lesson plans and narrative texts were prepared. Learning sources and the learning media were prepared. In this research, the researcher would be as the teacher .

b. Action

The first meeting in the cycle one was conducted on Friday, June 14 th 2019. It was followed by 31 students. The researcher began the class by greeting, reciting Basmallah together and checked the students attandance and

explain the aim of the lesson. Afterthat, the researcher explain about narrative text and gave example of narrative text , explain about the text and the kwl learning strategy by using paper which has photocpy as a learning media. and the students were asked to read the text randomly. Most of them could not read text well. Therefore , the student had some problem which difficult in reading text and the student they lack of vocabularies and they were unable to read. The researcher and the student read and translated the reading text. and the researcher asks students to find the main ideas that are in the example of text . The student still confused to find main idea in the text . The researcher gave a chance to the student ask some question related to the material. The reseracher motivated the student for learning seriously. The researcher gives instructions to students about text to find idea by using kwl strategy. The researcher tells the keywords or tells students important sentences related in the text and to facilitate students in doing the text and the researcher also motivated the student for learning. In the end of the lesson, the researcher reviewed the material and gave a chance to the students to ask some questions related to the material and the researcher also explained the planning for the next meeting and the researcher reminds the students don't forget to bring a dictionary for tomorrow.

The second meeting was conducted on Saturday, June 15 [th] and followed by 31 students. In the learning activity the researcher reviewed the last material. After that, the researcher gave a test to the students individually. The student were given 20 question multiple choice that had to be answered Every question tell about the legend that is cinderella, snow white, toba of

lake and the mouse deer and elephant and all the question related to the narrative text . And then , the researcher asks the student about the legendary story to find out whether they are already know the story related in the test . and the researcher tell some legend story of text . Then, the researcher asks the students to open dictionary and translated of text . The researcher gave 35 minutes for them to finished the text . Before , answering questions the researcher asked the student to read the text related to the test . Most of them could not read text well. Therefore , the student had some problem which difficult in reading text and the student they lack of vocabularies and they were unable to read. The researcher and the student read and translated the reading text related in the test and the students answer question related to the given test. In the end of the lesson, the researcher reviewed the material and gave a chance to the students to ask some questions related to the material and the researcher also explained the planning for the next meeting

Observation

Observation proposed to find out information action by the writer in the classroom. The observation was done to observe what the students had done during the teaching learning process. It was about the behavior, attitude, and all activities during the action process. Thus, the result of observation was collected as the data, which is used as a basic reflection.

In this phase , there were two kind of the observation result, they were collected by quantitative and qualitative , the writer gave the test in the first cycle. The result of test in the first cycle show that the achievement of students increased

when used the KWL Strategy in learning process. The teacher could improve the students' achievement in reading narrative text .

Quantitatively, the result of test in cycle I it showed that, the total score of the students was 2155 and the number of students who successes the test still 7 from 31 students, the mean of the students' narrative text score of the test was 69,51. It can be seen that the students' narrative text score in test cycle I was increased but still low. The percentage of the students narrative text score was 22,58% consists of 7 students who successes and got the score 75 or more. So, the test in the first cycle was categorized unsuccessful. This data can be seen in appendix .

The quantitative data above was also strenghtened by the qualitative data taken through interview. Interview was also done after implemented the strategy to the English teacher and some students who got the low and high value during learning process. The result of interview with the students as follow: 1. (R) Apakah yang kalian fikirkan setelah belajar reading bahasa Inggris dengan menggunakan KWL Strategy ?, (S1) Setelah belajar dengan menggunakan KWL Strategy saya lebih banyak mengetaui makna dalam teks. (S2) lebih semangat dan happy. 2. (R) Apakah belajar menggunakan KWL Strategy bisa meningkatkan kemampuan baca bahasa Inggris anda?. (S1) Iya, bisa tapi saya masih bingung , karena vocabulary saya masih kurang (S2) Iya, KWL strategy ini sangat cocok sekali untuk meningkatkan Reading . The transcription of interview could be seen in apppendix .

Based on the interview above, there was improving of the students' reading. The result showed the improvement of the students' score from the diagnosa test to the cycle I. In the diagnosa test, the students who got the score 66,45 or more

were 4 of 31 students (12,90%). In test of cycle I, the students who got the score 69,51 or more were 7 of 31 students (22,58 %). The improvement of the diagnosa test can be seen in 35,48%. It could be concluded that the students' reading improved but not successfully. So, the researcher was conducted cycle II.

From the students' response and the students narrative text score above, the researcher stated to continue in cycle two hopefully be better than before. The second cycle was held to achieve the improvement score of the students in reading comprehension .

c. Reflection

Reflection was an evaluation from the action which has been done before. It is used to help the researcher made decision by analyze the situation and the students difficulties or in understanding the lesson. Through the reflection, the researcher knew the result of the students after did the test.

Based on the result of the score of the test in cycle I and also observation, action of improvement was needed. Actually, students' score in test of cycle I was improved than the score of diagnosa test. But, it needed more improvement in their reading comprehension because some of them still confused to understanding meaning of the text.

3. Cycle II

Based on the result of the first cycle, the researcher continued to do the second cycle. The first cycle indicated that students reading narrative text was still low. It happened because of the students got difficulties to write the organization of narrative text and much of their reading narrative text score still not achieved the minimum passing grade

a. Planning

In this step, the researcher prepared the new material that was enclosed in lesson plan. The researcher prepared lesson plan an emphasized teaching-learning process in teaching reading narrative text. The researcher focused to solve problem found in cycle I especially related to the language used, the use of comprehension strategy , and also the way to mativate 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 second cycle to collect data .

b. Action

The first meeting in the second cycle was conducted on Friday, June 21th 2019. It was followed by 31 students. The researcher began the class by greeting, reciting basmallah together and checked the students' attendance and explain the aim of the lesson. In the learning activity the researcher reviewed the last material. After that, the researcher gave a test to the students individually. The student were given 20 question multiple choice that had to be answered Every question tell about the legend that is A Woman and the Wolves, cinderella, sangkuriang, and malin kundang and all the question related to the narrative text . The researcher asks students to open a dictionary and translate texts in the test. students are still confused in the text, students are allowed to discuss with their friends to translate the text and know the answers and students also allowed to ask the researcher related to the given test . The researcher gave 35 minutes for them to finished the text. Students are still confused and very slow to take the test and the researcher read and translated the reading text related in the test and the students answer

question related to the given test. the researcher gives instructions to students about tests on how to quickly work on multiple choice questions which the type of narrative text by using KWL strategy. The researcher gives some important word in the text to facilitate students in doing the test and the researcher also motivated the student for learning. In the end of the lesson, the researcher reviewed the material and gave a chance to the students to ask some questions related to the material . And the last activity the researcher finding ways to better appreciate the efforts and result of individual learning and the teacher and student concluded the material.

The second meeting was conducted on Saturday, June 25th 2019. It was followed by 31 students. In the learning activity the researcher reviewed the last material. After that, the researcher gave a test to the students individually. The student were given 20 question multiple choice that had to be answered. Every question tell about the legend that is Timun Mas, The lion and the mouse and golden snail. Before answering question, the researcher ask the student of legendary story related in the test and the researcher record whatever the student know about the text. The researcher gave 35 minutes for them to finished the text. Students are allowed to discuss with their friends to translate the text and know the answers and students also allowed to ask the researcher related to the given test . Then, the researcher tell the legend story of Timun Mas, The Lion and The Mouse and Golden Snail related to the test to make it easier for students to do the test . And to speed up the time the researcher translated the reading text related in the test and the students answer question related to the given test and the researcher gives instructions to students about tests on how to quickly work on

multiple choice questions which the type of narrative text by using KWL strategy. Then , the researcher tells the most important sentence or keywords of the text related in the test. In the end of the lesson, the researcher reviewed the material and gave a chance to the students to ask some questions related to the material . And then the researcher finding ways to better appreciate the efforts and result of individual learning and the researcher concluded the material and closed the meeting by saying the greetings.

c.   Observation

The observation was done in the second cycle. All the activities during the teaching learning process had been observed. They were as follows: 1). Most of the students were active and interested while learning, 2) Many students thought silent way method in narrative text is improve their reading narrative text 3).The mean score of the students was categorized success is 79.83.

Quantitatively, the result of test in the cycle II, it showed that the total score of the students was 2,475 and the number of students who success the test was 18 students, and the mean of the students reading narrative text by kwl strategy score of the test was 79,83. It could be concluded that the students narrative text score in the test cycle II was improved. The percentage of the students" score was 64,51% consist of 20 students successes and achieved score 75 or up 75. So, the test in cycle II was categorized successful. The data can be seen in appendix .

Based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students' reading comprehension. The result of test in cycle II , it showed that the total score of the students was

2,475 and the number of the students who took the test was 31. So, the mean of the students' score of the test was 79,83. It can be seen that the students' score in reading was increased. The percentage of the students' score of the test in cycle II was 20 students who passed or got score up to 75, it was 64,51 %. On the other hand, 11 students failed or didn't get score up to 75 . So, test in cycle II was categorized successfully. This data can be seen in the appendix .

Based on data above, the result showed the improvement of the students' score from the test in cycle I to the test in cycle II . In the test in cycle I, the students who got the score 75 or more were 7 of 31 students (22,58 %). In the test in cycle II, the students who got the score 75 or more were 20 of 31 students (64,51 %). The improvement of the test in cycle I to the cycle II was about 99 %. In this also used to test the hyphothesis in the research, from the computation above , it could be seen that coefficient of $t_{observed}$ = 1,697 and t_{table} to df = N-1 = 31-1 = 30, with fact level α = 0,05 was . In the coefficient of $t_{observed}$(1,697) > t_{table} (147.24). Thus, alternative hyphothesis (H_a) could be received. Based on finding, alternative hyphothesis (H_a) saying that KWL Strategy could be improved the students' reading. This data can be seen in the appendix.

d. Reflection

In this phase, all students had been able to do text KWL as the strategy to understanding meaning of the text . Students' reading comprehension had been improved. From the observation result of every meeting, it could be concluded that teaching learning process in which applied could be run well.

Based on the reflection of this cycle, it wasn't needed to conduct the third cycle. The cycle of this research could be stopped because the students' reading comprehension had been improved.

B. DISCUSSION

This research was conducted to find out the implementation of KWL Strategy improving the students' reading comprehension. The result indicated that there was an improvement in the students' reading by using KWL Strategy .

The mean of the students' score in the diagnosa test was 66.45 . It was low because only 4 students who got the score 75 and more. The mean of the students' score test in cycle I was 69,51. It was higher than the diagnosa test. The mean of the students' score test in cycle II was 79.83 . It was higher than the test in cycle I.

Then, the percentage of the students who got the score 75 and more in the diagnosa test was 4 of 31 students (12,90%). The percentage of the students' who got the score 75 and more test in cycle I (22,58%) and test in cycle II(64,51%) . The improvement of the competent students percentage from the diagnosa test to test in cycle II was 99%. It indicated that the improvement of the students' achievement in reading in narrative text was significant.

Based on the result of the qualitative data which was taken from the observation sheet an the interview report, it was found that the class ran effectively. The students paid attention to the teacher during the teaching learning process. They were also spirit in reading and enjoying the learning process. Then, it can be said that the qualitative data was also showed the improvement of the

teacher's and the stuednts' activities during the teaching learning process. It indicated that the application of KWL startegy could motivate the students became more enthusiastic in learning reading in narrative text.

From the explanation above, it could be concluded that the result of the research showed that the application of KWL strategy could improve the students' achievement reading in narrative text. It could be proven by the quantitative data which showed the students' score got better from the test in cycle I and cycle II . It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and enthusiastic learning reading in narrative text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. **Conclusions**

Based on the result of the research, it could be concluded that teaching reading   by using KWL Strategy could improve the students' reading comprehension.

In the preliminary study, quantitatively showed that score of the students was 2065 and the mean of the students' score 66,45. The percentage of the students' score of the test was 4   students who passed or got score up to 75, it was only 12,90 %. There was 27 students who got failed or didn't get score up to 75 and it was 87,09%. Qualitatively showed from the result of observation and the interview, it can be proven that the students' improvement in reading was not good yet and low in reading test of the diagnosa test.

In the cycle I, quantitatively showed that the total score of the students was 2060 and the mean of the students' score of the test was 66,45. The percentage of the students' score of test in cycle I was 7 students who passed and got score 75 or up to 75 it was only 22.58 %. On the other hand, 24 students failed or didn't get score up to 75 and it was 77,41%. So, test in cycle I was categorized improved. Qualitatively, showed from the result of observation and interview, it can be concluded that the students felt enjoyable, easier, and interesting to learn by using kwl strategy .

In the cycle II, quantitatively showed that the total score of the students was 2475 and the mean of the students' score of the test was 79,83. The

percentage of the students' score of the test in cycle II was 20 students who passed and got score 75 or up to 75 it was only 64,51 %. On the other hand, 11 students failed or didn't get score up to 75. So, test in cycle II was categorized successfully. Qualitatively, showed from the result of observation, it can be concluded that kwl strategy could be improved the students' reading comprehension .

B. Suggestion

The result of this research showed that the application of KWL Strategy could improve the students' achievement reading in narrative text. Therefore the following suggestion were offered :

1. For the teacher , it is useful to apply KWL Strategy as one of the alternative way in teaching reading in narrative text to make a variation in teaching reading in narrative text so that the students do not get bored in learning English especially in reading in narrative text .

2. For school, it is useful to make an provide the tool which supported english Reading Learning

3. For the other researchers, it is very useful as the information in conducting in depth research which is related to this research .

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Venca, L. John Anne *Reading and Learning to Read* (United Stated Of America: Pearson Education, 2015)

Lesson Plan

(Meeting I)

School's name

: MTsN 3 Medan

Subject

: English

Class/Semester

: VIII-4 / 2(genap)

Kind of Text

: Narrative Text

Theme

: Snow White

Aspek/Skill

: Reading

Time Allocation

: 2 x 40 minutes

Meeting

: 1

1. **Standard of Compentence :**

    1. Reading

    The Understanding of fucntional meaning in the written text and simple short essays in narrative text form to interact with the surrounding environment.

2. Basic Competence   :

1.1 the understanding in the form of a simple short narrative written texts by using a variety of written language accurately, fluently and acceptable to interact with the surrounding environment.

3. The Indicators

a. Answer the questions based on the text.

b. Identifying main idea of the text.

c. Identifying specific information of the text.

d. Finding out words meaning of the text.

4. The Objectives of Learning

In the end of learning process:

a. The students are able to answer the questions based on the text.

b. Students are able to identifying main idea of the text.

c. Students are able to identifying specific information of the text.

d. Students are able to find out words meaning of the text.

❖
The students' characteristic are expected:

- Trustworthines

- Respect

- Dilligence

5. **Materials**

- Definition of narrative text

  narrative text is a kind of text to retell the story that past tense. The purpose and social function of the narrative text is to entertain or to amuse the readers or listeners about the story.

  Narrative text has a generic structure such as follows:

  a. Orientation : the part where the writer describes the setting, the context or situatiom in which the stroy takes place and the characters (who involved in the story)

  b. Complication/Proble : the part where the writer introduces a problem, a change in the situation, or an action that require a response.

  c. Resolution : the section where the writer present the way the problem has been resolved.

- The text of narrative text.

- Narrative text use Grammar past

6. **Time Allotment**

   2 x 40'

7. **Teaching Method**

   K-W-L (Know-Want-Learned) Strategy

8. The Procedures of Teaching

No	Learning Activities	Time Allotment
1	**Introduction** **Apperception:** - Greeting the students. - Checking the students' attendance list. - Asking the students' knowledge about narrative texts and reading about Snow White. **Motivation** - Delivering the objectives of learning - Explaining the importance of the material	15 Minute
2	**Main Activities** Exploration: In the exploration activity, the teacher: - Involves the students in looking for the wide informations about the topic/theme of the materials that will be studied by applying the K-W-L strategy. - Facilitates the students' interaction among the students with the teacher, the environment and other learning	60 minutes

| | | resources. | |

	- Involves the students actively in each learning activity. **Elaboration:** In the elaboration activity, the teacher: - Explains about narrative text. - Gives the example of the narrative text. - Explains about K-W-L Strategy. - Gives a test which contains 10 questions and its form is a multiple choice. - Asks the students to answer test based on their understanding of the texts that have been learned. - Provides an opportunity for the students to think, solve problem and act without a fear.	
	- Facilitates the students to compete in a sportive way to improve the learning objectives.	

Confirmation:

In the confirmation activity, the teacher:

- Asks the students to read and do the test

- Collect student answer sheets.

Closing Activities (15 minutes)
In the closing activity, the teacher:

- Discusses the text with the students.

- Concludes the material with the students.

	- Reflects the activities that have done in the learning process and motivates the students. - Conveys the lesson plan for the next meeting.	15 minutes

9. Evaluation

Evaluation Technic	Evaluation Instrument	Sample of Instrument
Written test	Multiple Choice	1. Snow White ran from house ... a. At night b. At midnight c. In the evening d. In the morning

The Instructional Scoring:

The student's score = h $\qquad\qquad\qquad \times 100$

10. Aspect of Assessment

Criteria	Score
Comprehension	**5**

Standard of each elements

Excellent	5
Very good	4

Good	3

Avarage	2

Poor	1

11. Learning Sources

Alifiyanti Nugrahani and Fernando. 2006. *Language To Use English*. Jakarta: Piranti Darma Kalokatama.

Medan, June 17th 2019

Lesson Plan

(Meeting II)

School's name   : MTss Zending Medan

Subject   : English

Class/Semester   : VIII

Kind of Text   : Narrative Text

Theme   : Malin Kundang dan the Mouse Deer and the

Elephant

Aspek/Skill
                         : Reading

Time Allocation
                         : 2 x 40 minutes

Meeting
                         : II

1. **Standard of Compentence :**
   1. Reading

   The Understanding of fucntional meaning in the written text and simple short essays in narrative text form to interact with the surrounding environment.

2. Basic Competence   :

1.1 the understanding in the form of a simple short narrative written texts by using a variety of written language accurately, fluently and acceptable to interact with the surrounding environment.

3. The Indicators

a. Answer the questions based on the text.

b. Identifying main idea of the text.

c. Identifying specific information of the text.

d. Finding out words meaning of the text.

4. The Objectives of Learning

In the end of learning process:

a. The students are able to answer the questions based on the text.

b. Students are able to identifying main idea of the text.

c. Students are able to identifying specific information of the text.

d. Students are able to find out words meaning of the text.

❖ The students' characteristic are expected:

- Trustworthines

- Respect

- Dilligence

5. Materials

- Definition of narrative text

  narrative text is a kind of text to retell the story that past tense. The purpose and social function of the narrative text is to entertain or to amuse the readers or listeners about the story.

  Narrative text has a generic structure such as follows:

  d. Orientation : the part where the writer describes the setting, the context or situatiom in which the stroy takes place and the characters (who involved in the story)

  e. Complication/Proble : the part where the writer introduces a problem, a change in the situation, or an action that require a response.

  f. Resolution : the section where the writer present the way the problem has been resolved.

- The text of narrative text.

- Narrative text use Grammar Past.

6. Time Allotment

2 x 40'

7. Teaching Method

K-W-L (Know-Want-Learned) Strategy

8. The Procedures of Teaching

No	Learning Activities	Time Allotment
1	**Introduction** **Apperception:** - Greeting the students. - Checking the students' attendance list. - Asking the students' knowledge about narrative texts and reading about Snow White. **Motivation** - Delivering the objectives of learning - Explaining the importance of the material	15 Minute
2	**Main Activities** Exploration: In the exploration activity, the teacher: - Involves the students in looking for the wide informations about the topic/theme of the materials that	60 minutes

will be studied by applying the K-

W-L strategy.

- Facilitates the students' interaction among the students with the teacher, the environment and other learning resources.

- Involves the students actively in each learning activity.

Elaboration:

In the elaboration activity,

the teacher:

- Explains about narrative text.

- Gives the example of the narrative text.

- Explains about K-W-L Strategy.

- Gives a test which contains 10 questions and its form is a multiple choice.

- Asks the students to answer test based on their understanding of the texts that have been learned.

- Provides an opportunity for the students to think, solve problem and act without a fear.

- Facilitates the students to compete in a sportive way to improve the learning objectives.

Confirmation:

In the confirmation activity, the teacher:

- Asks the students to read and do the test

- Collect student answer sheets.

Closing Activities (15 minutes) In the closing activity, the teacher:

- Discusses the text with the students.

- Concludes the material with the students.   15 inutes

- Reflects the activities that have done in the learning process and motivates the students.

- Conveys the lesson plan for the next meeting.

9. Evaluation

Evaluation Technic	Evaluation Instrument	Sample of Instrument
Written test	Multiple Choice	1. How many sister did she have in the text above ... a. None b. 2 sisters c. 3 sisters d. 5 sisters

The Instructional Scoring:

$$\text{The student's score} = \frac{}{^{A}} \times 100$$

10. Aspect of Assessment

Criteria	Score
Comprehension	**5**

Standard of each elements

Excellent	5
Very good	4
Good	3
Avarage	2
Poor	1

Appendix III

Lesson Plan

School's name   : MTss Zending Medan

Subject   : English

Class/Semester   : VIII-

Kind of Text   : Narrative Text

Theme   : Cinderella

Aspek/Skill   : Reading

Time Allocation   : 2 x 40 minutes

Meeting   : III

1. **Standard of Compentence :**
   1. Reading

   The Understanding of fucntional meaning in the written text and simple short essays in narrative text form to interact with the surrounding environment.

2. **Basic Competence   :**

   1.1 the understanding in the form of a simple short narrative written texts by using a variety of written language accurately, fluently and acceptable to interact with the surrounding environment.

3. **The Indicators**

   1. Answer the questions based on the text.

   2. Identifying main idea of the text.

   3. Identifying specific information of the text.

   4. Finding out words meaning of the text.

4. **The Objectives of Learning**

   In the end of learning process:

   a. The students are able to answer the questions based on the text.

   b. Students are able to identifying main idea of the text.

   c. Students are able to identifying specific information of the text.

   d. Students are able to find out words meaning of the text.

❖
   The students' characteristic are expected:

   - Trustworthines

   - Respect

   - Dilligence

5. **Materials**

- Definition of narrative text

  narrative text is a kind of text to retell the story that past tense. The purpose and social function of the narrative text is to entertain or to amuse the readers or listeners about the story.

  Narrative text has a generic structure such as follows:

  a. Orientation : the part where the writer describes the setting, the context or situatiom in which the stroy takes place and the characters (who involved in the story)

  b. Complication/Proble : the part where the writer introduces a problem, a change in the situation, or an action that require a response.

  c. Resolution : the section where the writer present the way the problem has been resolved.

- The text of narrative text.

- Narrative text use Grammar Past.

6. **Time Allotment**

   2x40'

7. **Teaching Method**

   K-W-L (Know-Want-Learned) Strategy

b. Complication/Proble : the part where the writer introduces a problem, a change in the situation, or an action that require a response.

c. Resolution : the section where the writer present the way the problem has been resolved.

- The text of narrative text.

- Narrative text use Grammar Past.

8. **Time Allotment**

2x40'

9. **Teaching Method**

K-W-L (Know-Want-Learned) Strategy

10. **The Procedures of Teaching**

No	Learning Activities	Time Allotment
1	**Introduction** **Apperception:** - Greeting the students. - Checking the students' attendance list. - Asking the students' knowledge about	15 Minute

		narrative texts and reading about Snow White. **Motivation** - Delivering the	
		objectives of learning - Explaining the importance of the material	
2		**Main Activities** Exploration: In the exploration activity, the teacher: - Involves the students in looking for the wide informations about the topic/theme of the materials that will be studied by applying the K-W-L strategy. - Facilitates the students' interaction among the students	60 minutes

		with the teacher, the environment and other learning resources.
		- Involves the students actively in each learning activity.
		Elaboration:
		In the elaboration

		activity, the teacher:
		- Explains about narrative text.
		- Gives the example of the narrative text.
		- Explains about K-W-L Strategy.
		- Gives a test which contains 10 questions and its form is a multiple choice.

- Asks the students to answer test based on their understanding of the texts that have been learned.

- Provides an opportunity for the students to think, solve problem and act without a fear.

- Facilitates the students to compete in a sportive way to improve the learning objectives.

Confirmation:

In the confirmation activity, the teacher:
- Asks the students to

		read and do the test	
		- Collect student answer sheets.	
		Closing Activities (15 minutes) In the closing activity, the teacher: - Discusses the text with the students. - Concludes the material with the students. - Reflects the activities that have done in the learning process and motivates the students. - Conveys the lesson plan for the next meeting.	15 inutes

9. **Evaluation**

Evaluation Technic	Evaluation Instrument	Sample of Instrument
Written test	Multiple Choice	1. How many sister did she have in the text above ... e. None f. 2 sisters g. 3 sisters

h. 5 sisters

The Instructional Scoring:

The student's score = $\dfrac{}{} \times 100$

10. **Aspect of Assessment**

Criteria	Score
Comprehension	**5**

Standard of each elements

Excellent	5
Very good	4
Good	3
Avarage	2

Poor	1

Appendix

Name :

Grade :

Time :

Intruction: Read the text and choose the right answer based on the text!
Text I

SNOW WHITE

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle beacuse her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. Thy went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "what is your name?" Snow White said, "my name is Snow White".

Doc said, "If you wish, you may live here with us". Snow White said, "Oh could I?" Then Snow White told the dwarfs the whole strory and Snow White and the 7 dwarfs lived happily ever after.

1. Snow White ran from house, because ...

   a. Her uncle and aunt will leaving Snow White in the castle because they both wanted to go to America

   b. Her parents were died

   c. Her uncle and aunt wanted Snow White leave the castle.

   d. Snow White felt bored in the castle.

2. Snow White ran from house ...

   d. At night

   e. At midnight

   f. In the evening

   g. In the morning

3. The third paragraph describes in detail ...

    a. Where Snow White's aunt and uncle had breakfast

    b. What Snow White did after hearing her uncle's plan

    c. How Snow White went in to the cottage

    d. Whom Snow White met in the woods

4. The dwarf said, "If you wish, you may live here with us." What did the dwarf mean with the words underlined?

    a. He asked Snow White for permission to stay with her

    b. He offered Snow White to stay with them

c. He showed his interest in Snow White

d. He wishes to stay with Snow White

5. "Snow White didn't want her uncle and aunt to do this so she decided to <u>run away.</u>" (Paragraph 3). The synonym of the underlined word is ...

a. flee

b. hold

c. appear

d. reach

Text 2

CINDERELLA

Once upon a time there was a beautiful girls called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the house work.

One day an invitation to the ball came to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy good mother came and helped her to get to the ball. At the ball, Cinderella a danced with the prince. The prince fell in love with her then he married her. They lived happily ever after.

6. How many sisters did she have in the text above ...

a. None

b. 2 sisters

c. 3 sisters

d. 5 sisters

7. Who helped her to get the ball ...

   a. Mother

   b. Stepmother

   c. Fairy good mother

   d. Father

8. Which of the following is NOT TRUE according to the text ...

   a. Cinderella lived with her stepmother

   b. Cinderella felt happy with prince

   c. Cinderella was helped by a fairy to get the ball

d. Cinderella was helped by her stepsister to do all housework

9. "They were very bossy." (Paragraph 1)

   a. furious

   b. arrogant

   c. domineering

   d. sensitive

10. What is the main idea of paragraph 3 ...

   a. The fairy go mother came to helped Snow White

   b. prince and Snow White married and lived happily ever after

   c. Cinderella danced with the prince

   d. Cinderella was very sad

Story of Toba Lake

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

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret

that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

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

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

11. What is the main idea of paragraph 3 ?

    a. The motehr started crying, felt sad that her husband had broken his promise

    b. His daughter would help bringing lunch to her father out in the fields

    c. His daughter was so hungry and she ate his father's lunch

    d. The daughter ran home and asked her mother

12. What did a man in his daily life ?

    a. Gardening and fishing

    b. Tailor

    c. Teacher

    d. Farming

13. Finally, what happened to the man ?

    a. He sunk

b. He turned into a lake

c. He turned into an island

d. He attacked by earthquake

14. What can we learn from the text above ?

    a. We must obey our parents

    b. We must not break our promise

    c. We must not eat our father's meal

    d. We must go fishing to find a golden fish

15. How many child do they have according to the text ?

    a. 2

    b. 1

    c. 3

    d. None

16. "Her husband had <u>broken</u> his promise". (paragraph 3)

    The synonym of the words underline is ...

    a. ruin

    b. build

    c. compose

    d. keep

The mouse deer and the elephant

One day, there was a mouse deer. He was trapped in a hole that had been made by a group of hunters.

The mouse deer screamed for help but no one heard him. It was hopeless for him to escape from the trap. He waited and waited and finally an elephant came. He was happy and asked for help but the elephant was not smart enough to help him. The elephant did not know how to do.

aIn the end, the mouse deer got a bright idea. He said to the elephant, "Come down here! Come down to this hole so you can help me get out!" Foolishly The elephant agreed and followed the mouse deer's order. The elephant jumped down to the hole.

Of course the mouse deer quickly hopped on the elephant's body and then hopped out of the hole. He was free and leaving the elephant trapped in the hole in turn.

17. Who was trapped in the hole that had been made by the hunters ?

    a. Elephant

    b. Mouse deer

    c. Snake

    d. Tiger

18. What is the main idea of paragraph 2 ?

    a. Mouse deer asked to elephant for help him to escape from the trap

    b. The elephant helped mouse deer from the jungle

    c. The mouse deer fot a bright idea

    d. The mouse deer and elephant jumped from the trap together

19. Finally, what did happen to the elephant ?

    a. The elephant didn't what mouse deer said

    b. The elephant into trapped in the hole in turn

    c. The elephant said thanyou to mouse deer

    d. The elephant helped mouse deer with him body

20. "Foolishly the elephant agreed...". (paragraph 3)

    The synonym of the words underline is ...

    a. lazy

    b. dilligent

    c. embarrasse

    d. stupid

Appendix V

POST TEST I

A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

Read the text, then choose the best choice to each questions.

1. What separated between one village to another a long time ago in the New Territories ?
a. Another village
b. Mountains
c. Forests
d. Hills ve. Towers and logs

2. Who was Ah Tim ?
a. The young woman's brother
b. The young woman's son
c. The young woman's brother and nephew
d. The young woman's brother's son

3. Who walked in front when they were in the forest ?
a. Ah Tm
b. The woman
c. The woman's son
d. Her brother's nephew

4. How could the wolves catch Ah Tim ?
a. He was afraid
b. He was stumbled by a stone
c. He ran slowly
d. The woman cried

5. The woman gave her son to the wolves because
a. She loved her nephew than her son.
b. She thought about how her brother would be
c. She wanted her son was eaten by the wolves
d. She was crazy

Sangkuriang

Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly.

Anybody there! Bring me my tool. I will give you special present. If you are female. I will consider you as my sister if you are male, I will marry you sunddenly a male dog, its name was Tumang came. **He brought her the falling tool**. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy.

Sangkuriang liked hunting very much, especially deer. He often hunting to the wood usying his arrow. When he went hunting , Tumang was always with him.

One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang when to the wood with his arrow and his faithful dog. Tumang, but afher several days in the wood Sangkuriang could not find any deer. Then where all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. Tumang's heart to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness.

Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived. at his own village but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did know each other. So they fall in love and then they decided to marry. But

then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not beliave her. He wished that they marry soon. So Dayang Sumbi gave very difficult condition. She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for honeymoon.

Sangkuriang agreed. With the help of genie and spiritis, Sangkuriang tired to build them. By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spiritis thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat.

Sangkuriang was angry. He kicked the boat. Then the boat turned upside down. It, leter, became Mounth Tangkuban Perahu. Which means an upside-down boat. From a distant the mount really looks like an upside down boat.

6. What is the story about?

A. A wrath son

B. West java's tales

C. Tumang a Dog husband

D. The legend of Tangkuban Perahu

7. According to he story, Tumang was….

A. Actually a handsome prince

B. Married to Dayang Sumbi

C. Sangkuriang pet dog

D. Good at hunting deer

8. What did Dayang Sumbi look like?

A. She liked weaving clothers

B. She looked for the heart of a deer

C. She was beautiful

D. She was looking at her fallen tool

9. What made Dayang Sumbi stay young?
A. She set up conditions in doing things
B. A young man fall in love with her
C. She married a dog
D. God gave her an eternal beauty

10. Who are the main caracthers in the story?
A. Dayang Sumbi and Sangkuriang
B. The king Dayang Sumbi, the dog and Sangkuriang
C. The king, Dayang Sumbi, the dog, Sangkuriang, the ganie, and the spiritis
D. The king, Dayang Sumbi, the dog, Sangkuriang, the mount, the boat, the genie, and the spiritis

Cinderella

Once upon a time there was a beautiful girls called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the house work.

One day an invitation to the ball came to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy good mother came and helped her to get to the ball. At the ball, Cinderella a danced with the prince. The prince fell in love with her then he married her. They lived happily ever after.

11 .How many sisters did she have in the text above ...
   a. None   b. 2 sisters   c.3 sisters d. 5 sisters

12. Who helped her to get the ball ...
   a.   Mother b. Stepmother c.Fairy good mother d.father

13. Which of the following is NOT TRUE according to the text ...

   a.   Cinderella lived with her stepmother

   b.   Cinderella felt happy with prince

c. Cinderella was helped by a fairy to get the ball

d. Cinderella was helped by her stepsister to do all housework

14. They were very bossy." (Paragraph 1)

    a. furious

    b. arrogant

    c. domineering

    d. sensitive

15. What is the main idea of paragraph 3 ...

    a. The fairy go mother came to helped Snow White

    b. prince and Snow White married and lived happily ever after

    c. Cinderella danced with the prince

    d. Cinderella was very sad

Malin Kundang

Once upon a time, lived a diligent and smart boy named Malin Kundang. He lived in the seashore with his old mother. They lived harmonious and quite happy although lived in the poorness.

One day, a big ship moored to the beach near Malin's village. People from the big ship asked peoples to join and work in their ship because they would go to the cross island. Malin Kundang was interesting, he wanted to join with the big ship because he wanted to improve life quality of his family. But, The mother worried to Malin, so Malin didn't get the permission from mother. Then, Malin still kept his arguments up until his mother said yes. Finally, he joined and sailed with big ship.

After five years later, Malin Kundang became rich Merchant because he success on the Inter- Island trading. After that, he married with beautiful daughter from another rich merchant. Then, he came back to his village with his beautiful wife. His wife didn't know Malin's real family and descent. Hearing this good news, Malin's mother ran quickly approached Malin with happiness. She brought a plate of Bika cake because Malin very loved it. But, what she get, Malin acted never know who she is. Malin didn't recognize that old woman as his poor mother, and then he kicked the Bika cake which brought by Malin's mother until broke in pieces.

The mother was very broken heart because Malin seditious with she, the woman who had growth and born him to the world. Then, his mother said that if he was not her malin, he would go with happiness. But, if he was truly her Malin, she cursed Malin to be a stone.

16. What is the name of a man in the story ..

   a. Maling Kundang

   b. Malik Kundang

   c. Malin Kundang

   d. Marin Kundang

17. Who lived with Malin according to text ...

   a. His old mother

   b. His ols father

   c. Beautiful daughter

   d. His grandmother

18. Malin wanted to join with the big ship because ...

a. He wanted to be a rich man
b. He wanted marry a beautiful daughter
c. He wanted make his mother happy
d. He wanted to improve life quality of his family

19. Who is the wife of Malin ...

    a. His neighbor
    b. Rich merchant
    c. Beautiful daughter from another rich merchant
    d. Beautiful daughter

20. "She brought a plate of Bika cake because Malin very loved it". In the sentence

    It refers to ... (paragraph 3)

    a. A plate
    b. Bika cake
    c. Ship
    d. Village

Appendix VI

POST TEST II

Timun Mas (Golden Cucumber)

Once there lived an old woman in ancient times. Mbok Sirni name. She was a widowed. Since she has not a husband, Mbok Sirni strongly wishes to have a child. However, until her husband died, yet he is also blessed with a child. However, the desire Is to have a child continue to Sirni. she's hoping there is someone who is kind enough to give him the child. The child that can help her work after the child grew old.

One day a giant came and met Mbok Sirni. Mbok Sirni very fear of predation that looks really creepy. " The Master Of The Giants. " Said Mbok Sirni with body shaking. " You shall not eat me. I have an old, my body is no longer bad for thou prey. "

"Altogether I don't want to eat you, thus I want to give you something." Said the giant. He gave the plant the seeds of the cucumber to Mbok Sirni and said. " grow seeds of the cucumber is, undoubtedly you will get what will you have for this long. "

The giant Food on Sirni and told to did not enjoy the results of cucumber seeds to his deed, but he should share it with her as a thank-you Mbok Sirni to him.

Mbok Sirni agree with the message of the giant. He then planted the seeds of that cucumber page of his house. Cucumber seeds that grow very fast. Just a few days later a cucumber plant seed that has grown and is also fruitful. The fruits are very big. Among the fruits of that there is a very large fruit. The colour is yellowish glittering like gold exposed to sun light.

Mbok Sirni take the biggest fruit and cut it. Mbok Sirni mingled pleasantly surprised excited when finding a beautiful baby girl in the Golden cucumber fruit. Mbok Sirni very grateful for prayer and his desire for it to have a child is granted by God. He then gave a pretty baby name it with the name Cucumber gold.

Mbok Sirni tending Cucumber well to Gold Golden Cucumber grow into healthy children more visible and her beauty. Mbok Sirni very fond of Cucumber gold, nor vice versa. Some time later, Mbok Sirni again met with the former Giant gave him seed cucumber. The giant asked him to fulfill his promise to split the results of cucumber seed magic with it. Real food, not very willingly if the Sirni must divide the favourite daughter with the Giants. He also puzzled how to divide her daughter. Fortunatelythe giant was still kind enough by allowing Golden Cucumber to stay with this food, this food after revealing Sirni and she confuses. The giant said. " Well, pretty girls can stay with you until the age of seventeen. After that I will come to no predators. "

The Giants chased cucumber gold for predation Mbok Sirni is very excited to hear the giant greeting. At least it is still enough time for him to think of a way how to make girl's favourite Cucumber Gold no predation by the giant. Although a little rejoicing because there

is still time for him to live with a golden Cucumber, but in your heart, which is still filled to Sirni was so worry.

Golden cucumber grows into a very beautiful girl. The nature and behavior of good taste dear Mbok Sirni to him. She is obedient and submissive. she also helps the diligent hassles Mbok Sirni which has been considered as the biological mother. A variety of jobs at homeis doing well. She is cooking, wash, sweep and also along Mbok Sirni looking for firewood in the forest. Don't overdo it feels very dear to mbok Sirni if golden Cucumber and think of it as children. However, as time passes, Mbok Sirni became very anxious if reminded of his promise on the giant. It is not willing to her if his daughter would be almost wiped out the giant.

One night Mbok Sirni dreaming. In his dream he must meet a hermit of the Galaxy which is at Mount bald if willed her daughter survived. The next day, Mbok Sirni to mount Bald. He met a hermit. He asked for help to his son's hermit in order to be freed from the giant.

The hermit give one cucumber plant seed seeds, needles, a grain of salt and a slice of shrimp paste to Mbok Sirni. "Bonded it all to your son. He will survive the Giants to no predators. " The Hermit Said. The hermit describes how to use the objects granting it.

After saying thanks. Mbok Sirni rushed back home. He objects to the Ascetic of the Cucumber gold.

Just a few days after that, the Giants went toward food, House Sirni. His desire to eat Cucumber Gold can not be dammed. The distance to the House, which is still pretty but she's been yelling. " Hi old women! Thou leave thy days for my Prey as soon as possible. "

Mbok Sirni came out of his house and responded. " The master of giants, my son has forest a place wherein. She is ready for you to make a meal. "

See the giant Cucumber Mas ran at a distance. Without waiting longer, the giant immediately pursue gold Cucumber. The giant salivating having already strengthened her desire to eat Cucumber as soon as possible.

Gold Cucumber has been exerting all his strength to run away. However, the giant steps are wide and quickly make the distance between gold and the giant Cucumber closer. See the giant offing will catch him, then threw a Golden Cucumber seed cucumber. The miracle of cucumber seedling immediately happens, it turns into a very thick cucumber plants and lots of fruit. Looks tantalizing cucumber fruit once was. The giant greedily devouring directly all the fruit of cucumbers that magic. However, it turns out the many fruits of the cucumber is yet to satisfy the voracious Giant belly. He's back chasing a golden Cucumber had already run far enough. The longer the Cucumber back Gold will be overtaken by the giant.

The needles thrown cucumber mas changed to bamboo See position that the closer returned with the giant, Golden Cucumber then threw a needle which he carried. A miracle occurred. The needle cast Cucumber Gold turns into a very thick bamboo trees. Rods of bamboo trees high and sharp. The giant was initially very difficulty passing through the bamboo forest as a fence blocking him. But with a ferocious giant bamboo trees picking off the thwarts. Both legs are skewered by bamboo rods are not diperdulikannya. He's back chasing a golden Cucumber back away. Cucumber Gold threw handfuls of salt which she

carried when knew the giant back closer. A handful of salt was turned into a vast sea that it becomes a barrier between the gold and the giant Cucumber.

Giant enter into the mud life The giant's desire to eat Cucumber Gold is already so high that she ever swim across the vast sea of it. He swims as fast as he could, even though it's very mnguras his energies. The giant fatigue when it arrived on the Mainland opposite the sea, but his desire to eat gold Cucumber does not recede, with its wobble he tried to chase the Cucumber gold. Gold rose to Cucumber throw weapons possession that is a piece of shrimp paste. Like Gen. ajib before, a piece of shrimp paste it turns into mud suction. The Giants continued to pursue it then sucked mud suction it out. Even though it has issued throughout his energies,the giant helpless face mud suction power. His body continued to sink sucked into the Earth. The screams and the roar of the giant membahaha filled the sky, but no one could help him. The Giants finallymeet after death his whole body sucked into the mud. gold Cucumber survived. she thank the Lord for having freed from vicious giant predatory humans. she went back home to her house to meet Mbok Sirni. How joyful and its Golden Cucumber found Sirni Mbok survived. Mbok Sirni can live quietly together gold Cucumber without worrying should submit to the giant Golden Cucumber. So it is with the Timun Mas. she walked calmly along the old women who had considered as his own mother.They live happy.

1. who is the main actor of that story?

     a.Giant

     b.Timun mas

     c.parents

     d.Timun's mom

2. Where the story comes from?

a.west java

b.central java

c.East Java

d.North Sumatera

3.How is the ending of the story?

a.happy ending

b.sad ending

c.never ending

d.will continue

4.What is the problem in that story?

a.Old parents have a child

b.Giant want to marry with timun mas

c.Giant want to eat timun mas

d.Timun mas loves giant so much

5.How may actors in that story?

a.2

b.3

c.4

d.5

The Lion and The mouse

Once when a lion was asleep, a little mouse began up and down upon him; this soon awoke the lion, who placed his <u>huge</u> paw upon the mouse, and opened his big jaws to swallow him.

"Pardon, O King "cried the little mouse "forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these days? ". The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

On day the lion was caught in a trap. Some hunters who to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bound the king of the beats. Soon the little mouse had finished growing away the ropes, he asked the lion to run away.

6. What is the moral lesson from the text?

a.Don't look at someone because of his clothes

b,It is best to prepare for the days of necessity

c.Common people may prove great ones

d.United we stand, divided we fall

7. Paragraph three mainly tells that….

a.the little mouse asked forgiveness

b.the hunters carried the lion alive to the king

c.the lion was tied to a tree by the hunters

d.the little mouse could prove that he could help the lion

8. What did the little mouse do to prove his words?

a.He would never forget the lion.

b.He tried hard to help the lion free.

c.He ran up and down upon the lion

d.He asked for apology to the king of the beast

9. The word "huge" (p.1) means very…..

a. giant   b. large   c. tall   d.Tiny

Mouse Deer and Mr. Crocodile

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate this   branches,   I   don't   like   it!"

Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'

The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air,'aha.: he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me,   You'll   be   my   tasty   lunch!"   said   the   crocodile.

"Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly.They approached the edge of the river.

"But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly,"said the mouse deer.

"Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

10. Why did mouse deer want to go across the river?

    A. Because he was very hungry

    B. Because he wanted to cheat Mr. Crocodile

    C. He wanted to eat some dying trees

    D. He was afraid of the current of the river

11. How many crocodiles were there in the story above?

    A. Three crocodiles

    B. Ten crocodiles

    C. Thirteen crocodiles

    D. Not mentioned

12. " .... But we are a large group, I can't count it precisely," The underlined word has closest meaning with   ....

    A. Accurately

    B. Objectively

    C. Definitely

    D. Obviously

13. After reading the text, we may conclude that the mouse deer was ....

    ○ A. Very greedy animal
    ○ B. Cunning animal
    ○ C. Dumb animal
    ○ D. Frightened animal

14. **The mouse deer and the elephant**

One day, there was a mouse deer. He was trapped in a hole that had been made by a group of hunters.

The mouse deer screamed for help but no one heard him. It was hopeless for him to escape from the trap. He waited and waited and finally an elephant came. He was happy and asked for help but the elephant was not smart enough to help him. The elephant did not know how to do.

aIn the end, the mouse deer got a bright idea. He said to the elephant, "Come down here! Come down to this hole so you can help me get out!" Foolishly The elephant agreed and followed the mouse deer's order. The elephant jumped down to the hole.

Of course the mouse deer quickly

hopped on the elephant's body and then hopped out of the hole. He was free and leaving the elephant trapped in the hole in turn.

What is the main idea in paragraph 2 ?

    a. Mouse deer asked to elephant for help him to escape from the trap
    b. The elephant helped mouse deer from the jungle
    c. The mouse deer fot a bright idea
    d. The mouse deer and elephant jumped from the trap together

15. Who was trapped in hole that had been made by hunters ?

A Elephant b.Mouse deer c. Snake d. Tiger

16. <u>Foolishly</u> the elephant agreed...". (paragraph 3)

The synonym of the words underline is ...a. lazy b. dilligent c. embarrasse d. stupid

17. Finally, what did happen to the elephant ?

    a. The elephant didn't what mouse deer said

    b. The elephant into trapped in the hole in turn

    c. The elephant said thanyou to mouse deer

  d. The elephant helped mouse deer with him body

Story of Toba Lake

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

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

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

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

18. What can we learn from the text above ?

a. We must obey our parents

b. We must not break our promise

c. We must not eat our father's meal

d. We must go fishing to find a golden fish

19How many child do they have according to the text ?

a. 2 b. 1 c. 3 d. None

20 Finally, what happened to the man ?

a. He sunk

b. He turned into a lake

c. He turned into an island

d. He attacked by earthquake

Appendix VII

Pre-Test

1. A
2. D
3. C
4. B
5. A
6. A
7. C
8. D
9. C
10. B
11. C
12. A
13. C
14. B
15. B
16. A
17. B
18. A
19. B
20. d

KEY ANSWER

POST TEST I

1. C
2. B
3. A
4. B
5. B
6. D
7. B
8. C
9. D
10. A
11. A
12. C
13. D
14. C
15. B
16. A
17. A
18. D
19. C
20. B

APPENDIX VIII

POST TEST II

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

14. A
15. B
16. D
17. B
18. B
19. B
20. c

APPENDIX IX

The students' Score during Cycle I (Pre-test and Post-test I)

and Cycle II (Post-test II)

No	Initial Of Students	Score		
		Pre-test	**Cycle I**	**Cycle II**
1.	NA	60	65	70
2.	SN	60	70	70
3.	AN	70	70	70
4.	SA	70	55	70
5.	AR	65	60	70
6.	IY	60	65	70
7.	PA	70	85	90
8.	ED	55	80	85
9.	NNA	70	80	85
10.	RY	60	75	80
11.	SWP	65	75	80
12.	NC	70	85	85
13.	YA	60	85	90
14.	SH	55	70	90
15.	JUM	60	70	90

No.	Name			
16.	PA	60	70	80
17.	RA	70	70	85
18.	NA	70	70	80
19.	IS	60	65	80
20.	NR	50	65	80
21.	NRS	70	65	85
22.	IG	70	70	95
23.	AA	65	65	95
24.	YH	55	55	90
25.	ND	60	70	80
26.	AR	70	70	85
27.	AH	85	65	70
28.	NP	80	60	65
29.	NUR	90	70	70
30.	LS	85	65	70
31.	OR	70	70	70
Total		**Σx=2,060**	**Σx=2,155**	**Σx=2,475**
		X= 66,45	**X= 69,51**	**X=79,83**

APPENDIX X

THE PERCENTAGE OF STUDENTS' READING

Cycle		Criteria	Total Students	Percentage
Pre-test	P_1	Passed	4	12,90%
	P_2	Failed	27	87,09%
Post-test I	P_1	Passed	7	22.58%
	P_2	Failed	24	77,41%
	P_1	Passed	20	64,51%
Post-test 2	P_2	Failed	11	35,48%

APPENDIX XI

THE TESTING HYPOTHESIS

The Statistic Analysis of The Result of Students' Score

in The Pre-Test and Post-Test

No	Post-test Cycle I	Post-test Cycle II	D	D²
	Score	Score	Score	Score
1.	65	70	5	25
2.	70	70	0	0
3.	70	70	0	0
4.	55	70	15	225
5.	60	70	10	100
6.	65	70	5	25
7.	85	90	5	25
8.	80	85	5	25
9.	80	85	5	25
10.	75	80	5	25
11.	75	80	5	25
12.	85	85	0	0
13.	85	90	5	25
14.	70	90	20	400
15.	70	90	20	400
16.	70	80	10	100
17.	70	85	15	225
18.	70	80	10	100
19.	65	80	15	225
20.	65	80	15	225
21.	65	85	20	400
22.	70	95	25	625
23.	65	95	30	900
24.	55	90	35	1.225
25.	70	80	10	100
26.	70	85	15	225
27.	65	70	5	25
28.	60	65	5	25
29.	70	70	0	0
30.	65	70	5	25
31.	70	70	0	0
			$\Sigma D= 315$	$\Sigma D^2 =4526$
			D = 315/31	
			D = 10,16	

From the last computation habe been found that :

D= 8.709

As follow :

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

$$T = \frac{10{,}16}{\sqrt{\dfrac{\sum 4526 - \dfrac{(\sum 315)^2}{31}}{31(31-1)}}}$$

$$T = \frac{10{,}16}{\sqrt{\dfrac{\sum 4526 - \dfrac{(99225)}{31}}{31(31-1)}}}$$

$$T = \frac{10{,}16}{\sqrt{\dfrac{4526 - 3.200.80}{930}}}$$

$$T = \frac{10{,}16}{\sqrt{0{,}0048}}$$

$$T = \frac{10{,}16}{0{,}069} = 147.24$$

From the computation above, it could be seen that the coeficien of $t_{observed}$ = 147.24

Appendix XII

OBSERVATION SHEET

Meeting I

No	Focus	Activities	Meeting I	
			Yes	No
1	The researcher as the teacher	1. The teacher comes on time	√	
		2. The teacher greets the students	√	
		3. The teacher checks the students' attendance list	√	
		4. The teacher delivers the	√	

		learning objectivities		
		5. The teacher explains the narrative text	√	
		6. The teacher gives the text to the students	√	
		7. The teacher gives the opportunities for the students to ask a question if they do not understand the learning material	√	
		8. The teacher manages the learning sources	√	
		9. The teacher gives the learning sources	√	
		10. The teacher manages the time effectively	√	
		11. The teacher concludes the lesson	√	

		12. The teacher manages the class effectively		√
		13. The teacher conveys the next lesson plan	√	
2	The students	14. The students come on time		√
		15. The stsudents answer the teacher's greeting	√	
		16. The students listen and pay attention to the teacher's explanation		√
		17. The students study seriously		√
		18. The students answer the questions which are given by the teacher	√	
		19. The students are interested and enthusiatic in learning reading narrative text by using K-W-L learning strategy	√	
		20. The students read the text and	√	

		answer the questions		
		21. The students give good responses to the material given	√	
		22. The students uses the dictionary to find the meaning	√	
		23. The students use dictionary to do the test		√
		24. All of the students answer the test given	√	
3	The context	25. The classroom is noisy	√	
		26. The classroom is comfortable		√
		27. The classroom has medias, such as: whiteboard, marker, and duster.	√	

OBSERVATION SHEET II

No	Focus	Activities	Meeting I	
			Yes	No
1	The researcher as the teacher	1. The teacher comes on time	√	
		2. The teacher greets the students	√	
		3. The teacher checks the students' attendance list	√	
		4. The teacher delivers the	√	
		learning objectivities		
		5. The teacher explains the narrative text	√	
		6. The teacher gives the text to the students	√	
		7. The teacher gives the opportunities for the students to ask a question	√	

		if they do not understand the learning material		
		8. The teacher manages the learning sources	√	
		9. The teacher gives the learning sources	√	
		10. The teacher manages the time effectively	√	
		11. The teacher concludes the lesson	√	
		12. The teacher manages the class effectively	√	
		13. The teacher conveys the next lesson plan	√	
2	The students	14. The students come on time	√	
		15. The stsudents answer the teacher's greeting	√	
		16. The students listen and pay attention to the teacher's explanation	√	

		17. The students study seriously	√	
		18. The students answer the questions which are given by the teacher	√	

		19. The students are interested and enthusiatic in learning rerading narrative text by using K-W-L learning strategy	√	
		20. The students read the text and answer the questions	√	
		21. The students give good responses to the material given	√	
		22. The students uses the dictionary to find the meaning	√	
		23. The students use dictionary to do the test	√	
		24. All of the students answer the test given	√	

No	Focus	Activities		
3	The context	25. The classroom is noisy		√
		26. The classroom is comfortable		√
		27. The classroom has medias, such as: whiteboard, marker, and duster.	√	

Appendix XIV OBSERVATION SHEET III

No	Focus	Activities	Meeting I	
			Yes	No
1	The researcher as the teacher	1. The teacher comes on time	√	
		2. The teacher greets the students	√	
		3. The teacher checks the students' attendance list	√	
		4. The teacher delivers the	√	

		learning objectivities		
		5. The teacher explains the narrative text	√	
		6. The teacher gives the text to the students	√	
		7. The teacher gives the opportunities for the students to ask a question if they do not understand the learning material	√	
		8. The teacher manages the learning sources	√	
		9. The teacher gives the learning sources	√	
		10. The teacher manages the time effectively	√	
		11. The teacher concludes the lesson	√	
		12. The teacher manages the class effectively	√	
		13. The teacher conveys the	√	

		next lesson plan		
2	The students	14. The students come on time	√	
		15. The students answer the teacher's greeting	√	
		16. The students listen and pay attention to the teacher's explanation	√	
		17. The students study seriously	√	
		18. The students answer the	√	

		questions which are given by the teacher		
		19. The students are interested and enthusiatic in learning rerading narrative text by using K-W-L learning strategy	√	
		20. The students read the text	√	

			√	
		and answer the questions		
		21. The students give good responses to the material given	√	
		22. The students uses the dictionary to find the meaning	√	
		23. The students use dictionary to do the test	√	
		24. All of the students answer the test given	√	
3	The context	25. The classroom is noisy		√
		26. The classroom is comfortable	√	
		27. The classroom has medias, such as: whiteboard, marker, and duster.	√	

Appendix XV

THE STUDENTS' ATTENDANCE LIST

No	Name Of The Students	June 14th 2019	June 15th 2019	June 21th 2019	June 22th 2019	June 25 th 2019
1.	Nurlaila Azmiati	√	√	√	√	√
2.	Safrina Nur	√	√	√	√	√
3.	Ayu Natasya	√	√	√	√	√
4.	Suci Amelinda	√	√	√	√	√
5.	Anita Rahma	√	√	√	√	√
6.	Indah Yusria	√	√	√	√	√
7.	Putri Annisa	√	√	√	√	√
8.	Edwina	√	√	√	√	√
9.	Nayla Nurul Azizah	√	√	√	√	√
10.	Rizly	√	√	√	√	√
11.	Sahara Wana Pasya	√	√	√	√	√
12.	Nazwa Cantika	√	√	√	√	√

13.	Yunda Amelia	√	√	√	√	√
14.	Siti Aisyah	√	√	√	√	√
15.	Jumiati	√	√	√	√	√
16.	Putri Kartika	√	√	√	√	√
17.	Rama Aulia	√	√	√	√	√
18.	Nia Audina	√	√	√	√	√
19.	Indah Sahara	√	√	√	√	√
20.	Nur Risma	√	√	√	√	√
21	Nazwa Rahmatunnisa	√	√	√	√	√
22	Indah Gustiani	√	√	√	√	√
23	Andriska Anjelia	√	√	√	√	√
24	Yulia Herawati	√	√	√	√	√
25	Nadila Dwi	√	√	√	√	√
26	Ade Rizka	√	√	√	√	√
27	Aldiva Hermansyah	√	√	√	√	√

28	Novita Putri	√	√	√	√	√
29	Nuraisyah	√	√	√	√	√
30	Lidya Safitri	√	√	√	√	√
31	Olivia Reva	√	√	√	√	√

THE INTERVIEW REPORT

The Interview Result With The English Teacher Before Conducting The Research

The Researcher	: How long have you been teaching in this school ?
The Teacher	: I have been teaching in MTs N 3 Medan for twenty years.

The Researcher : What do you think about the students' interest and achievement to study English especially in reading narrative test ?

The Teacher : They interest in study English but the students still low, espesially in reading. They are difficult to find the main ide, they are also difficult to know meaning the words.

The Researcher : What kind of learning strategy do you usually use to teach reading ?

The Teacher : Usually, I devided the students to make a groups. I give material text, they read and discussing about the topic. :
The Researcher Is it important to use a learning strategy in teaching

reading ?

The Teacher : Yes, I think it is important because to encourage students more active.

The Researcher : Do you know about K-W-L straegy ? Do you apply it in the clasroom?

The Teacher : I ever hear about the strategy, but I never apply it.

The Interview Result With The Students Before Conducting The Research

The Researcher : Menurut kamu pembelajaran bahasa Inggris sulit atau

susah ?

Student I : Menurut saya pembelajaran bahasa Inggris sulit, karena terkadang tidak tahu arti dari kata.

Student II : Menurut saya Miss, ada susah dan ada gampangnya. Susahnya kalau menjawab pertanyaan berdasarkan teks.

Student III : Kalau menurut saya, pembelajaran bahasa Inggris susah. Bingung artinya, pengucapannya dan menentukan ide dalam teks.

The Researcher : Bagaimana menurut kamu reading dalam bahasa Inggris?
StudentI : Reading itu membaca teks yang harus kita tahu makna isinya.
StudentII : Kemampuan membaca untuk mengerti seluruh isinya.
StudentIII : Membaca dan memahami isi teks.

The Researcher : Bagaimana biasanya guru mengajar reading di dalam kelas ?
Student I : Biasanya dibagi kelompok dan mendiskusikan materi teks.
Student II : Membaca satu per satu teks.
Student III : Membaca teks lalu mengartikan serta menjawab soal dari teks.

The Interview Result With The English Teacher After Conducting The Research

The Reseaecher	: What do you think about KWL startegy to the students' achievement ?
The Teacher	: I think KWL strategy is good to apply in learning English subject especially reading. I saw their improvement in their score after studying by using KWL strategy and they were also interested.
The Researcher	: Do you think KWL learning strategy is suitable to be applied ?
The Teacher	: I think KWL startegy suitable to use in teaching reading. It can increase the stuents' knowledge in understanding the text as a whole.

The Interview Result With Students After Conducting The Research

The Researcher	: Apa pendapat kamu tentang strategi K-W-L dalam pembelajaran reading materi narrative text ?
StudentI	: Strategy KWL membuat saya mudah untuk memahami teks secara keseluruhan.

StudentII : Saya senang belajar dengan menggunakan strategi ini miss, karena lebih mudah untuk mempelajari reading.

StudentIII : Menyenangkan Miss, karena strategy KWL memudahkan kami untuk menentukan ide pokok teks.

The Researcher : Dengan menggunakan strategy ini apakah sulit mempelajari reading ?

StudentI : Tidak susah, karena dari teknik tersebut membantu saya untuk mengetahui point penting dari setiap paragraf.

StudentII : Gampang Miss, karena strategi ini kami hanya perlu mengisi kolom-kolom yang telah diberikan dan isi dari kolom membantu untuk memahami secara keseluruhan teks.

StudentIII : Mudah Miss, susahnya hanya dengan mengartikannya saja.

BIOGRAPHY

The writer's name is Aisyah Pratiwi Harefa. She was born on December 22th 1996 in Jl. Beringin nmr 3 Komp Wartawan . She is 22 years old. She is Indonesian and a Muslim. People around her usually call her Ais or Icha. She is the youngest daughter of Alm. Drs. Tasman Harefa and Almh. Samidar Akbari

Her formal education started from 2002-2008 in primary school, SD Negeri 060646 Medan Helvetia, North Sumatera. Then from 2008-2011 she continued her education in MTSN 3 MEDAN , And the she finishid her Senior High School in SMAS KRAKATAU MEDAN, from 2011-2014, she graduated from English Education Department of State Islamic University of North Sumatera.