

Penelitian Kompetitif Individual Dosen

**IMPROVING STUDENTS' READING
COMPREHENSION BY USING KWL (KNOW, WANT,
LEARNED) STRATEGIES AT TENTH GRADE OF
PONDOK PESANTREN DARUL IKHLAS**



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A LITERATURE REVIEW:

IMPROVING STUDENTS' READING COMPREHENSION BY USING KWL (KNOW, WANT, LEARNED) STRATEGIES AT TENTH GRADE OF PONDOK PESANTREN DARUL IKHLAS

By Sri Rahmadhani Siregar M.Pd.

ABSTRACT

This research was talking about improving students' reading comprehension by using KWL strategies at tenth grade of Pondok Pesantren Darul Ikhlas. The students' reading achievement was still in the average passing grade of English. The students' reading comprehension, score was in poor grade. The students were still low in motivation and they had lack of vocabularies. While, the English teacher had given some interesting strategies, but it couldn't improve the students' respected in reading comprehension. This research aimed to describe the students' achievement in reading comprehension in the context of descriptive text by using KWL strategies at tenth grade of Pondok Pesantren Darul Ikhlas.

The method used in this research was classroom action research, by implementing planning, acting, observing, and reflecting ways. Then, there were 2 methods used in this research; they were quantitative and qualitative method. Quantitative was used to measure the students' reading comprehension score by using test, while qualitative was used to support the data gotten from the quantitative method. By using observation sheets. In this research, the researcher used two reading comprehension tests in two cycles. Moreover, the participants of this research were the tenth grade students consisted of 30 students and also there was collaboration with an English teacher as co-English teacher.

Based on the research result, showed the improvement mean score of the students. The mean score of first cycle test in the cycle 1 was 62.16 and the mean score of the second cycle test in the cycle 2 was 81.5. It can be concluded that the mean score in the second cycle test was higher than the first cycle test ($81.5 > 62.16$). The improvement was significant, because the students got 19.44 improvement. Based on observation sheets stated that the students got improvement and the students were more active, more enthusiastic, and have high motivation in learning reading comprehension in the context of descriptive text by using KWL strategies.

Key words: Improving, Reading Comprehension , KWL(know, want, learned)

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First, the researchers would like to convey grateful to Allah, The Most Creator and Merciful who has given us the health, time and chance for finishing this research. The research entitle "Improving Students' Reading Comprehension By Using Kwl (Know, Want, Learned) Strategies At Tenth Grade Of Pondok Pesantren Darul Ikhlas." This research is written in order to fulfill one of the requirements for individual research IAIN Padangsidimpuan.

In finishing this research, the researchers are guided by advisor. Therefore, in this opportunity the researchers would like to express gratitude to advisor. This research is still so far from being perfect based on the weakness of the researcher. Therefore, the researchers expected constructive criticisms and suggestions from the readers in order to improve this research.

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The researcher,

A handwritten signature in black ink, appearing to be the name of the researcher, Sri Rahmadhani Siregar.

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CHAPTER I

INTRODUCTION

A. Background of the Problems

Reading is one of skills that must be improved. It is necessary for everybody in variety of purpose and needs, especially for the students' academic purpose or daily life demands. Students find information which is presented in written form every teaching and learning and almost everywhere which demand them to read in order to fulfill their needs. It makes reading so important and influent. The first important reading is a lot of information can be gotten by reading. The more the students read, the more they know. Then, the second important part is by reading, the students can activate the students' brain for thinking and problem solving. In the process of reading, the brain is activated to remember, analyze, and synthesize information. Brain gives images of the knowledge's applications and implications in the real world and relates them to the prior knowledge that the students have before reading.

The last is the students can understand thought through reading. Written texts are presentation of the author's thought, so that reading is a way to understand the thought. They can even learn to understand the depth and the way of thinking of students' selves by reading their own writing. The more writings the students read, the more they understand about people's way of thinking.

Although reading is so important and influential, reading comprehension is still problematic at tenth grade Darul Ikhlas either in the aspect of achievement. The actual fact is revealed that students' reading comprehension is low. Based on education role, passing grade of English subject in senior high school is 7.5 score which applied for all subjects and skills include reading skill, but the data found in Darul Ikhlas reveals the average of students' reading skill of tenth grade is still low. It is 7.84 score.¹ It means that the students' reading achievement is still in the average passing grade of English subject. It also means the students' comprehension is low or in poor grade.

Then, there are many problems in reading that are faced by the students. It is based on the English teacher of tenth grade of Darul Ikhlas, Fatimah Hasnah Hasibuan, S.S. She said "They have a low value in reading, they are lost motivation to study from themselves or from the teachers, they are not able to respect reading teaching and learning because they lack of vocabulary".² It means that the tenth grade students are still low in motivation, because of the lack of vocabulary. Even, Fatimah Hasnah Hasibuan, S.S., added also that she had given some interesting strategies such as skimming, scanning, semantic mapping, even she had given silent reading strategy, but it had not improved the students' respect in reading.³

¹Buku Kumpulan Nilai kelas X Darul Ikhlas, *Private Document*, on October 22nd, 2019.

²*Written Interviewed Pre-Research to the English Teacher*, (Darul Ikhlas: Padangsidempuan on Monday, November 21st, 2019 at 9 am).

³*Written Interviewed Pre-Research to the English Teacher*, (Darul Ikhlas: Padangsidempuan on Monday, November 21st, 2019 at 9 am).

Accordingly, the problems are needed to be solved in order to avoid flaws in students as product of education. There are some offers that can enhance students' comprehension in reading such as simulation, role play, question and answer, and with KWL strategies which make the students will feel glad to read and enjoyed to study. These strategies theoretically judged to be good to apply in improving the students' reading comprehension.

Here, the researcher chooses the KWL strategies to improve students' reading comprehension at tenth grade of Darul Ikhlas. The chosen strategy because of KWL strategies ask the students to think of what they already know about the topic of the lesson, raise question about it, and find answer to those questions. Like have stated above that by reading, the students' brain can activate. In KWL strategies, the students' brain can activate, because there are 3 steps in this strategies that can be activated the students' brain for remembering, analyzing, and synthesizing information from the text.

Alan Crawford explains that Remembering is for **K**now strategy, analyzing for **W**ant to know strategy, and synthesizing information from the text for **L**earn strategy. Then, **K**now strategy means think first about, then list, what the reader know about the topic before reading.⁴ More, **W**ant to know strategy means discuss and think in terms of what the reader will learn, or what does the reader want to learn about this. The last is **L**earn

⁴Alan Crawford, Wendy Saul, and R. Mathews, *Teaching and Learning strategies for the Thinking Classroom*, (USA: The International Debate Education Association 400 West 59th Street, 2005), p. 23-24.

strategy.⁵So, it lists out what the reader learn as he/ she had read, either by section, or after the whole work, whichever is comfortable for the reader.

So that, effective and efficient in teaching reading comprehension Senior High School is KWL strategies because students' motivation can be improved. Based on the above background, to solve the problems the researcher conducted a classroom action research for tenth grade students. The researcher believed that KWL strategies could motivate students to study English and improved their reading comprehension. This research title is **Improving Students' Reading Comprehension by Using KWL (Know, Want, Learned) Strategies at Tenth Grade of Pondok Pesantren Darul Ikhlas.**

B. Identification of the Problem

Based on the background above, many problems were faced by the students while reading process so that they used to face difficulties in comprehending the information they read. The problems that they were facing usually such as; first, the students' reading achievement was still in the average passing grade of English subject. It means that the students' comprehension was low or in poor grade. Second, the tenth grade students were still low in motivation and they had lack of vocabulary. Even, the English teacher of tenth grade students had given some interesting strategies such as skimming, scanning, semantic mapping, even she had given silent

⁵Alan Crawford p. 24.

reading strategy, but it had not improved the students' respect in reading comprehension.

C. Limitation of the Problem

Based on the identification of the research above, because the problems faced by the students; they were still is low or in poor comprehension, they were still low in motivation and they had lack of vocabulary, and they did not respect in reading comprehension; so, the researcher limited the research's problems into students' reading comprehension by using KWL (Know, Want, Learn) strategies at tenth grade of Darul Ikhlas. Then, the researcher also limited the students' reading in text comprehension. The text here was about comprehension of descriptive text. The researcher choosed descriptive text as the students' reading comprehension source, because description text was in the English Senior High School curriculum for reading by applying KWL (Know, Want, Learn) strategies. So, the researcher supposed to find out what extend KWL (Know, Want, Learn) strategies could improve the students' reading comprehension at tenth grade of Darul Ikhlas.

D. Formulation of the Problem

Based on the limitation above, the researcher formulated the problem as follows: "To what extend the process of applying KWL (Know, Want, Learn) strategies can improve students' learning outcomes in reading comprehension at tenth grade of Darul Ikhlas?"

E. Aim of the Research

The aim of this research was to describe the improvement of students' learning outcomes in reading comprehension by applying KWL (Know, Want, Learn) strategies at tenth grade of Darul Ikhlas.

F. Significances of the Research

Significances of the research were the large contributions depending on where and whoever a result of the research being useful in terms of education. The significances of the research were:

1. Headmaster of Darul Ikhlas, to develop and encourage English teachers to teach English best.
2. English teachers of Darul Ikhlas, especially for the English teacher of tenth grade Darul Ikhlas; to add their references in teaching and learning reading comprehension.
3. Students of Darul Ikhlas, especially for tenth grade students of Darul Ikhlas; to give an alternative way how to develop their reading comprehension in learning English.
4. Other researchers, to add their information to do a further research.

G. Definition of the Terminologies

1. Improving

Improving is a verb that has made something or became better.⁶ So improving is going through better work to reach something. Improving consist of three steps, doing work in a simple way, doing a work in a different way but in a correct manner and doing a work in a different way with a great quality and correctly.

2. Student

Student is a person who is studying ata school, college, and University.It is a person who is studying at a university or collage.⁷He adds “Student means: Anyone who studies or who is devoted to the acquisition of knowledge”.⁸ So based on those definitions above, the researcher concludes that the student is a person who learn on the grade of elementary, junior and senior high school not only on the formal education institution but also on the informal education.

3. Reading Comprehension

Reading is a receptive skill, it is transactional between a reader and writer, reading is an interactive process between a reader and the text, the process of cognition, interpretation and perception of a written and printed material. So, it can be said that reading is an interactive process that happened human minds to reconstruct the meaning or to get the information for what they have read by activating their eye and intelligence. While comprehension is the ability to understand written

⁶A. S. Hornby, *Oxford Advanced Learners Dictionary*, (New York: Oxford University Press, 2000), p. 682.

⁷A. S. Hornby,p. 1344.

⁸A. S. Hornby.,p. 1525.

and spoken language. So, reading comprehension is the ability to understand information that presented in written form.

4. KWL (Know, Want, Learn) Strategies

The acronym of KWL is Know, Want, Learn. KWL is the strategies that make students' brain can activate, because there are 3 steps in this strategies that can be activated the students' brain for remembering, analyzing, and synthesizing information from the text. The added explanation is that Remembering is for **K**now strategy, analyzing for **W**ant to know strategy, and synthesizing information from the text for **L**earn strategy. Then, **K**now strategy means think first about, then list, what the reader know about the topic before reading.⁹ More, **W**ant to know strategy means discuss and think in terms of what the reader will learn, or what does the reader want to learn about this. The last is **L**earn strategy.¹⁰ So, it lists out what the reader learn as he/ she had read, either by section, or after the whole work, whichever is comfortable for the reader.

H. The Hypothesis Action

The hypothesis was needed to show the research's thinking and expectation outcomes of the research related to this research. The hypothesis was KWL (Know, Want, Learn) strategies can improve students' learning outcomes in reading comprehension at tenth grade of Darul Ikhlas

⁹Alan Crawford., p. 23-24.

¹⁰Alan Crawford,p. 24.

I. The Indicator of Action

Action research is any systematic inquiry conducted by teachers' researchers, principals, school counselor or other stakeholders in the teaching learning environment to gather information about the ways that their particular schools operate how they teach, and how well their students learn. This information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment outcomes and the lives of those involved.

Action means the activities that would be done. There were 2 cycles in this research. Then, there were planning, action, observation and reflection for each cycle. The researcher made the teaching program; lesson plan about KWL (Know, Want, Learn) strategies that was used to teach reading to improve students' reading comprehension till the end of the actions were done. Reading comprehension improvement that was analyzed by the researcher here were to find the topic sentences, to identify the important information, identify main idea, and find the meaning of underline words. The researcher believed that KWL strategies could improve students' reading comprehension in the indicators told above. In this research, the researcher collaborated with the teacher to be a team work who work together to solve the students' problem in learning reading comprehension.

J. Outline of the Thesis

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follows:

In the chapter one; it consists of Background and Identification of the Problem told about the concerned problems that makes the researcher to be interested in arranging this research, Limitation of the Problem was about the researcher's limitation topic reading comprehension by using KWL strategies, Formulation and The Aim of the Problem were about the to what extent KWL strategies apply in reading comprehension and Significances of the Research was how useful this research was, and the last was Definition of the Terminologies that consisted of terminologies related in the research.

In the chapter two; it consisted of theoretical description which explained about reading comprehension (definition of Reading, Comprehension, and Definition of Reading Comprehension, Kinds of Reading Comprehension, and Reading Evaluation) and KWL Strategies (the concept of KWL Strategies) and also review and related finding and Conceptual Framework were the adding information in conducting this research.

In the chapter three; it consisted of Research Methodology was related to the The Kind and Approach of the Research; The Kind of Research was Quantitative and Classroom Action Research, Time and Place of the Research was when and where the research was applied. The Participants, then Instrumentations were test and observation were used to collect the data.

Next, The Procedures for Classroom Action Research, The Technique of Data Analysis, and Outline of the Thesis.

In the chapter four, consisted of Research Result. The result of the research consisted of the description of the data result which was measured by mean score.

The last, the chapter five consisted of conclusion and suggestionweretalking about the result of the research conclusion and the good advices to build this research to be better.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description of Reading Comprehension

1. Definition of Reading

By reading, people get knowledge and information as much as possible as long as the reader reads. Reading is an important language skill either for education purpose or daily life demands. It is transactional between a reader and writer; it is an interactive process between a reader and the text. The reader will get much information through reading. It means that reading is the commonest way of learning beside listening, practicing, and other ways modeled by the scientist of education.

Then, according to Douglas Brown that reading is a process negotiating meaning; the reader brings to the text a set of schemata for understanding it, and it is take the product of that interaction.¹¹ Marilyn considers also, “Reading is one of the principal means of obtaining information. The information may be in printed form, such as a book magazine, or in electronic form on a computer screen. Reading is an efficient way to learn because it allows you to control the flow of information”.¹² It can be said that reading as the printed material that is efficient way to learn because the reader can control the flow of information in it.

¹¹H. Douglas Brown, *Language Assessment*, (USA: Longman, 2004), p. 189.

¹²Sue C. Camp. Marilyn L. Satterwhite, *Collage and English Communication*, (New York: Mc. Green- Hill, 2003), p. 68.

Furthermore, David Nunan states “Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning”.¹³He explains more that reading is an essential skill for learners of English as a second language.¹⁴

The last, the researcher concludes that reading is the process of cognition, interpretation and perception of a written or printed material. It is a fluent process of readers combining information from a text and their own background knowledge to build meaning that happens in human minds to reconstruct the meaning for what they have read.

2. Definition of Comprehension

Like had stated in the definition of terminologies, comprehension is the ability to understand written and spoken language. It is the process by which a person understanding the meaning of written or spoken language clearly.¹⁵ More, comprehension is the ability to understand the meaning from the writer or spoken language. While, according to Oxford Dictionary “Comprehension is the power of understand”.¹⁶ Further, according to Webster Dictionary “Comprehension is the act of grasping with the mind, understanding of knowledge, the capacity for

¹³David Nunan, *Practical English Language Teaching*, (New York: Mc.Graw Hill, 2003), p. 68.

¹⁴David Nunan, p. 69.

¹⁵Richard A. Renandya, *Language Teaching Methodology*, (USA: Cambridge University, 2006), p. 54.

¹⁶A. S. Hornby, *Oxford Advanced Learners Dictionary*, (New York: Oxford University Press, 2000), p. 235.

understanding ideas and facts”.¹⁷ In addition Donalt gives the explanation, “Comprehension is activities that students require to demonstrate an understanding of the material through some type of manipulation or alternation of the material before answering a question. The comprehension or understanding may be evidenced by oral, writing, pictorial, or concrete presentations”.¹⁸

Next, David Nunan says “Comprehension is essential to succeed the reading, for succeeding the comprehending, the reader must use cognitive and meta-cognitive skills, and cognition can be defined as thinking and meta-cognitive skills”.¹⁹ Whereas, Jack C. Richard states “Comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult texts); raising students awareness of main ideas in the mind and exploring the orgonation of a text are essential for good comprehension.”²⁰ Thus, from those definitions; it can be concluded that comprehension is the process of ability/ power for improving knowledge or testing to understand of language (written and spoken) and comprehension is needed on reading and listening. Also, reading as the activities that students’ capacity requirement to demonstrate an understanding of the material (written or spoken form) through some type of manipulation or

¹⁷Victoria Newfeldt, *Webster New World College Dictionary*, (USA: Macmillan, 1991), p. 286.

¹⁸Donalt C. Orlict, *Strategies Acquired to better Instruction*, (Bandung: aksara, 2008), p. 65.

¹⁹David Nunan., p. 67.

²⁰Jack C. Richard, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), p. 277.

alternation of the material before answering a question. Or, in a simple conclusion that comprehension is understanding of written or spoken language and it is an unobservable mental process which a special kind of thinking process.

3. Reading Comprehension

Reading comprehension based on Golden Wainwright, “The complex process which takes part of useful of good and poor ability”.²¹ In other word, reading comprehension is the ability of the reader to understand the text and comprehend the implicit and explicit meaning of the text.

In addition, Jeremy Harmer states “Reading comprehension is not stopping for every word, not analyzing everything that the reader or speaker includes in the text”.²² It means that readers are able to take in a stream of discourse and understand the gist of it without worrying too much about the details.

Next, as had been explained above, reading is one of the important skills in learning language besides listening, writing, and speaking. “The main goal of reading is comprehension”.²³ It means people can define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written

²¹Golden Wainwright, *Speed Reading Better Recalling*,(Jakarta: PT. Gramedia, 2007), p. 42.

²²Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia: Longman, 2003), p. 202.

²³David Nunan., p. 68.

language. Then, to get comprehension a reader have a wide range capacities and abilities, the reader can extract and construct a meaning from a text and the reading activities have to related each other. Finally, as students know that reading comprehension is very important, cause comprehension is the process by which a person understanding the meaning of the written or spoken language. In conclusion, reading comprehension is the ability of the reader to understand of the text and comprehend the meaning of the text.

From the explanation above, the researcher concludes that in considering the reader, students include all the capacities, abilities, knowledge, and experiences that a person bring to the act of reading. Text is broadly construed to include any printed text or electronic text. In considering activity, students include the purposes, the processes, and consequences associated with the act of reading.

4. Kinds of Reading Comprehension

In reading comprehension, reading process can be divided in two kinds, they are:

a. Silent reading

Silent reading is using visual memory and condition of not speaking and a sound track, to train the students to really pay attention to can understand the text. According to Oxford dictionary, “Silent is condition of not speaking and a sound track”.²⁴ Then, Henry Guntur

²⁴A. S. Hornby., p. 887.

Taringan says “Silent reading is using only visual memory”.²⁵ In addition, Kasihani says that silent reading is to train the students to really pay attention to can understand the text.²⁶ Further according to David Nunan, silent reading generally focuses in the classroom should be on getting the meaning from print when comparison is the goal of reading²⁷. That is why by silent reading, the students train to understand the material of the text.

It can be concluded that silent reading is a process who done and used by readers to get message from the written by condition not speaking and without sound track and as reading activity who done without voice of the text.

It means that the researcher can conclude that there are many skills that are claimed in silent reading, as follows:

- 1) Reading without voice, without move of lip.
- 2) Reading without the move of head.
- 3) Silent reading is faster than voice reading.
- 4) Reading without finger of things as director.
- 5) The speed of the eye is claimed in reading.
- 6) Reading with the good understanding.

b. Loud reading

²⁵Henry Guntur Taringan.,p. 22.

²⁶Kasihani K. E.Suyanto, *English for Young Learners*, (Jakarta: BumiAksara, 2008), p.

²⁷David Nunan ., p. 69.

Then, the second types of reading comprehension is loud reading; loud reading is to train the students to be able to read with good pronunciation and to say the correct intonation. According to Kasihani, “Loud reading is to train the students able to read with good pronunciation or speaking, the aim of loud reading is able to tell good words, phrase, and sentence of English”.²⁸ In addition, according to H. Douglas Brown, “Loud reading is the test – taker separate letters, word, and or short sentences and read them loud, one by one, in the presence of an administrator since the easement is reading comprehension, any recognize sable oral approximation of the target response is considered correct”.²⁹ So, from the above definitions, the researcher concludes that loud reading is the process of reading loudly; it is done by good pronunciation and well speaking to tell good words, phrase, and sentence of English.

In addition, Henry Guntur Taringan says that loud reading is activity to read, using voice and saying the correct intonation, so the listener and reader can get information like thinking, feeling, attitude, or writer’s experience.³⁰

It is concluded that loud reading is oral matter, therefore, in teaching foreign language, loud reading activity is more depend to pronunciation instead of reading comprehension, for this case, reading

²⁸Kasihani K. E. Suyanto ., p. 64.

²⁹H. Douglas Brown., p. 90.

³⁰Henry Guntur Tarigan.,p. 22.

text must be chosen which the content and language is easier to understand.

5. Reading Evaluation

After giving the lesson to the students, it is necessary to know how far their ability/ comprehension about the lesson they read and learnt, to know their comprehension the teacher gives the test to the students, because testing is tool to measure. There some techniques to make test, one of them is multiple choice question. Weir states:

The test is usually set out in such a way that the candidate is required to select the answer from a number of given options, only one of which correct, The marking process is totally objective because the marker is not permitted to exercise judgment when marking the candidate's answer, agreement has already been reached as to the correct answer to each item. Selecting and setting item are, however subjective process and the decision about which is correct answer is a matter of subjective judgment on the part of the item writer.³¹

Similarly, Arthur Hughes says:

A multiple choice is the candidate provides evidence of successful reading by making a mark against one out of a number of alternatives, the superficial attraction of his technique is out weighed in institutional testing by various problem enumerated".³²

In conclusion, multiple choices are a form of evaluation in which respondents are asked to select the best possible answer out of the choices from a list. Then, Weir lists also the advantages and disadvantages of multiple choice tests. The advantages of multiple choices are:

³¹Cyrril J. Weir, *Communicate Language Testing*, (New York: Prentice Hall, 1990), p. 43.

³²Arthur Hughes, *Testing for Language Teacher*, (New York: Cambridge University Press, 1989), p.120.

- a. The marking, as being reliable is simple, more rapid and often more cost effective than other forms of written. The format of the multiple choice test item is such that the intention of the test compiler are clear than candidates know what is required of them.
- b. In multiple-choice tests there is almost complete marker reliability. Candidates' marks, unlike those in subjective formats, cannot be affected by the personal judge of the marker.
- c. In more open-ended formats, example short answer questions, the candidate has to deploy the skill of writing.
- d. Because items can be pre-tested fairly easily, it is usually possible to estimate in advance the difficulty level of each item and that of the test as a whole.³³

Here, the researcher just looks for the advantages of multiple choices for taking the score of students' reading comprehension in using KWL Strategies.

B. Theoretical Description of KWL (Know, Want, Learn) Strategies

1. Definition of KWL (Know, Want, Learn) Strategies

KWL is intended to be an exercise for a study group or class that can guide you in reading and understanding a text. You can adapt it to working alone, but discussions definitely help.³⁴ Then, K-W-L is the creation of Donna Ogle and is a 3-column chart that helps capture the before, during, and after components of reading a text selection. Here is the further explanation:

- a. **K** stands for **Know**. This is the prior knowledge activation question. Know is understanding or be aware of something. What you want know about something have information about something know of something have information.

³³Cyrill J. Weir., p. 49.

³⁴Retrieved August 14, 20019, from http://www.kipling.org.uk/poems_serving.htm.

- b. **W** stands for **Will** or **Want**; What do I think I will learn about this topic? What do I want to know about this topic?. Want is something wanted or needed. Have a desire or wish for something.
- c. **L** stands for **Learned**; What have I learned about this topic?. Learn is gain knowledge or skill in subject or activity. Become aware of something by hearing about it from somebody else.³⁵

It means that K is Know the prior knowledge, W is Will or Want learn about the topic that is read, and L is Learn about the topic that has been known.

Then, how KWL does works are common issues here. Looked these cases; "My students don't have background knowledge!. The reason to do the K column of the K-W-L is to have students bring to mind something they already know, as a hook to which new information can be attached. Some people who use K-W-L complain that their students either don't know anything or what they know is wrong. That's a great sign that the students have been asked not about what they know, but about what they don't know. Please "know" this: all students have background or prior knowledge. As teachers, we have to know our content well enough that we know how it's like something that would be familiar to our students. That should determine what we ask in the K column. It may or may not be the topic. Then, "I ask what they want to know, and they think of a zillion things!" Especially with younger elementary children, they'll suggest all kinds of questions for what they **want** to know.

³⁵Victoria Bull, *Oxford Dictionary*, (New York: University Press 2008), p. 244, 250, 498.

While, with older kids, maybe they say, "Nothing!" That's why I like Pat Widdowson's suggestion: Use the **W** to ask what they think they **WILL** learn. Then, it's predictive, which is what good readers are anyway.

2. The Advantages of KWL (Know, Want, Learn) Strategies

Talking about advantages means that talking about the benefit and the important thing that is gotten from the KWL strategies. Like have stated in the background of the problems, the students are more active learning reading comprehension by using KWL.

Diana Lapp, James Flood and Nancy Farnan in their book “Content Area Reading and Learning” explained:

How teacher can helps the students become more inquisitive? Two suggestions are easily implemented: the first is helps the students relate the learning to their own lives and what they know, then the second is helps them formulate questions they want to have answered in their studying. Both of these suggestions assume that the teachers are interested in what their students think and are willing to respect their ideas.³⁶

From the two suggestions that given by Diana Lapp, James Flood and Nancy Farnan above, KWL answers that this strategy can make the students become inquisitive, because in KWL the teacher engages students in a brainstorming session about the key concepts of a topic to be studied or a chapter to be read. As students share their ideas, usually some disagreements ensue and they begin to question what they know.

³⁶Diana Lapp, James Flood and Nancy Farnan, *Content Area Reading and Learning: Instructional Strategies*, (New Jersey: Lawrence Erlbaum Associates Publishers), p. 280.

3. The Teacher Tips for Classroom Implementation

As like stated above that KWL is three strategies that capture the before, during and after stages of reading. Katherine S. McKnight explained “KWL often used at the beginning of an instructional unit, the KWL strategies is one of the most widely recognized graphic organizers and instructional strategies”.³⁷ It can be meant it can be used for individual, small group and large group instruction.

Then, there is significant evidence that when learners tap into previous knowledge and pose individual questions, they are more likely to become engaged in their learning and more apt to internalize what they learn. Then, Katherine S. McKnight adds that to support all kinds of learners, consider using different colors for each column. The students may also draw or visually represents their knowledge and ideas for each column.³⁸ It means that to make KWL more interesting, make it into the different colors for each column of K, W, and L. So, it will make students more creative in representing their ideas in each stage. The column is like below, the title text is about American Revolution:³⁹

Table 1
The Example of KWL Column

Name :
Date :
Topic : American Revolution

³⁷Katherine S. McKnight, *The Teacher’s Big Book of Graphic Organizers: 100 Reproducible Organizers that Help Kids with Reading, Writing, and the Content Areas*, (USA: PB Printing, 2010, 1st Ed), p. 16.

³⁸Katherine S. McKnight,

³⁹Katherine S. McKnight,

K	W	L
What I know:	What I want to learn:	What I learn:
It happened over 200 years ago. The 13 American colonies declared independence from the British Empire.	Did Thomas Jefferson write the declaration all by himself? How was the war fought? How did differences get result?	Tories were colonists who were loyal to England. First war that had guerilla warfare. Communication between the colonies was sometimes very difficult. Thomas Jefferson had help writing the declaration of writing.

C. Review of Related Findings

There are some related findings in this research; the first, Diana LumbanTobing in her script: “The Correlation Between Students’ Reading Comprehension Competence and Summarizing Text to The Third Year Students of SMA Negeri 1 Sipirok in 2012/ 2013 Academic Year”. She found that the correlation coefficient was 4.7 which were greater than the critical value or at the level of 5%, which is 0.254. Thus, there is positive correlation between students’ reading comprehension and summarizing text.⁴⁰

The second, EviDewiSartikaSiregar, her thesis is “The Effect of Skimming Technique on the XI Grade Students’ Achievement in Reading Comprehension at SMK Negeri 1 Sipirok in 2012-2013 Academic Year”.. The conclusion are: the students comprehension before using skimming technique is good, because it can be seen average score of the students before

⁴⁰Diana LumbanTobing, “The Correlation between Students’ Reading Comprehension Competence and Summarizing Text to the Third Year of SMA Negeri 1 Sipirok in 2012/2013Academic Year”, (*Unpublished Thesis*, Padangsidempuan: UMTS, 2007), p. 68.

treatment is the good (72.66), and the students comprehension after used skimming technique is good, because it can be seen through the average score of the students before treatment is more than good (75.16).⁴¹

The third, Risca Olistiani in her thesis “Penerapan Metode KWL (Know, Want to Know, Learned) Dalam Pembelajaran Membaca Intensif Tajuk Rencana (Penelitian Eksperimen semua padasiswa XI of SMA Negeri 7 Bandung 2012/2013)”. Then, the conclusion are the students’ ability in reading intensive of an editorial is relatively low, the preliminary tests had an average of 53.77 score after applied the KWL method in learning intensive reading of an editorial the average increased into 69.94. It means that after applied KWL, the average increase and the students’ reading intensive is increased too.⁴²

In conclusion, from the description above, the researcher concludes that those strategies can improve the students’ ability in reading comprehension. It means that the researcher believes that the KWL strategies can improve the student’s ability in reading comprehension at tenth grade of Pondok Pesantren Darul Ikhlas.

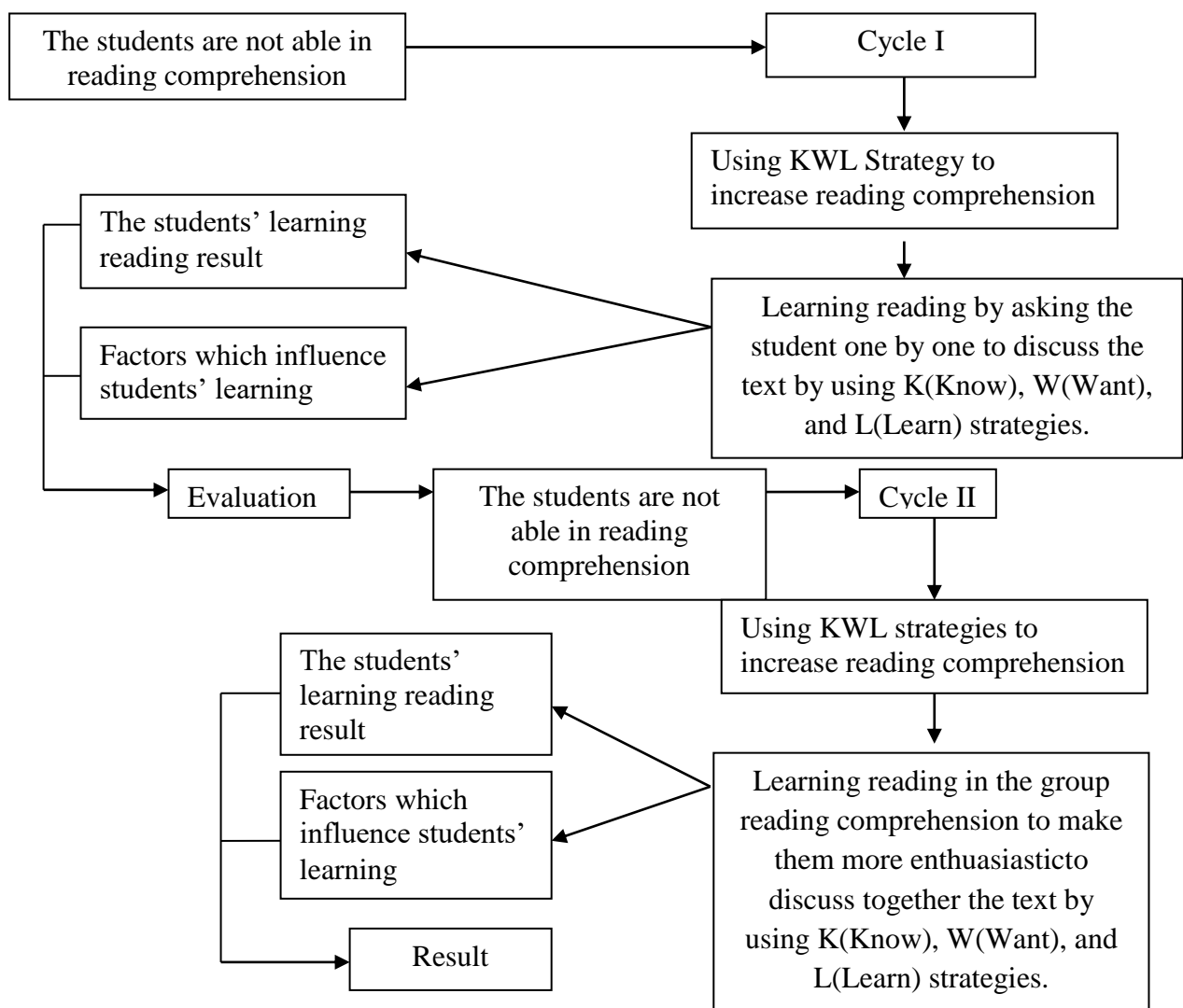
⁴¹Evi Sartika Dewi Siregar, “The Effect of Skimming Technique on the XI Grade students’ Achievement in Reading Comprehension at SMKN 1 Sipirok in 2009/2010 Academic Year”, (*Unpublished Thesis*, Padangsidempuan: UMTS, 2010), p. 46.

⁴²Risca Olistiani, “Penerapan Metode KWL (Know, Want to Know, Learned) dalam Pembelajaran Membaca Intensif Tajuk Rencana: Penelitian Eksperimen Semupada Siswa Kelas XI SMA Negeri 7 Bandung T.A 2012/2013, (*Unpublished Thesis*, Jakarta: Universitas Pendidikan Indonesia), p. 78.

D. The Conceptual Framework

Based on the review of related theories above, conceptual frame work can be seen from figure below:

Figure 1 : Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

This research applies Classroom Action Research (CAR). It is focused on individual or small group professional practice and not concern by making general statement.⁴³ Wallace states that classroom action research is different from more conventional types of research, which is, combined the procedure in substantive action, be inquiry discipline, or someone's effort to understand what was happening while include in the improving and changing.⁴⁴ Next, action research is any systematic inquiry conducted by teacher, researcher, principles, school counselor, or other stakeholder in the teaching learning environment to gather information about the ways that their particular schools operated; how they thought, and how their students learnt.⁴⁵

Moreover, Gay and Airasian define classroom action research as follows:

Action research is a type of practitioner research that is used to improve the practitioner's practice, action implies doing or changing something. Practitioner research means that the research is done by practitioners about their own practice. It is a process in which individual or several teachers collect evidence and make decision about their own knowledge, performance, beliefs and effects in order to understand and improve them.⁴⁶

⁴³Micheal J. Wallace, *Action Research for Language Teacher*, (USA: Cambridge University Press, 1998), p.18.

⁴⁴RochiatiWiratmadja, *MetodePenelitianKelas*, (Bandung: Rosda, 2005), p. 11.

⁴⁵Geoffrey E. Mills. *Action Research a guide for the teacher Research*, (New Jersey: Prentice Hall, 2000), p. 6.

⁴⁶L.R. Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Application*, (New Jersey: Prentice Hall, 2000), p. 593.

So, it can be concluded that classroom action research that is known by CAR is done to improve aspect of teaching or to decide appropriates of certain activities or procedures or it is undertaken in a class or school setting and absolutely done by practitioners. Accordingly, this research is conducted which is used to improve the teacher's practice in the classroom for reading comprehension, teaching applies KWL strategies or changing students' prior reading comprehension at low competence to the better competence by its criteria. It means this classroom action research concerns to four steps; planning, action, observation, and reflection. Planning means the reflection of the action had done. Action means implementation about the content of action in the classroom. The action and the observation cannot be separated each other, because the teacher must do the return observation while writing what is being done. Reflection is to propose what have done.

B. Place and Time of the Research

This research will be done at Darul Ikhlas. It is on Jln. HT. Rizal Nurdin. This subject of research is at tenth grade of Darul Ikhlas 2019 academic year.

C. The Participants

The participants of this research are the tenth grade of Darul Ikhlasin 2018/2019 academic year. In this class is consisted of 30 students, the reason of choosing this class because the researcher found the problems of reading comprehension. The researcher will collaborate with the teacher observing

the activities in the class while teacher is doing an action in this class. Then, the English teacher also will help the researcher to analyze data from the observation and plan for each cycle. The English teacher is Nurmasintan, S.Pd.

1. The Instrumentations

Instruments will be used to collect data in this research. According to Suharsimi Arikunto, there are many kinds of instruments such as test, questioner, interview, observation, rating, scale and documentation. Instrument for collecting data aims to support the success of the research. It helps the researcher to get the data and the information about the process of students' activeness improvement in reading comprehension class especially in comprehending reading used KWL strategies.

In conducting the research, the researcher will use some instruments for collecting data. The data of the research will be collected from test, observation, interview, and field note. So, there will be four instruments in the research. They are:

a. Test

The researcher will use reading test, which is 20 items of multiple choices. Brown defined test a method of measuring a person's ability; knowledge or performance in a given domain.⁴⁷

⁴⁷H. Douglas Brown, *Language Assessment, Principles and Classroom Practice*, (New York: Pearson Education, 2004), p. 3.

The researcher will use administrating a test, which are multiple choices tests. These test type can be scored objectively and measured learning out come directly.

In this research, the test consists of 20 multiple choices tests with 4 options (A, B, C or D) to examine the students' reading ability in text comprehension about the text they had read before. The texts that will be comprehended by the students are descriptive texts, because of there will be 2 tests, one test is for first cycle test and one test is for second cycle test. The title of the test texts are about *Monas, The Capital of Indonesia, Jakarta, Paris, Kuta Beach, Borobudur Temple* and *Taj Mahal*. The test gives for each student to find out the scores of each student's answer, the researcher gives 5 scores for each item. Thus, the maximum score of the test will be 100 scores.

Table 3
Indicators of Reading Comprehension Text

No.	Indicators	Items	Number of Items	Score for Each Items	Total Score
1.	Able to find the specific description of the topic text	5	1, 5, 9, 13, and 17	5	25
2.	Able to identify important information of the text	5	2, 6, 10, 14, and 18	5	25
3.	Able to identify main idea from the text	5	3, 7, 11, 15, and 19	5	25
4.	Able to find the meaning of underlining word	5	4, 8, 12, 16, and 20	5	25
TOTAL		20		20	100

Based on above indicator, the scales are shown as follows:

Table 4
Score of the Result Test⁴⁸

Range of Real Score	Category
80-100	Excellent/ very good
61-80	Good
41-60	Enough
21-40	Poor

b. Observation

The observation sheet use to collect data during teaching-learning reading process. On the other word, before going to field, the researcher has prepared observation sheet. It has purpose to make a lot easier. Researcher will observe students' activities during the teaching-learning reading process and the factors which influence the teaching-learning reading process, such as: students are active when learning or not, students have motivation when learning reading comprehension by KWL strategies. So, the data is gotten from students' activities during teaching-learning reading process.

The researcher makes the observation checklist in the form "yes" or "no" answers. It will give the exact answers about the problems or class activity that researcher tries to investigate.

⁴⁸Riduwan, *Belajar Mudah penelitian Untuk Guru-Karyawan Peneliti Pemula*, (Bandung: Alfabeta, cet.1, 2005), p. 89.

c. Field Note

Field note will be used to describe all have seen, felt and thought up during teaching vocabulary process specially teaching by using object. Besides, it is used to make a note of reflection result. Researcher will note the students' attitude, the factors which influence the teaching-learning process, such as: students are active when learning or not, students have motivation when learning reading comprehension by KWL strategies. So, the data is gotten from students' activities during teaching-learning reading process and the strategy of learning make them interested and all events good or negative instance that have effect to learning activities or learning outcomes during the teaching-learning process.

d. Interview

The researcher would use the interview to know the students' outcomes before applying these KWL strategies. Hornby stated that interview is to talk somebody and asked them questions at a formal meeting to find out if they are suitable for job or study.⁴⁹ Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person.⁵⁰ So, it is used for getting information from the participants needed.

⁴⁹A. S. Hornby., p. 788.

⁵⁰Gay & Arasian, *Education Research Competences for Analysis & Application*, (U.S.A: Prentice Hall, 2000), p. 219.

In this research, the researcher will use an interview to get the information from the sources of the data about students' learning outcomes in English learning whether the students have some difficulties in reading descriptive text or not and how the students solve the problems that they found. The interview from English teacher is about the strategies and systems that are often used by the English teacher for making the students more comprehensive and improve in English especially to reading comprehension of descriptive text. Then, the researcher will ask also about what are the students' difficulties in reading comprehension especially in reading descriptive text.

2. Validity and Reability Test

Multiple choices test of reading comprehension was an instrument that needs to be tested to determine the reliability and validity of the test to be used in this study. To know validity and reability of each question will be refer to content validity to establish the validity of the instrument, that is test. The researcher took content validity as the instrument because content validity refers to the extent to which instrument represents the content of interest. In order to have content validity, a measure must adequately sample both the topics and the cognitive processes includes in the content universe under consideration. As stated by Ranjit Kumar "Content validity is judge on the basis of the extent

to which statements or questions represent the issue they are supposed to measure, as judge by you as a researcher, your readership and expert in the field”.⁵¹In this case the researcher used multiple choices test as the starting point of making the test.

In applying the research, the researcher has validated multiple choices test. The test means to analyze the items of the test comprehensively, and the basic question is: ‘Do the items of the test measure what is supposed to measure?. In this case, because the test functions is to measure the students’ ability in reading comprehension. So, the test should be multiple choices test which is answered by reading texts first. This process of analysis has showed the content validity of the test, in other words, the researcher concluded that the multiple choices test has been valid by checking the test to the expert person. She is the English teacher of grade X itself. Then, the English teacher said that the test has been available for the students, the test has been suitable to the syllabus and curriculum of the english subject. More, the test has been also signed by the English teacher and legalized by the headmaster of grade X Pondok Pesantren Darul Ikhlas.

3. The Procedures for Classroom Action Research

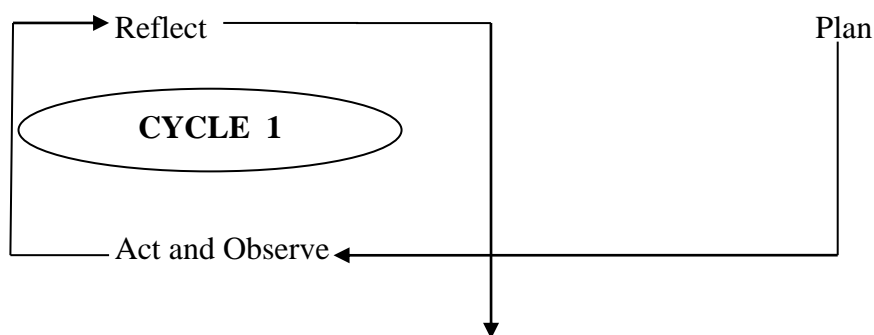
In collecting data, the researcher as the key instrument will use reading comprehension test, observation, field note and interview. The

⁵¹Ranjit Kumar., p.180.

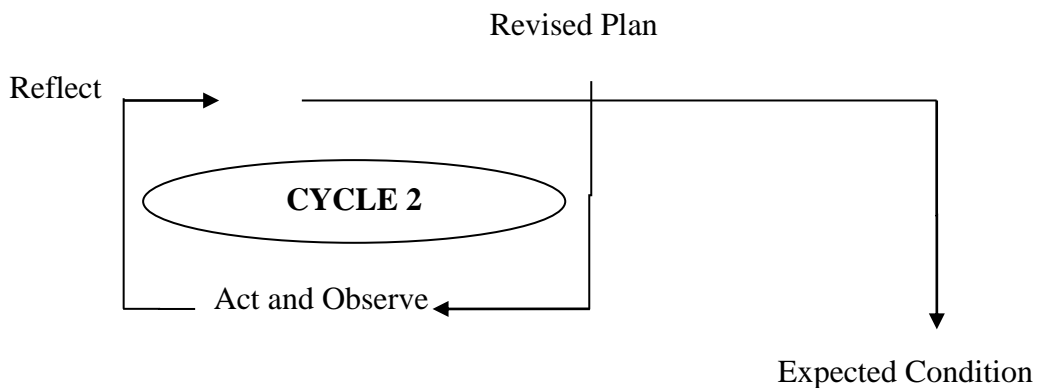
main data will be observed by field notes as the qualitative data. It will be used to describe data which are not amenable to being counted or measured in an objectively, and are therefore subjective, this kind of data will be gathered through field notes. The data will be used to describe the situation in the classroom during the learning process by KWL strategies in the term of students, teacher and influential factors.

Then, the quantitative data will be used to present what will have been measured and it is considered as the objective data. This data will form as the students' performance data to help the teacher assess KWL strategies effectiveness on students' reading comprehension.

This action research followed the model that is developed by Kemis and Robin. It is a famous representation of the action research "spiral" that contained four stages; planning, acting, observing and reflecting. The model is described in the following figure 2: Action Research Spiral. It is as follows:⁵²



⁵²Ortrun Zuber-Skerrit, *New Direction in Action Research*, (London: The Falmer Press, 1996), p. 14.



In this research, the researcher will apply two cycles. Each cycle consisted of 4 meetings. Each meeting has 2 activities, each meeting consisted of 45 minutes. It means that there will be 90 minutes for 2 activities in one meeting. So, there will be eight activities during research process. Each cycle consists of four steps; planning, acting, observing, and reflecting.

CYCLE 1: in the cycle 1, the research procedures are:

1. Planning
 - a. Arranging the lesson plan.
 - b. Determining the lesson material is about reading comprehension text, which is about *The White House* and *My Brother*.
 - c. Designing a procedure of teaching reading through KWL strategies.
 - d. Preparing the test each cycle.
 - e. Preparing the instruments that will be given to the students.
 - f. Preparing instruments for teacher and observer' observation.
2. Action

- a. Telling the purposes of learning.
- b. Introducing the procedures of KWL strategies activity.
 - 1) Teacher opens teaching by Basmalah, says greeting and introduces patiently.
 - 2) Teacher introduces the topics lesson (*The White House* is for the first lesson plan and *Monas* is for the second lesson plan). They are descriptive text.
 - 3) Teacher hangs the blank KWL framework chart in the blackboard, Here is KWL framework chart:

Name :		
Date :		
Topic :		
K	W	L
What I know:	What I want to learn:	What I learn:

- 4) Teacher gives to all students descriptive text about the topics lesson (*The White House* is for the first lesson plan and *Monas* is for the second lesson plan) relate to cycle 1.
- 5) Teacher gives also the blank KWL framework chart to each student.

- 6) Teacher asks the students to write what they already know based on the title (*The White House* is for the first lesson plan and *Monas* is for the second lesson plan), then the teacher write also 5 students' answered in **K** column in the blackboard.
- 7) Teacher asks all the students to read the text (*The White House* is for the first lesson plan and *Monas* is for the second lesson plan) by silent reading. It is what they **want** to learn.
- 8) After reading, teacher asksthe students to raise questions thenasks the other students to answer as theyread. After reading, they are ordered to write what they have learnt in **L** column which has given by the teacher.
- 9) Teacher asks the students to volunteer to write the things they have learned to complete the chart. May be after reading, the students get new information that they didn't include in the column. Discuss this new information with the class. Note any questions that were not answered in the reading.
- 10) Teacher tells the next meeting topic and closes teaching by Hamdalah.

11) After lesson plan 1 and lesson plan 2 are finished, the teacher gives multiple choices test about descriptive text which is just learnt before.

- c. Giving students function that will be acted.
 - d. Tasking students to execute the activity to test the students' reading comprehension.
 - e. Discussing together the KWL strategies done.
 - f. Encouraging and concluding learning.
 - g. Observing the classroom activity.
3. Observation
- a. Observing the execution of KWL strategies.
 - b. Observing the students' reading comprehension.
 - c. Evaluating students by taking the score of students' reading comprehension based on the KWL strategies multiple choices tests.
4. Reflection
- a. Discussing with collaborator about the action.
 - b. Making any decision for the next cycle.
 - c. Developing another environment to be simulated.
 - d. Analyzing the found data.
 - e. Clarifying the found problems in the activity whether in the case of students or teacher.

CYCLE 2: in the cycle 2, the research procedures are:

1. Planning: researcher will arrange the lesson plan based on the reflection in the cycle 1. This cycle, the researcher will evaluate all activities in previous cycle and repair the problems conducting to do meeting and every meeting will do in 90 minutes Those are:
 - a. Arranging lesson plan.
 - b. Determining the lesson material is about *My Favorite Teacher* and *Kuta Beach*.
 - c. Designing procedures of teaching.
 - d. Preparing the instruments for students, teacher and observer.
2. Action: researcher will apply KWL strategies based on the lesson plan that is the result of reflection in cycle 2.
 - a. Eliminating found problems in cycle 1 by motivating, encouraging, controlling and managing the class.
 - b. Rearranging the classroom arrangement.
 - 1) Teacher opens teaching by Basmalah, says greeting and introduces patiently.
 - 2) Teacher introduces the topics lesson (*My Favorite Teacher* is for the third lesson plan and *Kuta Beach* is for the last lesson plan). They are descriptive text.
 - 3) Teacher asks students to make 5 groups.
 - 4) Teacher hangs the blank KWL framework chart in the blackboard, Here is KWL framework chart:

Name :		
Date :		
Topic :		
K	W	L
What I know:	What I want to learn:	What I learn:

- 5) Teacher gives to all students descriptive text about the topics lesson (*My Favorite Teacher* is for the third lesson plan and *Kuta Beach* is for the last lesson plan) relate to cycle 2.
- 6) Teacher gives also the blank KWL framework chart to each student.
- 7) Teacher asks the students to write what they already know based on the title (*My Favorite Teacher* is for the third lesson plan and *Kuta Beach* is for the last lesson plan), then the teacher write also 5 students' answered in **K** column in the blackboard.
- 8) Teacher asks all the students to read the text (*My Favorite Teacher* is for the third lesson plan and *Kuta Beach* is for the last lesson plan) by silent reading. It is what they **want** to learn.
- 9) After reading, teacher asks the students to raise questions then asks the other students to answer as they read. After reading, they are ordered to write what they have learnt in **L** column which has given by the teacher.
- 10) Teacher asks the students to volunteer to write the things they have learned to complete the chart. May be after

reading, the students get new information that they didn't include in the column. Discuss this new information with the class. Note any questions that were not answered in the reading.

11) Teacher tells the next meeting topic and closes teaching by Hamdalah.

12) After lesson plan 3 and lesson plan 4 are finished, the teacher gives multiple choices test about descriptive text which is just learnt before.

- c. Changing the new scenario that will make students more active and will make improvement of the students' reading comprehension.
- d. Explaining that the students; students' reading comprehension must be better than cycle 1.
- e. Celebrating the achievement together.
- f. Helping students to keep students' reading comprehension that just are gotten.
- g. Observation: both teacher and observer will observe students' reading comprehension and activities of the learning by using KWL strategies.
 - 1) Observing the procedure that had been arranged whether worked.
 - 2) Observing students' reading comprehension is that better than before or not.
 - 3) Observing students' reading comprehension by using the instruments.

3. Reflection: Researcher reflects the all cycles and analyzes to have conclusion of the using KWL strategies in improving students' reading comprehension in English teaching learning of reading comprehension.

6. Techniques of Data Analysis

In analyzing the data, the researcher will use quantitative and qualitative data. Qualitative data is used to describe the situation during the teaching process. The process of data analysis involves making sense out of text and image data. It involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data.⁵³ The qualitative data is analyzed from observation and field note sheet.

While, quantitative data is used to analyze the score of students. The quantitative data is collected and analyzed by computing the score of reading comprehension test. To know the means of students' score for each cycle, the researcher will apply the following formula:

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

Where: X : the mean of the students.

$\sum x$: the total score.

⁵³OrtrunZuber-Skerrit,, p. 190.

N : the number of the students.

Finally, researcher will summarize quantitative data by six steps as suggested by Creswell as in the following:⁵⁴

Steps 1: organizing and preparing the data for analysis. This involved transcribing observation, scanning material, typing up field notes, or sorting and arranging the data into different type depending on the source of information.

Steps 2: reading all the data. This is done by obtaining a general sense of the information, and reflecting on its overall meaning.

Step 3: beginning detail analysis with a coding process it was organizing material into “chunks” before bringing meaning to those chunks. It involved taking Crossword puzzle data into categories, and labeling those with a term (a term based in the actual language of the participant).

Step 4: using the coding process to generate a description of the setting or people as well as categories or analysis. Description involved a detailed rendering of information about the notes. Then, researcher used this to generate themes or categories. Beyond identifying the themes during the coding, researcher built additional layers of complex analysis.

Step 5: advancing how the description and themes are represented in the quantitative crossword puzzle. This is discussion that

⁵⁴John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, (USA: Sage Publication, 2003), p. 190.

mentions a chronology of events, the detailed discussion of several themes or inter-connecting themes. Researcher used visuals or figure to convey descriptive information about participants in a table.

Step 6: making interpretation or meaning of the data. It was researcher's personal interpretation, meaning derived from a comparison of the findings with information gleaned from the literature.

CHAPTER IV

RESEARCH RESULT

After researcher has done the research in Pondok Pesantren Darul Ikhlas which lies on Jl. HT. Rizal Nurdin, Padangsidempuan. So, the researcher describes how the research was run. It discuss about the way to improve students' reading comprehension by using KWL strategies at tenth grade of Pondok Pesantren Darul Ikhlas. Then, it is described about the data description from the test and observation result, the comparative result of the action, the discussion of the research findings and the treats of the research.

A. Findings/ Data Presentation

The data description in this research described about all of things that have been found in the class when the teacher did the research with co-teacher. The data could be found from teaching and learning process in each cycle. It was based on the instruments: test and observation. Researcher described them in cycle 1 and cycle 2.

1. Students' Reading Comprehension

a. Cycle 1

The first cycle was done at 2nd till 13th of August 2019. In this case, the first cycle was conducted for three meetings; the first meeting was the lesson plan 1 on August 5th, the second meeting was the lesson plan 2 on 6th, the third meeting was the first cycle test on August 12th and on August 13th, the reseacher got the validation of the observation sheet signature

from the headmaster and the English teacher. Then, in in Pondok Pesantren Darul Ikhlas, every meeting was done for 90 minutes. It means that the time allocation was 270 minutes. It caused 3 x 90 minutes is 270 minutes.

Along the the cycle 1, the researcher did 2 lesson plan; in the lesson plan, the researcher explained about KWL strategies while the researcher was teaching reading descriptive text, hanged the chart of KWL strategies on the blackboard text, gave the blank chart of KWL strategies too to the students and the last of two lesson plan, the researcher gave the test as evaluation. Whereas, the observation was done checklist about the students' activity in learning process and the teacher's activity in teaching activity by the English teacher while the researcher was teaching reading descriptive text. The data description in first cycle as follows:

1) Learning Process in the First Cycle

There were 2 lesson plan in first cycle; after lesson plan 1 and 2 were finished, the researcher conducted the evaluation as the first cycle test. In the lesson plan; Firstly, researcher and co-teacher came to the Tenth Grade, X IPA 1. The researcher wore the dainty clothes and it was suitable for teaching. The researcher started the learning by doing opening, implementation of learning topic and closing. In opening, researcher was doing the apperception by saying Basmlah, greeting and introducing the class patiently while asking students'

condition. The researcher explained the goal of research. It focused about what KWL strategies briefly, how to create KWL strategies, and why they should use KWL strategies. Secondly, the researcher gave descriptive text (*The White House* is for the first lesson plan and *Monas* is for the second lesson plan) to the students. Then, asked the students to read it by using KWL strategies. Researcher asked them to pay attention how to use KWL strategies in reading comprehension.

Then, the researcher explained the steps of teaching-learning reading descriptive text comprehension through KWL strategies. Next, it would implement the learning material. First, explaining KWL strategies. Researcher explained the way to find and identify the specific description of the topic, specific information, main idea, and the meaning of underline words in the context based on descriptive text. Before coming to the fourth indicators, the researcher showed the title, hanged the blank KWL chart on the white board and gave the blank KWL chart sheet to each student based on the title of descriptive text.

Second, before reading the text, the researcher asked the students to write first what they already **KNOW** about the title text. The researcher ask 5 students to read what they've already written in their blank KWL chart, while the researcher wrote the answers in the **K** column on the white board. Next, the researcher explained the what the students **WANT** to learn by raising the questions what they

want to know from the text before they read, while the researcher wrote 5students' answered in the **W** coloumn on the white board. Then, asked the students started to read the text.

After they were finished in reading the text, the researcher asked the students to answer the questions they made and dicuss what the new informations they got while the researcher was writing the best answers in **L** colomn on white board. If there were some underline words, the teacher and students discussed them briefly. In discussion, the researcher also asked about the indicators about the way to find and identify the specific description of the topic, specific information, main idea, and the meaning of underline words in the context based on descriptive text.

Whereas, while the teaching and learning were applied, the researcher gave the observation sheets to the co-teacher that she should make the checklist about the students' activity in learning process and the teacher's activity in teaching activity. Eventhough the researcher has prepared the lesson plan the explained the learning material, researcher monitored every step that has been planned in the lesson plan, made the time allocation efficiently as MAN Sibuhuan decided (90 minutes), but;

Some students were uncontrolled and misunderstanding about KWL strategies. They also did the disturbance, they weren't active and not enthusiastic. The evidences were gotten from the observation sheet. In closing the teaching learning, the students told that because it was the first time they knew KWL

strategies and they met new teacher so they didn't have full attention.⁵⁵

After finishing lesson plan 1 and 2 (*The White House* descriptive text topic is for the first lesson plan and *Monas* descriptive text topic is for the second lesson plan), the researcher conducted the test; it was the first cycle test. The researcher gave them 20 questions. Each question consists of finding and identifying the specific description of the topic, specific information, main idea, and the meaning of underline words in the context based on descriptive text. After the time was up, researcher collected the students' answers. The students' answers would be analyzed by the researcher whether their result score poor, enough, good or very good.

2) Students' Reading Descriptive Text Comprehension Achievement in the First Cycle

The researcher used quantitative data. In quantitative analysis, researcher calculated the students' score in reading descriptive text. In first cycle, researcher gave first test. The test was about the indicators; finding and identifying the specific description of the topic, specific information, main idea, and the meaning of underline words in the context based on descriptive text. Then, the result score was unsatisfied. It said that the students' reading narrative text was still low. Then, they were less in comprehending students' narrative text

⁵⁵*Observation Research in Lesson Plan 1 and 2*, (Darul Ikhlas Padangsidempuan: Padangsidempuan on Wednesday, August 05th, and on Saturday August 08th2019).

comprehension as well as possible. The result of the test in first cycle would be showed as below:

Table 4
Students' Reading Comprehension Scores of First Cycle Test

No	Students' Initial	Test Score
1	AS	70
2	AJN	70
3	AWH	65
4	AA	70
5	AG	50
6	ATN	60
7	DS	45
8	ED	45
9	EC	65
10	F	75*
11	FH	75*
12	HM	60
13	IP	45
14	IW	65
15	LS	70
16	MM	45
17	MH	75*
18	MT	80*
19	M	75*
20	NLH	50
21	NH	75*
22	NK	55
23	PA	70
24	PH	70
25	RDP	50
26	RM	65
27	RH	50
28	RN	50
29.	SR	60
30.	SS	65
Lowest Score		45
Highest Score		80
SUM		1865

MEAN SCORE	62.16
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**: The students who passed the KKM (75) in first cycle*

The value above has shown the result of students' reading comprehension score of first cycle test. There are 30 students in the class. There are some levels score of them. The mean score in the class was 60.16 score. 4 students got 45 score, 5 students got 50 score, 1 student got 55 score, 3 students got 60 score, 5 students got 65 score, 6 students got 70 score, 5 students got 75 score, and only 1 student got very good score, it was 80 score. Actually, all students are 30 in the Tenth grade, but it just 6 students passed the Minimum Mastery Criterion (KKM), that is up to 75 score. Meanwhile, the others did not pass the KKM. There are 24 students who got score below 75 score. It means that the first cycle was not satisfied, there were less students got up good scores. It caused students' reading descriptive text comprehension still need improvement in the second cycle.

b. Cycle 2

The allocation time in second cycle is same as in the first cycle too. Every meeting was 2x45 minutes. It means that second cycle was 3 x 90 minutes was 270 minutes. It did three meetings; the first meeting was the lesson plan 3 on August 19th, the second meeting was the lesson plan on August 20th, the third meeting was the second cycle test on August 26th and on August 27th the reseacher got the validation of the

observation sheet signature of each lesson plan 3 and 4 from the headmaster and the English teacher. It means that the second cycle was done at 19th till 27th of August 2019. Researcher would give the description of the activity such as students' learning process and students' reading descriptive text comprehension as follows:

1) Learning Process in Second Cycle

After calculating the result of students in reading descriptive text comprehension, the result did not achieve the target in KKM. Researcher and Co-Teacher discussed the result in evaluation in first test, and the output of observation. Then, we discussed again in reflecting. In fact, researcher should improve it in the second cycle. Researcher would give the solution in the second cycle.

Firstly, the researcher modified the previous lesson plan based on the result in the first cycle test. Researcher re-arranged the lesson plan by making the KWL strategies in the group work. In opening, researcher wore the tidy and the dainty uniform for teaching. Furthermore, researcher opened the class by ordering students to say Basmalah before teaching and learning process started. Researcher ordered the students to have full of motivation, be active, be enthusiastic for teaching by explaining again what the purposes of using KWL strategies in reading comprehension better. Researcher settled the intonation of voice. Then, researcher greeted the students in order they interested to study especially to read

descriptive text through KWL strategies. The researcher did not forget to ask them about their problems based on the observation sheet that the co-teacher gave in the first cycle (lesson plan 1 and 2).

Next, in implementation, researcher explained again about the purpose and advantages of KWL strategies to read descriptive text. Researcher gave the descriptive text. Researcher asked students to make 5 groups which 6 students for each group, explaining KWL strategies again. The researcher showed the title, hanged the blank KWL chart on the white board and gave the blank KWL chart sheet to each group based on the title of descriptive text.

Second, before reading the text, the researcher asked the groups to write first what they already **KNOW** about the title text before the researcher ask them to read the text. The researcher ask 5 students to read what they've already written in their blank KWL chart, while the researcher and the groups discuss what the best groups answered which the researcher wanted to write in the **K** column on the white board. Next, the researcher explained what the groups **WANT** to learn by raising the questions what they want to know from the text before they read, while the researcher and the groups discussed what the best group answered which the researcher wanted to write in the **W** column on the white board. Then, asked the groups started to read the text.

After the groups were finished in reading the text, the researcher asked the groups to answer the questions they made and discuss what the new information they got while the researcher was writing the best answers in L column on white board. If there were some underline words, the teacher and groups discussed them briefly. In discussion, the researcher also asked about the indicators about the way to find and identify the specific description of the topic, specific information, main idea, and the meaning of underline words in the context based on descriptive text.

Whereas, while the teaching and learning were applied, the researcher gave the observation sheets to the co-teacher that she should make the checklist about the students' activity in learning process and the teacher's activity in lesson plan 3 and 4 teaching activity. Inside it, researcher watched/ observed students who had problem. Researcher was not tired to give solutions as a motivation. Researcher said that KWL strategies would be useful to all of people. It caused we could create something from what had we read. We could make reading was not boring. The students would be easy to remind the information from the text. In second cycle, researcher gave modification about KWL chart strategies. Researcher gave the example with picture that related to the descriptive text on white board. So, it would make students were more enthusiastic to create KWL strategies from the text. Then, researcher did not forget to

praise the groups that get the high score and focus in the classroom. So, students would become more active.

After the lesson plan 3 and 4 were finished, Researcher gave students some questions in 20 multiple choices test. The questions based on the KWL strategis topic. The KWL strategis included about the way to find and identify the specific description of the topic, specific information, main idea, and the meaning of underline words in the context based on descriptive text. After explaining, researcher asked their difficulties in learning reading by using KWL strategis.

Additionally, the researcher concludes that;

The class condition in learning process was better than the first cycle. It could be seen from students who were able to concentrate, active, enthusiastic and focus on teacher explanation (see the appendix 11; observation sheet appendix). Then, most of them were interested to use KWL strategis in reading comprehension. Researcher and co-teacher discussed to find problems to be solved comprehensively and handled teaching problems.⁵⁶

So, the improvement of students' reading descriptive text comprehension by using KWL strategis was improved.

2) Students' Reading Comprehension Scores in Second Cycle Test

After calculating students' reading descriptive text comprehension by using KWL strategis, researcher had analyzed the result of the test. Actually, the result got improvement in the second cycle. Most of students were able to find and identify the specific

⁵⁶*Observation Research in Lesson Plan 3 and 4, (in Pondok Pesantren Darul Ikhlas on Saturday, August 15th and on Wednesday, August 19th 2019).*

description of the topic, specific information, main idea, and the meaning of underline words in the context based on descriptive text. The score of students' reading descriptive text comprehension would be seen below:

Table5
Students' Reading Comprehension Scores of Second Cycle Test

No	Students' Initial	Test Score
1	AS	85*
2	AJN	80*
3	AWH	80*
4	AA	85*
5	AG	80*
6	ATN	80*
7	DS	80*
8	ED	85*
9	EC	80*
10	F	90*
11	FH	90*
12	HM	80*
13	IP	80*
14	IW	80*
15	LS	90*
16	MM	75*
17	MH	70
18	MT	70
19	M	80*
20	NLH	80*
21	NH	90*
22	NK	80*
23	PA	80*
24	PH	90*
25	RDP	80*
26	RM	80*
27	RH	80*
28	RN	80*
29.	SR	85*
30.	SS	80*

Lowest Score	70
Highest Score	90
SUM	2445
MEAN SCORE	81.5

*: *The students who passed the KKM (75) in second cycle*

Based on the table 5 above, it could be concluded that there were 2 students got 70 score, 1 student got 75 score, 18 students got 80 score, 4 students got 85 score, and 5 students got 90 score. Then, from 30 students in the tenth grade, just 2 students did not pass the Minimum Mastery Criterion (KKM). They were 2 students that got 70 score and the other were up to 75 score. It means that there were 28 students passed the test well. By using KWL strategies, the students' descriptive text comprehension achievement in tenth grade was improved significantly.

c. The Comparative Result of the Action

The students' reading comprehension score was improved from the first to second cycle test. The researcher gave the test in each 2 lesson plans. After teaching them, the researcher gave the test in the next meeting by using multiple choices test. The text tests from the first to the second cycle were about *The White House*, *My Brother*, *My Favorite Teacher*, and *Kuta Beach*. The evidences can be looked from the mean score of the first to the second cycle test; they were 62.16 and 81.5. It can be looked on appendix 14: Students' Mean Score Improvement. It means

that during the research, it was found that the students' score kept improving from the first to the second cycle test. By conducting KWL strategies, the students' reading comprehension score was significantly improved. There were differences in the lowest and the highest of students' reading comprehension score in each test which was given during the research. The differences showed that there was a significant improvement of students' reading comprehension. Then, it can be looked also from the table below:

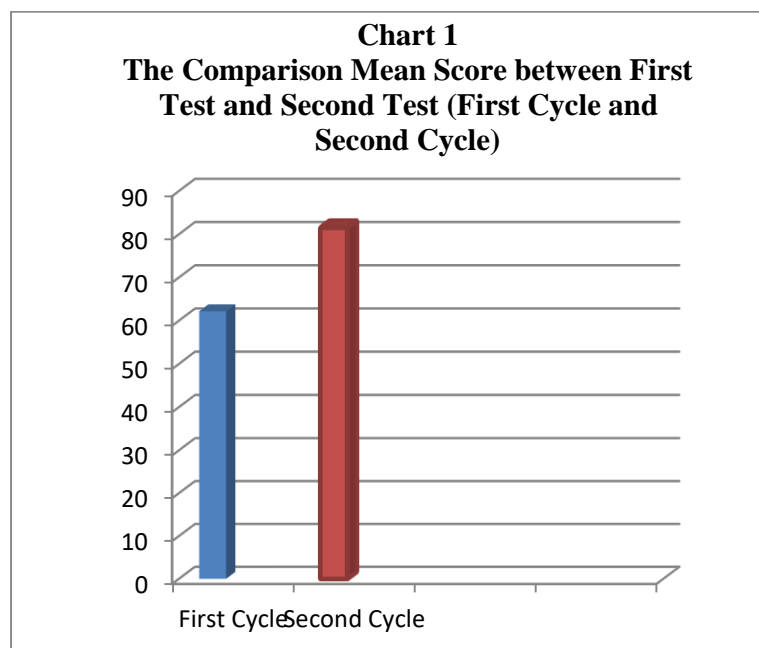
Table 6
Comparison Score of Students' Reading Comprehension

Category	Cycle 1	Cycle 2
Lowest Score	45	70
Highest Score	75	90
Students	30	30

From the table above, it can be seen that the students' score kept improved. In first cycle test, the lowest score was 45 and the highest score was 75. In second cycle test, the lowest score was 70 and the highest score was 90. It showed the significant improvement in students' vocabulary mastery. Then, in the first cycle, the researcher did the action first and directly gave first test to know their reading comprehension and their problems in reading comprehension. There were four topics that the students learnt in lesson plan 1 till 4. The first cycle test was *The White House* and *My Brother* and the second cycle test was *My Favorite*

Teacher and Kuta Beach. The students had to read the text first then choose the multiple choices test. In the result of the research, the researcher applied 6 meetings; 3 meetings were for the Lesson Plan 1, Lesson Plan 2, and first cycle Test. 3 meetings were for the Lesson Plan 3, Lesson Plan 4, and second cycle Test. It means that those 3 meetings for the first cycle and 3 meetings for the second cycle. So, KWL strategies created a good environment in teaching learning reading comprehension in which students became active and enthusiastic in the process of getting new experincies in learning reading comprehension so that the students' reading comprehension was expanded.

Then, there was the chart that can show the differences of improvement of students' reading comprehension. It will show the comparison mean score between first cycle and second cycle.



Based on the chart 1 above, it can be concluded that the researcher' hypothesis was accepted. KWL strategies could improve students' reading comprehension at tenth grade in Pondok Pesantren Darul Ikhlas .

There is the calculation of students' reading comprehension. It will show the improvement from first cycle to second cycle. More detailed as follows:

Table 7
The Students' Reading Score of First Test and Second Test

NO	STUDENTS' INITIAL	SCORE		STATE
		CYCLE 1	CYCLE 2	
1.	AS	70	85	Improved
2.	AJN	70	80	Improved
3.	AWH	65	80	Improved
4.	AA	70	85	Improved
5.	AG	50	80	Improved
6.	ATN	60	80	Improved
7.	DS	45	80	Improved
8.	ED	45	85	Improved
9.	EC	65	80	Improved
10.	F	75	90	Improved
11.	FH	75	90	Improved
12.	HM	60	80	Improved
13.	IP	45	80	Improved
14.	IW	65	80	Improved
15.	LS	70	90	Improved
16.	MM	45	75	Improved
17.	MH	75	70	Declined
18.	MT	80	70	Declined
19.	M	75	80	Improved
20.	NLH	50	80	Improved
21.	NH	75	90	Improved
22.	NK	55	80	Improved
23.	PA	70	80	Improved
24.	PH	70	90	Improved

25.	RDP	50	80	Improved
26.	RM	65	80	Improved
27.	RH	50	80	Improved
28.	RN	50	80	Improved
29.	SR	60	85	Improved
30.	SS	65	80	Improved

Finally, KWL strategies could improve students' reading comprehension at tenth grade in Pondok Pesantren Darul Ikhlas. The students were interested to read descriptive text. Then, it made students focused and active in the class. Students became interesting to find and identify the specific description of the topic, specific information, main idea, and the meaning of underline words in the context based on descriptive text. It could be concluded from the significant improvement students' score. It was 62.16 in the first cycle test and 81.5 in the second cycle test. It means that there had 19.44 improvements ($81.5 - 62.16$; mean score of cycle 1 – mean score of cycle 2) for mean score and there were 28 the students who passed the KKM. Then, 2 students still got below 75 score. There were more students got up 75 score than below 75 score (28 students > 2 students). It means that students' score has been improved.

B. Data Discussion

Classroom activities in using KWL strategies should maximize opportunity to the students to use target language for meaningful purposes of based competence, namely; Respond to instructions are very simple with acceptable action in a variety of text. Students are given

opportunities to explore their own learning process and developing of appropriate method for autonomous learning. The teacher gave various topics to expand the students' reading comprehension and enlarge their variety of text understanding. After applying KWL strategies, students got enjoyed in learning reading comprehension especially in learning reading descriptive text. It was because of students have the challenging to explore their knowledge in KWL chart column and they divide their reading process in K column (what the students **Know**) before they read the text, W column (what the students **Want** to know) before they read the text, and L column (what the students have **Learnt**) after they have read the text. By using KWL strategies, the students' reading comprehension would improved.

Then, The researcher organized all the quantitative data from all meetings. In every two meetings (Lesson plan 1 and 2), the researcher conducted one reading comprehension test for two lesson plans. From the first cycle test evaluation, it was found that the students' achievement in reading comprehension was still enough (62.16 score) in the level of the score result of test (see Chapter III). They got the score below 75 score. It means that the students' score didn't achieved the Minimum Mastery Criterion (KKM); it was 75 score. Next, although they got problems in the first cycle test score, the result of second cycle test was better than first cycle test. After the researcher did the second cycle, the result was better than first cycle test. It was gotten from the mean score of second cycle test. It was 81.5 score.

The researcher also analyzed data to support this research finding beside the quantitative data (reading comprehension test score), the qualitative data were taken from observation sheet too. Observation result showed that the students gave their well attitudes and responses during the teaching learning process. Even though they got problems at the first time but they could solve their difficulties and enjoyed their lesson by the process of time. They became more active and enthusiastic in reading comprehension. This qualitative data supported the research findings which based on the quantitative data.

Based on the result of quantitative and qualitative data, it was found that the application of KWL strategies had successfully improved the students' achievement in reading comprehension, especially in reading descriptive text.

Whereas, there are three thesis that researcher used as related findings. This research is to describe students' achievement in reading comprehension by using KWL strategies at tenth grade of MAN Sibuhuan. KWL strategies could improve students' reading comprehension in the context of descriptive text.

First, Diana LumbanTobing in her script: "The Correlation Between Students' Reading Comprehension Competence and Summarizing Text to The Third Year Students of SMA Negeri 1 Sipirok in 2012/ 2013 Academic Year". She found that the correlation coefficient was 4.7 which were greater than the critical value or at the level of 5%, which is 0.254. Thus, there is

positive correlation between students' reading comprehension and summarizing text.

The second, EviDewiSartikaSiregar, her thesis is "The Effect of Skimming Technique on the XI Grade Students' Achievement in Reading Comprehension at SMK Negeri 1 Sipirok in 2012-2013 Academic Year".. The conclusion are: the students comprehension before using skimming technique is good, because it can be seen average score of the students before treatment is the good (72.66), and the students comprehension after used skimming technique is good, because it can be seen through the average score of the students before treatment is more than good (75.16).

The third, RiscaOlistiani in her thesis "PenerapanMetode KWL (Know, Want to Know, Learned) DalamPembelajaranMembacaIntensifeTajukRencana (PenelitianEksperimensempadasiswa XI of SMA Negeri 7 Bandung 2018/2019)". Then, the conclusion are the students' ability in reading intensive of an editorial is relatively low, the preliminary tests had an average of 53.77 score after applied the KWL method in learning intensive reading of an editorial the average increased into 69.94. It means that after applied KWL, the average increase and the students' reading intensive is increased too.

In conclusion, from the description above, the researcher concludes that thosestrategies can improve the students' ability in reading comprehension. Then, In this study, researcheralso had found that the

improvement of students' achievement through the title "Improving Students' Reading Comprehension by Using KWL Strategies at Tenth Grade of in Pondok Pesantren Darul Ikhlas". In cycle 1 mean score was 62.16 and in cycle 2 mean score was 81.5. So, cycle 2 was bigger than cycle 1 ($81.5 > 62.16$). It means that the researcher concluded that the KWL strategies can improve the student's ability in reading comprehension at tenth grade of in Pondok Pesantren Darul Ikhlas.

C. The Threats of the Research

There were some aspects that could be the threats for this research. The threatening came from the problems of the researcher and students. First; from the researcher; the researcher was difficult to apply KWL strategies, because the students must prepare the big blank KWL chart for hanging on the white board for four meetings for each lesson plan, so the researcher got the limitation of money and time preparation. Then, because of the KWL strategies is still new for the students, so the students were not familiar to KWL strategies and made some students not too interested to use this strategy while they were reading text because they were lazy to use new strategy, they kept using the old strategy that they usually use in reading comprehension of certain text.

While, from the students; the students were still lack to take the information from the text, they were lazy to read. Then, students did not know the meaning of the text. So, they did not answer the test seriously. It made noisy and disturbed others. Actually, "Reading opens the world

window”, but the students didn’t applicate this proverb. Beside it, the threatening also came from the indicators. The students were not familiar with the terms of finding and identifying the specific description of the topic, specific information, main idea, and the meaning of underline words in the context based on descriptive text.

Next, KWL strategies has not used in the classroom yet. It made students still confused to apply KWL strategies. Researcher should explain more about learning material. It made longer time. Some students slept in the classroom. The time spent too much to explain about KWL strategies.

KWL strategies could organize the information from short-term memory up to long-term memory. So, students could remember the information from the text. Students had motivation because students would apply KWL strategies by themselves. By applying KWL strategies, students would be more interactive with the text given, because they given the key points of what they’ve known from the title text before they read, what they want to know from the text before they read the text, and what they have known from the text after reading the text. Finally, KWL strategies could improve students’ reading comprehension at tenth grade of in Pondok Pesantren Darul Ikhlas.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Having analyzed and presented the data in the previous chapter, conclusion of the research was that the using of KWL strategies in teaching reading comprehension can give positive effect on students' reading comprehension achievement, especially in reading descriptive text. KWL strategies attracts or motivates the students to improve their reading comprehension. Based on the result of the classroom action research, it was concluded that KWL strategies improved students' reading comprehension at tenth grade of Pondok Pesantren Darul Ikhlas. It was based on the students' reading comprehension mean score in which was in first cycle test was 62.16 become 81.5 in second cycle test.

B. Suggestion

It had been described before that KWL strategies improved students' reading comprehension and implication of the result goes to English teacher of tenth grade of Pondok Pesantren Darul Ikhlas. The English teacher can apply the KWL strategies in teaching and learning process of reading comprehension. By using KWL strategies, students will feel enthusiastic and active learning. By using KWL strategies with all creative KWL chart colomn, the students' interested in reading comprehension be better than before and it must be relevant to the social environment, real situation, and syllabus of the topic text for the tenth grade of Pondok Pesantren Darul Ikhlas.

The result of this study showed that usingKWL strategies improved the students' reading comprehension especially in reading descriptive text. The

suggestions are special to the English teachers (especially for the tenth grade English teacher), students and other researchers. Therefore, the following suggestions are offered:

1. KWL strategies is such activities can create interested and enthusiastic when the students and the teacher got difficult in curriculum areas, and can be used as an alternative way of English teaching and learning process of reading comprehension.
2. For the teacher, it is very wise to use KWL strategies in teaching reading comprehension because this strategy can enlarge and expand students' reading mindset and the students' reading comprehension will be improved directly. Beside it, it can be improved students' short term memory to be long term memory in reading comprehension achievement.
3. For the students, it is hoped that by using KWL strategies, the students more have motivation and be more active in studying reading comprehension in the context of descriptive text, because KWL strategies provides well changing and creative reading process which provides students the KWL column to improve the students' reading comprehension achievement.

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APPENDIX 1

TEST VALIDITY AND REABILITY

A. First Cycle Test Validity and Reability

Reliability Statistics

Cronbach's Alpha	N of Items
.904	25

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	16.2667	25.306	.814	.880
VAR00002	16.0000	26.966	.711	.885
VAR00003	16.1333	28.533	.188	.897
VAR00004	16.3333	26.851	.481	.890
VAR00005	16.0000	28.690	.223	.895
VAR00006	16.1333	28.120	.276	.895
VAR00007	16.5667	26.875	.527	.889
VAR00008	16.4333	26.323	.592	.887
VAR00009	16.5333	26.740	.538	.888
VAR00010	15.9000	28.714	.455	.892
VAR00011	16.0333	28.033	.364	.892
VAR00012	16.8000	28.993	.212	.894

VAR00013	16.2333	25.564	.773	.882
VAR00014	15.9000	28.714	.455	.892
VAR00015	15.9000	28.714	.455	.892
VAR00016	15.9667	27.413	.667	.887
VAR00017	16.1667	26.902	.521	.889
VAR00018	16.5333	26.189	.656	.885
VAR00019	16.0000	27.793	.473	.890
VAR00020	16.1333	32.257	-.553	.914
VAR00021	15.9667	27.413	.667	.887
VAR00022	16.3333	26.851	.481	.890
VAR00023	16.3000	25.183	.830	.880
VAR00024	15.9667	27.413	.667	.887
VAR00025	16.2667	25.306	.814	.880

B. Second Cycle Test Validity and Reability

Reliability Statistics

Cronbach's Alpha	N of Items
.925	25

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	14.1333	33.568	.120	.917
VAR00002	14.2667	29.306	.897	.900
VAR00003	14.2667	29.306	.897	.900
VAR00004	14.3333	31.747	.418	.912
VAR00005	14.5333	30.947	.603	.907
VAR00006	14.0333	32.240	.467	.910
VAR00007	14.5667	31.426	.527	.909
VAR00008	14.4333	30.323	.688	.905
VAR00009	14.8000	33.476	.291	.912
VAR00010	13.9000	33.472	.421	.911
VAR00011	14.8000	33.476	.291	.912
VAR00012	13.9667	32.309	.575	.909
VAR00013	14.2333	29.633	.847	.902
VAR00014	13.9000	33.472	.421	.911
VAR00015	13.9000	33.472	.421	.911
VAR00016	14.8000	33.476	.291	.912
VAR00017	14.1667	31.592	.494	.910
VAR00018	14.5333	30.602	.672	.906
VAR00019	14.2667	29.306	.897	.900
VAR00020	14.2667	29.306	.897	.900

VAR00021	13.9667	32.309	.575	.909
VAR00022	14.3333	31.747	.418	.912
VAR00023	14.3000	29.390	.870	.901
VAR00024	13.9667	32.309	.575	.909
VAR00025	14.1333	37.154	-.540	.929

APPENDIX 2

NILAI-NILAI r PRODUCT MOMENT⁵⁷TABEL

N	TarafSignifikan		N	Taraf Signifikan		N	TarafSignifikan	
	5 %	1 %		5 %	1 %		5 %	1 %
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,612	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,261
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,517	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

⁵⁷Sugiyono, *Statistika untuk Penelitian* (Bandung: Alfabeta, 2010), hlm. 373.

APPENDIX 3

LESSON PLAN 1 IN CYCLE I

Instructional Unit : Reading Comprehension
School : Pondok Pesantren Darul Ikhlas
Subject : English
Topic : Descriptive Text “*The White House*”
Class/ Semester : Tenth Grade/ I
Time : 2 x 45 minutes
Meeting : 1

- A. Standard of Competence** : 1. Understanding
the very simple instructions and information both in the context of the
actions and language around students.
- B. Based Competence** : 1.2 Respond to instructions are
very simple with acceptable action in a variety of text.
- C. Indicator**

Maximum Indicator	Culture Value and nationality character
<ol style="list-style-type: none">1. Students are able to find the specific description of descriptive text topic; <i>The White House</i> topic.2. Students are able to identify the important information of descriptive text topic; <i>The White House</i> topic.3. Students are able to identify main idea of descriptive text topic; <i>The White House</i> topic.4. Students are able to find the meaning of underlining words of descriptive text topic; <i>The White House</i> topic.5. Students are able to choose the right answers in multiple choices test that is given.	<i>Religious, be own master, hardly, discipline, care to environment, curious, bookaholic, care for National Integrity and likes reading</i>

D. Source

1. Desmal Darjis, dkk, *English SMA/ MA Grade x*, Jakarta: PT. Bumi Aksara, 2001.
2. Buku-buku lain dan sumber-sumber dari internet yang relevan.

E. Material

1. Descriptive Text

Descriptive text is the text which is identification and description to identify and to describe the phenomenon to be described in parts, qualities, or/ and characteristic of something (person, place, thing, etc).

The generic structures of the text are identification and description. The main language feature of descriptive text is using simple present tense. another are using linking verbs (of, so and around), using degree of comparison (white house is bigger than Merdeka palace), using adjective and compound adjective (the main building and a more than one hundred written Indonesian Monument).

2. The Example of Descriptive Text

The White House

One of the most famous buildings in Washington D. C. is the White House. It is the home of the president of the United States.

The White house is a very large white building. It has three main parts; the main building and two wings (the West Wing and the East Wing). The main building has large central porches. The porches have tall columns. Large lawns and gardens surround the white house.

Name :		
Date :		
Topic :		
K	W	L
What I know:	What I want to learn:	What I learn:
The White House is the home of the the United States. It is in Washington D. C.	Where is the White House located? How many parts that building has? What are the parts?	The White House is in Washington D. C. The White house is a very large white building.

	What surround the building?	<p>It has three main parts; the main building and two wings (the West Wing and the East Wing). The main building has large central porches. The porches have tall columns.</p> <p>Large lawns and gardens surround the white house.</p>
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F. Learning Technique

KWL strategies.

G. Teaching Learning Activity

1. Opening

- a. Greeting and introducing patiently and says Basmalah..
- b. Explain the aim of the research.
- c. Asking the absent.
- d. Giving a motivation.
- e. Introducing the topics lesson (*The White House*).

2. Main Activity

- a. Teacher opens teaching by Basmalah, says greeting and introduces patiently.
- b. Teacher introduces the topics lesson (*The White House*). They are descriptive text.
- c. Teacher hangs the blank KWL framework chart in the blackboard, Here is KWL framework chart:

Name :		
Date :		
Topic :		
K	W	L
What I know:	What I want to learn:	What I learn:

- d. Teacher gives to all students descriptive text about the topics lesson (*The White House*).
- e. Teacher gives also the blank KWL framework chart to each student.
- f. Teacher asks the students to write what they already know based on the title (*The White House*), then the teacher write also 5 students' answered in **K** column in the blackboard.
- g. Teacher asks all the students to read the text (*The White House*) by silent reading. It is what they **want** to learn.
- h. After reading, teacher asks the students to raise questions then asks the other students to answer as they read. After reading, they are ordered to write what they have learnt in **L** column which has given by the teacher.
- i. Teacher asks the students to volunteer to write the things they have learned to complete the chart. May be after reading, the students get new information that they didn't include in the column. Discuss this new information with the class. Note any questions that were not answered in the reading.
- j. Teacher tells the next meeting topic and closes teaching by Hamdalah.

3. Closing

- a. Teacher tells the next meeting topic.
- b. Teacher closes teaching by Hamdalah.

H. The Indicator of Value

No.	The Indicators	Items	Number of Items	Score for Each Items	Total Score
1	Able to find the specific description of the topic text	5	1, 5, 9, 13, 17	5	25
2	Able to identify important information of the text	5	2, 6, 10, 14, 18	5	25
3	Able to identify main idea from the text	5	3, 7, 11, 15, 19	5	25
4	Able to find the meaning of underlining word	5	4, 8, 12, 16, 20	5	25
Maximal Score					100

$$\underline{\text{High Score X Criteria X 100}} = 100$$

$$\begin{aligned} &\text{Total Score} \\ &\underline{25 \times 4 \times 100} = 100 \\ &100 \end{aligned}$$

APPENDIX 4

LESSON PLAN 2IN CYCLE I

Instructional Unit : Reading Comprehension
School : Pondok Pesantren Darul Ikhlas
Subject : English
Topic : Decriptive Text “*Monas*”
Class/ Semester : Tenth Grade/ I
Time : 2 x 45 minutes
Meeting : 2

I. Standard of Competence :1.Understanding
the very simple instructions and information both in the context of the
actions and language around students.

J. Based Competence :1.2 Respond to instructions are
very simple with acceptable action in a variety of text.

K. Indicator

Maximum Indicator	Culture Value and nationality character
6. Students are able to find the specific description of descriptive text topic; <i>Monas</i> topic. 7. Students are able to identify the important information of descriptive text topic; <i>Monas</i> topic. 8. Students are able to identify main idea of descriptive text topic; <i>Monas</i> topic. 9. Students are able to find the meaning of underlining words of descriptive text topic; <i>Monas</i> topic. 10. Students are able to choose the right answers in multiple choices test that is given.	<i>Religious, be own master, hardly, discipline, care to environment, curious, bookaholic, care for National Integrity and likes reading</i>

L. Source

3. Desmal Darjis, dkk, *English SMA/ MA Grade x*, Jakarta: PT. Bumi Aksara, 2001.
4. Buku-buku lain dan sumber-sumber dari internet yang relevan.

M. Material

3. The Example of Descriptive Text

Monas (National Monument)

The National Monument (Indonesian: Monumen Nasional) is a 433 feet (132 meters) tower in the centre of Merdeka Square, Central Jakarta, it is symbolizing the fight for Indonesia's independence. **Its** constructions began in 1961 under the direction of President Sukarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil.

The monument and the museum are opened daily from 08.00 - 15.00 Western Indonesia Time everyday throughout the week, except for the last Monday of each month, when the monument is closed. The main Sudirman-Thamrin avenues in Jakarta lead to the Merdeka Square, where in its center stands the National Monument also known as Monas, which houses the first red-and-white flag flown at the Proclamation of Independence on 17 August 1945. This flag has now become threadbare, and so nowadays on Independence Day ceremonies, the original flag is taken out but only to accompany the replica flag to be flown in front of the Merdeka Palace. The 137 meter tall National Monument is obelisk shaped, and is topped with a 14.5 meter bronze flame coated with 32 kilograms gold leaf. Within the pedestal is a museum depicting in diorama Indonesia's fight for Independence as well as the original text of the Proclamation of Independence. A lift takes visitors up to the look-out platform at the base of the flame for a grand view of Jakarta. Surrounding the Monument is now a park with a musical fountain, enjoyed by the Jakarta public on Sundays for sports and recreation.

Deer roam among the shady trees in the park. Merdeka Square is the center of most important government buildings. During Dutch colonial days here was the center of government, known as

Koningsplein or the King’s Square. The north side is dominated by the Merdeka Palace once the home of the Dutch Governor Generals, which now also houses the office of the President and the Cabinet. To the South is the office of Indonesia’s Vice President, Jakarta’s Governor and provincial parliament building, as also the American Embassy , while to the West is the National Museum, the Constitutional Court, the Ministry for Culture and Tourism and the Indosat building, Indonesia’s first international telecommunications company.

Name :		
Date :		
Topic :		
K	W	L
What I know:	What I want to learn:	What I learn:
<p>Monas is “Monumen Nasional” in Indonesian language.</p> <p>Monas is in central Jakarta.</p> <p>There is the original gold in the top of Monas.</p> <p>It is built for symbolizing independence day.</p> <p>There is a lift for visitors to take up to look out platform at the base of the flame for a grand view of Jakarta.</p>	<p>How tall is Monas?</p> <p>When did Monas build or construct?</p> <p>When can the visitors visit Monas?</p> <p>What buildings surround Monas from all direction (north, south, and west)?</p>	<p>The National Monument (Indonesian: Monumen Nasional) is a 433 feet (132 meters) tower in the centre of Merdeka Square, Central Jakarta, it is symbolizing the fight for Indonesia's independence. Its constructions began in 1961 under the direction of President Sukarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil.</p> <p>The monument and the museum are opened daily from 08.00 - 15.00 Western Indonesia Time everyday throughout the week, except for the last Monday of each month, when the monument is closed. The main Sudirman-Thamrin avenues in Jakarta lead to the Merdeka Square, where in its center stands the National Monument also known as Monas, which houses the first red-and-white flag flown at the Proclamation of Independence on 17 August 1945. This flag has now become threadbare, and so nowadays on Independence Day ceremonies, the original flag is taken out but only to accompany the replica flag to be flown in front of the Merdeka Palace.</p>

		<p>The 137 meter tall National Monument is obelisk shaped, and is topped with a 14.5 meter bronze flame coated with 32 kilograms gold leaf. Within the pedestal is a museum depicting in diorama Indonesia's fight for Independence as well as the original text of the Proclamation of Independence. A lift takes visitors up to the look-out platform at the base of the flame for a grand view of Jakarta. Surrounding the Monument is now a park with a musical fountain, enjoyed by the Jakarta public on Sundays for sports and recreation.</p> <p>Deer roam among the shady trees in the park. Merdeka Square is the center of most important government buildings. During Dutch colonial days here was the center of government, known as Koningsplein or the King's Square. The north side is dominated by the Merdeka Palace once the home of the Dutch Governor Generals, which now also houses the office of the President and the Cabinet. To the South is the office of Indonesia's Vice President, Jakarta's Governor and provincial parliament building, as also the American Embassy , while to the West is the National Museum, the Constitutional Court, the Ministry for Culture and Tourism and the Indosat building, Indonesia's first international telecommunications company.</p>
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N. Learning Technique

KWL strategies

O. Teaching Learning Activity

4. Opening

- f. Greeting and introducing patiently and says Basmalah..

- g. Explain the aim of the research.
- h. Asking the absent.
- i. Giving a motivation.
- j. Introducing the topics lesson (*Monas*).

5. Main Activity

- a. Teacher hangs the blank KWL framework chart in the blackboard, Here is KWL framework chart:

Name :		
Date :		
Topic :		
K	W	L
What I know:	What I want to learn:	What I learn:

- b. Teacher gives to all students descriptive text about the topics lesson (*Monas*).
- c. Teacher gives also the blank KWL framework chart to each student.
- d. Teacher asks the students to write what they already know based on the title (*Monas*), then the teacher write also 5 students' answered in **K** column in the blackboard.
- e. Teacher asks all the students to read the text (*Monas*) by silent reading. It is what they **want** to learn.
- f. After reading, teacher asks the students to raise questions then asks the other students to answer as they read. After reading, they are ordered to write what they have learnt in **L** column which has given by the teacher.
- g. Teacher asks the students to volunteer to write the things they have learned to complete the chart. May be after reading, the students get new information that they didn't include in the column. Discuss this new information with the class. Note any questions that were not answered in the reading.
- h. Teacher tells the next meeting topic and closes teaching by Hamdalah.
- i. After lesson plan 1 and lesson plan 2 are finished, the teacher gives multiple choices test about descriptive text which is just learnt before.

6. Closing

- c. Teacher tells the next meeting topic.
- d. Teacher closes teaching by Hamdalah.

P. The Evaluation

The evaluation will be done by conducting multiple choices test.

Q. The Instrument of Test

Multiple choices test (*Monas, The Capital of Indonesia, Jakarta, and Paris* topic) is expected to the students for choosing right answered from A, B, C, and D chosen to improve the students' reading comprehension about descriptive text topic given.

R. The Indicator of Value

No.	The Indicators	Items	Number of Items	Score for Each Items	Total Score
1	Able to find the specific description of the topic text	5	1, 5, 9, 13, 17	5	25
2	Able to identify important information of the text	5	2, 6, 10, 14, 18	5	25
3	Able to identify main idea from the text	5	3, 7, 11, 15, 19	5	25
4	Able to find the meaning of underlining word	5	4, 8, 12, 16, 20	5	25
Maximal Score					100

$$\text{High Score X Criteria X } 100 = 100$$

Total Score

$$\underline{25 \times 4 \times 100} = 100$$

100

APPENDIX 5

FIRST CYCLE TEST

Name :
Class : X (Tenth Grade)
Topic : Descriptive Text

Petunjuk :

1. Pilihlah jawaban yang benar dari pilihan ganda tersebut (A, B, C atau D).
2. Test ini hanya bertujuan untuk mengetahui data dari siswa-siswa tentang kemampuan siswa dalam menguasai dan memahami pelajaran membaca deskriptif text.
3. Waktu yang tersedia 45 menit.

Monas

(National Monument)

The National Monument (Indonesian: Monumen Nasional) is a 433 feet (132 meters) tower in the centre of Merdeka Square, Central Jakarta, it is symbolizing the fight for Indonesia's independence. Its constructions began in 1961 under the direction of President Sukarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil.

The monument and the museum are opened daily from 08.00 - 15.00 Western Indonesia Time everyday throughout the week, except for the last Monday of each month, when the monument is closed. The main Sudirman-Thamrin avenues in Jakarta lead to the Merdeka Square, where in its center stands

the National Monument also known as Monas, which houses the first red-and-white flag flown

APPENDIX 6

THE KEY ANSWER OF FIRST CYCLE TEST

1. D. The monument and the museum are opened daily from 08.00 – 15.00 western Indonesia time everyday throughout the week, except for the last Monday of each month, when the monument is closed.
2. B. 1961.
3. A. Merdeka square is the center of the most important government buildings around Monas.
4. B. The National Monument.
5. B. The 137 meters tall national monument is obelisk shaped, and is topped with a 14.5 meters bronze flame coated with 32 kg gold leaf.
6. C. 1975.
7. B. Jakarta is the capital city of Indonesia.
8. B. Rainfall.
9. A. Hot and humid.
10. C. 1.790 mm.
11. A. The climate of Jakarta is hot and humid year-round.
12. A. Jakarta.
13. D. Istana Merdeka, the presidential palace, the National Museum, and the Istiqlal Mosque.

14. B. 9 million.

15. A. The Seine River divides the city into two parts.

16. B. Pont Neuf.

17. D. Because what stylish women are wearing in Paris will be worn by women
around the world.

18. C. Ila De la Cite.

19. A. There are many other famous places in Paris.

20. B. Parisii.

APPENDIX 7

LESSON PLAN 3 IN CYCLE II

Instructional Unit : Reading Comprehension
School : Pondok Pesantren Darul Ikhlas
Subject : English
Topic : Descriptive Text “*My Favorite Teacher*”
Class/ Semester : Tenth Grade/ I
Time : 2 x 45 minutes
Meeting : 3

S. Standard of Competence : 1. Understanding

the very simple instructions and information both in the context of the actions and language around students.

T. Based Competence : 1.2 Respond to instructions are

very simple with acceptable action in a variety of text.

U. Indicator

Maximum Indicator	Culture Value and nationality character
11. Students are able to find the specific description of descriptive text topic; <i>My Favorite Teacher</i> topic.	<i>Religious, be own master, hardly, discipline, care to environment, curious, bookaholic, care for National Integrity and likes reading</i>
12. Students are able to identify the important information of descriptive text topic; <i>My Favorite Teacher</i> topic.	
13. Students are able to identify main idea of descriptive text topic; <i>My Favorite</i>	

<i>Teacher topic.</i> 14. Students are able to find the meaning of	
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V. Source

5. Desmal Darjis, dkk, *English SMA/ MA Grade x*, Jakarta: PT. Bumi Aksara, 2001.
6. Buku-buku lain dan sumber-sumber dari internet yang relevan.

W. Material

4. Descriptive Text

My Favorite Teacher

He is tall and thin and when he walks he takes long stride and it is possible to keep pace with him. Mr. Ben is my English teacher and my favorite among all the teachers in my school. He is young, only 26 years old and still unmarried. He has just completed two and half years of service in the army as a National serviceman. Perhaps out of habit, he still walks like a soldier.

The main reason I like him, and so do all my classmates, is that he is a dedicated teacher. He really loves his job and I think he considers all of us as his own children. He is so friendly and kind that sometimes we joking all the time. Because of his attitude towards the subject and towards us, many of us who used to hate English now love the subject. Even though he is my favorite teacher, it is clear that as far as he is concerned, all of us are his favorite.

He dresses very well, usually better than the other teacher. He is neat and tidy and physically very fit. He smiles often and it is obvious that he is an only child and that he lives with his mother. His father passed away when he was a child. Once when we were talking about fathers, I saw tears in his eyes. We felt sorry for him as it was clear he missed his father very much. That was only time that we saw him looking sad. He takes special care to make sure that all of us believe that is why we are so good at it. It is because of him that English is the favorite subject for all of us.

Name :		
Date :		
Topic :		
K	W	L
What I know:	What I want to learn:	What I learn:
<p>My favorite teacher is kind, friendly, and have a professional principle.</p> <p>He is favorite teacher, because he is young and handsome or beautiful.</p>	<p>How is his inside and outside looking?</p> <p>What is his name?</p> <p>What subject he teach?</p> <p>Why is he being a favorite teacher?</p> <p>How does he dress?</p> <p>How does he teach?</p>	<p>He is tall and thin and when he walks he takes long stride and it is possible to keep pace with him. Mr. Ben is my English teacher and my favorite among all the teachers in my school. He is young, only 26 years old and still unmarried. He has just completed two and half years of service in the army as a National serviceman. Perhaps out of habit, he still walks like a soldier.</p> <p>The main reason I like Him, and so do all my classmates, is that he is a dedicated teacher. He really loves his job and I think he considers all of us as his own children. He is so friendly and kind that sometimes we joking all the time. Because of his attitude towards the subject and towards us, many of us who used to hate English now love the subject. Even though he is my favorite teacher, it is clear that as far as he is concerned, all of us are his favorite. He dresses very well, usually better than the other teacher. He is neat and tidy and physically very fit. He smiles often and it is obvious that he is an only child and that he lives with his mother. His father passed away when he was a child. Once when we were talking about fathers, I saw tears in his eyes. We felt sorry for</p>

		him as it was clear he missed his father very much. That was only time that we saw him looking sad. He takes special care to make sure that all of us I believe that is why are so good at it. It is because of him that English is the favorite subject for all of us.
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X. Learning Technique

KWL strategies.

Y. Teaching Learning Activity

7. Opening

- k. Greeting and introducing patiently and says Basmalah..
- l. Explain the aim of the research.
- m. Asking the absent.
- n. Giving a motivation.
- o. Introducing the topics lesson (*My Favorite Teacher*).

8. Main Activity

- a. Teacher asks students to make 5 groups.
- b. Teacher hangs the blank KWL framework chart in the blackboard, Here is KWL framework chart:

Name :		
Date :		
Topic :		
K	W	L
What I know:	What I want to learn:	What I learn:

- c. Teacher gives to all students descriptive text about the topics lesson *My Favorite Teacher* relate to cycle 2.
- d. Teacher gives also the blank KWL framework chart to each student.
- e. Teacher asks the students to write what they already know based on the title (*My Favorite Teacher*), then the teacher write also 5 students' answered in **K** column in the blackboard.

- f. Teacher asks all the students to read the text (*My Favorite Teacher*) by silent reading. It is what they **want** to learn.
- g. After reading, teacher asks the students to raise questions then asks the other students to answer as they read. After reading, they are ordered to write what they have learnt in **L** column which has given by the teacher.
- h. Teacher asks the students to volunteer to write the things they have learned to complete the chart. May be after reading, the students get new information that they didn't include in the column. Discuss this new information with the class. Note any questions that were not answered in the reading.
- i. Teacher tells the next meeting topic and closes teaching by Hamdalah.

9. Closing

- e. Teacher tells the next meeting topic.
- f. Teacher closes teaching by Hamdalah.

Z. The Indicator of Value

No.	The Indicators	Items	Number of Items	Score for Each Items	Total Score
1	Able to find the specific description of the topic text	5	1, 5, 9, 13, 17	5	25
2	Able to identify important information of the text	5	2, 6, 10, 14, 18	5	25
3	Able to identify main idea from the text	5	3, 7, 11, 15, 19	5	25
4	Able to find the meaning of underlining word	5	4, 8, 12, 16, 20	5	25
Maximal Score					100

$$\underline{\text{High Score X Criteria X 100}} = 100$$

Total Score

$$\underline{25 \times 4 \times 100} = 100$$

100

DAFTAR RANCANGAN ANGGARAN BIAYA PENELITIAN MANDIRI TAHUN 2019
KLUSTER PENELITIAN PENGEMBANGAN PROGRAM STUDI

PENELITI : Sri Rahmadhani Siregar, M. Pd.

Judul : Improving Students' Reading Comprehension by Using KWL (Know, Want, Learned) Strategies at Tenth Grade of Pondok Pesantren Darul Ikhlas

NO	URAIAN KEGIATAN	Vol	Frek	Sat.	Harga (Rp)	Jumlah
A	PRA-KEGIATAN					
1	<i>Pengadaan ATK Selama Penelitian</i>					
	Kertas A4 Mirage 80 gram	1	3	Rim	40.000	120.000
	Tinta Hitam Printer	1	1	Btl	40.000	40.000
	Tinta Warna Printer	1	1	Btl	45.000	45.000
	Catrigt Canon Black	1	1	Bh	255.000	255.000
	Catrigt Canon Color	1	1	Bh	275.000	275.000
	Buku Agenda	2	1	Bh	40.000	80.000
	Stapler	1	1	Bh	25.000	25.000
	Anak Stapler	1	1	Ktk	10.000	10.000
	Stabilo	2	1	Bh	5.000	10.000
	Map Plastik	3	1	Bh	10.000	30.000
	Materai 6000	10	1	Eks	7.000	70.000
	CD-RW	4	1	Bh	10.000	40.000
						1.000.000
	PELAKSANAAN PENELITIAN					
2	<i>A. Pengumpulan Data Penelitian ke Lapangan</i>					
	Uang Harian dan Transportasi Survey Lokasi	3	2	OK	370.000	2.220.000
	Memperbanyak Instrument Penelitian	30	8	Eks	2.500	600.000
	Review Proposal	1	1	OK	600.000	600.000
	Uang Harian dan Transportasi Pengumpulan Data	4	4	OK	370.000	5.920.000

	Review Laporan Antara dan Hasil	2	1	OK	500.000	1.000.000
	B. Analisis Data dan Penyusunan Laporan					
	Penggandaan Laporan Mini/Excetive Summary	2	1	Eks	30.000	60.000
	Penggandaan dan Penjilidan Laporan Keuangan	2	1	Eks	50.000	100.000
	Penjilidan Laporan	10	2	Eks	75.000	1.500.000
						12.000.000
	PASCA PENELITIAN					
	<i>Publikasi Artikel Jurnal</i>					
3	Pengurusan Jurnal Terakrditasi	1	1	Ar	500.000	500.000
	Pengurusan HAKI	1	1	Ar	500.000	500.000
						1.000.000
	JUMLAH TOTAL					14.000.000

Keg: kegiatan
OK: Orang per Kegiatan
OJP: Orang per Jam Pelajaran
OH: Orang per Hari
OJ: Orang per Jam
OR: Orang per Responden
Eks: Eksamplar

Padangsidempuan, Juni 2019
Peneliti,

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NIDN.
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