

**THE EFFECT OF USING KNOW-WANT TO KNOW-LEARNED
(KWL) STRATEGY ON STUDENTS' READING
COMPREHENSION TO THE EIGHTH GRADE STUDENTS OF
MTS MA'ARIF BALONG IN ACADEMIC YEAR 2016/2017**

THESIS

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By

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ABSTRACT

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Reading is one of the important skills that should be acquired and learned by students in learning English. Reading is not only used in teaching and learning process but also in daily activity. More importantly, reading functions as a tool to access information. By reading, the students will get much information and knowledge that is very useful for them in learning process. To increase students' reading comprehension, the teacher needs suitable strategy to conduct in the classroom. KWL strategy is one of the strategies that can build the prior knowledge, develops predicting skills, and increase writing skills too.

The statement of the problem: Is there any significant difference on students' reading comprehension before and after using Know-Want to Know-Learned (KWL) strategy to the eighth grade students of MTs Ma'arif Balong in academic year 2016/2017? The objective of the research is to know whether there is any significant difference on students' reading comprehension before and after using Know-Want to Know-Learned (KWL) strategy to the eighth grade students of MTs Ma'arif Balong in academic year 2016/2017.

The design of this research was quantitative research. This research was pre experimental research. The researcher employed one group as pre test and post test design. In this case, the researcher used simple random sampling as technique in choosing the sample. The populations were 47 students and sample was 25 students. Here, techniques of data collection applied by the researcher were documentation and test. To calculate the data, the researcher used SPSS 16 programs for Windows and to analyze the data the researcher employed T-test formula.

The result showed that the value of t_0 between students reading comprehension before and after using Know-Want to Know-Learned (KWL) strategy was 4, 106. The result of computation based on T-test formula of 5% significant was 2, 06. t_0 was higher than t_i . So, H_a was accepted and H_0 was rejected. It implies that, there is a significant difference on students' reading comprehension before and after using Know-Want to Know-Learned (KWL) strategy to the eighth grade students of MTs Ma'arif Balong in academic year 2016/2017. It becomes important for the teacher to use a appropriate strategy in teaching English especially in teaching reading.

CHAPTER I

INTRODUCTION

A. Background of the study

Reading is one of the important skills that should be acquired and learned by students in learning English. Reading is not only used in teaching and learning process but also in daily activity, for examples; reading a newspaper, magazine, book. More importantly, reading functions as a tool to access information. By reading, the students will get much information and knowledge that is very useful for them in learning process. Reading is an activity that has purpose. According to Harmer, reading is useful for other purposes too; any exposure to English (provided students understand it more or less) is a good thing for language students.¹

In addition, according to Nunan, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. It means that it is an activity to find information and produce the meaning from sentences or paragraph that they have read.² Furthermore, according to Hughes, reading is a complex interaction between the text, the reader and the purposes of reading, which are shaped by the reader's prior knowledge

¹ Jeremy Harmer, *How to Teach English* (England: Longman, 2001), 68.

² David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill, 2003), 68.

and experiences, the reader's knowledge about reading and writing language community which is culturally and socially situated.³

Reading is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. This comprehension comes from the interaction between the words that are written and how they trigger knowledge outside the text or message. Readers typically make use of background knowledge, vocabulary, grammatical of knowledge, experience with text and other strategies to help them understand written text.⁴

The goal of reading is comprehension. 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.⁵ There are basically two types of reading comprehension skills they are concrete and abstract. Concrete comprehension skills are the easier of the two to master. They include the ability to answer questions when the information being asked is explicitly stated in the reading selection. Concrete skills include vocabulary, main idea, fact or opinion,

³ Jannete Hughes, Reading Process. <http://faculty.uoit.ca/hughes/Reading/ReadingProcess.html>
Accessed on March 10th 2017.

⁴ Elizabeth S.Pang, et al., Teaching Reading (Singapore: International Academy of Education), 6.

⁵ Gary Wooley, Reading Comprehension (Australia: Springer, 2011), 15.

sequencing, following directions and reading for details. Abstract reasoning includes inference, analysis, evaluation, drawing conclusions, and cause and effect; and requires the reader to draw on prior knowledge and processing to identify what is not explicitly stated.⁶ In reading comprehension, the students not only read for comprehending or just answering the text but also should know the meaning of the text they read. Reading without understanding seems useless. Understanding the meaning for the chain of words, sentences, paragraphs which create a passage is the purpose of reading. When students cannot comprehend and understand the text well, they will find the difficulties to find the main ideas and the purpose of the text.

In fact, many students still found the difficulties to comprehend of text. This condition also happened in Junior High School especially at MTs Ma'arif Balong. Some of the students did not understand what they read. They read the text, but they were not able to identify and comprehend the text. They could not answer the questions correctly because they had difficulties in comprehending the reading text. Some difficulties faced by students studying English are: (1) the students lack of vocabulary and grammar. It influences when the students reading the text, they will feel difficult to understand the text. (2) The students' difficulty to understand the meaning of the text given by the teacher. Usually, they need teacher's help to read the word by word or sentence by sentence. (3) The students

⁶ <https://drjanestewart.wordpress.com/2012/06/08/the-importance-of-reading-comprehension/>
Accessed on March 10th 2017.

do not have good motivation in reading class because the students feel that reading activity is boring and not interesting. So, most of the students become passive and lazy to read exactly to read book.

To increase the students' reading comprehension, it needs appropriate technique and strategy helping them as solution for their problems. By using a strategy in comprehending a text, it can make the teaching learning process more effective and make the students more active. A strategy can be defined as a mental plan of action designed to achieve a specific purpose.⁷ Without a good strategy in teaching learning process it will give bad effect for the students especially in learning the material. The strategy helps to improve reading comprehension as well as efficiently in reading. By using a strategy, students will be reading in the way that expert readers do and strategies also can help readers to process the text actively, to monitor their comprehension, and to connect what they are reading to their own knowledge and to other parts of the text.⁸

In reading, there are many strategies that can be used to teach reading comprehension. One of them is using Know-Want to Know-Learned (KWL) strategy. According to Marzano et al in John Barell state, "KWL strategy known as a pre reading strategy, this approach is effective in tapping into readers' prior

⁷ Peter Westwood, *Reading and Learning Difficulties* (Australia: Australian Council for Educational Research Ltd, 2001), 10.

⁸ Jack C. Richards and Willy A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (New York: Cambridge University Press, 2002), 289.

knowledge, thereby preparing them for learning.”⁹ In addition, according to Westwood, the KWL strategy has subsequently been recommended in many reading methodology texts. The strategy can be used with a class, a small group or an individual involves the preparation of a KWL chart.¹⁰

KWL Chart is divided into three columns: K (What I Know); W (What I Want to Know); and L (What I Learned). This interactive study approach also shows students how reading, writing, research, and observation further develop their knowledge of a particular subject. The KWL Chart is used prior to a science unit or lesson to engage students in writing about what they already know about the topic. Students also write any questions they have about the topic. After the reading, experiment, or observation, students write what they learned. They also review their information in the first column to see if it needs to be revised and check to see if all their questions were answered from the lesson.¹¹ Theoretically, this strategy can build the prior knowledge, develop predicting skills, and increase writing skills too.

Based on the background above, the researcher is interested in conducting a research entitled “The Effect of Using Know-Want to Know-Learned (KWL) Strategy on Students’ Reading Comprehension to the Eighth Grade Students of MTs Ma’arif Balong in Academic Year 2016/2017.”

⁹ John Barell, *Developing More Curious Minds* (Alexandria: ASCD Publications, 2003), 104.

¹⁰ Peter Westwood, *Reading and Learning Difficulties* (Australia: Australian Council for Educational Research Ltd, 2001), 60.

¹¹ Sarah Kartchner Clark, *Writing Strategies for Science Second Edition* (Shell Education, 2014), 65.

B. Scope and limitation of the study

This study is restricted to focus on using KWL Strategy in teaching reading. In a more specific focus, this study is concerted to find out the significant different of KWL strategy, especially the effect of using KWL strategy toward the students' reading comprehension in teaching learning reading process. In junior high school, the students are expected to be able to read a text based on five genres of English texts, they are: procedure, descriptive, recount, narrative, and report. The type of reading in this study is descriptive text.

The subject of the study is limited to the eighth grade students at MTs Ma'arif Balong. There are two classes of the eighth grade students at MTs Ma'arif Balong; class VIII A and class VIII B.

C. Statement of the problem

Based on the background above, the researcher formulates the research problem as follow: Is there any significant difference on students' reading comprehension before and after using Know-Want to Know-Learned (KWL) strategy to the eighth grade students of MTs Ma'arif Balong in academic year 2016/2017?

D. Objective of the study

The objective of this study is to know whether there is any significant difference on students' reading comprehension before and after using Know-Want to Know-Learned (KWL) strategy to the eighth grade students of MTs Ma'arif Balong in academic year 2016/2017.

E. Significances of the study

The result of the study is expected to give some benefits theoretically and practically.

1. Theoretically

It is expected that the result of the study can give contribution to support the theory on teaching English as foreign language, especially for the reading skill.

2. Practically

There are four who is hoped to get useful from this study, they are:

a. The teachers

The result of this study is expected to give contribution for the teacher, especially the English teacher of MTs Ma'arif Balong, to vary their ways in teaching reading and to improve students' reading comprehension by using KWL strategy. The teacher can apply this

strategy to make students easier to grasp the content of the text that they read.

b. The students

It is also expected that the students, especially the students of MTs Ma'arif Balong, can find more interesting activity in reading. So, the students can improve their reading comprehension ability by KWL strategy, because this strategy gives them very detail activity that can make them easier to comprehend the text.

c. The researcher

It is expected that the result will give some knowledge and experience for the researcher in teaching and learning process, especially in teaching reading using KWL strategy. It is also can be used as new reference about strategy in teaching learning process especially in teaching reading.

d. The other researchers

It is expected that the result of this study can help the other researchers especially who conduct the research with same subject and it can be a reference.

F. Organization of the thesis

In order to write a good thesis, it is necessary to arrange it systematically.

The organization of this thesis provides the organization of the main issues discussed. This thesis is divided into five chapters as follows:

Chapter I : INTRODUCTION

This chapter consists of background of the study, scope and limitation of the study, statement of the problem, objective of the study, significance of the study, and organization of the thesis.

Chapter II : REVIEW OF RELATED LITERATURE

This chapter consists of the theoretical background, previous research findings, theoretical framework, and hypothesis.

Chapter III : RESEARCH METHODOLOGY

This chapter consists of research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

Chapter IV : RESEARCH RESULT

This chapter consists of general location and research schedule, data description, data analysis and discussion.

Chapter V : CLOSING

This chapter consists of conclusion and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

1. Reading

a. Definition of reading

In teaching and learning English, reading is one of the four skills that should be mastered by the students beside the others skill such as speaking, listening, or writing. Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials.¹² By reading, the students will get much information and knowledge that will add to their knowledge continuously. It is very useful for them in learning process.

Reading is the practice of using text to create meaning.¹³ Reading is the ability to draw meaning from the printed page and interpret this information appropriately.¹⁴ According to David Nunan, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. It means that it is an activity to find

¹² Camille Blachowicz and Donna Ogle, *Reading Comprehension Strategies For Independent Learners* (New York: The Guilford Press, 2008), 15.

¹³ Johnson, Andrew P, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students* (United States of America: Rowman and Littlefield Education, 2008), 3.

¹⁴ William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading* (London: Routledge, 2013), 3.

information and produce the meaning from sentences or paragraph that they have read.¹⁵ In addition, Linse state reading is a set of skill that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read.¹⁶

Furthermore, according to Harmer, reading is useful for other purposes too; any exposure to English (provided students understand it more or less) is a good thing for language students.¹⁷ Good reading skills can improve the other language skills. Reading also is the best way to learn and remember the proper spelling of words.

Reading is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. This comprehension comes from the interaction between the words that are written and how they trigger knowledge outside the text or message.¹⁸

¹⁵ David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill, 2003), 68.

¹⁶ Caroline T Linse and David Nunan, *Practical English Language Teaching: Young Learners* (New York: McGraw-Hill Companies, 2005), 69.

¹⁷ Jeremy Harmer, *How to Teach English* (England: Longman, 2001), 68.

¹⁸ Elizabeth S.Pang, et al., *Teaching Reading* (Singapore: International Academy of Education), 6.

From the explanation above, the researcher concluded that reading is a process activity to create the meaning from the text with combining perception and thought.

b. The purposes of reading

Reading is an activity that has purpose. The purpose for reading is closely connected to a person's motivation for reading. It will also affect the way a book is read.¹⁹ According to Williams in Jo McDonough, et.al, usefully classifies reading into:

- 1) Getting general information from a text.
- 2) Getting specific information from a text.
- 3) For pleasure or for interest.²⁰

According to Rivers and Temperley as quoted David Nunan suggest that second language learners will want to read for the following purposes:²¹

- 1) To obtain information for some purposes or because we are curious about some topic.
- 2) To obtain instruction on how to perform some task for our work or daily life (e.g. knowing how an appliance works).
- 3) To act in a play, play a game, do a puzzle.

¹⁹ Ibid., 15.

²⁰ Jo McDonough, et.al, *Materials and Methods in ELT: A Teacher's Guide* (Unite of Kingdom: Wiley-Blackwel), 111.

²¹ David Nunan, *Designing Tasks for the Communicative Classroom* (Australia: Cambridge University Press, 1989), 33-34.

- 4) To keep in touch with friends by correspondence or to understand business letter.
- 5) To know when or where something will take place or what is available.
- 6) To know what is happening or has happened (as reported in newspapers, magazines, reports).
- 7) For enjoyment or excitement.

From the various purposes above it can be concluded that each the readers have different purposes before they read something. It depends on the text which the readers have read. Having the purposes of reading can make them easier to understand the passage what they read.

c. Models of reading

Models of the reading process often depict the act of reading as a communication event between a sender (the writer) and a receiver of information (the reader). The models of reading can be divided into three categories: bottom-up models, top-down models, and interactive models. The explanations as follows:

- 1) Bottom-up models of reading assume that the process of translating print to meaning begins with the print. The process is initiated by decoding graphic symbols into sounds. he reader first identifies features of letters; links these features together to recognize letters; combines letters to

recognize spelling patterns; links spelling patterns to recognize words; and then proceeds to sentence-, paragraph-, and text-level processing.

- 2) Top-down models of reading assume that the process of translating print to meaning begins with the reader's prior knowledge. The process is initiated by making predictions or "educated guesses" about the meaning of some unit of print. Readers decode graphic symbols into sounds to "check out" hypotheses about meaning.
- 3) Interactive models of reading assume that the process of translating print to meaning involves making use of both prior knowledge and print. The process is initiated by making predictions about meaning and/or decoding graphic symbols. The reader formulates hypotheses based on the interaction of information from semantic, syntactic, and graph phonemic sources of information.²²

d. The types of reading

There are identifiable skills in reading; skimming, intensive reading, and extensive reading. They are presented as follows:

- 1) Skimming: being able to look over material rapidly for given purpose without reading every phrase. Skimming enables people to select content they want to read.

²² Jo Anne L. Vacca, et al., Reading and Learning to Read (United State of America: Pearson Education, 2015), 26

- 2) Scanning: reading to locate specific information, e.g. locating telephone number in directory. Scanning enables people to locate specific information without reading all material around it.
- 3) Intensive reading: in intensive reading, the reader tries to absorb all the information given by the author. E.g. reading dosage instruction for medicine.
- 4) Extensive reading: the reader deals with longer text as whole, which requires the ability to understand the component parts and their contribution to the overall meaning. E.g. reading newspaper, article, and novel.²³

e. Microskills and macroskills of reading

According to H. Douglas Brown, there are two sub skills in reading; microskills and macroskills of reading. They are presented as follows:

Micro skills

- 1) Discriminate among the distinctive graphemes and orthographic patterns of English.
- 2) Retain chunks of language of different lengths in short-term memory.
- 3) Process writing at an efficient rate of speed to suit the purpose.
- 4) Recognize a core of words, and interpret word order patterns and their significance.

²³ Andrew Wright, *Picture of Language Learning*, (Cambridge: Cambridge University Press, 1999), 159.

- 5) Recognize grammatical word classes (noun, verb, etc.) , systems (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms.
- 6) Recognize that a particular meaning may be expressed in different grammatical forms.
- 7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Macroskills

- 1) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- 2) Recognize the communicative functions of written texts, according to form and purpose.
- 3) Infer context that is not explicit by using background knowledge. From described events, ideas, etc., infers links and connections between events, deduce causes and effects, and detect such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 4) Distinguish between literal and implied meaning.
- 5) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- 6) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of

words from context, and activating schemata for the interpretation of texts.²⁴

f. Teaching reading

Teaching is a complex process it does not only give the information but also transfer the knowledge and skill from the teacher to the students. According to H. Douglas Brown, teaching can be defined as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understanding”.²⁵ There are many activities that can be done especially when the process of teaching and learning in the classroom.

According to David Nunan, teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. A second aspect of teaching reading refers to teaching learners who already have reading skills in their first language.²⁶ Once they have learned how to read in one language, they do not learn how to read again in a second/foreign language, but rather they learn how to transfer skills that they have already learned to the new reading context

²⁴ H. Douglas Brown, *Language and Assessment Principles and Classroom Practices* (San Fransico: Longman, 2000) 187-188.

²⁵ H. Douglas Brown, *Principle of Language Learning and Teaching* (New york : Addison Wesley Longman, Inc, 2000), 7.

²⁶ David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill, 2003), 68.

in a new language. There are eight principles for teaching reading, they are:²⁷

1) Exploit the reader's background knowledge.

A reader's background knowledge can influence reading comprehension. Background knowledge includes all of the experiences that a reader brings to a text: life experiences, educational experiences, knowledge of how texts can be organized rhetorically, knowledge of how one's first language works, knowledge of how the second language works, and cultural background and knowledge.

2) Build a strong vocabulary base.

Recent research emphasized the importance of vocabulary to successful reading. As David Nunan have developed his philosophy of the role of vocabulary in reading instruction, he have decided that basic vocabulary should be explicitly taught and L2 readers should be taught to use context to effectively guess the meanings of less frequent vocabulary. He has arrived at his philosophy, in part, by reviewing the research on vocabulary acquisition.

3) Teach for comprehension.

In many reading instruction programs, more emphasis and time may be placed on testing reading comprehension than on

²⁷ Ibid., 74.

teaching readers how to comprehend. Monitoring comprehension is essential to successful reading.

4) Work on increasing reading rate.

One great difficulty in the second language reading classroom is that even when language learners can read, much of their reading is not fluent. Often, in our efforts to assist students in increasing their reading rate, teachers over emphasizes accuracy which impedes fluency.²⁸

5) Teach reading strategies.

Strategies are “the tools for active, self-directed involvement that is necessary for developing communicative ability. To achieve the desired results, students need to learn how to use a range of reading strategies that match their purposes for reading.

6) Encourage readers to transform strategies into skills.

Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives, while a skill is a strategy that has become automatic. This characterization underscores the active role that readers play in strategic reading. As learners consciously learn and practice specific reading strategies, the strategies move from conscious to unconscious; from strategy to skill.

²⁸ Ibid., 76.

7) Build assessment and evaluation into your teaching.

Assessing growth and development in reading skills from both a formal and an informal perspective requires time and training. Here, the assessment will be included in the reading classroom.

8) Strive for continuous improvement as a reading teacher.

The quality of the individual teacher is integral to success of second or foreign language readers. Reading teachers need to be passionate about their work. They should view themselves as facilitators, helping each reader discover what works best. Integrating the key principles discussed above can lead to more effective reading instruction in the second language classroom.²⁹

2. Reading comprehension

a. Definition of reading comprehension

Comprehension is understands something and getting its meaning. This is the second fundamental competency of reading, and the central one. In this sense, comprehension is the reconstruction of the author's message - the author constructs a message and encodes it in printed language, and the reader decodes the printed language and reconstructs the message.³⁰

²⁹ Ibid., 77-78.

³⁰ Mark Sadoski, *Conceptual Foundations of Teaching Reading* (New York: Guilford Press, 2004), 67.

Comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text.³¹ Understanding information in the text is the whole purpose of reading. Reading comprehension has been described as ‘a complex intellectual process involving a number of abilities’. Readers must use information already acquired to filter, interpret, organize, reflect upon and establish relationships with the new incoming information on the page. In order to understand text, a reader must be able to identify words rapidly, know the meaning of almost all of the words and be able to combine units of meaning into a coherent message. Understand of text results from an interaction between word identification, prior knowledge and the effective use of cognitive strategies.³² According to Blanton et al in Peter Westwood, reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text.³³

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

³¹ Danielle S. McNamara, *Reading Comprehension Strategies: Theories, Interventions and Technologies* (New York: Lawrence Erlbaum Associates Inc Publishers, 2007), xi

³² Peter Westwood, *Reading and Learning Difficulties* (Australia: Australian Council for Educational Research Ltd, 2001), 10.

³³ Peter Westwood, *What Teachers Need To Know About Reading And Writing Difficulties* (Australia: ACER Press, 2008), 31.

understanding read text information children developmental models, or representations of meaning of the text ideas during the reading process.³⁴ Reading comprehension is about relating prior knowledge to new knowledge contained in written texts.³⁵

In addition, according to Catherine Snow, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.³⁶ Furthermore, according to Kristi, reading comprehension as a process in which the reader constructs meaning from text based information.³⁷ Reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).³⁸

There are basically two types of reading comprehension skills they are concrete and abstract. Concrete comprehension skills are the easier of the two to be mastered. They include the ability to answer questions when the information being asked is explicitly stated in the reading selection. Concrete

³⁴ Gary Wooley, *Reading Comprehension* (Australia: Springer, 2011), 15.

³⁵ Elizabeth S.Pang, et al., *Teaching Reading* (Singapore: International Academy of Education), 19.

³⁶ Catherine Snow, *Reading For Understanding* (Santa Monica: RAND, 2002), 11.

³⁷ Kristi L. Santi, Deborah K. Reed, *Improving Reading Comprehension of Middle and High School Students* (New York: Springer, 2015), 100.

³⁸ Janette K. Klingner, Sharon Vaughn, Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: The Guilford Press, 2007), 8.

skills include vocabulary, main idea, fact or opinion, sequencing, following directions and reading for details. Abstract reasoning includes inference, analysis, evaluation, drawing conclusions, and cause and effect; and requires the reader to draw on prior knowledge and processing to identify what is not explicitly stated.³⁹ Reading comprehension can be significantly enhanced if background knowledge can be activated by setting goals, asking questions, making predictions, teaching text structure, and so on.

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

b. Levels of comprehension

In constructing the meaning of a text, readers may engage in different types or levels of thinking. Three levels of comprehension are typically identified: literal, inferential, and critical. They are⁴⁰:

1) Literal comprehension

Literal comprehension involves the understanding of information stated directly in the text. It is the lowest of the three levels, requires a reader to be able to retell or recall the facts or information presented in a text. Names

³⁹ <https://drjanestewart.wordpress.com/2012/06/08/the-importance-of-reading-comprehension/>
Accessed on March 10th 2017.

⁴⁰ Donna M. Scanlon, Kimberly L. Anderson, Joan M. Sweeney, *Early Intervention for Reading Difficulties* (New York: The Guilford Press, 2010), 278.

of characters and details of the setting are examples of literal comprehension. The information required for literal comprehension comes largely from the text itself. Recall comprehension can easily be evaluated. In responding to a literal question, the reader either can recall the information from the text or he or she cannot.⁴¹

2) Inferential comprehension

Inferential comprehension involves making inferences that bridge the information directly stated in the text with information that the reader already possesses.⁴² Effective readers draw on their knowledge to make inferences that fill in the gaps left by the author; ineffective readers fail to do so. It refers to the ability of a reader to take in information that is inferred or implied within a text. Inferential comprehension is more sophisticated than literal comprehension because it requires the orchestration and manipulation of information from the text as well as information that resides within the readers their background knowledge.

3) Critical comprehension

Critical comprehension involves evaluating the information in the text relative to what it means to the reader and relative to the intentions, expertise, and/or perspective of the author. Moreover, in-depth analysis and critical thinking are necessary to make informed judgments and evaluations. Because

⁴¹ Danny Brassell and Timothy Rasinski, *Comprehension That Works Taking Students Beyond Ordinary Understanding to Deep Comprehension* (Shell education, 2008), 17.

⁴² Donna M. Scanlon, Kimberly L. Anderson, Joan M. Sweeney, 278.

responses to inferential and critical-level questions are highly dependent on the reader's own background, interest, and disposition, determining a reader's level and the quality of a reader's inferential and critical comprehension is not easy.⁴³

c. The factors influence reading comprehension

Comprehension is a process, not a product. Readers filter understanding through the lens of their motivation, knowledge, cognitive abilities, and experiences. Effective readers have a purpose for reading, and use their background knowledge and experiences to relate to the text. The following four important factors influence reading comprehension, such as:⁴⁴

1) Command of the linguistic structure of the text.

Readers need to know how to decode text quickly and easily so that cognitive energy is not drained from the task of drawing meaning from the text. When readers are familiar with the genre and style in which the text is written, they are better able to comprehend the text. Knowing such characteristics helps the reader to anticipate what will come next in the text.

2) Adequate vocabulary in the content area.

A good vocabulary enables readers to process words automatically while reading. Because we can hold no more than seven items in short

⁴³ Danny Brassell and Timothy Rasinski, 17.

⁴⁴ Karen Tankersley, *Literacy Strategies for Grades 4-12 : Reinforcing the Threads of Reading* (United States of America: ASCD, 2005), 108.

term memory at any one time, readers must decode words rapidly. When a reader stops frequently to determine the meaning of a word or how it fits into the context of the passage, comprehension suffers.

3) Degree of metacognitive control of the text.

Readers must know how to self-monitor and reflect on their level of understanding during the act of reading. They must be able to “listen to” what the words say while they read, monitor comprehension so that they know when it has been lost, and have fix-up strategies ready for use when necessary. Many struggling readers simply give up when they don’t understand the text because they don’t have strategies in place.⁴⁵

4) Adequate domain knowledge.

The background knowledge makes a difference in how well the readers understand the material. Those who possess extensive knowledge on a topic prior to reading about it are able to understand and recall more of the important information from a text than can those with less knowledge. When students do not have the appropriate background knowledge, teachers must take time to provide experiences or help establish background information prior to asking students to process text.

Furthermore, according to Torgesen in Peter Westwood, a reader’s understanding of text is influenced by a broad range of factors, including his or her motivation, interest, vocabulary, general knowledge, knowledge

⁴⁵ Ibid., 108.

of the particular subject, word identification skills, reasoning ability, use of effective strategies to identify main ideas and supporting detail, and an appreciation of text structure.⁴⁶

d. Strategy in reading comprehension

To make reading successful, there are some strategies which can be practiced in the classroom technique. Zimmermann and Hutchins identify seven reading comprehension strategies there are:

- 1) Activating and building background knowledge.
- 2) Using sensory images.
- 3) Questioning.
- 4) Making predictions and inferences.
- 5) Determining main ideas.
- 6) Using fix-up option.⁴⁷

3. Descriptive Text

a. Definition

There are some kinds of text that should be comprehended by students in the junior high schools. They are narrative, report, recount, descriptive, and procedure. In this research, the researcher will use descriptive text. Tompkins

⁴⁶ Peter Westwood, *Reading and Learning Difficulties* (Australia: Australian Council for Educational Research Ltd, 2001), 23.

⁴⁷ Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension: Maximizing Your Impact* (America: American Library Association, 2007), 11.

and Stanley defined descriptive text as painting pictures with words. By reading a descriptive text, readers feel that they see the description just like they see pictures. According to Friedman, descriptive details mean to grab the reader's attention. Thus, Temple et al states, "description is discourse that helps us visualize. It focuses upon the appearance or the nature of an object."⁴⁸

In addition, according to Wardiman et.al, descriptive text is a text that describes the features of someone, something, or a certain place.⁴⁹ This description can be shown in the form of the sound, taste, and smell of things or objects. The characteristic of something or object to be described usually deals with the physical appearance of the object to be described. Furthermore, according to Anderson & Anderson in Dolar Yuwono states that descriptive text is different from information reports because they described a specific subject rather than general group.⁵⁰ The purpose of this text is to describe a particular person, place or thing being discussed in detail or describes parts, qualities, or characteristics.⁵¹

⁴⁸ <https://teachingenglish4all.wordpress.com/2010/06/28/descriptive-text/> Accessed on March 26th 2017.

⁴⁹ Wardiman et.al, English in Focus 2: for Grade VIII Junior High School (SMP/MTs) (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008), 16.

⁵⁰ Dolar Yuwono, Writing 1: From Practice To Theory: Getting Smart and Creative to Write (Yogyakarta:Pustaka Felicha, 2015), 66.

⁵¹ Dolar Yuwono, Writing: From Practice To Theory: Getting Smart and Creative to Write (Yogyakarta: Magnum Pustaka Utama, 2016), 25.

b. The generic structure

According to Dolar Yuwono, the descriptive text has dominant generic structure as below:

1) Identification

It identifies a particular person, place, or thing to be described.

2) Description

It describes a particular person, place, or thing to be described.

c. Language features

Language feature of descriptive text explained by Dolar Yuwono, there are as follows:

1) Using simple present tense

2) Using action verb

3) Using adverb

4) Using special technical terms

5) Using linking verbs

6) Epithet: adjective or adjective phrase

7) Attributive (The use of attributive and identify process)⁵²

⁵² Ibid., 26

Table 2.1 Generic Structure and Language Features of Descriptive Text

	Structure of Text	Generic Structure	Language Features
1.	Introductory	Identification	1. Using simple present tense
2.	Body/content	Description	2. Using action verb
3.	Conclusion	Not needed	3. Using adverb 4. Using special technical terms 5. Who? What? Using linking verbs 6. Epithet: adjective or adjective phrase 7. Attributive (The use of attributive and identify process. ⁵³

d. Example of descriptive text**Table 2.2 Descriptive Text**

Title	The Sea Eagle
Identification	There is an eagle nesting on the tree top near my grandparent's house in Pangandaran. It was a sea eagle.
Description	<p>The color of its feathers is light brown. It has a strong and sharp yellowish beak. Its claws are very sharp. It hunts for fish in the sea but sometimes it hunts chickens and small birds.</p> <p>Eagles have many sizes, shapes, and colors, but the sea eagle is easy to recognize because it has a strong a streamlined, sharp beak and a stream-line body. Its forelimbs (or arms) serve as wings. This means that they are of little use for anything except flying. It walks on two legs and has a very flexible neck and strong beak to handle foods, to care for its feathers and for many other jobs that non-flying animals do with paws, claws, or hands on their forelimbs.⁵⁴</p>

⁵³ Ibid., 26⁵⁴ Wardiman et.al, English in Focus 2: for Grade VIII Junior High School (SMP/MTs) (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008), 16.

4. Know-Want to Know-Learned (KWL) Strategy

a. The definition of Know-Want to Know-Learned (KWL) Strategy

Strategy is one of the important aspects for the teacher to get success and to solve the problem in the learning process. A strategy can be defined as a mental plan of action designed to achieve a specific purpose.⁵⁵ There are many strategies that can be used especially in teaching reading such as KWL strategy. KWL is an acronym for what I know, what I want to know, and what I learned. This strategy that developed by Donna Ogle in 1986. The strategy involves the use of a three-column graphic organizer that becomes the students' study guide as they read⁵⁶. Donna Ogle described KWL as a three-step teaching plan designed to guide and to motivate children as they read to acquire information from expository texts. The strategy helps students think about what they know or believe they know about a topic, what they need to find out by reading the text, what they learned by reading, and what they still need and want to learn about the topic from other information sources.⁵⁷

The KWL strategy gives the positive effects in influencing students' ability to read effectively. According to Marzano et.al in John Barell, KWL known as a pre-reading strategy, this approach is effective in tapping into

⁵⁵ Peter Westwood, *Reading and Learning Difficulties* (Australia: Australian Council for Educational Research Ltd, 2001), 10.

⁵⁶ Doug Buehl, *Classroom Strategies for Interactive Learning* (United State of America: International Reading Association, 2013) 135.

⁵⁷ Jo Anne L. Vacca, et al., *Reading and Learning to Read* (United State of America: Pearson Education, 2015), 301.

readers' prior knowledge, there by preparing them for learning.⁵⁸ In addition, according to Westwood, this strategy has subsequently been recommended in many reading methodology texts. This strategy also can be used with a class, a small group or an individual involves the preparation of a 'KWL chart'. This chart can helps capture the before, during and after the components of reading a text selection.⁵⁹ KWL chart has been a very popular way for teachers to help students' link background knowledge, purpose, and summarization in an effective way. It can be excellent for beginning units of study where students will be gathering information over a multi lesson time frame.⁶⁰

2.3 KWL chart

KWL chart		
Topic:		
K	W	L

⁵⁸ John Barell, *Developing More Curious Minds* (Alexandria: ASCD Publications, 2003), 104.

⁵⁹ Peter Westwood, *Reading and Learning Difficulties* (Australia: Australian Council for Educational Research Ltd, 2001), 60.

⁶⁰ Karen Tankersley, *Literacy Strategies for Grades 4-12 : Reinforcing the Threads of Reading* (United States of America: ASCD, 2005), 120.

KWL Chart is divided into three columns: K (What I Know); W (What I Want to Know); and L (What I Learned). This interactive study approach also shows students how reading, writing, research, and observation further develop their knowledge of a particular subject. The KWL Chart is used prior to a science unit or lesson to engage students in writing about what they already know about the topic. Students also write any questions they have about the topic. After the reading, experiment, or observation, students write what they learned. They also review their information in the first column to see if it needs to be revised and check to see if all their questions were answered from the lesson. In this way, students engage in the prewriting process of gathering information and use the skill of editing and revising information, when necessary.⁶¹

This strategy gives students opportunities to activate prior knowledge as they consider what they know about the subject (prior knowledge), what they would like to learn (goal), and later, what they comprehend and learned.⁶² In addition, according to Camille, K-W-L is a process in which the teacher models and guides active engagement with informational texts. It is a group process using the knowledge and information students bring to help

⁶¹ Sarah Kartchner Clark, *Writing Strategies for Science Second Edition* (Shell Education, 2014), 65.

⁶² Judy Willis, *Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary, and Comprehension* (United State of America: ASCD, 2008) 134-135.

each other build a better starting place for learning and to share the results of their reading.⁶³

It can be concluded that KWL strategy is one of reading strategy which use the chart to helps capture the before, during and after the components of reading a text selection and this strategy also can build the prior knowledge, developing predicting and writing skills of the students especially to comprehend the text in process of learning.

b. The procedures of KWL strategy in teaching reading

According to Jo Anne L. Vacca, et al, there are three steps in doing KWL strategy. The procedure of using KWL strategy is described as the following:

- 1) The first step is pre-reading activities. The teacher involves brainstorming with a group of students to help them focus on their current knowledge of a topic. The teacher's questions should lead children to think about and to respond specially to the topic being discussed. Teachers of students with multicultural backgrounds need to be aware of their students' cultures and schemata in order to "tap" their prior knowledge about a topic. The purpose of this brainstorming process is to activate children's prior knowledge to help them understand what they will read in the text. The

⁶³ Camille Blachowicz and Donna Ogle, *Reading Comprehension Strategies For Independent Learners* (New York: The Guilford Press, 2008), 113-114.

children's responses are recorded on the board or on worksheets in column K.

- 2) The second step, the teacher evolves naturally from assessing the results of the brainstorming and categorizing activities. As children identify areas of controversy and/or key categories that contain little or no information, a purpose for reading is developed. Although this step is done mainly as a group activity, each student writes the questions that he or she is most interested in learning about on the worksheet in column W. Students' personal interests guide and motivate their reading.
- 3) During the last step of the KWL process, the students record their findings on their worksheets. They have the option of writing down information either as they read or immediately after they finish reading. With teacher guidance and assistance, the students assess whether their questions and concerns were satisfactorily answered by reading the text. When students need or want additional information about a topic, they should be guided to other sources of information in column L.⁶⁴

c. The advantages and disadvantages of KWL strategy

This strategy also has some the advantages and the disadvantages in process of learning. The advantages of KWL strategy as the following:

- 1) It elicits the students' prior knowledge.

⁶⁴ Jo Anne L. Vacca, et al., Reading and Learning to Read (United State of America: Pearson Education, 2015), 301-302

- 2) It develops predicting skills
- 3) It develops research skills.
- 4) Increase writing skills.
- 5) Developing students' vocabulary.
- 6) Developing communication skills in cooperative group.

Thus the disadvantages of KWL strategy as the following:

- 1) It difficult to students with no the prior knowledge.
- 2) KWL strategy is not suitable for readers who have low thinking level or poor memory.
- 3) KWL is not effective for reading fiction materials.
- 4) The process takes more time in process of learning.

B. Previous Research Findings

There are some research finding related with the effect of using Know-Want to Know-Learned (KWL) strategy on students' reading comprehension. The details are explained as follows:

Research relevant to this study is research conducted by Ummul Khaira in the thesis entitled "The Use of Know, Want to Know and Learnt (KWL) Strategy to Improve Reading Comprehension." This research is Classroom Action Research (CAR). The problem statements are 1) How is KWL applied in improving students' reading comprehension? 2) How is the students' achievement

in reading comprehension after implementing the KWL strategy? 3) What are the students' responses following the application of KWL in learning reading comprehension? The results are: 1) the researcher had applied KWL strategy in reading class based on the procedure that should be followed in order that the implementation would be effective. It was divided into three general phases; pre-reading, in the process of reading, and post-reading. 2) The implementation of KWL strategy was effective in improving the students' achievement in reading comprehension skills in finding out the main idea, the word meanings, the detailed information, and the references. This was indicated by the results from the test given to the students where there was an improvement in their scores in each cycle. 3) The students had positive responses toward the use of KWL strategy in the learning process of reading comprehension in their class. This was proved by the percentage overall of the four factors measured above being greater than 80% or in the good criteria. The objectives of this research are to find out how KWL strategy is applied in English reading class and the students' responses towards it. It was done in 2 cycles, in which each cycle consisted of planning the action, implementing the action, observing the action, and reflection. The instruments used in collecting the data were tests, observation sheets for the researcher and students, and questionnaires for the students. The results showed that KWL strategy gave better result in improving the students' reading

comprehension skills in finding out the main idea, detailed information, word meaning, and references.⁶⁵

Another research relevant of this study is research conducted by Riswanto in thesis “The Effect of Using KWL (Know, Want, Learned) Strategy on EFL Students’ Reading Comprehension Achievement”. The main objective of this study was to see whether the use of KWL (Know, Want, Learned) strategy was effective in improving the students’ reading comprehension achievement in learning English as a Foreign Language. This study is quasi experimental design with Non-equivalent groups’ pretest-posttest design. The population was the eight the grade students of SMPN 4 Palembang in academic year of 2011/2012 with a total number of 254 students. Out of this population, 40 students were taken as sample. There were two groups, each of which consisted of 20 students. The data were collected by using multiple choices reading comprehension test. The data obtained were analyzed by using t-test formula. The finding showed that KWL strategy was effective in improving the students’ reading comprehension achievement. The effectiveness was indicated by the result of the Stepwise Regression formula that the contribution of KWL strategy on students’ reading comprehension achievement was 70.5%. The result of this study also showed that KWL strategy was effective in enhancing the students’ reading comprehension

⁶⁵ Ummul Khaira, “The Use of Know, Want To Know And Learnt (KWL) Strategy To Improve *Reading Comprehension*” (Banda Aceh: English Education Journal, 2015), 411.

achievement.⁶⁶ Based on the result above, the researcher concluded that KWL strategy is more effective to increase the students' reading comprehension.

From the previous above, the researcher tries to conduct the research with the different research design. If the previous studies used classroom action research and quasi experimental design as methodology of the research but in this study the researcher use pre experimental as methodology. There are the eighth grade students of MTs Ma'arif Balong that being subject of this research. With different research design the researcher also provides different statement of the problem. The statement of the problem is "Is there any significant different on students' reading comprehension before and after using Know-Want to Know-Learned (KWL) strategy to the eighth grade students of MTs Ma'arif Balong in academic year 2016/2017?"

C. Theoretical Framework

A theoretical framework is a collection of interrelated concepts, like a theory but not necessarily so well worked-out. A theoretical framework guides the research, determining what things will measure, and what statistical relationships will look for. The concepts that deliver in theoretical framework are the theory of several studies that used to support the research. In short, theoretical framework is

⁶⁶ Riswanto et al., "*The Effect of Using KWL (Know, Want, Learned) Strategy on EFL Students' Reading Comprehension Achievement*"(Bengkulu : IAIN Bengkulu, 2014), 225

the concept in the theory can be related with factors which are identified as the important problem.

The research is pre experimental research with the effect of using Know-Want to Know-Learned (KWL) strategy on students' reading comprehension to the eighth grade students of MTs Ma'arif Balong in academic year 2016/2017. This research consists of two variables:

- 1) Independent variable KWL strategy (X)
- 2) Dependent variable Students' reading comprehension (Y)

The step to know the effect of using Know-Want to Know-Learned (KWL) strategy on students' reading comprehension to the eighth grade students of MTs Ma'arif Balong in academic year 2016/2017 are; first there is one group of class that is taught by using Know-Want to Know-Learned (KWL) strategy. After one group of class has used Know-Want to Know-Learned (KWL) strategy, the researcher tries to test them to get the score. Then, the researcher collected the data to find the significant difference on students' reading comprehension before and after using Know-Want to Know-Learned (KWL) strategy to the eighth grade students of MTs Ma'arif Balong.

D. Hypothesis

Hypothesis is defined as a prediction about the result of the research. Here the researcher who is to measure the effect or the relationship between two or

more variables must predict the answer of the problem or the finding of the research based on the theory or based logical common sense.⁶⁷

Hypothesis is a temporary answer to statement of the problems of the theoretical research that is considered most likely and highest levels were correct.

There are two hypotheses:

Ho : There is no significant difference on students' reading comprehension before and after using Know-Want to Know-Learned (KWL) strategy to the eighth grade students of MTs Ma'arif Balong.

Ha : There is a significant difference on students' reading comprehension before and after using Know-Want to Know-Learned (KWL) strategy to the eighth grade students of MTs Ma'arif Balong.

⁶⁷ Muhammad Adnan Latief, *Research Method On Language Learning An Introduction* (Malang: Um Press, 2013), 54.

CHAPTER III

RESEARCH METHOD

A. Research Design

Research design is commonly defined as the way of thinking and doing preparation to complete research and achieve the goal of the research. In fact, the research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data.⁶⁸ The researcher applied quantitative research as the research design. Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).⁶⁹ According to Dollar Yuwono, quantitative research is concerned with testing hypotheses derived from theory and or being able to estimate the size of a phenomenon of interest.⁷⁰ In this research, the researcher used quantitative research, because the result of the students' achievement in pre test and post test will be explained in the language of mathematic, evaluated consequently and also interpreted by appropriate statistical procedures. It means that the researcher used statistical procedure to analyze the data to test the hypotheses of the research.

⁶⁸ C.R. Kothari, *Research Methodology* (New Delhi: New Age International Publishers, 2004), 31.

⁶⁹ Daniel Muijs, *Doing Quantitative Research in Education with SPSS* (London: Sage Publications, 2004), 1.

⁷⁰ Dolar Yuwono, *Writing From Practice To Theory: Getting Smart and Creative to Write* (Yogyakarta: Magnum Pustaka Utama), 92.

In quantitative research there are experimental and non-experimental research designs. Experimental research involves a study of the effect of the systematic manipulation of one variable on another variable and non experimental research; the researcher identifies variables and may look for relationship among them, but does not manipulate the variable.⁷¹ The researcher used experimental research design. This research employed pre-experimental design that consist of pre-test, treatment and post-test. This research was called one-group pre test posttest design. The one-group pretest–posttest design usually involves three steps, as follow:

1. Administering a pretest measuring the dependent variable.
2. Applying the experimental treatment X to the subjects.
3. Administering a posttest, again measuring the dependent variable. Differences attributed to application of the experimental treatment are then evaluated by comparing the pretest and post test scores. The design of the research as bellow:⁷²

Table 3.1 The Design of One Group Pre test-Post test

Pretest	Independent	Posttest
Y ₁	X	Y ₂

Note:

Y₁ : Pretest

⁷¹ Donald Ary et al, Introduction To Research In Education (Canada : Wadsworth, 2010), 22-26

⁷² Ibid., 304.

X : Treatment by using KWL Strategy

Y₂ : Posttest

Based on the table 3.1, experimental design used pre-experimental research design (one group pretest posttest design) that consist of pretest (Y1), treatment (X) and posttest (Y2). The researcher used this design because pretest (Y1) is a test which is done to measure the students' ability in the first. At the beginning, the students are given a standardized test that appears to be a good measure the score before given the treatment. After conducted pretest, the researcher gave the treatment (X) by using KWL strategy to the students. Eventually, at the end of the treatment, the students are given the posttest (Y2) to measure the difference score between before and after the treatment of KWL strategy.

B. Population and Sample

1. Population

The larger group about which the generalization is made is called a population. A population is defined as all members of any well defined class of people, events, or objects.⁷³ Based on the explanation above a population is the whole of subject used by the researcher. The population in this research was all of the eighth grade students at MTs Ma'arif Balong. The number of

⁷³ Ibid., 148.

the population was 47 students. They were class VIII A which consisted of 22 students and class VIII B which consisted of 25 students.

**Table 3.2 The Number of The Eighth Grade Students of MTs Ma'arif
Balong**

No.	Class	Male	Female	Total
1.	VIII A	10	12	22
2.	VIII B	12	13	25
				47

2. Sample

The small group that is observed is called a sample. Sample is a portion of a population.⁷⁴ Charles in Muhammad Adnan Latief defines a sample as a small group of people selected to represent the much larger entire population from which is drawn.⁷⁵ It means that sample was a part of representative population that was taken to represent the researcher's research.

To determine the sample from population, the researcher used simple random sampling. In the simple random sampling technique, the sample is directly drawn randomly from the population.⁷⁶ Furthermore, the simple random sample is both the easiest random sample to understand and the one on which other types are modeled. In simple random sampling, a researcher

⁷⁴ Ibid., 148.

⁷⁵ Muhammad Adnan Latief, *Research Method On Language Learning An Introduction* (Malang: Um Press, 2013), 181.

⁷⁶ Ibid., 183.

develops an accurate sampling frame, selects elements from the sampling frame according to a mathematically random procedure, then locates the exact element that was selected for inclusion in the sample. After numbering all elements in a sampling frame, a researcher used list of random numbers to decide which elements to select. He or she needs as many random numbers as there are elements to be sampled.⁷⁷ Based on explanation above, the steps of simple random sampling were as follow:

1. Making the list of all classes
2. Writing each class name on a small paper
3. Enrolling the paper
4. Putting rolling the rolled paper into a box
5. Shaking the box for several time
6. Taking one rolled paper

From those steps, the researcher prepares two pieces of paper. Its paper there was class VIII A and class VIII B, then the researcher chosen one of them. The sample that chosen was class VIII B, which consist of 25 students; there are 12 male students and 13 female students.

⁷⁷ W. Lawrence Neuman, *Basics of Social Research, Qualitative and Quantitative Approaches* (Pearson Education, Inc, 2007), 148.

C. Instrument of Data Collection

Instrument has important function in this research. Instrument is one of the significant steps in conducting this research. The instrument of data collection in this research was test. A test, in simple term, is method of measuring a person's ability, knowledge of performance in a given domain.⁷⁸ In same line Arikunto states, a test is question which is used to measure the skills, knowledge, intelligence, achievements aptitude, and another capability of someone or a group of people.⁷⁹ The test was divided into two parts. They were pre-test and post-test. Pre-test was given before the students were taught by using KWL strategy and post-test after taught by using KWL strategy.

In this research, the researcher used reading comprehension test which had already been prepared by the teacher to find out the effect of KWL strategy. The form test was objective. There were 20 multiple choice items with two themes it took 45 minutes to complete. The test used to measure the students' achievement in reading comprehension before and after they taught by using KWL strategy. The experiment was held in five meeting. They were pre test, treatment 1, treatment 2, treatment 3 and post test.

⁷⁸ H.Douglas Brown, *Language and Assessment Principles and Classroom Practices* (San Fransico: Longman, 2000) 3.

⁷⁹ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: PT Rineka Cipta, 2006) 150.

According to Suharsimi Arikunto, a good instrument must fulfill two important of requirements, they are valid and reliable.⁸⁰ Therefore, the researcher used the instruments test with two tests, the first test is test of validity and the second test is test of reliability.

1. Test of Validity

Validity is the most important consideration in developing and evaluating measuring instruments. Validity means the extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms of the purpose of the assessment.⁸¹ The instrument must be able to measure what should be measured.⁸² Validity in quantitative research refers to whether one can draw meaningful and useful inferences from scores on particular instruments.⁸³ It means that the good instrument that used by the researcher is valid if the measurement of the data is valid.

In this research, the researcher used SPSS 16.0 program from windows to measure the validity of instruments. The step to calculate the validity is as follows:

- a. Making the table of item analysis of all questions.
- b. Applying the data into SPSS 16.0 program for windows.

⁸⁰ Ibid., 168.

⁸¹ H. Douglas Brown, *Language Assessment Principles And Classroom Practice*, (New York:Longman, 2000), 22

⁸² Opcit, 168.

⁸³ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* Fourth Edition (USA: SAGE Publication, 2014), 297.

c. Making an interpretation of the correlation result (r_{xy}) of each question.

To test the validity and reliability of the instruments in pre test, the researcher took sample 22 respondents used 25 items of reading test. Validity of the calculated item instrument was about descriptive text. The correlation is positive when $r_{xy} \geq 0,432$, so the question item is valid, and if $r_{xy} < 0,432$ so the question item is invalid. Finally, the result of the test validity is as follows:

Table 3.3 The Result of Validity Test of Pre Test

Item Number	"r" calculated	"r" table	Criteria
1	0,557	0,432	valid
2	0,557	0,432	valid
3	0,737	0,432	valid
4	0,625	0,432	valid
5	0,798	0,432	valid
6	0,557	0,432	valid
7	0,557	0,432	valid
8	0,557	0,432	valid
9	0,512	0,432	valid
10	0,862	0,432	valid
11	0,798	0,432	valid
12	0,174	0,432	invalid
13	0,290	0,432	invalid
14	0,663	0,432	valid
15	0,571	0,432	valid
16	0,798	0,432	valid
17	0,798	0,432	valid

18	0, 148	0, 432	invalid
19	0, 557	0, 432	valid
20	0, 737	0, 432	valid
21	0, 484	0, 432	valid
22	0, 484	0, 432	valid
23	0, 435	0, 432	valid
24	0, 222	0, 432	invalid
25	0, 232	0, 432	invalid

Based on the table above, among 25 questions, there were 20 items about which declared valid were the item number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 19, 20, 21, 22, and 23. Therefore, those valid questions will be used in this research as the test for collecting the data.

Meanwhile, to test the validity and reliability of the instruments in post test, the researcher also took sample 22 respondents used 25 items of reading test. Validity of the calculated item instrument was about descriptive text too. The correlation is positive when $r_{xy} \geq 0,432$, so the question item is valid, and if $r_{xy} \leq 0,432$ so the question item is invalid. Finally, the result of the test validity is as follows:

Table 3.4 The Result of Validity Test of Post Test

Item Number	"r" calculated	"r" table	Criteria
1	0, 434	0, 432	valid
2	0, 713	0, 432	valid
3	0, 514	0, 432	valid

4	0,713	0,432	valid
5	0,514	0,432	valid
6	0,454	0,432	valid
7	0,454	0,432	valid
8	0,778	0,432	valid
9	0,627	0,432	valid
10	0,806	0,432	valid
11	0,285	0,432	invalid
12	0,454	0,432	valid
13	0,454	0,432	valid
14	0,599	0,432	valid
15	0,801	0,432	valid
16	0,806	0,432	valid
17	0,094	0,432	invalid
18	0,205	0,432	invalid
19	0,697	0,432	valid
20	0,507	0,432	valid
21	0,806	0,432	valid
22	0,806	0,432	valid
23	-0,120	0,432	invalid
24	-0,184	0,432	invalid
25	0,514	0,432	valid

Based on the table above, among 25 questions, there were 20 items about which declared valid were the item number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 19, 20, 21, 22, and 25. Therefore, those valid questions will be used in this research as the test for collecting the data.

2. Test of Reliability

A reliable test is consistent and dependable.⁸⁴ Reliability indicates how consistently a test measures whatever it does measure.⁸⁵ An instrument is said reliable if the result of measurement on same tastes gives consistence or stable result. To measure the reliability of pre test and post test in this research, the researcher employed SPSS 16.0 program for windows. The result of reliability calculation is presented in the following table:

Table 3.5 The Result of Reliability Test of Pre Test

Reliability Statistics

Cronbach's Alpha	N of Items
.894	25

Table 3.6 The Result of Reliability Test of Post Test

Reliability Statistics

Cronbach's Alpha	N of Items
.885	25

Based on the table above, the Conbarch's Alpha was 0. 894 for pre test and 0.885 for post test. It means that the instrument not only valid but also reliable.

⁸⁴ H. Douglas Brown, Language Assessment Principles And Classroom Practice, (New York:Longman, 2000), 20.

⁸⁵ Donald Ary et al, Introduction To Research In Education (Canada : Wadsworth, 2010), 224

D. Technique of Data Collection

The use of the right technique in the process of collecting the data is important to take the objective data. Technique of data collection is all of ways used by researcher to get data in the research.

1. Test

The technique of collecting data in this research was test. A test, in simple term, is method of measuring a person's ability, knowledge of performance in a given domain.⁸⁶ Furthermore, test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. This score, based on a representative sample of the individual's behavior, is an indicator of the extent to which the subject has the characteristic being measured.⁸⁷ The researcher used a test as an instrument to collect data of this study because the students' reading scores could be known by using test. Therefore, the researcher can measure the students' ability easily. The test form was objective. There were 20 multiple choice items with two themes it took 45 minutes to complete.

In this research, the researcher was given pre test to know the students' reading comprehension before they were given the treatment. The treatment that used in this research was Know-Want to Know-Learned (KWL) strategy.

⁸⁶ H.Douglas Brown, *Language and Assessment Principles and Classroom Practices* (San Fransico: Longman, 2000) 3.

⁸⁷ Opcit, 201.

After that, the researcher was given post test for knew the result of the treatment.

2. Documentation

Besides data from result of the test, the researcher also used documentation as the second technique in collecting the data of the research. The documentation is needed to help the researcher to support the data in this research. According to Arikunto, “the documentation method is used to look for the data concerning matters or the variable that took the form of the note, transcript, book, newspaper, magazine, inscription, notes of a meeting, agenda, etc.⁸⁸ In this research, the documentation technique was used to get the data related with the research, there were about students’ name, condition of students and teachers or staffs, vision, missions, goals, facilities, infrastructure, and the structure organization of MTs Ma’arif Balong.

E. Technique of Data Analysis

In this research, the researcher used statistical data analysis technique to know the different score between the students’ reading comprehension in reading ability before and after being taught by using Know-Want to Know-Learned (KWL) strategy. This technique of data analysis belongs to quantitative data analysis and the data are analyzed statistically by using T-test. In this case, the

⁸⁸ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT. Rineka Cipta, 2006), 231.

researcher counts the data to answer the statement of the problem and try to test the hypothesis. Before testing the data by using T-test, the data must fulfill the assumption in which the data must be normally distributed. Therefore, normality test must be provided. To know the normality, the researcher used Kolmogorov-Smirnov test with SPSS 16.0 program. Then, the researcher determining the different score between the students' achievement in reading comprehension by using T-test formula, the steps as follow:

a. Formulate the hypothesis

H₀ : There is no significant difference on students' reading comprehension before and after using Know-Want to Know-Learned (KWL) strategy to the eighth grade students of MTs Ma'arif Balong.

H_a : There is a significant difference on students' reading comprehension before and after using Know-Want to Know-Learned (KWL) strategy to the eighth grade students of MTs Ma'arif Balong.

b. Calculate the data by using SPSS 16.00 program for Windows.

CHAPTER IV

RESEARCH RESULT

A. Research Location

1. Background of the School

a. Geographical and Status of the School

The researcher conducted the research at MTs Ma'arif Balong. MTs Ma'arif Balong is one of the Islamic Junior High School in Balong district. It is located in at Jenderal Sudirman street no 1, Jalen Village, Balong district, Ponorogo.

MTs Ma'arif Balong established in 1995. MTs Ma'arif Balong balong have been accreditation on 30th October 2010 with the status accreditation is A, based on SK Badan Akreditasi Sekolah/Madrasah (BAN-S/M) Number: 073/BAP-SM/TU/X/2010.

b. Vision, missions and goals

1) Vision

Faith, scholarly, performance, and good characters.

2) Missions

- a) Providing religious education and carried Ahlusunnah wal Jama'ah.
- b) Forming taught generation that healthy, physical and spiritual.⁸⁹

⁸⁹ Adapted from document of MTs Ma'arif Balong

- c) Giving skill for live in society, nation, and country.

3) Goals

Generally, the goal of MTs Ma'arif Balong is provided education that:

- a) Being Muslim that believe and fear to God Allah SWT, have a good attitude, comprehend and do the religion's precept.
- b) Becoming citizens that good and responsible to the prosperity of society and nation.
- c) Being human that having complete personality, confident, healthy physically and spiritually.
- d) Mastering science and technology and finally can follow the developing of globalization era.
- e) Have competence and skills to do daily activity in getting the balance of life.

c. The condition of the students

The total of the students at MTs Ma'arif Balong in academic year 2016/2017 are 193 students. It consists of 60 students for VII grade, 47 students for VIII grade, and 86 students for IX grade.

In VII grade there are 33 male students and 27 female students, in VIII grade consists of 22 male students and 25 female students, while IX grade consists of 58 male students and 28 female students.⁹⁰

⁹⁰ Adapted from document of MTs Ma'arif Balong

d. The condition of the teachers

The totals of the teachers at MTs Ma'arif Balong are 24 teachers. They are consists of 23 permanent teachers and 1 non-permanent teachers. All of the teachers are non-PNS. The descriptions of the teachers' condition of MTs Ma'arif Balong are described as follows:

Table 4.1 The Teachers Condition of MTs Ma'arif Balong

Status	Male	Female	Total
Permanent	15	8	23
Non-Permanent	1	-	1
	16	8	24

e. The condition of facilities and infrastructure

Facilities and infrastructure are component that also determines the success as of the learning process. Education process that is supported by sufficient infrastructure, the learning process can run well. In edition; facilities and infrastructure of MTs Ma'arif Balong as follow:⁹¹

Table 4.2 The Infrastructure of MTs Ma'arif Balong

No	Types of Infrastructure	Total	Condition		
			good	minor damage	heavily damage
1.	Classroom	9	√		
2.	Teacher's room	1	√		

⁹¹ Adapted from document of MTs Ma'arif Balong

3.	Staff room	1	√		
4.	Science laboratory	1	√		
5.	Computer laboratory	1	√		
6.	Library	1	√		
7.	School medical room	1		√	
8.	Art room	1	√		
9.	Teacher 's toilet	1		√	
10.	Student's toilet	1		√	
11.	Hall				
12.	OSIS room	1		√	
13.	Male Boarding	1			

Table 4.3 The Facilities of MTs Ma'arif Balong

No.	Facilities	Condition facilities based on the condition	
		Good	Damage
1.	Students' chair	182	10
2.	Students' table	96	7
3.	Teacher' chair	6	3
4.	Teacher' table	4	5
5.	Blackboard	5	4
6.	Cupboard for class	4	5
7.	football ball		1
8.	Volley ball	1	
9.	Basket ball	1	
10.	Ping-Pong table	1	
11.	Football field		1
12.	Badminton field		1

13.	Volley field		1
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f. The organization structure

The organization structure of MTs Ma'arif Balong as follow:⁹²

Table 4.4 The organization structure of MTs Ma'arif Balong

The organization structure of MTs Ma'arif Balong in academic year 2016/2017	
Headmaster	: Muhammad Jalal Suyuti, S.Ag
Deputy of public relation	: Drs. Purwono
Deputy of curriculum	: Pardi, S.Pd.I
Deputy of infrastructure	: Hasyim As'ari, S.Pd.I
Deputy of students	: Munir Farohi S.Pd.I Purwanto, S Pd.SD
Head of library	: Dra. Yuniasri
Head of laboratory	: Lina Rahmawati, S.Si
Head of computer Lab	: Edy Sutrisno, S.Kom
Teacher of Class	:
Class of VII A	: Siti Nurul Rohmah, S.Ag
VII B	: Sumiati, S.Pd
VII C	: Muh. Choirul Fatoni, S.Pd.I
VIII A	: Budianto, S.Pd
VIII B	: Siti Umi Harnik, S.Ag
IX A	: Liyeb Wijayanti, S.Pd
IX B	: Drs. Mohammad Junaidi
IX C	: Joko Priyatno, S.Pd

⁹² Adapted from document of MTs Ma'arif Balong

IX D	: Munir Farohi, S.Pd.I
Treasurer of school	: Langgeng Hartono
Head of administration	: Solikin, S.Pd
Staff of administration	: Lilik Herlinawati, S.Pd.I

2. Research Schedule

There were five meetings in this research: pre test, first, second, and third treatments with KWL strategy; and the last was post test. Pre test was held on April, 13th 2017. The first treatment was held on April, 21th 2017, then the second was held on April, 27th 2017 and the third treatment was held on April, 28th 2017. Finally the post test was held on April, 29th 2017. The schedule of this research could be seen as follow:

Table 4.5 Research Schedule

Date	Activities
April, 13 th 2017	Pre test
April, 21 th 2017	First treatment using KWL strategy
April, 27 th 2017	Second treatment using KWL strategy
April, 28 th 2017	Third treatment using KWL strategy
April, 29 th 2017	Post test

B. Data Description

In this research, the researcher took the eighth grade students of MTs Ma'arif Balong as the population. The researcher took one class as a sample. It was VIII B that consists of 25 students. The general procedures of KWL strategy are: (a) grouping the students into the groups, each group has 4-5 members, (b) distributing the KWL chart for each group while explaining the use of KWL chart to the students, (c) presenting the picture and asking the students some questions which relate to the topic discussed, (d) guiding the students to fill column K with what they already know about the topic, (e) asking the students to write some questions what they want to know about the topic in the column W, (f) giving the students the text, (g) asking the students to write the answer of their questions in column L by doing skimming, if they find the new information, they also have to write it down in column L, (h) discussing the students' work in KWL chart.

1. The result of pre test

The researcher used written test with 20 item questions to analyze the level score of the students' reading comprehension. The table below showed the score of students' reading comprehension before they are taught by using KWL strategy. The score of students' reading comprehension are:

Table 4.6 The Score of Students' Pre Test

No.	Name	Score
1.	Aditya Saputra	60
2.	Chabibus Sholeh	50

3.	Dwi Hari Nurcahyo	70
4.	Fitriani	35
5.	Fuad Ardian Eka Saputra	65
6.	Fridiana Putrid Apriliani	70
7.	Herdy Hermawan	55
8.	Irkham 'Alamul Huda	65
9.	Jamilah	55
10.	Khusnul Anam	60
11.	Mohammad Rizal	65
12.	Muhammad Fiqih F	65
13.	Mukhlas Abid Nur Islam	55
14.	Okta Berlinda Mardiani	70
15.	Putri Awalla Zahro	75
16.	Putri Elvira Wahyu	55
17.	Reni Puspitaningrum	50
18.	Riska Dwi Widia Sari	80
19.	Rita Tsaniatul M	80
20.	Rony Cahyono	80
21.	Tarizha Patricia	60
22.	Wahyu Nur Elviana	80
23.	Yoga Andi Pratama	40
24.	Yuni Mardiyah	20
25.	Rini	65
N=25		1525

Based on data obtained from a written test to 25 the sample indicated that the reading comprehension the highest score was 80; there is four

students who got the highest score and the lowest score was 20; there is one student who have the lowest score. The result of students' reading comprehension can be seen clearly on the following table.

Table 4.7 Frequency Distribution of Pre Test Students' Reading Comprehension Score

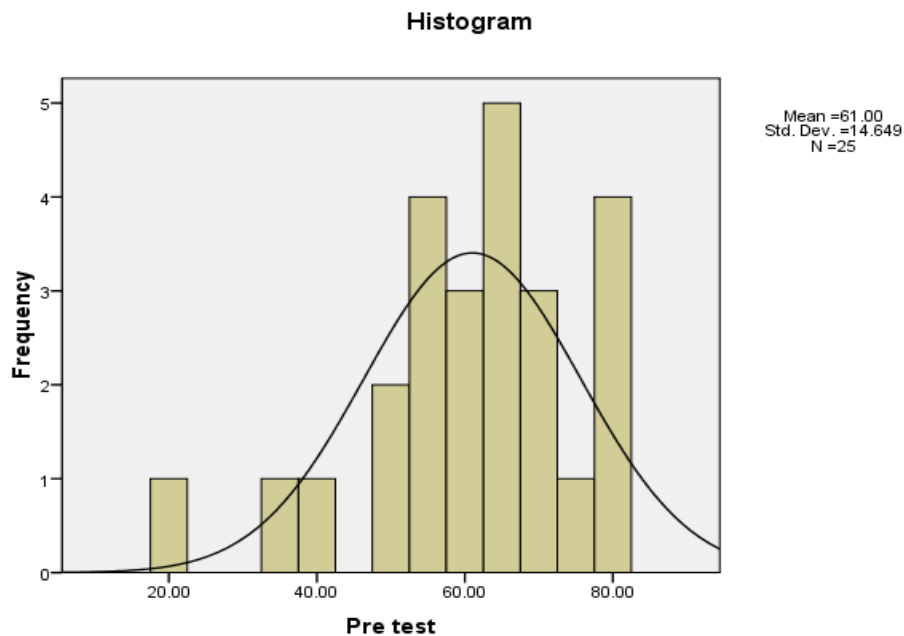
Pre Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	1	4.0	4.0	4.0
	35	1	4.0	4.0	8.0
	40	1	4.0	4.0	12.0
	50	2	8.0	8.0	20.0
	55	4	16.0	16.0	36.0
	60	3	12.0	12.0	48.0
	65	5	20.0	20.0	68.0
	70	3	12.0	12.0	80.0
	75	1	4.0	4.0	84.0
	80	4	16.0	16.0	100.0
	Total	25	100.0	100.0	

From the table above, could be seen that the score of students' reading comprehension was varieties. There were 4 % or 1 student got the score 20, 4 % or 1 student got the score 35, 4 % or 1 student got the score 40, 8 % or 2 students got the score 50, 16 % or 4 students got the score 55, 12 % or 3 students got the score 60, 20 % or 5 students got the score 65, 12 % or 3

students got the score 70, 4% or 1 student got the score 75, 16 % or 4 students got the score 80. Based the table above the histogram, the histogram can be seen in as follow:

Figure 4.1 Histogram of Pre Test Students' Reading Comprehension Score



From the histogram above, it is stated $M = 61,00$ and $SD = 14,649$. To determine the category of the reading comprehension was good, medium or poor, the researcher grouped scores using the standard as follows:

- More than $M + 1.SD$ ($61,00 + 14,649 = 75,649$) is categorized into good.
- Between $M - 1.SD$ ($61,00 - 14,649 = 46,351$) to $M + 1.SD$ ($61,00 + 14,649 = 75,649$) is categorized into medium.
- Less than $M - 1.SD$ ($61,00 - 14,649 = 46,351$) is categorized into low.

Thus it can be seen that the score which are more than 75 is considered into good, while the scores which are less than 46 is categorized into low and the core between 46-75 is categorized medium. That the categorization can be clearly seen in the following:

Table 4.8 The Categorization Pre Test Students' Reading Comprehension Score

No	Score	Frequency	Percentage	Category
1.	More than 75	4	16 %	Good
2.	Between 46-75	18	72 %	Medium
3.	Less than 46	3	12 %	Low
Total		25	100 %	

From the categorization can be seen that the students' reading comprehension score showed that 16 % in the good category, 72 % in a medium category, and 12 % in a low category.

2. The result of post test

The researcher used the written test to analyze the score of students' reading comprehension. The researcher has been gotten the post test score from students' written test in experimental class. The table below showed the score of the post test of students after taught by using KWL strategy.

Table 4.9 The Score of Students' Post Test

No.	Name	Score
1.	Aditya Saputra	55
2.	Chabibus Sholeh	65

3.	Dwi Hari Nurcahyo	75
4.	Fitriani	50
5.	Fuad Ardian Eka Saputra	70
6.	Fridiana Putrid Apriliani	75
7.	Herdy Hermawan	65
8.	Irkham 'Alamul Huda	60
9.	Jamilah	70
10.	Khusnul Anam	65
11.	Mohammad Rizal	75
12.	Muhammad Fiqih F	75
13.	Mukhlas Abid Nur Islam	70
14.	Okta Berlinda Mardiani	75
15.	Putri Awalla Zahro	70
16.	Putri Elvira Wahyu	60
17.	Reni Puspitaningrum	60
18.	Riska Dwi Widia Sari	90
19.	Rita Tsaniatul M	80
20.	Rony Cahyono	75
21.	Tarizha Patricia	70
22.	Wahyu Nur Elviana	85
23.	Yoga Andi Pratama	50
24.	Yuni Mardiyah	60
25.	Rini	70
	N=25	1715

Based on data obtained from the written test to 25 the sample indicated that the students' reading comprehension after taught by using KWL strategy, the

highest score was 90; there is 1 student who got the highest score and the lowest score was 50; there is two students who have the lowest score. The result of students' reading comprehension on post test can be seen clearly on the following table.

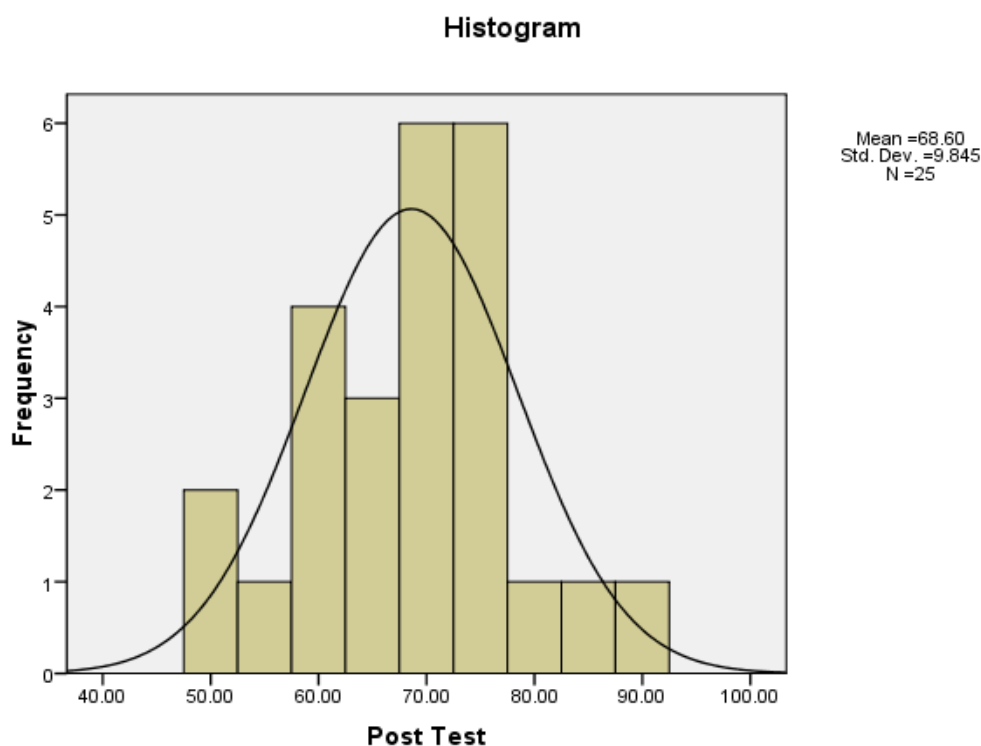
Table 4. 10 Frequency Distribution of Post Test Students' Reading Comprehension Score

Post Test				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50	2	8.0	8.0	8.0
55	1	4.0	4.0	12.0
60	4	16.0	16.0	28.0
65	3	12.0	12.0	40.0
70	6	24.0	24.0	64.0
75	6	24.0	24.0	88.0
80	1	4.0	4.0	92.0
85	1	4.0	4.0	96.0
90	1	4.0	4.0	100.0
Total	25	100.0	100.0	

From the table above, could be seen that the score of students' reading comprehension was varieties. There were 8 % or 2 students got the score 50, 4 % or 1 student got the score 55, 16 % or 4 students got the score 60, 12 % or 3 students got the score 65, 24 % or 6 students got the score 70, 24 % or 6 students got the score 75, 4 % or 1 student got the score 80, 4 % or 1 student

got the score 85, and 4 % or 1 student got the score 90. Based on the table above, the histogram can be seen in as follow:

Figure 4.2 Histogram of Post Test Students' Reading Comprehension Score



From the histogram above, it is stated $M = 68,00$ and $SD = 9,845$. To determine the category of the reading comprehension was good, medium or poor, the researcher grouped scores using the standard as follows:

- a. More than $M + 1.SD$ ($68,00 + 9,845 = 77,845$) is categorized into good.
- b. Between $M - 1.SD$ ($68,00 - 9,845 = 58,155$) to $M + 1.SD$ ($68,00 + 9,845 = 77,845$) is categorized into medium.
- c. Less than $M - 1.SD$ ($68,00 - 9,845 = 58,155$) is categorized into low.

Thus it can be seen that the score which are more than 77 is considered into good, while the scores which are less than 58 is categorized into low and the core between 58-77 is categorized medium. That the categorization can be clearly seen in the following:

Table 4.11 The Categorization Post Test Students' Reading Comprehension Score

No	Score	Frequency	Percentage	Category
1.	More than 77	3	12%	Good
2.	Between 58-77	19	76 %	Medium
3.	Less than 58	3	12 %	Low
Total		25	100 %	

From the categorization can be seen that the students' reading comprehension score showed that 12 % in the good category, 76 % in a medium category, and 12 % in a low category.

3. The result of assumption test for parametric statistic

a. Normality Test

1) Formulated hypotheses

Ho: the data was normally distributed.

Ha: the data was not normally distributed.

The calculation used SPSS 16 program for Windows as follow:

Table 4.12 The Result of Normality Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test	.141	25	.200*	.923	25	.059
Post Test	.157	25	.116	.962	25	.450

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

From the table above, could be seen that $a_1 \max$ (Sig) in Kolmogorov–Smirnov column for pre test is 0,200. $D_{(0,05,25)}$ from index is 0,27, and $0,200 < 0,27$ or $a_1 \max < D_{index}$. So, H_0 was accepted, which means the data was normality distributed. Moreover, the result of Kolmogorov–Smirnov column for post test is 0,116, $D_{(0,05,25)}$ from index is 0,27, and $0,160 < 0,27$ or $a_1 \max < D_{index}$. So, H_0 was accepted, which means the data for post test also was normality distributed. It means the data for students' reading comprehension is normally distributed.

C. Analysis Data

1. Testing hypothesis

From both tables of pre test and post test, the researcher compared the mean score of students' reading comprehension before taught by using KWL strategy and the students' reading comprehension after taught by using KWL strategy with SPSS 16 program for Windows.

Table 4.13 Paired Samples Test

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre Test - Post Test	-7.60000	9.25563	1.85113	-11.42054	-3.77946	-4.106	24	.000

Based on the table above, it can be seen that the result of T-test was 4, 106, and $t_{table} = 2, 06$. Since the result of T-test is higher than t_{table} ($t_{test} = 4, 106 > t_{table} = 2, 06$). Then, the result of significant value 2 tailed = 0, 000 was smaller than 0, 05. It means that H_0 is rejected and H_a is accepted. Therefore, KWL strategy is effective in teaching reading.

D. Discussion

From the computation above, it was shown that the difference coefficient of students taught by KWL strategy in reading comprehension is 4, 106. It was used to find out whether the difference coefficient was a significant coefficient or not.

T observation (t_0) at 4, 106 from the computation above would be compared to the t table (t_t) with the condition stated below:

1. If the result of t test $>$ t table, H_0 was rejected and H_a was accepted.
2. If the result of t test $<$ t table, H_a was rejected and H_0 was accepted.

To determine the t_0 was by checking db and consulted with t_t score⁹³:

$$\begin{aligned} Db &= n-1 \\ &= 25-1 \\ &= 24 \end{aligned}$$

From the db score, the researcher could know that in 5% significant level $t_0 = 4, 106$ and $t_t = 2, 06$. So, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. Based on this statement, the researcher interpret that there was significant difference in students' reading comprehension before and after taught by using KWL strategy.

The result of the research was stating that applying KWL strategy in teaching learning is effective. It was proved by the significant difference score of students' reading comprehension ability between before and after taught by using

⁹³ Retno Widyaningrum, Statistika, (Yogyakarta:Pustaka Felicha, 2014) 158.

KWL strategy. So, it meant that the result of this research was verified the theory by Marzano et.al in John Barell, KWL known as a pre-reading strategy, this approach is effective in tapping into readers' prior knowledge, there by preparing them for learning.⁹⁴ In addition, according to Westwood, this strategy has subsequently been recommended in many reading methodology texts. This strategy also can be used with a class, a small group or an individual involves the preparation of a 'KWL chart'. This strategy also gives students opportunities to activate prior knowledge as they consider what they know about the subject (prior knowledge), what they would like to learn (goal), and later, what they comprehend and learned.⁹⁵

Based on theory, KWL strategy can improve students' ability in reading comprehension. This strategy can build the prior knowledge, develop predicting skills, and increase writing skills too. The theory above is accepted by the researcher, especially in understanding the reading comprehension at Junior High School. Based on the result above imply that the use of KWL strategy in reading gives positive effect to students' reading comprehension ability. It has been verified by the result of data analysis that there is significant difference before and after using KWL strategy. In other word, KWL strategy was effective in increasing students' reading comprehension at the eighth grade students of MTs Ma'arif Balong in academic year 2016/2017.

⁹⁴ John Barell, *Developing More Curious Minds* (Alexandria: ASCD Publications, 2003), 104.

⁹⁵ Judy Willis, *Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary, and Comprehension* (United State of America: ASCD, 2008) 134-135.

CHAPTER V

CLOSING

A. Conclusion

Based on the research problem and data analysis, the researcher draws the conclusion of this research as follows:

There is significant difference on students' reading comprehension before and after using Know-Want to Know- Learned (KWL) strategy to the eighth grade students of MTs Ma'arif Balong in academic year 2016/2017. It based on the data analysis where the result t-value is 4, 106 and t-table in 5% significance stage is 2, 06. It means that t-value is higher than t-table. So, H_a is accepted and H_0 is rejected.

Besides that, the use of Know-Want to Know- Learned (KWL) as the strategy for treat the VIII B class is improves the students reading comprehension. It is shown by the means of pre test and post test. The mean score of pre test before using Know-Want to Know- Learned (KWL) strategy is 61,00 and the mean score of post test before using Know-Want to know- Learned (KWL) strategy is 68,60.

B. Suggestions

Based on the research result of using KWL strategy in improving reading comprehension in descriptive text above, the researcher purpose the following suggestions:

1. For the students

After getting material by using KWL strategy, the students hopefully can improve their achievement in reading comprehension of the text and the students should be more active and creative in doing the exercise. So, the students are expected to be more interested in teaching and learning activity by using various strategies.

2. For the English teacher

The researcher suggested to the English teachers, that the English teacher should give the motivation to the students. So, the students will be more interested in teaching learning activity. The researcher also suggested the teachers to use the various strategies such as KWL strategy for teaching reading in order to make the students easier understand the reading text.

3. For the other researchers

The researcher knows that this research is far for being perfect. The researcher hopes this research will be used for further research to conduct the similar research, especially in using KWL strategy as the strategy in teaching reading in junior high school. This research is expected to give more

knowledge about the use of KWL strategy in teaching reading comprehension. Furthermore, it is also recommended for the future researchers to use the finding as an additional reference and as a consideration in conducting the next research.

