

SKRIPSI

**ENHANCING STUDENT'S READING COMPREHENSION OF
DESCRIPTIVE TEXT BY USING K-W-L (KNOW, WANT,
LEARN) STRATEGY AT THE EIGHTH GRADE
STUDENTS OF SMP NEGERI 9 LEMBANG
KABUPATEN PINRANG**

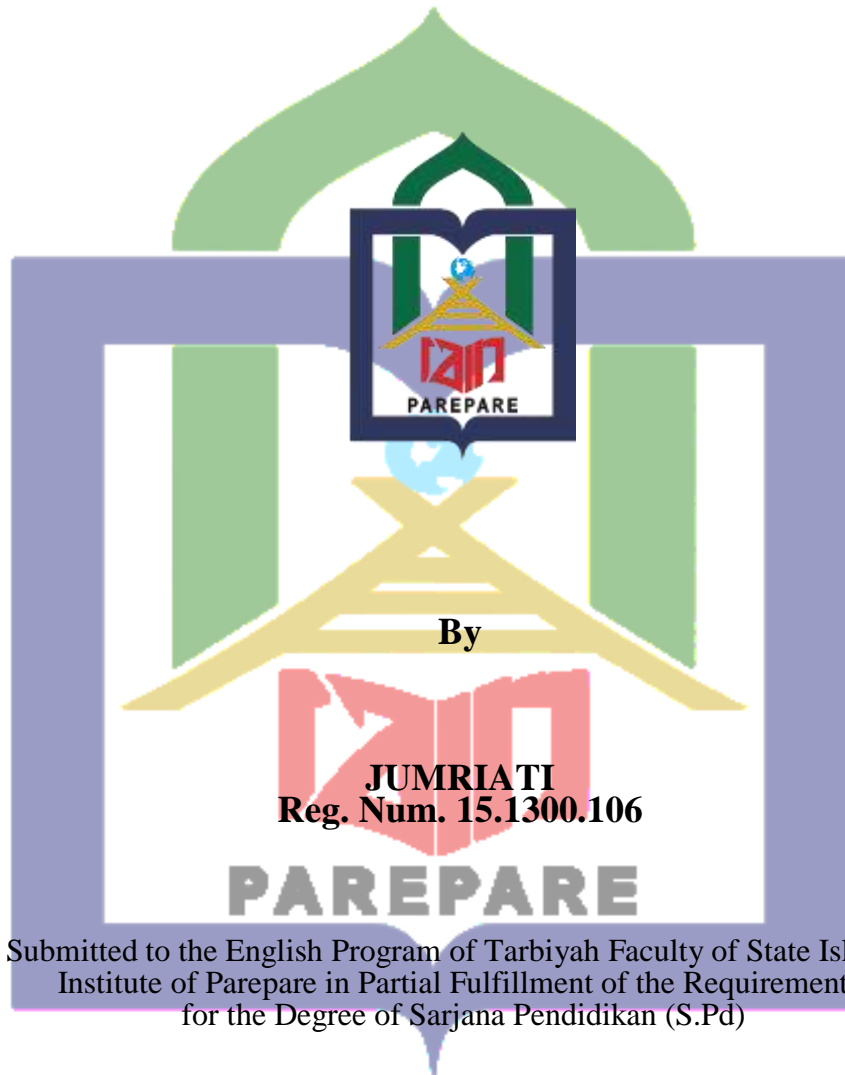


**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

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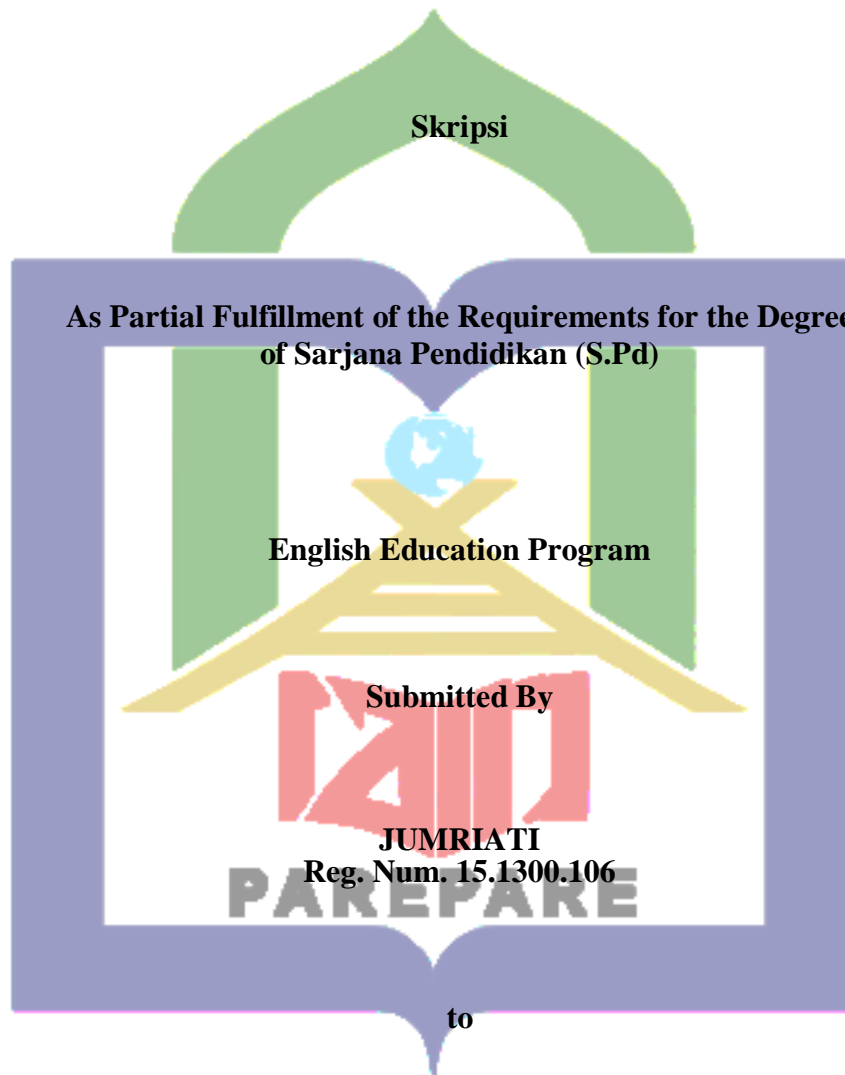
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2020

ENDORSEMENT OF CONSULTANT COMMISSIONS

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The Title of Skripsi : Enhancing Student's Reading Comprehension of Descriptive Text by Using K-W-L (Know, Want, Learn) Strategy at the Eighth Grade Students of SMP Negeri 9 Lembang Kabupaten Pinrang
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Submitted by

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Had been examined on Maret 12th, 2020 and had been declared
that it fulfilled the requirements


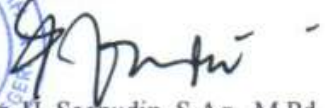
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Parepare, February 28th 2020

The Researcher,



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DECLARATION OF THE RESEARCH AUTHENTICITY

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Stated that herself conducted this skripsi, if it can be proved that is copied, duplicated or complicated by other people, this skripsi and degree that has been gotten would be postponed.

Parepare, July 28th 2020

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ABSTRACT

Jumriati. *Enhancing Student's Reading Comprehension of Descriptive Text by Using K-W-L (Know, Want, Learn) Strategy at the Eight Grade Students of SMP Negeri 9 Lembang Kabupaten Pinrang.* (Survised by Amzah and Magdahalena Tjalla).

Reading Comprehension is the process of making meaning from text. Therefore, to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children develop mental models, or representations the meaning of the text ideas during the reading process. The researcher aimed to find out whether effective or not using K-W-L (Know, Want, Learn) Strategy to improve the student's reading comprehension at the eighth grade students of SMP Negeri 9 Lembang Kabupaten Pinrang. Generally, K-W-L Strategy is a social way for students to tap into and build background knowledge for a text.

In this research, used pre-experimental design pre-test and post-test and took one class, which is the effects of treatment is judged by the difference between the pre-test and the post-test scores. The sample was taken by total sampling. The success of the treatment is determined by comparing pre-test and post-test score. To collect the data, the researcher used instrument in the form of question sheet test of descriptive text which had been tried out before the treatments. The instrument was given in pre-test and post-test.

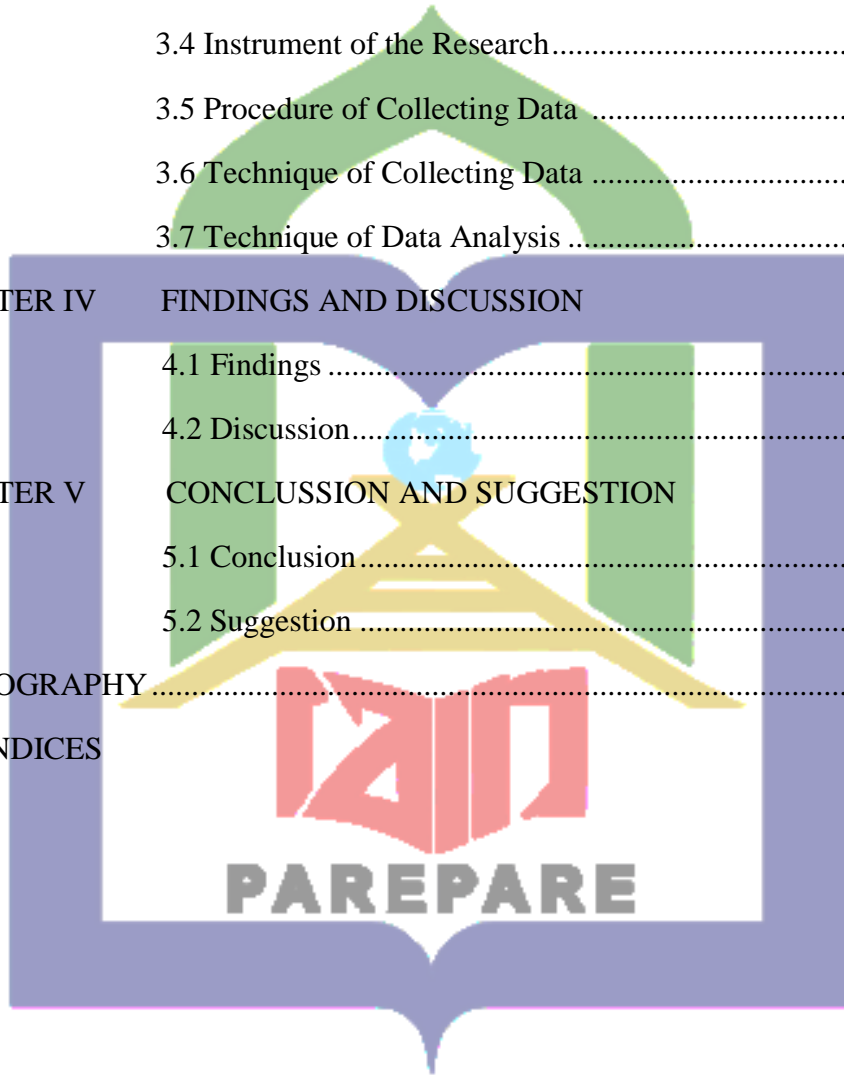
The result of this research show that the post-test (71.89) was greater than pre-test (58.21). for the level significant (p) 5% and value of the table was 1703, while the value of t-test was (1.88). it means that, the t-test was greater than t-table ($1.88 \geq 1703$). It showed the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. Based on the result above, the researcher concluded that using K-W-L (Know, Want, Learn) was able to increase the students' reading comprehension at the eighth grade of SMP Negeri 9 Lembang.

Keywords: Reading Comprehension, K-W-L Strategy.

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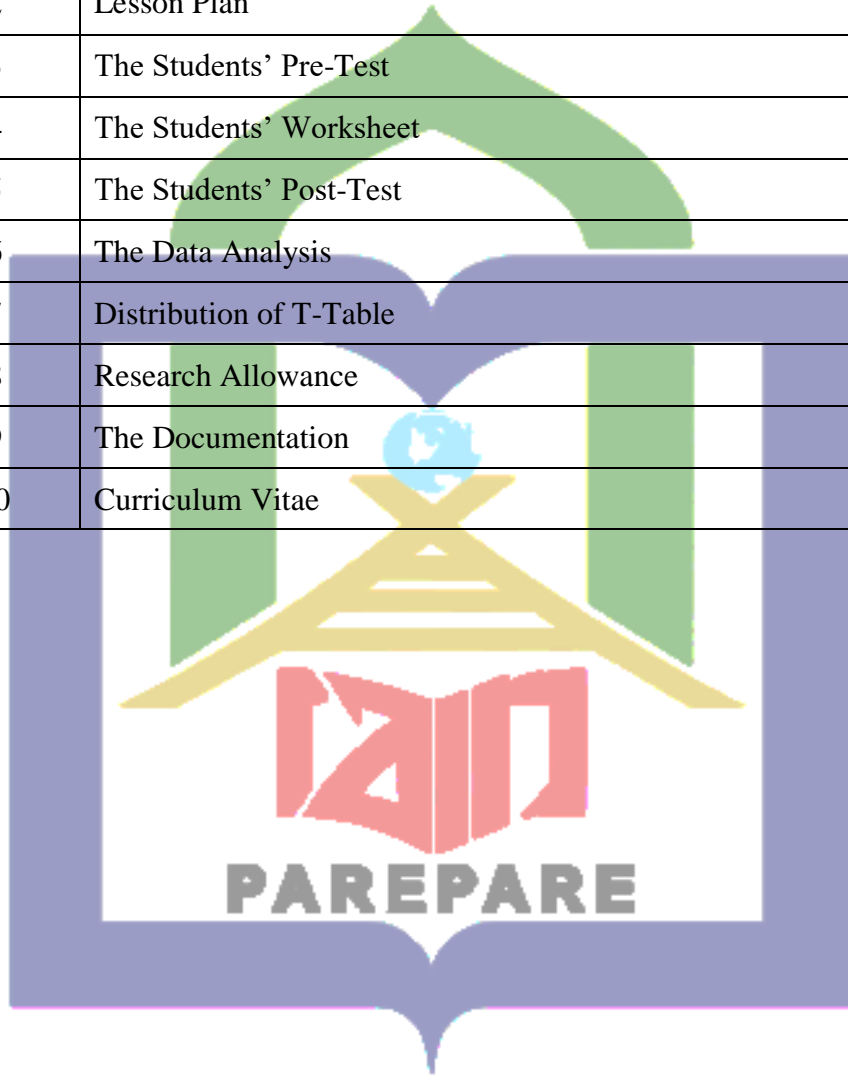


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CHAPTER I INTRODUCTION

1.1 Background

English consist of several skills. There are four components of English skills, they are listening, speaking, reading, and writing. Reading is one of the language skills that have to be mastered by the students. The teaching of reading is very important because it helps the students to have more skills in comprehending the content of an English text.

Reading becomes essential for everyone to increase his or her knowledge. This idea is supported by the fact that reading has become a part of our daily activities. Teaching reading in Indonesia is not easy, because the great difference of language system between English and Indonesia has been the major difficulty for students to learn English. The reading ability plays a central role in teaching and learning success at all education stages. It is because most of the material of teaching and learning are in written form and that is why students need to improve their reading skill like in junior high school in order to understand the material. Reading for understanding the whole of the text, the readers have a good of comprehension. Of course, reading cannot understand a whole text if they cannot identify (decode) the words in that text. Likewise, good reading comprehension will depend on good language understanding more generally. This requires comprehension of the individual words and the sentences that they form. However, comprehension typically requires the comprehended to integrate the sense of these words and sentences into meaningful hole.¹

¹Jane Oakhill, Kate Cain and CartenElbro, *Understanding and Teaching Reading Comprehension A Handbook* (London and New York: Routledge, 2015), p. 1.

But, not a bit the students of SMP Negeri 9 Lembang understand the written of the text, what the writer aims and what the writer wants the students to comprehend the content. So, to be master of reading is not easy because, if the students have no much vocabulary that difficult to understand well the meaning of the text. Also, the students aren't recognized the main idea and the important information of the text.

The researcher used the KWL Strategy in reading text especially in reading comprehension of descriptive text because from the pre observation in the school the researcher found out that most of the students still have difficulty in comprehending an English text, especially in finding specific information which implicitly stated in the passage. The facts indicated that they had low comprehension in reading. Because when the teacher teaches the students about reading the teacher only gives a text then reads and interpreted the text without knowing the meaning of the word or every sentence of the text because the teacher is still apply traditional method in teaching reading. Because of this, some students are not excited to continue in reading.

Additionally, some students read the text slowly and make the students feel bored and confuse without knowing the meaning of the sentences. Therefore, the students read the text from the first paragraph to the end paragraph. If the students have not understand well yet, they read over again the text. That is why the researcher used the KWL strategy to improve the students reading. The students will more easy to understand the topic by using KWL Strategy, in the strategy before reading the text the students will be given a keyword by the researcher so that students will know the main points of the text to be read.

Know Want Learn (KWL) is a reading-thinking strategy, focuses on the student as a learner who asks questions and thinks about ideas while reading. The title is derived from the three principal components of KWL that are knew as determining what students want to learn, and identifying what is learned-plus mapping text and summarizing information.

Know Want Learn (KWL) is an integrated strategy to attract students in the study of active learning. Students' prior knowledge is activated by asking them what they already know, then students set goals focusing on what they want to learn. And after reading, students discuss what they have studied. Students apply higher-order thinking strategies which assist them to build meaning from what they read and help them examine their progress toward their goals. Using this strategy can increase motivation and attention by activating the students' prior knowledge. This allows the teacher to understand the students' prior knowledge and the students' interests in the topic.

Based on the problem above, the researcher is interested in applying "Know Want to know Learn" activities to overcome the problem. "Know Want to know Learn" activity is an activity to make the students active in the class, to increase their motivation, to increase their knowledge, to work together each other, and etc. This activity is suitable for the students in SMP 9 Lembang especially in the second class. There are 31 students in the eighth class sixteen female and fifteen male. Because in this class the students aren't interested in learning English especially reading books inEnglish, they only read without understanding the text of reading book.

1.2 Problem Statement

Related to the background above, the researcher formulate the research question below:

- 1.2.1 How is the students' reading comprehension of descriptive text before using KWL strategy at the eighth grade students of SMP 9 Lembang?
- 1.2.2 Is the use of KWL strategy able to improve students' reading comprehension of descriptive text at the eighth grade students of SMP 9 Lembang?

1.3 Objective of the Research

- 1.3.1 To find out the students' reading comprehension of descriptive text before using KWL strategy at the eighth grade students of SMP 9 Lembang.
- 1.3.2 To find out the improvement of the student's reading comprehension after the researcher using KWL (Know, Want, Learn) at the eighth grade students of SMP 9 Lembang.

1.4 The Significance of the Research

The significant of the research is expected to be a piece of useful contributions to academics partial development:

- 1.4.1 The researcher expects that this research will be useful for increasing researcher's knowledge about activities to improve the students' reading comprehension.
- 1.4.2 For the teacher, this research will be useful as information to English teacher to apply this activity in helping students to improve their reading comprehension.
- 1.4.3 For the students, it can be used as activities to help the students in learning English.
- 1.4.4 To other researcher, it will be useful information for the next researcher who wants to carry out the same research in different aspects from this research.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

2.1.1 Definition of Reading

Reading as one of language skills, has an important role for those who want to master English well. Reading is one way for the reader to receive information from the writer in the form of text. Reading can also improve the reader's vocabulary. Also, reading has a purpose it is something that almost everyone does in everyday, it is an integral part of daily lives, taken very much for granted and generally assumed to be something that everyone can do it. The reason for reading depends very much on the purpose for reading, and readers know exactly what they are reading.²

There are some definitions of reading according to experts. Harcourt Brace Jovanovich states that reading is more than just assigning foreign language sounds to the written words it requires the comprehension of what is written.³ Given comprehension is the goal of reading we feel that it should be given equal attention to decoding when children are learning to read and particularly as children begin reading to learn. There are a number of reasons for highlighting the importance of comprehension, perhaps the most significant is that engagement with meaning

²Maryam, *Improving Reading Comprehension of the Second Year Student of MA PP Nurul Haq Benteng Lewo Sidrap Through Critical Reading* (Skripsi Sarjana: Tarbiyah Department of STAIN: Parepare, 2012), p. 7.

³Harcourt Brace Jovanovich, *Classroom Technique Foreign Languages and English as a Second Language* (United State of America, 1972), p. 249.

is more likely to sustain motivation and thereby increase the time children spend reading.⁴

2.1.2 Kinds of Reading

In teaching reading, there are kinds of reading that the teacher has to know to guide the students as follows:

1. Skimming

Skimming is very fast reading. When the reader skims, she/he reads to get the main ideas and a few, but not all of the details. To skim rapidly, the reader must leave out parts of an article or story. Skimming is very useful skill. It will allow the reader to get information quickly from anything read.⁵

2. Scanning

Scanning is a reading activity to locate specific information often we do not even follow the linearity of the passage to do so. The reader needs not read the whole text because his purpose is to find specific information that he wants to know from the passage such as place, times characters, or happenings.⁶

3. Extensive Reading

Extensive reading helps students to acquire vocabulary and grammar and that, furthermore, it make students better reader.⁷ Also, extensive reading helps teachers in

⁴Paula J. Clarke, et al., eds., *Developing Reading Comprehension* (UK; Wiley-Blackwell, 2014), p. 23.

⁵Edward B. Fry, Ph.D, *Skimming and Scanning* (USE: Jamestown Publishers, 2000), p.1.

⁶Cucu Sutarsyah, *Understanding English Text some Strategies for Effective Reading for Non English Students* (Jakarta: Raja Wali Pers, 2016), p. 59.

⁷Jeremy Harmer, *The Practice of English Language Teaching*, Third Edition (Cambridge, UK: Longman, 2001), p. 228.

creating such environments and students get more exposure to the language, develop fluency and reading skills, and also increase their enjoyment of reading.⁸

In extensive reading, often for pleasure, students need not necessarily comprehend all the details of the text. Rather, speed and skill in getting the gist are the most important criteria for training in this type of reading task. As Philips explains that understanding in general way the author's intent, getting the main ideas, and reacting to the material personally are also reading goals when reading extensively.⁹

4. Intensive Reading

When this accounts, content and grammatical structure repeat themselves and students get many opportunities to understand the meanings of the text. The successful of "Narrow Reading" on improving reading comprehension is based in the premise that the more familiar the reader is with the text, either due to the subject matter or having read other works by the same author, the more comprehension is promoted.¹⁰

2.1.3 Definition of Reading Comprehension

Comprehension is ability to understand something, based on the definition by Oxford dictionary.¹¹ Comprehension involves a range of skills, moving from the easy

⁸Joanne Kilgour Dowdy and Yang Gao, *Pump It Up Literacy Activities for the Classroom* (Rotterdam: Sense Publishers, 2016), p. 153.

⁹Alice Omaggio Hadley, *Teaching Language in Content*, Second Edition (Boston, Massachusetts: Heinle and Heinle, 1993), p. 197.

¹⁰Maija Macleod, *Types of Reading*. [https://sllc.ucalgary.ca/Brian.611/reading type.html](https://sllc.ucalgary.ca/Brian.611/reading%20type.html) (06 March, 2018), p. 17.

¹¹Victoria Bull, *Oxford Learner's Pocket Dictionary* (Oxford New York: Oxford University Press, 2008), p. 86.

to the difficult in terms of the demands they place on the reader.¹² So, reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. Reading comprehension is best viewed as a multifaceted process affected by several thinking and language abilities.¹³

Reading with comprehension is variously defined by both practice and theory. Reading comprehension is sometimes defined by comprehension test. If a test says measures comprehension, whatever the test happens to measure becomes what comprehension, then, comprehension really means memory of factual detail from a paragraph or story, along with knowledge of word meanings.

In other definition of comprehension range from narrow definitions, which tend to limit the view of comprehension to word meaning to word identification, to extremely broad definition. The latter sometimes become global. They imply that comprehension involves anything and everything related to the act of reading. Some of more this complex definition to include listing of long skills described of interpretative skills.¹⁴

Gary Woolley states that reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children develop mental models, or representations of meaning of the text ideas during the reading process.¹⁵

¹²Louis Fidge, *Reading Comprehension Teacher's Book 1-2* [n.p]: Macmillan Foundation Skill, 2002), p. 1.

¹³Arthur W. Heilman, Timothy R. Blair, and William H. Rupley, *Principles and Practices of Teaching Reading* (Columbus Ohio: Charles E. Merrill, 1981), p. 242.

¹⁴Alexander and Breen, *Teaching Reading* (Canada: Brown and Company, 1979), p. 135.

¹⁵Gary Woolley, *Reading Comprehension Assisting Children with Learning Difficulties*, p. 15.

The researcher sums up that reading comprehension is the ability to understand the meaning of the text. To comprehend the text is not difficult if the reader has much vocabularies especially in English, also knows technique of reading comprehension.

2.1.3 Reading Comprehension Strategies

There are some strategies in teaching reading comprehension in the class, they are:

1. Activating or building background knowledge

Assessing and building background knowledge provide critical support for reading comprehension. This strategy can be taught by making text-to-self, text-to-text, and text-to-world connection before, during and after reading.¹⁶

Activating or building background knowledge is one of strategies in teaching reading comprehension. This strategy is very important because it can help the students to make connection with the new information. This strategy can help the teacher assist students with the learning process because it give him or her an idea of what students know and what they still need to learn by connecting their experiences with the topic.

2. Using sensory images

Sensory images are part of sensory background knowledge that readers bring to a text. Helping students utilize all their sense as they read texts supports their comprehension. Sensory images also have the potential to increase readers' enjoyment and memory of their literary experiences.¹⁷

¹⁶Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension Maximizing Your Impact* (United States of America, 1976), p. 25.

¹⁷Judi Moreillon, *Collaborative Strategies for Teaching Reading...*, p. 46.

Using sensory images is a strategy to think more about a text. So, the readers can get information in the text to create an image in their mind. The sensory images like a visual, smell, taste, sound, touch or feeling.

3. Questioning

Questioning is an essential component of reading comprehension, of conducting research, and of critical thinking. In short, questioning is a key to learning.¹⁸

Questioning is a key to learning, in this strategy the reader can ask some questions before, during and after reading because by asking, the reader can understand the contents of the text.

4. Making predictions and inferences

Prediction and inferring before, during, and after reading are comprehension strategies that can appeal to readers' sense of adventure and challenge. One important aspect of teaching prediction and inference is recognizing that whether readers' logical predictions or inferences match the authors' and illustrators' intentions is not as significant as the readers' active interaction with the text.¹⁹

Making prediction and inferences is a connecting point or the conclusion of the topic.

5. Determining main ideas

Sorting out what is important in the deluge of information is key to making sense and using information to generate knowledge. This is a complex process. Main

¹⁸Judi Moreillon, *Collaborative Strategies for Teaching Reading...*, p. 64.

¹⁹Judi Moreillon, *Collaborative Strategies for Teaching Reading...*, p. 83.

ideas are always dependent on the purpose for reading and the judgment of the reader.²⁰

The reader can determine the main ideas or make a main problem in a text.

6. Using Fix-Up Options

Using the fix-up strategy is one of the important tools students can develop to improve reading comprehension. Fix-Up options are only as effective as readers' ability to monitor their own understanding of texts. Educators and students can share the many ways they realize when they have lost track of the meaning of something they are reading.²¹

Fix-up strategy is a strategy that can be developed to improve reading comprehension because when the reader lost track of the meaning of something they are reading they can ask their teacher because in this strategy the teacher and students work together.

7. Synthesizing

Synthesizing requires that readers determine main ideas from multiple sources, summarize information, and add their own interpretations.²²

Synthesizing strategy requires readers to conclude what they have read, summarize information, and add their own interpretations after reading the text.

The researcher sums up that all the strategies above are important to be applied in the class teaching and learning process, especially in reading class. So that, the readers more easily understand the meaning of the text.

²⁰Judi Moreillon, *Collaborative Strategies for Teaching Reading*..., p. 103.

²¹Judi Moreillon, *Collaborative Strategies for Teaching Reading*..., p. 120.

²²Judi Moreillon, *Collaborative Strategies for Teaching Reading*..., p. 134.

2.1.5 Reading Comprehension in the Classroom

In the classroom, the teacher may use strategies, methods, techniques and etc to guide the students in reading comprehension as follows:

1. Constructing Exercises

There must be variety in the range of exercise. This is an important factor in motivation and it is necessary if different skills are to be covered. On the other hand, a text should always be the starting point for determining why one would normally read it, how it would be read, how it might relate to other information before thinking of a particular exercise.

2. Classroom Procedures

The first point to be noted when practicing reading in the classroom is that it is a silent activity. Therefore silent reading should be encouraged in most cases, though the teacher may sometimes need to read part of the text aloud. It is useful to give the class some help on how to approach a new text. The following procedure, for instance, is very helpful with most texts.²³

2.1.6 Definition of Descriptive text.

A descriptive text is a text which lists the characteristics of something. Descriptive text is a text which says what a person or a thing, is like. Its purpose is to describe and reveal a particular person, place or thing, we need to identify which particular thing we want to discuss in the text. Structuring identification is necessary in order to avoid having general statement or classification which belongs to report text. Identification introduces the main particular topic of the text.

²³Franfoise Grellet, *Developing Reading Skills a Practical Guide to Reading Comprehension Exercises* (United States of America: Cambridge University Press, 1981), p. 10.

Description aims to stimulate the imagination to form mental pictures. But these are more than copies of the appearances of concrete objects, for the even simplest kind of description, the pictorial, carries with some hint of the observers attitude toward that which aims to suggest an impression rather than form a picture of an object includes considerable interpretation. This is not, however, carried, on by deliberate and methodical analysis of traits and qualities such portrayal, even of concrete objects, is properly the work of exposition.

Descriptive text or in terms of writing simply known as “description” is one English lessons to be mastered not only by the junior high school and senior high school children, but also by the high school kids, students and anyone who loves the English language. Because after all, descriptive material is necessary for the development of English language proficiency us. Some of the writers, particularly writers of fiction, has the ability to write description text of read text so well that writing is very readable at the same time easy to understand. Therefore if we are able to be master his lesson well. We might later be a great writer in the future. Furthermore, explanations and examples of descriptive text could help my friends who is or is still a long way to learn English. Do not hesitate to read the descriptive text below, the more we read the more we can understand it. And it would be nice if we not only understand it self, but also can write their own descriptive text.

Attributive belongs to grammar term. We know adjective such as “old” to modify noun. When the adjective is used to construct a sentence/phrase, the adjective can be attributive or predicative. The man is old and the old man is my neighbor, the first old is called predicative and the second is attributive.²⁴

²⁴<http://understandingtext.blogspot.com/2008/02/what-is-descriptive-text.html>. Accessed at 6th Desemeber 2011.

Characteristic of descriptive text:

1. Descriptive text is a text that describes the feature of someone, something or a certain place.
2. Introduction is the part of the paragraph that introduces the characters.
3. Description is the part of the paragraph that describes the characters.²⁵
4. Identification, this section in the first paragraph the goal is to identify something to be described or depicted. Explanation easy. Identification server to introduce the reader about the object or something that we have describe a car, for example but the reader assumed motors.
5. Description this section in the second paragraph and so on contains the properties inherent in something that you already introduced to the reader in the first paragraph.
6. Using the simple present tense. Why you used simple present tense? Because we will describe the fact or truth that is attached something or someone.
7. Because of its function is to describe something by explaining its properties, then the text will be found many descriptive adjective.
8. In the descriptive text we will often find relating verb which is characteristic.

2.1.7 Definition of Text

According to David Nunan definition of text is:

Text is a piece of work undertaken for oneself or for others, freely or for reward. Thus, example of text include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving text, typing a letter, taking a hotel reservation, writing a cherub, finding a street destination and helping someone across a road.²⁶

²⁵Artono Wardiman dkk, *English in focus* (Pusat Pembukuan Departemen Pendidikan Nasional, 2008), p. 16.

²⁶David Nunan, *Designing Tasks for the Communicative Classroom* (Cambridge University&Press, 1989), p. 5.

In other words, by text is meant the hundred and one things people do in everyday life, at work, at play and in between. Text is defined in terms of what the learner will do in the classroom rather than in the outside world. Text is therefore assumed to refer to a range of work plans which have the overall purpose of facilitating language learning from the simple and brief exercise type to more complex and lengthy activities such as group problem solving or simulation and decision making.²⁷

A study skill inventory utilizes questions requiring the student to use the whole book, a portion of the book, or a particular study skill. A teacher has other options for precluding a mismatch between the difficulty level of a text and the reading capabilities of a child thus facilitating comprehension. These include:

1. Provision for more than one text on a given topic. The use of trade books on varying readability levels is also encouraged. Supplementary resources such as films, film strips. Tapes and records are also helpful.
2. The teacher may rewrite the material so that it can be comprehended more easily. All factors determining readability (discussed in the preceding section) should be considered. The teacher should apply a readability formula to the rewritten material.
3. The teacher may give instruction in the general and specific skills needed for success in particular assigned materials.
4. Assignment may be differentiated in terms of both the purpose set for reading and the amount of material to be read.
5. The teacher may construct study guides in which students are provided with questions they are likely to be able to handle.²⁸

²⁷David Nunan, *Designing Tasks for the Communicative...*, p. 5.

²⁸Alexander. J. Estill, *Reading* (Brown and Company Boaton Toronto, 1979), p. 227.

Text books are just a collection of material. However well they are planned, they can be inappropriate for teachers and students who should approach them with a degree of healthy skepticism which allows them not only to assess their contents carefully but also to use the textbooks judiciously for their own ends. Rather than have the textbook use and control them.

Despite these worries about the danger of textbook use, it should be pointed out that students often feel more positive about text books than some teachers, for them, the text book is reassuring. It allows them to look forward and back, giving them a chance to prepare for what's coming and review what they have done. Now that books tend to be much more colorful than in the old days, students enjoy looking at the visual material in front of them.

For teachers too, textbooks have many advantages. In the first place, they have a consistent syllabus and vocabulary which will have been chosen with care. Good text books have arranged reading and listening material and workbooks, for example to back them up. They have dependable teaching sequences and, at the very least, they often offer teachers something to fall back on when they run out of ideas of their own.

2.1.8 Definition of KWL (Know, Want, Learn) Strategy.

According to Carr and Ogle's definition of KWL is:

KWL is an acronym of Know, Want, and Learn. Know, Want, Learn (KWL) is a reading-thinking strategy, focuses on the student as a learner who asks questions and thinks about ideas while reading. The title is derived from the three principal components of KWL that are known as determining what students want to learn, and identifying what is learned-plus mapping text and summarizing information. The mapping helps pupils remember the information about text that they have read. The mapping that they make is based on the column L in KWL chart.²⁹

²⁹Carr and Ogle, *K-W-L Plus a Strategy for Comprehension and Summarization*, "Journal", vol. 30 no. 7 (April 1987), p. 626.

Additionally according to Wardiman, Jaahur, and Djusma in *English in Focus*, the book used by students in eight grade of junior high school, said that due to a consideration to strengthen students' account of reading comprehension, they are served with several types of reading texts that are Descriptive, Recount, and Narrative.³⁰ The latter seems to fit the current strategy which is offered by the researcher, KWL strategy. This is because of the generic structure of the text are hierarchically arranged in order commencing from identification and description.

According to Ogle definition of KWL (Know, Want, Learn) strategy is:

KWL Strategy is an instructional reading strategy that is used to guide students through a text.³¹

Students begin by brainstorming everything they know about a topic. This information is recorded in the K column of a KWL. Students then generate a list of questions about what they want to know about the topic. These questions are list in the W column of the chart. During or after reading, students answer the questions that are in the W column. This new information that they have learned is recorded in the L column of the KWL chart. There are three several purpose of KWL strategy, they are elicits students' prior knowledge of the topic of the text, sets a purpose of reading, and helps students to monitor their comprehension.

The procedure of KWL strategies include three steps. First, provide students with the opportunity to brainstorm and list the ideas in the K items and details that they already know about a topic. Second, they review the topic again and consider what they still want to know. They list these items in the W section of the chart.

³⁰Wardiman, Jahur and Djusma, *English in Focus* (Jakarta: Pusat Perbukuan Departemen Pendidikan, 2008), p. 4.

³¹Ogle, *K-W-L A Teaching Model that Develops Active Reading of Expository Text*, "Journal", vol. 39 no. 6 (1986), p. 564.

Items should be listed as questions. Third, as they read or after they read, students add details that they have learned while reading. They list these items in the L section of the chart.

2.1.9 The activities of KWL Strategy

1. K (What I Know)

Prepare questions in advance to help students brainstorm their ideas. Prompt students what they already know. Require that students explain their associations. Explaining association helps students provide specific details and requires them to put some thought into their answers. Teacher might ask them, what they think of that.

2. W (What I Want to Learn)

Explain that want is best defined as what they need to know or learn. Ask alternate questions in order to prompt student responses. Questions may include what the students want to learn about the topic. Refer back to the K section of the chart. The teacher asks students what the students want learn about the topic.

3. L (What I Learned)

Remind students that they should try to answer their W questions as they fill in the L column. Encourage students to write any new and interesting information that they learned. Suggest students search in other sources for the answers to questions that were left unanswered in the text.

Successful learners link prior knowledge to new information, then reorganize it to create own meaning and learning. KWL strategy helps students do this. It provides a framework that students can use to construct meaning from new material.

It is a literacy strategy that teachers can easily modify to meet students learning needs at any level and in any content area.³²

2.2 Previous Research Findings

There are some researcher have found related result referred to particularly in improving reading comprehension of descriptive text by using a lot of kinds of methods, techniques, strategies, and activities.

Magdahalena Tjalla who conducted a research about The Use of Prewriting Methods to Develop EFL Students' Competence in Writing. The research conducted a research on the effectiveness of using process approach in writing to primary of upper level and lower level through pre and post-test, questionnaire, and observation. The use of prewriting activities as a part of a process of writing have been proved effective to improve students' writing skill by some researchers.³³

Maya Riawanti, Eni Rosnija and LuwandiSuhartono who conducted a research entitled Teaching Reading Comprehension on Descriptive Text by Using K-W-L (Know-Want to Know-Learned) Strategy at The Seventh Grade students of SMP Negeri 24 Pontianak 2012/2013 Academic Year. The research conducted pre experimental research on the seventh grade students with one group of pre-test and post-test design and the data were collected by an objective test and analyzed by t-test and effect size formula. Based on the findings, theoretical, and related studies proved that the use of K-W-L strategy was categorized as largely effective and

³²Imam Mahdi, *Improving Students' Reading Skills Through KWL Strategy*“English education Thesis”, vol. 1 no. 1 (February 2018), p. 21.<http://repository.ar-raniry.ac.id>(Accessed on August 03, 2019).

³³Magdahalena, *The use of Prewriting Methods to Develop EFL Students' Competence in Writing*, ‘Jurnal External’, vol. 3 no. 01. (accessed on June 2016), p. 14.

significantly increases students' ability in teaching reading comprehension on descriptive text.³⁴

Kusmawati Alimuddin, who conducted a research entitled *The Applying of KWL (Know, Want to know and Learned) Strategy to Improve the Students' Reading Skill at The Second Year Students of MTs DDI Ujung Kab.Pinrang*. The research conducted a research at the second year students by using test as pre and post-test. In this strategy was suitable for junior students, in order to know the uniformity this strategy for junior students. In fact of this result that this strategy was suitable for junior students even though the improvement just a little.³⁵

Eksha Riantika, Suparno and Endang Setyaningsih who conducted a research entitled *The use of K-W-L (Know-Want to know-Learned) Strategy to Improve Students' Reading Comprehension*. The research conducted through pre-test and post-test and the topics of the research were recount texts in the form biography and recount text. In their research found that teaching reading by implementing KWL Strategy in class VIII G of SMPN 4 Surakarta that KWL Strategy improves students' reading comprehension.³⁶

Based on the findings derived from the results of this research, the researcher conclude that the use of K-W-L (Know, Want, Learn) Strategy is very effective to improve students' reading comprehension especially in descriptive text because it

³⁴Maya Riawanti, Eni Rosnija and Luwandi Suhartono, *Teaching Reading Comprehension on Descriptive Text by Using K-W-L (Know-Want to know-Learned) Strategy*,*Jurnal Pendidikan dan Pembelajaran*, vol. 3 no. 1 (2014), p. 15. <http://www.neliti.com> (Accessed on August 04, 2019).

³⁵Kusmawati Alimuddin, *The applying of KWL (Know, Want to know and Learned) Strategy to Improve the Students' Reading Skill at The Second Year Students of MTs DDI Ujung Kab.Pinrang* (Skripsi; English program Tarbiyah and Adab Department State Islamic Collage: Parepare, 2014), p. 37.

³⁶Eksha Riantika, Suparno and Endang Setyaningsih, *The use of K-W-L (Know-Want to Know-Learned) Strategy to Improve Students' Reading*“Journal”, vol. 2 no. 2 (2014), p. 146.<http://jurnal.fkip.uns.ac.id>(accessedon August 8 2019).

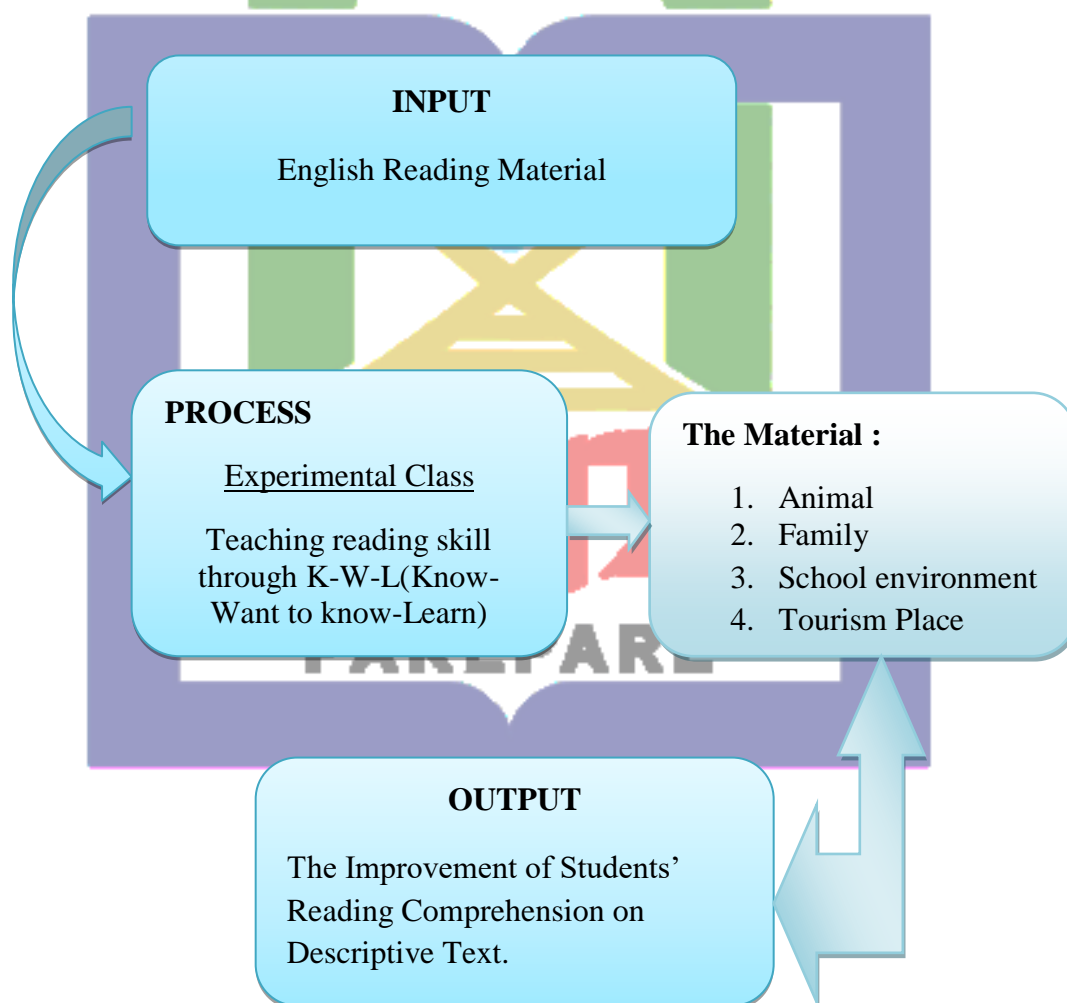
increase the use of new vocabulary and find the main idea of the text. So, this activity is suitable to use in teaching reading comprehension. There researchers that have been found conducted which have differences with this research. This research, the researcher using reading comprehension and focus on descriptive text whereas all previously written research only focused on reading comprehension.



2.3 Conceptual Framework

These frameworks are intended as the basis of systematic thinking and reduce the problems discussed in this research. To further facilitate readers to understand this researcher makes a chart of conceptual framework in accordance with the title of “Enhancing Student’s Reading Comprehension of Descriptive Text by Using K-W-L (Know, Want, Learn) Strategy at the eighth grade in SMP Negeri 9 Lembang.”

The conceptual framework underlying this research will be given in the following diagram.



In the diagram above, there are three elements as follows:

1. Input refers to the material that is applied.
2. Process refers to the teaching and learning of reading material by using K-W-L (Know-Want to know-Learn) Strategy.
3. Output refers to the students' responsive in reading comprehension on descriptive text.

2.4 Hypothesis

The researcher formulated the hypothesis as follows:

2.4.1 H_0 (Null hypothesis): The use of K-W-L (Know-Want to know-Learn) Strategy not able to improve reading comprehension on descriptive text.

2.4.2 H_1 (Alternative hypothesis): The use of K-W-L (Know-Want to know-Learn) Strategy is able to improve reading comprehension on descriptive text.

2.5 Variable and Operational Definition

2.5.1 Variable

This research has two variable, namely independent variable and dependent variable.

1. The independent variable is K-W-L (Know-Want-Learn) Strategy.
2. The dependent variable is student's reading comprehension.

2.5.2 Operational Definition

1. K-W-L (Know-Want-Learn) is a strategy used active learning that give chance to the students active and confer her/his own ideas after read a text to improve her/his reading comprehension.
2. Reading comprehension is reading activities that comprehend the whole content of a text, not only word by word, phrase by phrase, and sentence by sentence but also

the meaning of the text. Then, express her/his comprehension by her/his own knowledge.



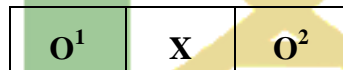
CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter the researcher described about the description of the research design, location of the research, population, sample, instrument of the research, and procedure of collecting data.

3.1 Research Design

In this research used pre-experimental design with pre-test and post-test design. It aims to find out the effect of using K-W-L (Know-Want to know-Learn) to improve reading comprehension on descriptive text at the eighth grade of SMP Negeri 9 Lembang. This design involved one group as pre-test (O_1), exposed to treatment (X) and post-test (O_2)³⁷. The design of this study can be illustrated as follow:



Where:

O^1 : Pre-test

X: Treatment

O^2 : Post-test³⁸

3.2 Location and Duration

The location of this research had been conducted at the second grade students at SMP Negeri 9 Lembang. The duration of the research was 1 month.

³⁷ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, Edisi Revisi IV (Jakarta: PT. Rineka Cipta, 1998), p. 84.

³⁸Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2010), p. 115.

3.3 Population and Sample

3.3.1 Population

Population is a generalization region consisting of objects and subjects that have a certain quantity and type.³⁹ Population refers to the whole group from which samples are taken.⁴⁰

The population of the research is the eighth grade students' of SMP Negeri 9 Lembang which consist of just one class. Based on the data above, the population is 31 students.

No	Class	Sex		Total
		Male	Female	
1.	VIII	15	16	31
Total				31 Students

(Source: Administration of SMP Negeri 9 Lembang)

3.3.2 Sample

The technique of sampling in this research was total sampling. Only one class as the sample namely the eighth grade and total number of the samples was 31 students. The researcher chosen the eighth grade in SMP Negeri 9 Lembang as the sample because the students only read without understanding the text of reading book and they don't have big motivation for read the text by their selves.

3.4 Instrument of the Research

In collecting the data, the researcher used reading test as the instrument. The test applied for pre-test and post-test. The pre-test implement before treatment to

³⁹Sugiyono, *Metode Penelitian Pendidikan...*, p. 148.

⁴⁰Punjabi Setyosari, *Metode Penelitian Pendidikan dan Pengembangan* (Jakarta: Prenada media group, 2010), p. 169.

know the student's reading and the post-test implement after treatment using K-W-L Strategy.

3.5 Procedure of Collecting Data

The procedures of collecting data, the data to be obtained was the ability of students and in this process the ability of students was assess where the assessment was the form of numbers.

3.5.1 Pre-test

After gave the treatment, at the first meeting the researcher gave pre-test to the students. This pre-test was intended to get information about the students' reading comprehension before gave the treatment.

3.5.2 Treatment

The researcher explained the treatments in following:

1. The First Meeting:

The researcher gave greeting and motivation to the students and after that gave direction to pray before learning process after that the researcher checked the attendances list, and the researcher introduced K-W-L Strategy and gave example how to use K-W-L Strategy. The researcher divide the students into five groups. After that, the researcher explained the rules during the learning process and asked them to make three charts or column, the first is K column, the second was W column and the third was L column than the researcher gave them brainstorming by used picture about "Goat" that there was correlation with the reading material. After that the researcher asked them question about 'What they knew about the picture'. By this question, the students wrote down what did they know in K column. After that, the researcher gave reading material and asked them to read the material and then made question about what did they would to known after red the material, and

wrote down in W column. Finally, the students answered the question what they wrote in column and answered had wrote in L column.

2. The Second Meeting:

The researcher divided the students into seven groups, and asked them to make three charts or column, the first is K column, the second was W column and the third was L column than the researcher gave them brainstorming by used picture about “Giraffe” that there was correlation with the reading material. After that the researcher asked them question about ‘What they knew about the picture’. By this question, the students wrote down what did they know in K column. After that, the researcher gave reading material and asked them to read the material and then made question about what did they would to known after red the material, and wrote down in W column. Finally, the students answered the question what they wrote in column and answered had wrote in L column.

3. The Third Meeting:

The researcher divided students into eight groups, and asked them to make three charts or column, the first is K column, the second was W column and the third was L column than the researcher gave them brainstorming by used picture about “B.J Habibie” that there was correlation with the reading material. After that the researcher asked them question about ‘What they knew about the picture’. By this question, the students wrote down what did they know in K column. After that, the researcher gave reading material and asked them to read the material and then made question about what did they would to known after red the material, and wrote down in W column. Finally, the students answered the question what they wrote in column and answered had wrote in L column.

4. The Fourth Meeting:

The researcher divided students in nine groups, and asked them to make three charts or column, the first is K column, the second was W column and the third was L column than the researcher gave them brainstormed by used picture about “Canteen” that there was correlation with the reading material. After that the researcher asked them question about ‘What do they know about the picture’. By this question, the students wrote down what did they knew in K column. After that, the researcher gave reading material and asked them to red material and then made question about what did they want to knew after red the material, and wrote down in W column. Finally, the students answered the question what they wrote in column and answered would wrote in L column.

5. The Fifth Meeting.

The researcher gave material about “Library” asked them to make three charts or column, the first is K column, the second was W column and the third was L column than the researcher gave them brainstormed by used picture about “Kuta Beach” that there was correlation with the reading material ask them to make three charts or column, the first is K column, the second is W column and the third is L column than the researcher will give them brainstorming by using picture that there is correlation with the reading material. After that the researcher will ask them question about ‘What do they know about the picture’. By this question, the students will write down what do they know in K column. After that, the researcher will give reading material and ask them to read material and then make question about what do they want to know after read the material, and write down in W column. Finally, the students answer the question what they write in column and answering will be write in L column.

6. The Sixth Meeting:

The researcher gave material about “Pink Beach” asked them to make three charts or column, the first is K column, the second was W column and the third was L column than the researcher gave them brainstormed by used picture about “Kuta Beach” that there was correlation with the reading material ask them to make three charts or column, the first is K column, the second is W column and the third is L column than the researcher will give them brainstorming by using picture that there is correlation with the reading material. After that the researcher will ask them question about ‘What do they know about the picture’. By this question, the students will write down what do they know in K column. After that, the researcher will give reading material and ask them to read material and then make question about what do they want to know after read the material, and write down in W column. Finally, the students answer the question what they write in column and answering will be write in L column.

3.5.3 Post-Test

The post-test gave to the students after treatment. It was done to know the students’ achievement in reading after applied KWL strategy.

3.6 Technique of Data Analysis

The data collected from pre-test and post-test. The researcher used the analyzed scoring. In analyzing the data collected through the pre-test and post-test.

3.6.1 Scoring the correct students' answer.⁴¹

$$\text{Score} = \frac{\text{Students correct answer}}{\text{The total number of item}} \times 100$$

Formula:

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

Where:

 \bar{X} : Mean score $\sum x$: Total of raw scoren : Number of students⁴²3.6.2 Classified the Students' Reading Comprehension Score.⁴³

No	Score	Classification
1	80 - 100	Very good
2	66 - 79	Good
3	56 - 65	Fair
4	40 - 55	Poor
5	≤ 39	Very Poor

⁴¹Igak Wardanhi & Kuswaya Wihardhit, *Penelitian Tindakan Kelas* (Jakarta: Universitas Terbuka 2008), p. 325.

⁴²Depdiknas, *Langkah-Langkah Penyusunan Soal Pedoman Penskoran dan cara Perhitungan Nilai Akhir SMP/SMU/SMK* (Jakarta: Depdikbud), p. 28.

⁴³L.R Gay, *Educational Research Competences for Analysis Applications* (United States of America: Pearson Education, p. 225.

3.6.3 Calculating the Frequency and Percentage of the Students:

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

Where:

P = Percentage

F = Frequency

N = Total Number of Sample⁴⁴

3.6.4 Finding out the Mean Score of the Students' Pre-test and Post-test using the

Formula:

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

Where:

\bar{X} = Mean score

$\sum x$ = The sum of the all score

N = Total number of sample⁴⁵

3.6.5 Finding out the Standard Deviation by using the Following

Formula:

$$SD = \sqrt{(SS / (N-1))} \quad \text{Where } SS = \sum x^2 - \frac{(\sum X)^2}{N}$$

$$SD = \sqrt{\frac{\sum X - \frac{(\sum X)^2}{n-1}}{N-1}}$$

Where:

SD = Standard Deviation

$\sum x$ = The sum all square

N = The total number of students

⁴⁴L.R Gay, *Educational Research Competencies for Analysis...*, p. 225.

⁴⁵Depdiknas, *Langkah-langkah Penyusunan Soal...*, p. 28.

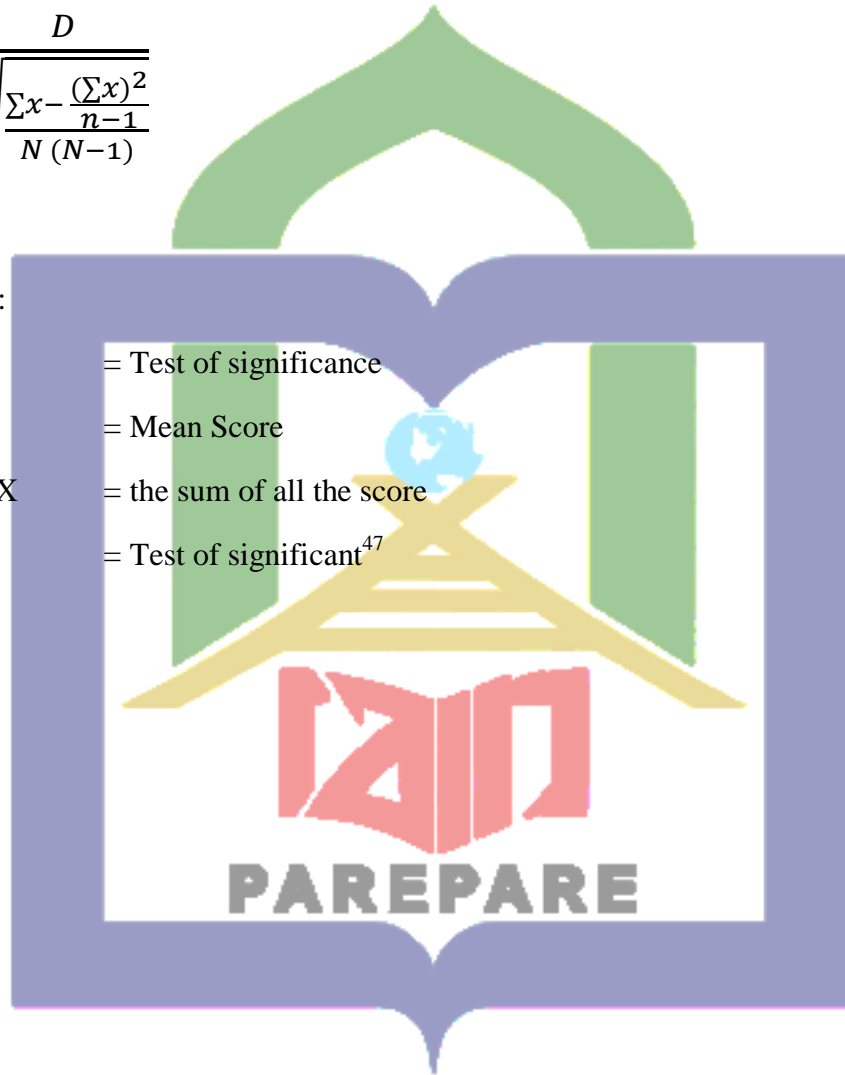
$(\sum X)^2$ = The sum square of the sum of square⁴⁶

3.6.6 Finding the Significant difference between the mean score pre-test and post-test by calculating the value of the test using the following formula:

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

Where:

- T = Test of significance
- X = Mean Score
- $\sum X$ = the sum of all the score
- N = Test of significant⁴⁷



⁴⁶Sukardi, *Metodologi Penelitian Pendidikan* (Jakarta: PT Bumi Aksara, 2011), p. 91.

⁴⁷L.R. Gay, *Educational Research Comprehension for Analysis...*, p. 297.

CHAPTER IV

FINDING AND DISCUSSION

This chapter would present of two sections. They were findings and discussion of this research. So, in this section would present the result of the data analysis about the students' reading skill in pretest and posttest.

4.1 Findings

The findings of the research consist of the classification students' pre-test and post-test. It aimed to find out the answer of research question. The researcher gave two tests which are pre-test and post-test. Pre-test was given before treatment to know students' reading comprehension then post-test was given to know students' reading comprehension after doing the treatment. From the result of the post-test, it aimed to find out that used Know, Want, Learn (KWL) Strategy is able to improve students' reading comprehension at SMP Negeri 9 Lembang.

4.1.1 The Result of Pre-Test and Post-Test .

This section described the result of data analysis using Know, Want, Learn (KWL) Strategy on students' reading comprehension at SM Negeri 9 Lembang.

1. The students' score in pre-test

After the writer gave pre-test before treatment, the writer found out the result of students' reading comprehension in pre-test. To know the last score of students pre-test, the writer used this formula as below. The resulted in the information as shown in the following table:

Table 4.1 The Students' Score in Pre-Test Classification

NO	Students	Pre-Test of The Students (x_1)		X_2
		Max Score	Score X_1	
1	Student 1	100	68	4624
2	Student 2	100	62	3844
3	Student 3	100	64	4096
4	Student 4	100	68	4624
5	Student 5	100	72	5184
6	Student 6	100	66	4356
7	Student 7	100	71	5041
8	Student 8	100	58	3364
9	Student 9	100	56	3136
10	Student 10	100	66	4356
11	Student 11	100	67	4489
12	Student 12	100	58	3364
13	Student 13	100	56	3136
14	Student 14	100	59	3481
15	Student 15	100	51	2601
16	Student 16	100	46	2116
17	Student 17	100	59	3481
18	Student 18	100	45	2025
19	Student 19	100	57	3249
20	Student 20	100	57	3249
21	Student 21	100	32	1024
22	Student 22	100	43	1849
23	Student 23	100	52	2704

24	Student 24	100	67	4489
25	Student 25	100	62	3844
26	Student 26	100	52	2704
27	Student 27	100	52	2704
28	Student 28	100	64	4096
Total			$\sum X_1 = 1630$	$\sum X^2 = 97230$

(Data Source: The Students' Score in Pre-Test)

Based on the table above the result of the students' reading comprehension before giving treatment using Know, Want, Learn (KWL) Strategy. Eight students got good, thirteen students got fair, six students got poor, one students got very poor and no one student got very good classification. Total score in pre-test was 1630. It could be seen that most of students in eight class are still low, because most of them gained fair score.

The mean score of pre-test was 58.2, and from that analyzing, the students' reading was still low or lack because of the low score. After determining the mean score (X_1) of pre-test was 58.21 and the standard deviation (SD) was 9.21, it could be seen that the students' reading comprehension were in low category.

2. The Students' Score in Post-Test

After knowing the students' score in pre-test, the researcher following table students' score to find out the main score:

Table 4.2 The Students' Score in Post-Test Classification.

No	Students	Post-Test of The Students (x_1)		X_2
		Max Score	Score X_2	
1	Student 1	100	76	5776

2	Student 2	100	86	7396
3	Student 3	100	82	6724
4	Student 4	100	66	4356
5	Student 5	100	68	4624
6	Student 6	100	72	5184
7	Student 7	100	85	7225
8	Student 8	100	64	4096
9	Student 9	100	70	4900
10	Student 10	100	78	6084
11	Student 11	100	80	6400
12	Student 12	100	70	4900
13	Student 13	100	70	4900
14	Student 14	100	66	4356
15	Student 15	100	76	5776
16	Student 16	100	72	5184
17	Student 17	100	52	2704
18	Student 18	100	70	4900
19	Student 19	100	70	4900
20	Student 20	100	88	7744
21	Student 21	100	72	5184
22	Student 22	100	74	5476
23	Student 23	100	68	4624
24	Student 24	100	65	4225
25	Student 25	100	86	7396
26	Student 26	100	67	4489
27	Student 27	100	58	3364

28	Student 28	100	62	3844
Total			$\Sigma X_1 = 2013$	$\Sigma X^2 = 146731$

(Data Source: The Students' Score in Post-Test)

The table above shows that the students' classification score after giving treatment using Know, Want, Learn (KWL) strategy. Six students got very good, seventeen students got good, four students got fair, one student got poor and no one student got very poor. Total score in post-test was 2013. It could be seen that the students reading of the eight class were increased, because most of them gained very good score.

After determining the mean score (x_2) of post-test was 71.89 and the standard deviation (SD) was 8.71.

4.1.2 The Mean Score and Standard Deviation of Pre-test and Post-test.

Table 4.3 The Mean Score and Standard Deviation of Pre-Test and Post-Test.

Test	Mean Score	Standard Deviation
Pre-Test	58.21	9.31
Post-Test	71.89	8.62

(Data Source: The Mean Score and Standard Deviation of Pre-test and Post-Test)

The data in table 4.3 shows that the mean score of pre-test was 58.21 (X_1) while the mean score of the post-test increased 71.89 (X_2). The standard deviation of pre-test was 9.31 while the standard deviation of post-test was 8.62.

As the result in this item is the mean score of the post-test was greater than the mean score in pre-test. It means that, the students' reading has increase after they was treatment by using Know, Want, Learn (KWL) Strategy.

4.1.3 The Rate Percentage of the Frequency of Pre-Test and Post-Test.

The percentage of the pre-test classification also showed that the different percentage of the pre-test result the researcher made the table of the percentage classification as follow:

Table. 4.4 The Percentage of Pre-Test and Post-Test Classification.

Classification	Score	Frequency		Percentage	
		Pre-test	Post-test	Pre-test	Post-test
Very Good	80-100	0	6	0	21.42%
Good	66-79	8	17	28.57%	60.71%
Fair	56-65	13	4	46.42%	14.28%
Poor	40-55	6	1	21.42%	3.57%
Very Poor	≤ 39	1	0	3.57%	0

(Data Source: The Percentage of Pre-Test and Post-Test)

1. Pre-Test

The data of the table 4.4 above shows that the percentage of the students' score in testing their reading comprehension, when the researcher gave the pre-test the result of it was bad. In pre-test showed some of the students got the different classified that was divided in five parts they were very poor, poor, fair, good and very good classified. Nobody of these students got very good. That is mean the percentage of this students were 0%. In other there are 8 students got good classified, it means that the percentage of this students were 28,57%. Whereas, there are 13 students are classified in fair classified. That is mean the percentage of these students were 46,42%. In poor classified, there are 6 students got poor classified, it means that the percentage of this students were 21,42%. And in very poor classified only 1

students got very poor classified, it means that the percentage of this students were 3,57%.

From the explanation above, it clear the percentage of students' score in pre-test was low because the highest percentage in this part was taking part in fair classified. The comparison still not compares. So, the result of this part is still bad.

2. Post-Test

The data of the table 4.4 above shows that the result of the students' score in testing their reading comprehension. In this part, the researcher gave a test to show the students' reading comprehension in the last result.

On the table there are 6 students got very good classified, it means that the percentage of the students was taking part in 21,42%. There were 17 students got good classified, it means that the percentage of the students was taking part in 60,71%. In fair classified, there are 4 students got fair classified, it means that the percentage of the students part in 14,28%. In poor classified only one student got poor classified, it means that the percentage of the students part in 3,57%. And, in poor classified no one student got poor classified, it means that the percentage of the student part in 0%.

From the explained above the students' result of post-test was good. Even though the highest percentage was taking part in good classified, the students who got excellent increased from no one student to 6 students. Automatically, the students who got fair and good classified were decrease. So, the result of post-test was good.

Based on the explained of pre-test and post-test the researcher took conclusion that the students' reading skill was improvement. It was proved by the percentage of the students' classified in pre-test and post-test. Even thought, the highest percentage in pre-test and post-test was good, but the students who got

excellent were increase. Likewise in fair and good classified. So, the students' result of classified and percentage was improvement. In other words the result of this research was improvement. So, the students' reading comprehension proved after learning by Know, Want, Learn (KWL) Strategy.

4.1.4 Determining the Significant by Calculating the T-test Value

The following is the table to find out the mean score between pre-test and post-test.

Table 4.5 The Worksheet of Calculation the Score in Pre-Test and Post-Test of the Students' Reading:

No	X_1	$(X_1)^2$	X_2	$(X_2)^2$	$D (X_2 - X_1)$	$(X_2 - X_1)^2$
1	68	4624	76	5776	8	1152
2	62	3844	86	7396	24	3552
3	64	4096	82	6724	18	2628
4	68	4624	66	4356	2	268
5	72	5184	68	4624	4	560
6	66	4356	72	5184	6	828
7	71	5041	85	7225	14	2184
8	58	3364	64	4096	6	732
9	56	3136	70	4900	14	1764
10	66	4356	78	6084	12	1728
11	67	4489	80	6400	13	1911
12	58	3364	70	4900	12	1536
13	56	3136	70	4900	14	1764
14	59	3481	66	4356	7	875
15	51	2601	76	5776	25	3175

16	46	2116	72	5184	26	3068
17	59	3481	52	2704	7	777
18	45	2025	70	4900	25	2875
19	57	3249	70	4900	13	1651
20	57	3249	88	7744	31	4495
21	32	1024	72	5184	40	4160
22	43	1849	74	5476	31	3627
23	52	2704	68	4624	16	1920
24	67	4489	65	4225	2	264
25	62	3844	86	7396	24	3552
26	52	2704	67	4489	15	1785
27	52	2704	58	3364	6	660
28	64	4096	62	3844	2	256
Total	1630	$\Sigma X^2=97230$	2013	$\Sigma X^2=146731$	$\Sigma D=417$	$\Sigma D^2=53747$

(Data Source: The Worksheet of Calculation the Score in Pre-Test and Post-Test of The Students' Reading)

In other to see the students' score, the following is t-test was statically applied:

To find out D used the Formula

$$\bar{X} = \frac{\Sigma X}{n} = \frac{417}{28} = 14.89$$

Based on the result above, it can be concluded that the t-test value is 1.88.

Table 4.8 The Test of Significant:

Variable	T-test	T-table
Pre-test and post-test	1.88	1.703

(Data Source: The Test of Significant)

After obtaining the degree of freedom, the table at the degree of freedom 27 in significant degrees of 0.05 (5%), the table was 1.703. the following table showed that the t-test value was higher than t-table value ($1.88 \geq 1.703$). It indicated that there was significant difference between the students' pre-test and post-test result.

4.1.5 Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula:

$$Df = N - 1$$

$$Df = 28 - 1$$

$$Df = 27$$

For the level significant (p) 5% and value of the table was 1.703, while the value of the t-test is 1.88. That is mean that t-test value was greater than t-table ($1.88 \geq 1.703$). Thus, it can be concluded that the students' reading comprehension is significant better after getting the treatment. So, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_i) was accepted. That has been found that KWL Strategy was effective to increase reading comprehension students at the eighth grade of SMP 9 Lembang Kabupaten Pinrang.

4.2 Discussion

Based on the finding of the research, it was found that the students who were taught by using K-W-L strategy was effective to improve students' reading comprehension. It might be due to in K-W-L strategy the students felt more fun and they were not bored in the classroom during the process of learning. Based on the

result of the pre-test before K-W-L strategy was implemented in pre experimental class, the students' reading comprehension was low.

In the researcher's opinion, this strategy was suitable for the junior high school students in order. In fact, of this strategy was suitable for junior high school students even though the improvement just a little because the researcher doesn't have many time to teach the students and during teaching there were only six meetings. Even though the students' score only from fair to good and from good to very good but it had proved that there was improvement. So, applying this strategy can be used in junior level. The scores of the students' reading skill on post-test showed that there was improvement after being given a treatment by using this strategy.

By looking at the students' score classification, it is clearly seen that there were no students who got very good score, eight (28.57%) students got good score, thirteen (46.42%) students got fair score, six (21.42%) students got poor score and one (3.57%) student got very poor score. Whereas in the post-test, six (21.42%) students got very good score, seventeen (60.71) students got good, four (14.28%) students got fair, one (3.57%) student got poor and no one students got very poor score.

To conclude, the mean score of the post-test (71.89) was greater than pre-test (58.21). Even, for the significant level (p) 5% and $df= 27$, and the value of the table is 1.703 while the value of t-test is 1.88 that is mean, the t-test value is greater than t-table ($1.88 \geq 1.703$). Thus, it can be concluded that the students' reading comprehension is significantly better after the treatment. So, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_i) was accepted.

The researcher concluded that one of the main factor which made the students lack in reading comprehension caused by media or strategy used in class still apply traditional method in teaching reading, the teacher only gives a text then reads the text without knowing the meaning of the text. Because of this, some students are not excited to study so then the students got low score in reading.

Some problem occurred during the implementation of K-W-L Strategy to improve the students reading comprehension. First, was related to time management, and the students also disturbed by the noisy so the researcher got difficult in controlling the students when explained the material of reading comprehension. Besides that, the different of knowledge about reading also was caused trouble in teaching. Considering the importance of teaching reading, there should be a strategy or technique that can promote the language learning.

To overcome this problem, the researcher planned to give the students an exercise reading about descriptive text for each meeting. The students would answer the question of reading in form of table in accordance K-W-L (Know, Want, Learn) Strategy. Where, in K-W-L Strategy there are three charts or column and in that column the students will write down their answers based on the topic that have given by the researcher.

The researcher would supplied a worksheet explained the material in the meeting to evaluate the students' attention and knowledge after explanation. The researcher asked the students to find out the answer in the worksheet, if the students find a new word the students were allowed to use dictionary. After students did the worksheet which has given, the researcher asked them to collect that and correct it together.

Without knowing the reading comprehension the students would get difficulties in four skills in English Language. So the teacher has to be creative person in teaching, an addition the teacher also has to be provided technique to support the students in teaching and learning reading comprehension, successful reading comprehension can be looked at in terms of the strategies the teacher use when teaching reading.

After the researcher applied K-W-L Strategy in the class during teaching reading, the researcher found that some of the students seems to be appealing in doing the reading test. It can be proved by the score and analyze. After calculating and analyzing the data, the researcher found that the result showed K-W-L Strategy can improve students' reading comprehension even though just a little. The result was proven by the improvement of students score in reading comprehension.

Moreover, in pre-test most of students showed difficulties distinguishing to recognize the reading because they have lack of in reading comprehension. This condition certainly make the students got low score reading test. On the contrary, in the post-test, most of the students felt more comfortable and easy to adopt the material. Generally the use of K-W-L strategy mainly aimed at increasing teaching process to be more motivating and appealing for students.

Strategy can be used not only to make teaching interesting but also to make teaching more effectives in terms of students' improvement. Event though, some students' score still remained the same but most of students reading in post-test were better than their score in pre-test. After the researcher applied K-W-L strategy, the researcher found that the implementation of K-W-L strategy in teaching reading comprehension have done as expected.

After the researcher applied the K-W-L strategy in the class during teaching reading comprehension, the researcher found that some of the students seems to be appealing in doing reading comprehension. That is can be prove by the score and analysis. After calculating and analyzing the data, the researcher found that the result showed through K-W-L strategy can improve the students' reading comprehension. The result was proven by the improvement of students' score in reading.

The impact through K-W-L Strategy seems to be significant in students improvement. At the beginning of the study the mean score pretest were 58.91. By the end of the study the result through K-W-L Strategy post-test enhance after giving treatment. The mean score indicate 71.89. The result showed that the score post-test is higher than the pre-test. And it can be conclude that the treatment have been effective.

According from the result above was related to the previous related study by Maya Riawati, *et al.*, entitled Teaching Reading Comprehension on Descriptive Text by Using K-W-L (Know-Want to know-Learned) Strategy at The Seven Grade Students of SMP Negeri 24 Pontianak 2012/2013 Academic Year. The result of the previous research showed that students who were taught using the K-W-L (Know-Want-Learn) Strategy achieved better results in reading comprehension. Based on the findings, theoretical, and related studies proved that the use of K-W-L Strategy was categorized as largely effective and significantly increase students' ability in teaching reading comprehension on descriptive text.⁴⁸

According to Car and Ogle KWL is acronym of Know Want and Learn. Know Want Learn (KWL) is a reading-thinking strategy, focuses on the student as a

⁴⁸Maya Riawanti, Eni Rosnija and Luwandi Suhartono, *Teaching Reading Comprehension*, p. 15.

learner who asks questions and thinks about ideas while reading. The title is derived from the three principal components of KWL that are known as determining what students want to learn, and identifying what is learned-plus mapping text and summarizing information. The mapping helps pupils remember the information about text that they have read. The mapping that they make is based on the column L in KWL chart.⁴⁹

The researcher concluded that in success teaching reading to help the students comprehending a texts, the teacher was not only active in the class but also the students, involving the students to another. Generally, KWL strategy is a strategy where the students can get information from their friends' thought and share the information from their own thoughts. The students will share each other about a topic or a text being read, because active learning gives the chance to the students to work with other students.

K-W-L strategy also makes students being active participants in the discovery of main point of all the entire reading passage or each paragraph, then allow students to share their thought processes with one another and understand the different ways to derive meaning of the reading passage, so that the students will active and attract to guess the meaning of each sentence in a paragraph. Then, teaching reading will be optimal when the students became active participant during teaching and learning process.

Through K-W-L strategy was effective to improve the students' reading comprehension. The using of K-W-L strategy could make students was triggering the brained to think and recalled the reading comprehension. They also can measure that

⁴⁹Wardiman, Jahur and Djusma, *English in Focus* (Jakarta: Pusat perbukuan departemen pendidikan, 2008), p. 24.

how far they understand about text that they have read. K-W-L (Know- Want- Learn) strategy has a lot advantages over language learning process especially for teaching reading. Such as making the students comfortable and pleasure the students during the learning process.

The implementation of K-W-L (Know-Want-Learn) strategy change classroom situation in class and in learning process was better than the previous meeting and could be seen in the result of observation that students who were able to focus and to pay attention on the researcher explanation. Students' behavior changed. They did not do the useless activity during the lesson, students more motivated and they enjoy reading class, students more active to ask about the lesson what they did not understand and students more gave responses when the researcher asked them to do the task in front of the classroom. So, this strategy can increase the students' motivation. In addition the researcher got knew knowledge through KW-L strategy to teach English, especially in reading comprehension.

From the explanation above, it could be concluded that there was effect of K-W-L (Know-Want-Learn) strategy to improve the students' reading comprehension at the eighth grade students of SMP Negeri 9 Lembang Kabupaten Pinrang.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the findings and discussions of previous chapter above the researcher showed that the result of pre-test no students got very good classification, eight students got good, thirteen students got fair, six students got poor and one student got very poor classification.

Based on the result the researcher concluded that after applying KWL strategy was success where more the student got score in fair and good classification. That is mean, when the researcher applied this strategy the student score had improved where more of the student got score in good classification.

5.2 Suggestion

The researcher puts suggestion on this skripsi that, improving reading comprehension was important for the students to understand what they have read. And the important thing is the teacher should have many ways or strategies to teach the students in the class, one of the strategy to improve the students reading is K-W-Lstrategy.

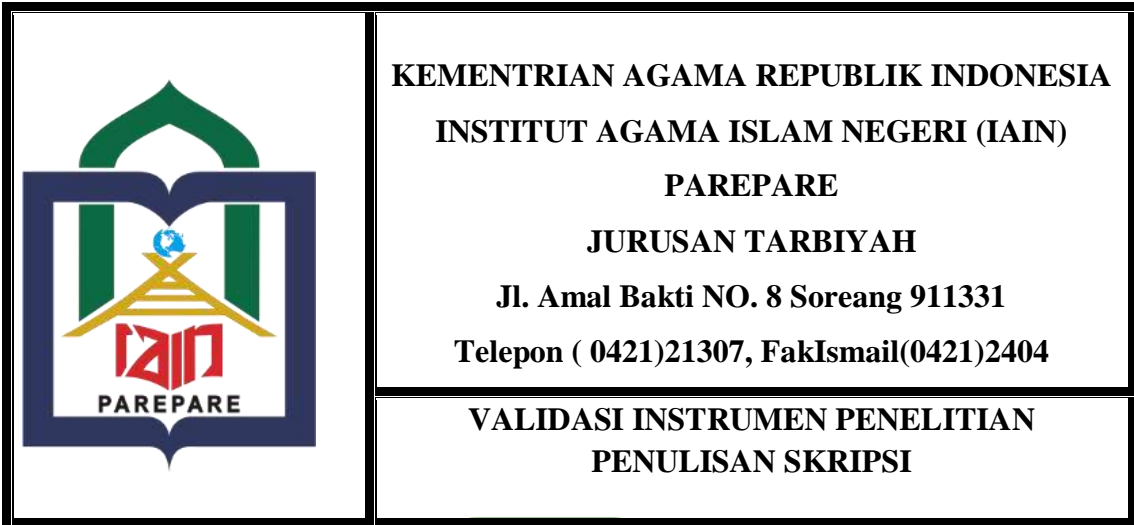
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NAMA MAHASISWA : JUMRIATI
NIM/ PRODI : 15.1300.106/PBI
FAKULTAS : TARBIYAH
JUDUL : ENHANCING STUDENT'S READING
COMPREHENSION OF DESCRIPTIVE TEXT BY
USING K-W-L (KNOW, WANT, LEARN)
STRATEGY AT THE EIGHT GRADE STUDENTS
OF SMP NEGERI 9 LEMBANG

INSTRUMEN OF PRE-TEST AND POST-TEST

Pre-Test

LUSIA

PAREPARE

Lusia is my classmate. She is very beautiful and friendly. Her hair is as long as her shoulders. She is very energetic. She is very active in her school and takes some extracurricular subjects. One of them is dancing.

She has been practicing dance since she was six years old. She can dance since she was six years old. She can dance both traditional and modern dances, but she prefers traditional dances to modern ones. Her favorite dance is pakarena dance.

It is from Makassar. Everytime she performs the dance on the stage, she always gives her best performance to her audience so they really enjoy her dance.

So far, she has apperead may times in formal ceremonies so she is very famous in our school. She often performs abroad as a member of Indonesia cultural delegations. Someday, she dreams to become a well-known dancer and if she has enough money, she will own a dancing company.

Answer the following questions based on the text above!

1. Who is Lusía?
2. What is her favorite dance?
3. When did Lusía start practicing dance?
4. What kind of dance does she prefer?
5. How did she become very popular?
6. What this the main idea of the third paragraph?
7. Why did the audience like her performance?
8. What is her experience?
9. Where did the Pakarena dance come from ?
10. What is Lusía's planning in the future?

Post-Test

Name :

Reg. Number :

KUTA BEACH

Kuta is a very beautiful beach. Kuta beach located in Badung regency. It's close to the Ngurah Rai airport and is about 9 km from Denpasar. Kuta is a beach that is very popular both in Indonesia and international. In Kuta beach, there are varieties of facilities including accommodation, restaurant, bar, as well as a very famous surfing spots in the world.

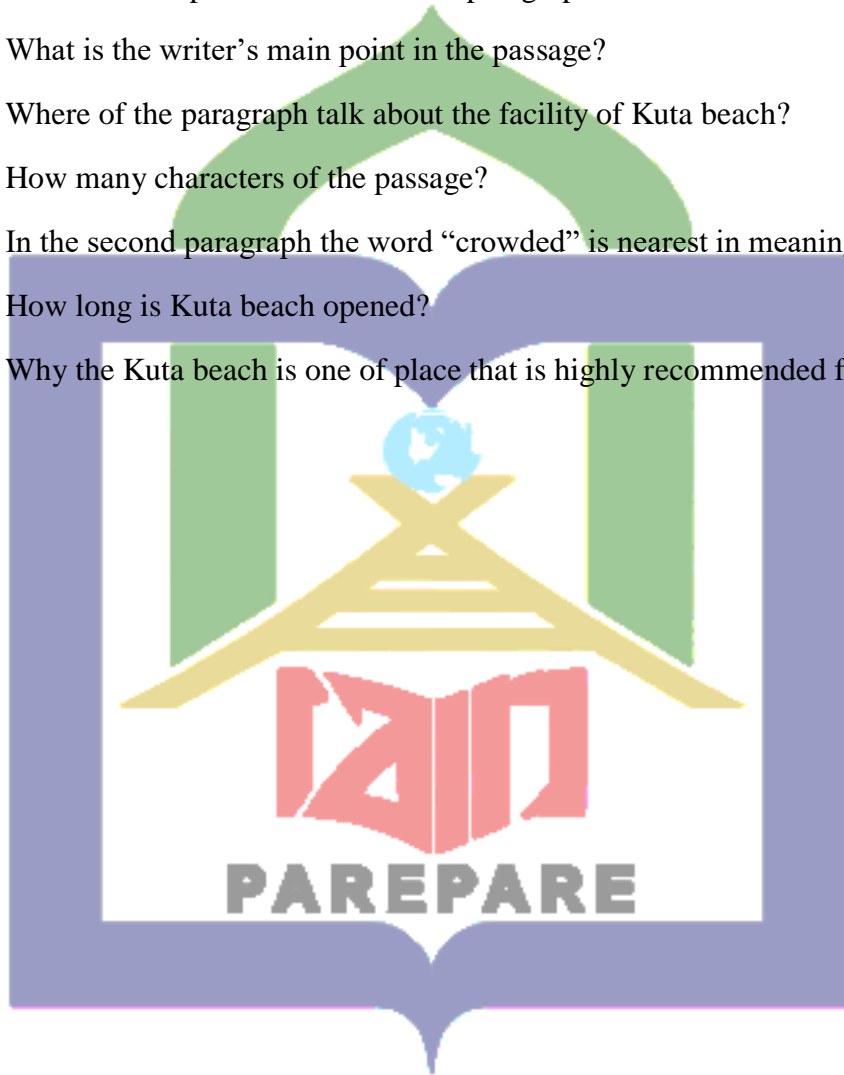
In kuta beach, you will see a lot of tourists with a variety of activities in which they live. The usual tourist will take the time for sunbathing, kite flying, playing volleyball, walking around, and playing beach soccer. This is a beach that is very crowded everyday.

The activity in Kuta beach is not only takes place during the day, but also in the night. Various types pubs and restaurants provide night hours for visitors so they can enjoy a meal and entertainment throughout the night. The night life at Kuta beach starts at 23:00.

When you visit Kuta beach, then you do not have to worry with the existing system of accommodation. In the vicinity of Kuta beach, there are many types of hotels and resorts that provide you with an accommodation budget ranging from the lowest to highest. Kuta beach is a beach that is highly recommended for you. In addition to offering the natural beauty, the environment around it also gives a classy facility.

Answer the following questions based on the text above!

1. Where is Kuta beach located?
2. The word “pubs” in paragraph 3 is closest in meaning to?
3. Why does the author’s recommended to visit Kuta beach?
4. Which idea is presented in the final paragraph?
5. What is the writer’s main point in the passage?
6. Where of the paragraph talk about the facility of Kuta beach?
7. How many characters of the passage?
8. In the second paragraph the word “crowded” is nearest in meaning to?
9. How long is Kuta beach opened?
10. Why the Kuta beach is one of place that is highly recommended for visitors?



Appendix 1. Lesson Plan

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : SMP Negeri 9 Lembang
Kelas/Semester : VIII/Genap
Mata Pelajaran : Bahasa Inggris
Topik : Family
Alokasi Waktu : Pertemuan Pertama (2 X 45 Ment)
Pertemuan : 1

A. Standar Kompetensi

Membaca

KI3: Memahami makna teks tulis dalam essay pendek berbentuk descriptive text yang berkaitan dengan lingkungan sekitar.

B. Kompetensi Dasar

1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks descriptive lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana, terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.
2. Membaca teks descriptive, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator Pencapaian

1. Menentukan informas tersirat teks deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.
2. Menentukan informasi rinci dari teks yang berbentuk deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.

3. Menentukan ide pokok dari teks deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.
4. Mengidentifikasi text structure teks yang berbentuk deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.

D. Tujuan Pembelajaran

1. Menentukan informasi tersirat teks deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya dengan benar.
2. Menentukan informasi rinci dari teks yang berbentuk deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya dengan tepat dan benar.
3. Menentukan ide pokok dari teks deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya dengan benar.
4. Mengidentifikasi text structure dari teks deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya dengan baik dan benar.

E. Materi Pembelajaran

Introduction:

1. The researcher will give greeting to the students to open the class.
2. The researcher will give direction to pray before learning.
3. The researcher will check the attendance list.
4. The researcher will explain the rules during the learning process.
5. The researcher will give greeting to the students to close the class.
6. The researcher will explain about the material

F. Metode Pembelajaran

1. Ceramah
2. KWL (Know, Want, Learn) Strategy

3. Penugasan

G. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Memberi salam.• Mengarahkan siswa untuk berdo'a.• Mengecek kehadiran siswa.• Memperkenalkan diri.• Menyampaikan aturan yang berlaku selama proses belajar mengajar.	10 Menit
Inti	<ol style="list-style-type: none">1. Berfokus ke teks yang akan dibahas yaitu teks deskriptif.2. Menjelaskan definisi dari reading dan deskriptif teks.3. Memperkenalkan metode yang akan digunakan:<ol style="list-style-type: none">a. Apa yang dimaksud KWL (Know, Want, Learn)b. Bagaimana penggunaan metode KWL (Know, Want, Learn).c. Apa tujuan dari KWL (Know, Want, Learn) tersebut. <ol style="list-style-type: none">1. Memberikan contoh teks bacaan deskriptif2. Guru membimbing siswa untuk bersama-	70 Menit

	sama membaca teks bacaan dengan menggunakan metode KWL (Know, Want, Learn) Yang membahas tentang animal.	
Penutup	•Siswa menyimpulkan materi pembelajaran	10 Menit

H. Sumber/Bahan dan Alat

1. Reading Worksheet
2. Kamus
3. Picture



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP Negeri 9 Lembang
Kelas/Semester : VIII/Genap
Mata Pelajaran : Bahasa Inggris
Topik : Animal
Alokasi Waktu : 2 x 45 Menit
Pertemuan : 2

A. Standar Kompetensi

Membaca

KI3: Memahami makna teks tulis dalam essay pendek berbentuk descriptive text yang berkaitan dengan lingkungan sekitar.

B. Kompetensi Dasar

1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks descriptive lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana, terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.
2. Membaca teks descriptive, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator Pencapaian

1. Menentukan informasi tersirat teks deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.
2. Menentukan informasi rinci dari teks yang berbentuk deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.
3. Menentukan ide pokok dari teks deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.

4. Mengidentifikasi text structure teks yang berbentuk deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.

D. Tujuan Pembelajaran

1. Menentukan informasi tersirat teks deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya dengan benar.
2. Menentukan informasi rinci dari teks yang berbentuk deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya dengan tepat dan benar.
3. Menentukan ide pokok dari teks deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya dengan benar.
4. Mengidentifikasi text structure dari teks deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya dengan baik dan benar.

E. Materi Pembelajaran

Introduction:

1. The researcher will give greeting to the students to open the class.
2. The researcher will give direction to pray before learning.
3. The researcher will check the attendance list.
4. The researcher will re-explain the rules during the learning process.

F. Metode Pembelajaran

1. Ceramah
2. KWL (Know, Want, Learn) Strategy
3. Penugasan

G. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Memberi salam.	15 menit

	<ul style="list-style-type: none"> • Mengarahkan siswa untuk berdo'a. • Mengecek kehadiran siswa serta memberikan semangat belajar siswa berupa motivasi. • Guru menyampaikan langkah pembelajaran yang akan dilakukan selama proses belajar mengajar. • Guru menyampaikan tujuan pembelajaran • Membahas ulang pelajaran yang telah diberikan pada pertemuan sebelumnya. 	
Inti	<ul style="list-style-type: none"> • Peneliti membagikan kumpulan materi bacaan yang telah dibuat berdasarkan hasil questionnaire yang telah dibagikan kepada siswa. • Peneliti memberikan waktu kepada siswa untuk membaca materi bacaan. • Memberikan kesempatan kepada siswa untuk bertanya apabila terdapat hal yang kurang di mengerti oleh siswa. • Peneliti meminta siswa memahami bacaan berdasarkan prosedur KWL. • Setelah siswa membaca materi bacaan, peneliti meminta beberapa siswa membacakan hasil bacaan yang telah ditulis dalam kolom. 	65 menit

	<ul style="list-style-type: none"> • Mengoreksi lembar kerja siswa. 	
Penutup	<ul style="list-style-type: none"> • Siswa menyimpulkan materi pembelajaran • Memberikan motivasi • Menutup pembelajaran dengan berdo'a. 	10 menit

H. Sumber/Bahan dan Alat

1. Reading Worksheet
2. Kamus
3. Picture



**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : SMP Negeri 9 Lembang
Kelas/Semester : VIII/Genap
Mata Pelajaran : Bahasa Inggris
Topik : Animal
Alokasi Waktu : 2 x 45 Menit
Pertemuan : 3

A. Standar Kompetensi

Membaca

KI3: Memahami makna teks tulis dalam essay pendek berbentuk descriptive text yang berkaitan dengan lingkungan sekitar.

B. Kompetensi Dasar

1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks descriptive lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana, terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.
2. Membaca teks descriptive, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator Pencapaian

1. Menentukan informasi tersirat teks deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.
2. Menentukan informasi rinci dari teks yang berbentuk deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.
3. Menentukan ide pokok dari teks deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.

4. Mengidentifikasi text structure teks yang berbentuk deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.

D. Tujuan Pembelajaran

1. Menentukan informasi tersirat teks deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya dengan benar.
2. Menentukan informasi rinci dari teks yang berbentuk deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya dengan tepat dan benar.
3. Menentukan ide pokok dari teks deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya dengan benar.
4. Mengidentifikasi text structure dari teks deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya dengan baik dan benar.

E. Materi Pembelajaran

Introduction:

1. The researcher will give greeting to the students to open the class.
2. The researcher will give direction to pray before learning.
3. The researcher will check the attendance list.
4. The researcher will re-explain the rules during the learning process.

F. Metode Pembelajaran

1. Ceramah
2. KWL (Know, Want, Learn) Strategy
3. Penugasan

G. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Memberi salam.	15 menit

	<ul style="list-style-type: none"> • Mengarahkan siswa untuk berdo'a. • Mengecek kehadiran siswa serta memberikan semangat belajar siswa berupa motivasi. • Guru menyampaikan langkah pembelajaran yang akan dilakukan selama proses belajar mengajar. • Guru menyampaikan tujuan pembelajaran • Membahas ulang pelajaran yang telah diberikan pada pertemuan sebelumnya. 	
Inti	<ul style="list-style-type: none"> • Peneliti membagi siswa dalam beberapa kelompok agar siswa dapat bekerja sama dalam belajar. • Peneliti membagikan kumpulan materi bacaan yang telah dibuat berdasarkan hasil questionnaire yang telah dibagikan kepada siswa disertai dengan gambar. • Peneliti memperlihatkan gambar kepada siswa berdasarkan text bacaan dan memberikan waktu kepada siswa untuk membaca materi bacaan. • Memberikan kesempatan kepada siswa untuk bertanya apabila terdapat hal yang kurang di mengerti oleh siswa. • Peneliti meminta siswa memahami bacaan 	65 menit

	<p>berdasarkan prosedur KWL.</p> <ul style="list-style-type: none"> •Setelah siswa membaca materi bacaan, peneliti meminta beberapa siswa membacakan hasil bacaan yang telah ditulis dalam kolom. •Mengoreksi lembar kerja siswa. 	
Penutup	<ul style="list-style-type: none"> •Siswa menyimpulkan materi pembelajaran •Menutup pembelajaran dengan berdo'a. 	10 menit

H. Sumber/Bahan dan Alat

1. Reading Worksheet
2. Kamus
3. Picture



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP Negeri 9 Lembang
Kelas/Semester : VIII/Genap
Mata Pelajaran : Bahasa Inggris
Topik : School Environment
Alokasi Waktu : 2 x 45 Menit
Pertemuan : 4

A. Standar Kompetensi

Membaca

KI3: Memahami makna teks tulis dalam essay pendek berbentuk descriptive text yang berkaitan dengan lingkungan sekitar.

B. Kompetensi Dasar

1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks descriptive lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana, terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.
2. Membaca teks descriptive, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator Pencapaian

1. Menentukan informasi tersirat teks deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.
2. Menentukan informasi rinci dari teks yang berbentuk deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.
3. Menentukan ide pokok dari teks deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.

4. Mengidentifikasi text structure teks yang berbentuk deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.

D. Tujuan Pembelajaran

1. Menentukan informasi tersirat teks deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya dengan benar.
2. Menentukan informasi rinci dari teks yang berbentuk deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya dengan tepat dan benar.
3. Menentukan ide pokok dari teks deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya dengan benar.
4. Mengidentifikasi text structure dari teks deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya dengan baik dan benar.

E. Materi Pembelajaran

Introduction:

1. The researcher will give greeting to the students to open the class.
2. The researcher will give direction to pray before learning.
3. The researcher will check the attendance list.
4. The researcher will re-explain the rules during the learning process.

F. Metode Pembelajaran

1. Ceramah
2. KWL (Know, Want, Learn) Strategy
3. Penugasan

G. Kegiatan Pembelajaran

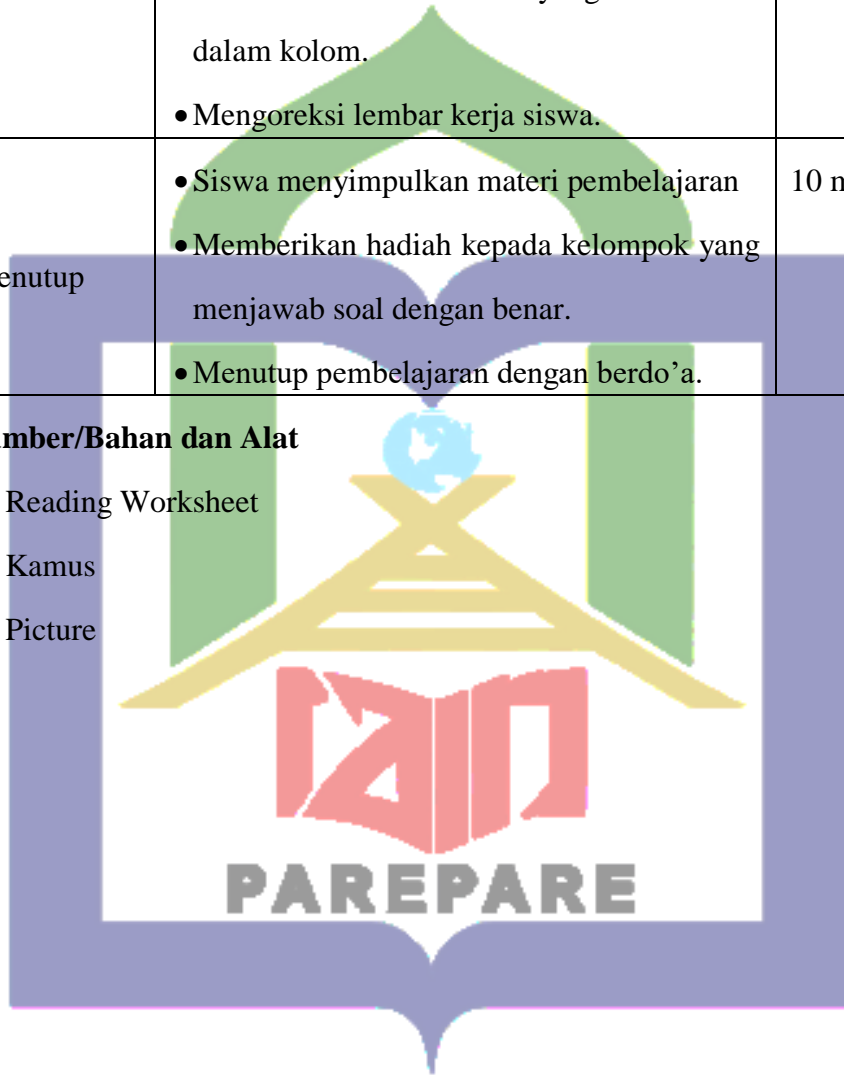
Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Memberi salam.	15 menit

	<ul style="list-style-type: none"> • Mengarahkan siswa untuk berdo'a. • Mengecek kehadiran siswa serta memberikan semangat belajar siswa berupa motivasi. • Guru menyampaikan langkah pembelajaran yang akan dilakukan selama proses belajar mengajar. • Guru menyampaikan tujuan pembelajaran • Membahas ulang pelajaran yang telah diberikan pada pertemuan sebelumnya. 	
Inti	<ul style="list-style-type: none"> • Peneliti membagi siswa dalam beberapa kelompok agar siswa dapat bekerja sama dalam belajar. • Peneliti membagikan kumpulan materi bacaan yang telah dibuat berdasarkan hasil questionnaire yang telah dibagikan kepada siswa disertai dengan gambar. • Peneliti memperlihatkan gambar kepada siswa berdasarkan text bacaan dan memberikan waktu kepada siswa untuk membaca materi bacaan. • Memberikan kesempatan kepada siswa untuk bertanya apabila terdapat hal yang kurang di mengerti oleh siswa. • Peneliti meminta siswa memahami bacaan 	65 menit

	<p>berdasarkan prosedur KWL.</p> <ul style="list-style-type: none"> •Setelah siswa membaca materi bacaan, peneliti meminta beberapa siswa membacakan hasil bacaan yang telah ditulis dalam kolom. •Mengoreksi lembar kerja siswa. 	
Penutup	<ul style="list-style-type: none"> •Siswa menyimpulkan materi pembelajaran •Memberikan hadiah kepada kelompok yang menjawab soal dengan benar. •Menutup pembelajaran dengan berdo'a. 	10 menit

H. Sumber/Bahan dan Alat

1. Reading Worksheet
2. Kamus
3. Picture



**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : SMP Negeri 9 Lembang
Kelas/Semester : VIII/Genap
Mata Pelajaran : Bahasa Inggris
Topik : School Environment
Alokasi Waktu : 2 x 45 Menit
Pertemuan : 5

A. Standar Kompetensi

Membaca

KI3: Memahami makna teks tulis dalam essay pendek berbentuk descriptive text yang berkaitan dengan lingkungan sekitar.

B. Kompetensi Dasar

1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks descriptive lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana, terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.
2. Membaca teks descriptive, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator Pencapaian

1. Menentukan informasi tersirat teks deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.
2. Menentukan informasi rinci dari teks yang berbentuk deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.
3. Menentukan ide pokok dari teks deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.

4. Mengidentifikasi text structure teks yang berbentuk deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.

D. Tujuan Pembelajaran

1. Menentukan informasi tersirat teks deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya dengan benar.
2. Menentukan informasi rinci dari teks yang berbentuk deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya dengan tepat dan benar.
3. Menentukan ide pokok dari teks deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya dengan benar.
4. Mengidentifikasi text structure dari teks deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya dengan baik dan benar.

E. Materi Pembelajaran

Introduction:

1. The researcher will give greeting to the students to open the class.
2. The researcher will give direction to pray before learning.
3. The researcher will check the attendance list.
4. The researcher will re-explain the rules during the learning process.

F. Metode Pembelajaran

1. Ceramah
2. KWL (Know, Want, Learn) Strategy
3. Penugasan

G. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Memberi salam.	15 menit

	<ul style="list-style-type: none"> • Mengarahkan siswa untuk berdo'a. • Mengecek kehadiran siswa serta memberikan semangat belajar siswa berupa motivasi. • Guru menyampaikan langkah pembelajaran yang akan dilakukan selama proses belajar mengajar. • Guru menyampaikan tujuan pembelajaran • Membahas ulang pelajaran yang telah diberikan pada pertemuan sebelumnya. 	
Inti	<ul style="list-style-type: none"> • Peneliti membagi siswa dalam beberapa kelompok agar siswa dapat bekerja sama dalam belajar. • Peneliti membagikan kumpulan materi bacaan yang telah dibuat berdasarkan hasil questionnaire yang telah dibagikan kepada siswa disertai dengan gambar. • Peneliti memperlihatkan gambar kepada siswa berdasarkan text bacaan dan memberikan waktu kepada siswa untuk membaca materi bacaan. • Memberikan kesempatan kepada siswa untuk bertanya apabila terdapat hal yang kurang di mengerti oleh siswa. • Peneliti meminta siswa memahami bacaan 	65 menit

	<p>berdasarkan prosedur KWL.</p> <ul style="list-style-type: none"> •Setelah siswa membaca materi bacaan, peneliti meminta beberapa siswa membacakan hasil bacaan yang telah ditulis dalam kolom. •Mengoreksi lembar kerja siswa. 	
Penutup	<ul style="list-style-type: none"> •Siswa menyimpulkan materi pembelajaran •Menutup pembelajaran dengan berdo'a. 	10 menit

H. Sumber/Bahan dan Alat

1. Reading Worksheet
2. Kamus
3. Picture



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP Negeri 9 Lembang
Kelas/Semester : VIII/Genap
Mata Pelajaran : Bahasa Inggris
Topik : Tourism Place
Alokasi Waktu : 2 x 45 Menit
Pertemuan : 6

A. Standar Kompetensi

Membaca

KI3: Memahami makna teks tulis dalam essay pendek berbentuk descriptive text yang berkaitan dengan lingkungan sekitar.

B. Kompetensi Dasar

1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks descriptive lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana, terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.
2. Membaca teks descriptive, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator Pencapaian

1. Menentukan informasi tersirat teks deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.
2. Menentukan informasi rinci dari teks yang berbentuk deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.
3. Menentukan ide pokok dari teks deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.

4. Mengidentifikasi text structure teks yang berbentuk deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.

D. Tujuan Pembelajaran

1. Menentukan informasi tersirat teks deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya dengan benar.
2. Menentukan informasi rinci dari teks yang berbentuk deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya dengan tepat dan benar.
3. Menentukan ide pokok dari teks deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya dengan benar.
4. Mengidentifikasi text structure dari teks deskripsi terkait orang, benda dan tempat sesuai dengan konteks penggunaannya dengan baik dan benar.

E. Materi Pembelajaran

Introduction:

1. The researcher will give greeting to the students to open the class.
2. The researcher will give direction to pray before learning.
3. The researcher will check the attendance list.
4. The researcher will re-explain the rules during the learning process.

F. Metode Pembelajaran

4. Ceramah
5. KWL (Know, Want, Learn) Strategy
6. Penugasan

G. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Memberi salam.	15 menit

	<ul style="list-style-type: none"> • Mengarahkan siswa untuk berdo'a. • Mengecek kehadiran siswa serta memberikan semangat belajar siswa berupa motivasi. • Guru menyampaikan langkah pembelajaran yang akan dilakukan selama proses belajar mengajar. • Guru menyampaikan tujuan pembelajaran • Membahas ulang pelajaran yang telah diberikan pada pertemuan sebelumnya. 	
Inti	<ul style="list-style-type: none"> • Peneliti membagikan kumpulan materi bacaan yang telah dibuat berdasarkan hasil questionnaire yang telah dibagikan kepada siswa disertai dengan gambar. • Peneliti memperlihatkan gambar kepada siswa berdasarkan text bacaan dan memberikan waktu kepada siswa untuk membaca materi bacaan. • Memberikan kesempatan kepada siswa untuk bertanya apabila terdapat hal yang kurang di mengerti oleh siswa. • Peneliti meminta siswa memahami bacaan berdasarkan prosedur KWL. • Setelah siswa membaca materi bacaan, peneliti meminta beberapa siswa 	65 menit

	membacakan hasil bacaan yang telah ditulis dalam kolom. • Mengoreksi lembar kerja siswa.	
Penutup	• Siswa menyimpulkan materi pembelajaran • Menutup pembelajaran dengan berdo'a.	10 menit

H. Sumber/Bahan dan Alat

- Reading Worksheet
- Kamus
- Picture

Appendix 2. The Standard Deviation of The Students in Pre-test.

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

$$X = \frac{1630}{28}$$

$$X = 58.21$$

$$SD = \sqrt{\frac{\sum X - \frac{(\sum X)^2}{n}}{N-1}}$$

$$SD = \sqrt{\frac{97230 - \frac{(1630)^2}{28}}{28-1}}$$

$$SD = \sqrt{\frac{97230 - \frac{(2656900)}{28}}{28-1}}$$

$$SD = \sqrt{\frac{97230 - 94889.2}{27}}$$

$$SD = \sqrt{\frac{2.340,8}{27}}$$

$$SD = \sqrt{86.69}$$

$$SD = 9.31$$

The Standard Deviation of The Students in Post-test.

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

$$X = \frac{2013}{28}$$

$$X = 71.89$$

$$SD = \sqrt{\frac{\sum \chi^2 - \frac{(\sum \chi)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{146731 - \frac{(2013)^2}{28}}{28-1}}$$

$$SD = \sqrt{\frac{146731 - \frac{(4052169)}{28}}{28-1}}$$

$$SD = \sqrt{\frac{146731 - 144720321}{27}}$$

$$SD = \sqrt{\frac{2010679}{27}}$$

$$SD = \sqrt{74.46}$$

$$SD = 8.62$$

The Calculation of the T-Test Value.

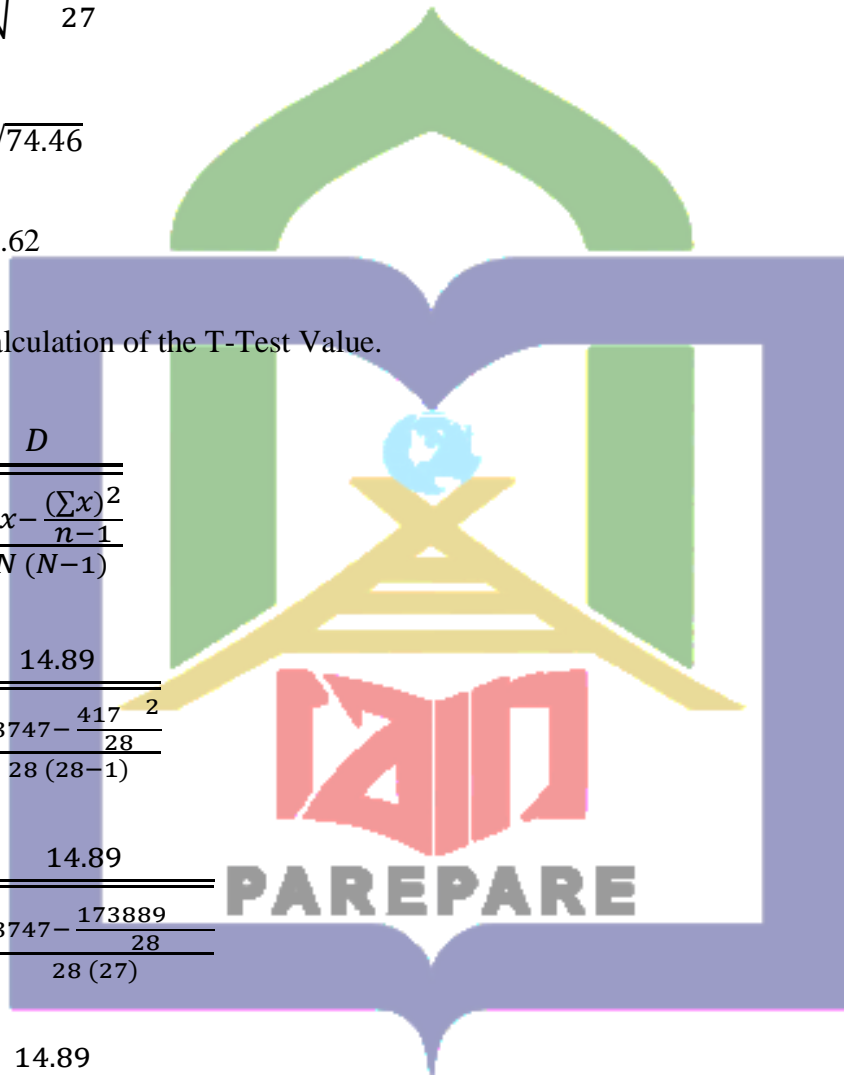
$$t = \frac{D}{\sqrt{\frac{\sum x - \frac{(\sum x)^2}{n-1}}{N(N-1)}}$$

$$t = \frac{14.89}{\sqrt{\frac{53747 - \frac{417^2}{28}}{28(28-1)}}$$

$$t = \frac{14.89}{\sqrt{\frac{53747 - \frac{173889}{28}}{28(27)}}$$

$$t = \frac{14.89}{\sqrt{\frac{53747 - 6210.3}{756}}$$

$$t = \frac{14.89}{\sqrt{\frac{47536.7}{756}}$$



$$t = \frac{14.89}{\sqrt{62.87}}$$

$$t = \frac{14.89}{7.92}$$

$$t = 1.88$$



CURRICULUM VITAE



JUMRIATI, The writer was born July 15th 1997 in Indoapping, Kabupaten Pinrang. She is the fifth child from seven siblings, she has three brothers are Basri, Bahar and Bakri and three sisters are Dwi Santika, Jurana and Yulinda.

She began her study in Elementary school at SDN 146 Botto and Graduate on 2009. In the same year, she continued her study to SMPN 2 Lembang and graduate on 2012. She decided to continue her study to MAK AL-Wasilah Lemo Kabupaten Polman and graduate on 2015. However, she continue her study at State Islamic Institute (IAIN) Parepare on 2015. During she study in IAIN Parepare, she stay in Ma'had Jamiah IAIN Parepare (Dormitory) and become the one of Tutor of English for 2016-2019 and also she ever active in one organization name is Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) 2015-2017. She completed her skripsi in the tittle "Enchancing Student's Reading Comprehension of Descriptive Text by Using K-W-L (Know-Want-Learn) Strategy at the Eighth Grade Students of SMP Negeri 9 Lembang Kabupaten Pinrang."

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