IMPROVING STUDENTS' READING SKILLS THROUGH KWL STRATEGY

THESIS

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In Partial Fulfillment of the Requirements for Sarjana Degree (S-1)

On Teacher Education

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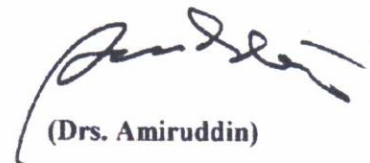
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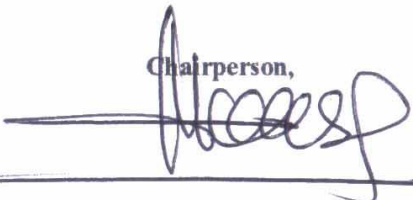
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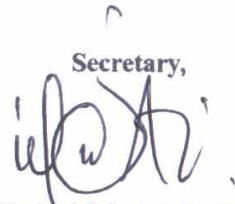
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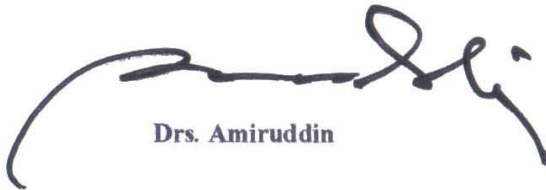
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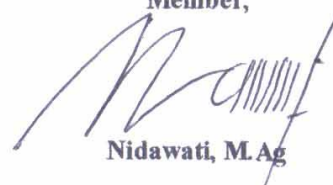Dr. Muhammad AR, M.Ed

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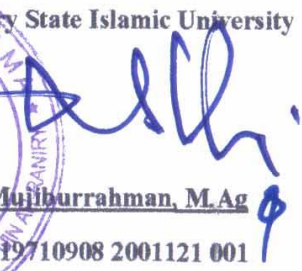
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At last, the researcher hopes that the thesis can be useful in increasing the insight of readers and enriching the EFL research literature. After all, the researcher is aware that this thesis is still far from perfection. Therefore, constructive criticisms and suggestions are needed for the sake of betterment in the future and knowledge development.

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Banda Aceh, February 2018

Imam Mahdi

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menyatakan dengan sesungguhnya bahwa skripsi yang berjudul **"Improving Students' Reading Skill Through KWL Strategy"** adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, Januari 2018

Saya yang membuat pernyataan,

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ABSTRACT

KWL are the acronym, for what students already Know, Want to know, and Learned. The strategy used previous knowledge to stimulate the students' reading thinking before beginning reading activity. This pre-experimental study was conducted to investigate whether KWL Strategy improves students' reading skills and to explore students' obstacle toward the implementation of KWL Strategy in learning reading comprehension at the junior high school level, the respondents consists of 20 eighth grade students used as the experimental class. Both test and questionnaire were used to elicit required data. The test result of experimental class show that students' post test mean score (59) is much higher than the pre-test (44), indicating a significant improvement (gain: 15) of students' skills. Moreover, questionnaire responses reveal there are some of student who still find it difficult to apply KWL Strategy, but some others find it easy and enjoy applying the technique. Then, most of students gave positive responses on using KWL Strategy while there are some of them who gave negative responses. By applying KWL Strategy they became more active and creative. In conclusion, KWL Strategy is useful and influential to improve students' reading skills.

Keywords: Reading Skills, KWL Strategy

CHAPTER I

INTRODUCTION

A. Background of Study

Reading is one of the four-primer skills in language learning. Reading must be with comprehension to obtain the meaning of the writer delivered. Without comprehension, reading is simply just following words on a page from left to right and has no meaning.

Every reader has his/her own reason when reading something, such as for entertainment, information, and knowledge. Some people are entertained by reading comic and novel, because it can give creativity and imagination. As for getting information and knowledge, people read newspapers and books. The chief goal is to derive some understanding of what the writer is trying to convey and make use of that information. That is why reading comprehension skills are so significant.

Reading can lead us to enrich and to develop our knowledge. Besides, through reading we can also improve grammar and vocabulary, at the same time it can improve our communication skills. Mastering it, it is supposed that we have a broad store of information. Besides, the sources of the information like books, printed media, researches, findings, online media are mostly served in English. Thus, reading comprehension is a skill that helps learners to increase their knowledge.

This idea appears from my own experience as a learner of English as a

foreign language at the Department of English Education and Teacher Training Ar-Raniry State Islamic University revealed that many students encounter difficulties in understanding reading and extracting information and answering the questions presented by lecturers. Consequently, this obstacles affect English teaching-learning process, especially in understanding reading. This research is designed to find out the effectiveness of KWL Strategy in teaching reading at grade VIII of SMPN 8 Banda Aceh and to reveal whether this way help the students in overcoming their cited problem.

KWL Strategy (Electronic Version, Pdf:2013) is a reading-thinking strategy, focuses on the student as a learner who asks questions and thinks about ideas while reading. Through a three-phase strategy "Know", "Want to know", and "Learned" (Paris, 1987) students develop independent skills in comprehending, composing and learning the text. KWL Strategy helps students engage with texts in deliberating and purposeful ways. In the first phase K (Know), students activate prior knowledge. Then in the second phase they predict what additional information they are likely to need W (Want to know), and develop a plan to gather that information. In the final phase L (Learned), students reflect on the new knowledge generated or retrieved as the plan is implemented.

However, related to the background of the study above the researcher intends to conduct the study to examine KWL as the strategy in teaching reading comprehension focuses on descriptive text.

B. Research Questions

1. Does KWL Strategy improve students' Reading?

2. What difficulties do students face in applying KWL Strategy in reading comprehension?

C. Research Aims

1. To figure out whether KWL strategy improves students' reading

2. To figure out the difficulties that students face in applying KWL Strategy in reading comprehension?

D. Significance of Study

Theoritically, this research is expected to be of use for the teaching reading and can be used to give us evidence about implementation theory based on problem that faced above. Futhermore, the results of this study are expected to enrich theories and can be a reference for future studies related to KWL strategy in improving students reading skill at the eighth grade students.

Practically, this study has benefit for the teachers, the students and the institution. The result will be help teachers especially for those who taught the eighth grade student in improving their reading skill. For the students it will be useful to get the opportunities to improve their readings specifically in understanding, developing, and answer the question of the text. The last is the beneficial for the institution, credibility of the institution will be increase because of efficacy of the teachers and students after applying KWL Strategy.

E. Terminology

To avoid misinterpretation of the readers, the researcher would like to clarify the terms used in this study and they are valid for this research only.

1. KWL Strategy

KWL charts assist teachers in activating students' prior knowledge of a subject or topic and encourage inquisition, active reading, and research. KWL charts are especially helpful as a reading strategy when reading the text and may also serve as an assessment of what students have learned during a unit of study. The K, stands for what students know, the W, stands for what students want to learn, and the L, stands for what the students learn as they read. KWL Strategy helps the students become better readers and helps teachers to be more interactive in their teaching (Ogle, 1986).

2. Improve

As to Oxford Advanced Learner Dictionary of Current English, the word 'Improve' means make or become better. The researcher concluded that improve means the process to lead a thing from one condition to a condition considered to be better. In this research, improve means to make students' skills in reading, specifically Descriptive text better by using KWL Strategy as the technique for reading.

3. Students' Skill

According to merriam-webster.com, student is a person who attends a school, college, or university. Meanwhile, skill means the power or ability to do something. Moreover, Lohman (1997) said that skill or ability is a latent characteristic of Individual differences dealing with tasks. As the definition above, the researcher purposed the meaning of students' skill in this study as the capability and potentiality that a student has in reading a text.

4. Descriptive Text

According to Corbett (1983) descriptive text is one of the expository writing. The description draws a picture, tries to convey the sound, taste and smell of things or objects.

According to Tompkins (1994) and Stanley (1988), descriptive text is as painting pictures with words. By reading a descriptive text, readers feel that they see the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that the writer is interested in.

According to Friedman (2010), descriptive details mean to grab the reader's attention. A descriptive text is considered as the simplest and easiest writing form compared to narrative, recount, or procedure, particularly for the beginning writers.

Based on definition descriptive text from the experts above, I can

conclude that descriptive text is a text which says what a person or a thing is like. The purpose of descriptive text is describing a particular person, place, or thing.

CHAPTER II

LITERATURE REVIEW

A. Reading Comprehension

Reading is an essential part of the language learning which should be mastered by EFL learners. According to Brown (1994) the purpose of teaching a language is to help student to master the four language skills, namely; listening, speaking, reading, and writing.

Reading is an activity that gives more information to the reader. Reading is not passive activity but an active process in which readers relate information in the text to what they already know. According to Linda (2005) reading is a complex process involving a network of cognitive actions that work together to construct meaning. Reading is an interactive process that goes on between the reader and the text. A reader in reading term will use his knowledge, skills, and strategies to determine what the texts is. It means, the reader tries to recognize the words he meets in print and finds the meaning of the written text. So, reading brings a maximum of understanding to the authors' message.

Understanding is very essential in reading because the purpose of reading is the students are able to comprehend what they read and get the information of the text. According Nunan (2003) reading is a fluent process of readers combining information from a text and their own background knowledge to build mean and the goal of reading is comprehension.

Furthermore, Brown (1994) said that the process of reading should focus on bottom up and top down, for processing separate letters, words and phrases. Then the reader must develop appropriate content and schemata (background knowledge) and also cultural experience to carry out the interpretation effectively. Linse (2007) stated in the process of reading, he divides three categories of reading models, they are :

a. Bottom up models

Bottom up models typically consist of lower-level reading process. Students start with the fundamental basic of the letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of gramatical structure, sentences and longer text.

b. Top down models

Top down models begin with the idea that comprehension resides the reader. The reader uses background knowledge, make predictions, and searches the text to confirm or reject the predictions that are made. A passage can thus be understood even if all of the individual words are not understood.

c. Interactive models

This models combines elements of both bottom up and top down models. The readers synthesized based on information provided simultaneously from several knowledge.

In reading, comprehension is essential part because without comprehension the reader cannot get the information and feel difficult to understand the massage from what they read. Comprehension is a process, like Anderson states in Klinger (2007) reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. Catharine (2002) also said that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It means that comprehension is essential and comprehension is a process to construct the meaning from what the readers read.

Klinger (2007) said Reading comprehension is a multicomponent, 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 intext, understanding of text types). The true comprehension means how reader struggle making sense of what the readers read and the connecting the ideas in the text to what readers already know. Like Debra (2010) stated comprehension refers to how struggling readers "make sense" of the written page in any content.

Based on the definitions above, the researcher concludes that when the readers read a text, they make the connection with the texts. The readers will communicate with the text, they will understand what they read, get the meaning and get the information from the text. In reading comprehension, a learner should know not only what each letter of alphabet stands for and the meaning of

words, but also knows how to catch the ideas of the text whether it is stated explicitly or not, and should be involving the power of understanding.

The readers should know the components of reading to make them easy to read. According to Stanley (1989) the component of reading are finding actual information, finding main idea, guessing vocabulary in context, reference and inference. When the readers read the text they should give the attention to the components of reading, so that the readers get the aids of reading comprehension.

Successful comprehension is augmented when students have practice with strategies for monitoring their understanding, increasing their intrinsic interest in the text, creating goals and purpose for their reading (Willis, 2008). According to Kalayo (2007) the purpose of reading also determines the appropriate approach to reading comprehension. Generally, the purpose of reading is classified into:

a. Getting general information from the text

b. Getting specific information from then text

c. Reading for pleasure or for interest

d. Reading to compare the information with the reader's own knowledge

e. Reading is as social control.

In addition, The Progress in International Reading Literacy Study or PIRLS (2016) describes two purposes that account for most of the reading done by young students both in and out of school are : reading for literary experience and reading to acquire and use information.

a. Reading for Literary Experience

In literary reading, the reader engages with the text to get involved in imagined events, setting, actions, consequences, characters, atmosphere, feelings, and ideas, and to enjoy language itself. To understand and appreciate literature, the reader must bring to the text his or her own experiences, feelings, appreciation of language and knowledge of literary forms. For young readers, literature offers the opportunity to explore situations and feelings they have not yet encountered.

b. Reading to Acquire and Use Information

In reading for information, the reader does not engage with imagined worlds, but with aspects of the real universe. Through informational texts, one can understand how the world is and has been, and why things work as they do. Readers can go beyond the acquisition of information and use it in reasoning and in action. Informational texts need not be read from beginning to end; readers may select the parts they need. Informational texts which are ordered chronologically present their ideas as a sequence ordered in time. Such texts may be recount events, for example as historical facts or as diary entries, personal accounts, or letters. Biographies and autobiographies, detailing the events of real lives, are a major group of texts of this type.

From several explanations of reading purposes that has been defined, it can be concluded that reading has many purposes depending on what people

need. However, the main purpose of reading can be divided into two categories. First, reading to obtain and gain the information from the text. It also can be reading for pleasure, which will entertain the readers.

B. Text Types Used in Reading Comprehension

According to Gramley and Patzold (1992), there are five major text types used in reading text : descriptive, directive (also known as instructive), expository, argumentative, and narrative.

a. Descriptive

Descriptive text is concerned with the location of person and thing in space. The text tells what lies to the right or left, in the background or foreground, or it provides background information. Once again it is immaterial whether a description is more technical objective or more impressionistic-subjective. State or positional verbs plus the appropriate adverbial expressions of location are employed in descriptions (e.g.*: the operation panel is located on the right-hand side at the rear; New Orleans lies on the Mississippi*). Perfect and progressive forms typically give background information *(*e.g.: *he was peacefully dreaming when the fire broke out; as the cabinet has agreed on the principles, an interministerial committee will work out the details*) (Gramley & Patzold, 1992)

b. Directive (Instructive)

Directive or also called instructive text is concerned with concrete

future activity. Central to such texts are imperatives (e.g.: *hand me the paper*) or forms which substitute for them, such as polite questions (e.g.: *would you hand me the paper*?) or suggestive remarks (e.g.: *I wonder what the paper says about the weather*). Stage directions, though phrased in the simple forms are normative statements and for this reason, have the effect of directives (e.g.: *the maid enters, opens the door and admits a visitor*). Assembly and operation instructions use sequences of imperatives (*e.g.: Disconnect the 15-pin D-shell connector . . . and secure the signal cable firmly . . .; Shake well before using. Do not ingest with alcohol*). Each of the type just discussed, are centered around concrete events and things (Gramley & Patzold, 1992).

c. Expository

Expository text identifies and characterizes phenomena. As such they include text forms such as definitions, explications, summaries and many types of essay. Once again they may be subjective (essay) or objective (summary, explication, definition). They may also be analytical, starting from a concept and then characterizing its parts, as in definitions. On the other hand, expository text may proceed in the opposite, synthetic direction as well, recounting characteristics and ending with an appropriate concept or conclusion, as in summaries, which exist as the sum of their parts. Typical syntactic constructions which may be appropriately expanded when forming expository texts are identifying statements with state verbs (*e.g.: pop music has a strong rhythmic beat*),

or epistemic modals (*e.g.: texts may consist of one or more sentences*), or with verbs indicating characteristic activities or qualities (*e.g.: fruit flies feed on yeast; most geraniums are red*) (Gramley & Patzold, 1992).

d. Argumentative

Argumentative text starts from the assumption that the reader's beliefs must be changed. A writer might therefore begin with the negation of a statement which attributes a quality or characteristic activity to something. Even when a scholarly text provides positive support for a particular hypothesis there is almost always at least implicit negation of previous assumptions. Advertising text, often at the extreme opposite pole of academic text in terms of style, also try to persuade their readers that a particular product is somehow better than others, at least implicitly (Gramley & Patzold, 1992).

e. Narrative

Narrative text has to do with real world events in time. It is immaterial whether a narrative is fictional (as in a fairy tale or novel) or non-fictional (as in a newspaper report). Thus, they may be fictional (fairy tales and novels) and they may be non-fictional (newspaper report). What is characteristic is the sequencing of events in which dynamic verbs occur in the simple form and in which sequencing adverbials such as *and then* or *first, second, third* provide the basic narrative structure, (*e.g. First we packed our bags and then we called a taxi. After that we . . . etc.)* (Gramley & Patzold, 1992).

The essential purpose of narrative is to tell a story, but the detailed purpose may vary according to genre. For example, the purpose of a myth is often to explain a natural phenomenon and a legend is often intended to pass on cultural traditions or beliefs (Directorate for Children and Young People, 2008).

All of the text types have its own characteristics and features. Being able to recognize these various text types has a number of advantages. For instance, it helps the reader to know the purpose of the text and it also ease the readers to locate the information he or she is searching for. Each type of the text often used with different strategies in different teaching reading activities.

C. Know, Want, Learned (KWL) Strategy

According to Kalayo (2007) reading comprehension would be result when the readers know which skills and strategies are appropriate for the type of text and understand how to apply them to accomplish the reading purpose. In this problem, the researcher will use a strategy because a strategy can help the reader comprehend and take information from what they read. According Brown (1994) Strategy is Specific method of approaching a problem or task modes of operation for achieving particular end, planned design for controlling a manipulating certain importation. According to Oxford (2013) strategies are divided into two categories, there are: direct and indirect strategies.

The strategies used directly in dealing with a new language are called direct strategies. The three groups that belong to the direct strategies are :

a. Memory

Memory strategies are based on simple principles like laying things out in order, making association, and reviewing.

b. Cognitive

This strategy is the most popular which is manipulated or transformed by repeating, analyzing or summarizing.

c. Compensation

The learner uses these strategies to make up for the deficiency in grammar and vocabulary.

Meanwhile, the indirect strategies are used for general management of learning. The three groups belonging to this category are :

a. Metacognitive

This strategy to beyond the cognitive mechanism gives learners to coordinate their learning. It also helps them to plan language learning in an efficient way.

b. Affective

The affective factors like emotion, attitude, motivation, and value influence learning in an important way.

c. Social

Social strategies are very important in learning a language because language is used in communication that occur between people. Three sets of strategies are included in this group. The strategies are Asking Questions, Cooperating, and Empathizing with others.

According to Car and Ogle (2013) KWL is acronym of Know Want and Learn. Know Want Learn (KWL) is a reading-thinking strategy, focuses on the student as a learner who asks questions and thinks about ideas while reading. The title is derived from the three principal components of KWL that are know as determining what students want to learn, and identifying what is learned-plus mapping text and summarizing information. The mapping helps pupils remember the information about text that they have read. The mapping that they make is based on the column L in KWL Chart.

Bailey stated that KWL is used to extend the KWL chart by including concept mapping and summarization of text. First, the strategy requires students to access prior knowledge of the topic and then monitors their understanding while reading. The students then reflect on what they read by listing, mapping, and summarizing what they have learned.

Besides, Kathrine (2001) stated KWL also helps students' active prior knowledge and gives them a chance to reflect on and organize what they have learned from reading about a topic from one several sources. They focus on what is important in the text to develop comprehension. It means KWL strategy facilitates to make connection between what students already know and what the text is about that students will be reading, encourage students to write what they want to know about the topic and from what they know and the students will learn about the topic and summarize what the student have read. Accessing prior knowledge and engaging students' interest before beginning reading activity can improve students' ability to make associations, clarify understanding, and

increase comprehension.

In addition, KWL strategy is used with small groups. While using the strategy, probing question is essential to motivate students. The information on the organizer can be used as a basis for mapping summaries. KWL can be used with students any grade level and with verifying abilities. The strategy using three-column where each column has category. It makes students easy to make summary from what they read. The students can categories of information what teacher expect to use. The chart of KWL can be shown below :

TOPIC		
K **(What we need to know)**	**W** **(what we want to find out)**	**L** **What we learned and still to learn)**

Related to the explanation above, some people have conducted research about reading using KWL Strategy from different aspect. Iva Emaliana in her study showed this strategy can improve the ability of the students in comprehending reading text. The aspects of reading evaluated were finding factual information, main idea, supporting idea, reference, the meaning of vocabulary.

The next study is research conducted by Rini Marina. Result of this study also showed that K-W-L technique can improve on students ＂reading comprehension and also more effective in teaching narrative text comprehension

achievement. Group of students taught by K-W-L strategy get higher achievement in teaching comprehension narrative text than those taught by direct instructional method.

Another study was conducted by Agung Ayu Putri Dian Purnami Karang. The findings of this study convincingly revealed that teaching reading through KWL strategy could effectively improve and increase the low ability in reading comprehension of the eighth grade students of SMP N 1 Amlapura and change behavior such as motivation, interest, and attitude toward reading comprehension trough KWL strategy.

All of the study teaching reading comprehension through KWL strategy is able to improve the reading comprehension from lower score to highest score, furthermore the result shown changing learner behavior from teacher centered into students active process. Students indicate more active to learn reading because the steps in KWL strategy guide them to access what they know, decide what they want to learn, whether it is likely to be in the passage, and decide what yet needs to be done after reading.

D. The Use of KWL Strategy in Teaching Reading

KWL is an instructional scheme that develops active reading of expository texts by activating learners background knowledge (Ogle, 1987). It provides a structure for recalling what learners know about a topic, noting what they want to know, and finally listing what has been learned and is yet to be learned. Learners begin by brainstorming everything they Know about

the topic. The relevant information is recorded in the K column of the KWL scheme. Learners then generate a list of questions about what they Want to know about the topic. These questions are listed in the W column. During or after reading, learners answer these questions. What they have learned is recorded in the L column.

Purpose of The KWL (Know, Want, Learn) strategy provides a structure for activating and building prior knowledge, establishing a purpose for reading and for summarizing what was learned. The strategy can help students reflect and evaluate their learning experience, as well as serve as a useful assessment tool for teachers.

According to Burke (2005) KWL guides students through their reading material. Although the process begins as a before reading activity, its primary purpose is to develop a framework which students can use as they read.

The Procedure of KWL strategies include three steps. First, provide students with the opportunity to brainstorm and list the ideas in the K items and details that they already know about a topic. Second, they review the topic again and consider what they still want to know. They list these items in the W section of the chart. Items should be listed as questions. Third, as they read or after they read, students add details that they have learned while reading. They list these items in the L section of the chart.

The activities of KWL strategy :

1. K (What I Know)

Prepare questions in advance to help students brainstorm their ideas.

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

2. W (What I Want to Learn)

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

3. L (What I Learned)

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

Successful learners link prior knowledge to new information, then reorganize it to create own meaning and learning. KWL strategy helps students do this. It provides a framework that students can use to construct meaning from new material. It is a literacy strategy that teachers can easily modify to meet students learning needs at any level and in any content area.

Following is an example of a completed K-W-L chart that students might complete if they were reading a text about Whales.

Topic: Whales

What I already know	What I want to know	What I have learned
Whales are very big. Their blubber keeps them warm in the ocean.	1. How much do they weigh? 2. How do whales breathe? 3. How many babies at one time can they have?	1. They can weigh up to 180 tons. 2. Whales have lungs and must come to the surface to breathe. 3. They can have one baby at one time.

Contributed by Julie Walton, San Francisco, CA, Fall 2003.

E. Reading Comprehension at 8th Grade of Junior High school

Agreeing with the curriculum of Indonesian Government, 2013 Curriculum, English is still one of the primary subjects at junior high schools starting from the first grade to the third grade (Permendikbud, 2014). Specifically, the eighth grade students of 2017. As written in the syllabus of 2013 curriculum for English subject, the students are expected to have the ability for identifying language features, grammatical rules, and vocabulary that are frequently found or used in the texts.

Additionally, according to Wardiman, Jaahur, and Djusma (2008) in *English in Focus,* the book used by students in eight grade of junior high school, said that due to a consideration to strengthen students' account of reading

comprehension, they are served with several types of reading texts that are Descriptive, Recount, and Narrative. The latter seems to fit the current strategy which is offered by the researcher, KWL strategy. This is because of the generic structures of the text are hierarchically arranged in order commencing from Identification and Description.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the research design, population and sample, research location, technique of data collection and technique of data analysis.

A. Research Design

This study was conducted to figure out whether KWL Strategy effectively enhances the student reading skills as well as to discover what difficulties that students face in applying this Strategy. The role of method of the research used in this study is important to obtain the data. Thus, the quantitative research is employed in this study. The data that are received from students through test. Besides, a set of questionnaires were distributed to students at the end of the study. This research also use one class as an experimental class. This type of experiment is pre experimental study design in form of pre-test, treatment, and post-test group.

B. Population and Sample

The population of this study is 140 students of grade VIII at SMPN 8 Banda Aceh in academic year of 2017/2018. Population refers to the group interest to the researcher which may generalize the result of the study (Fraenkel, 1990 cited in Arifin, 2011).

Arikunto (2013) the sample was the small unit of population that was taken as representative of all population. In this case, purposive sampling was

used as the technique of choosing the sample. The sample of this research were 20 students of grade VIII-1. The main reason researcher tooks the 20 students as the participants of this study was that their reading score was considerably low.

C. Research Location

This research was conducted at SMPN 8 Banda Aceh. This school is situated in Hamzah Fansuri Street, Kopelma Darussalam, Syiah Kuala, Kota Banda Aceh, Aceh 24352.

Based on the administration office of SMPN 8 Banda Aceh, there are 6 English teachers in this school and 407 students in 2017/2018 academic year. The first grade consists of 147, the second grade consists of 140, and the third grade consists of 120.

Every subject in SMPN 8 Banda Aceh is taught based on the guideline of K-13 (School Based Curriculum). For each grade, English is taught for five hours per week.

D. Technique of Data Collection

To obtain the data, Researcher conducted teaching experiment

1. Test

In this study, the reseacher gave the students two kind of test; pre-test and post test. Arikunto (2013) stated that test is a series of questions or exercises used to measure the skills, knowledge, intelligence, ability or

talent possessed by individuals or groups. The pre-test is given before the experimental teaching is held and post-test is conducted after treatment. For pre-test, the students were given a descriptive text. Futhermore, the post test was given in the similar form as pre test. These tests were done to find out whether KWL Strategy improves the students' reading comprehension ability of descriptive text or not.

2. Questionnaire

    To answer the second research question, the researcher also distributed questionnaire for the students. The questionnaire was given after post-test. The questionnaire is a technique of data collection is done by giving a set of questions or a written statement to the respondent to be answered (Sugiyono, 2011).

    The questionnaire in the form of closed statement (to be asnswered individually) given to respondent directly. Questionnaire in this study was an enclosed questionnaire, contains positive statements.

    The scale model of measurement used is a Likert Scale. The number of statement area about 10 points. Each statement consists of 5 possible answers that have been provided; they are strongly agree (SS), agree (S), diagree (TS), and strongly disagree (STS).

E. **Technique of Data Analysis**

1. Analysis of pre-test and post-test

The data of the tests is about the students' achievement in reading comprehension before (pre-test) and after applying KWL strategy (post-test). The researcher will analyze the pre-test and post-test data by statistical analysis. The researcher refers to the data analysis method to *Metode Statistika* written by Sudjana (2008). In analyzing the test score, the researcher calculated the mean score of the students. To classify the score, the means' pattern was used. The pattern is in the following explanation.

$$M1 = \frac{\sum f_i \, x_i}{\sum f_i}$$

Note:

xi   = Middle Score of interval class

fi   = Frequency

fi.xi = The amount of multiplication between frequency and middle interval

2. Analysis of questionnaire

The acquired data of the questionnaire is also analyzed statistically by counting the percentage of the students' answers in each item of the questionnaire. To count the percentage of the answers chosen by the participants, the researcher refers to Metoda Statistika which was written by Sudjana (2008). The formula used is:

$$P = \frac{F}{N} \text{ x } 100\%$$

Note:

P   : percentage

F   : frequency of respondents

N   : the number of sample

100 % : constant value

CHAPTER IV
FINDING AND DISCUSSION

This chapter discusses the analysis of students' pre-test, post-test and questionnaire related to KWL Strategy in improving students' reading skill. The analysis of the result of the study is also presented.

A. Data analysis and Discussion
1. Experimental Teaching

To gain the data, the researcher conducted pre-experimental teaching for four meetings. First meeting was used for conducting pre-test, the second was used for giving treatment, and the third meeting was used for conducting post-test. At the last meeting the researcher distributed the questionnaire. The discussion includes the result of the tests and the result of the questionnaire.

1. First meeting

In the first meeting, the researcher introduced himself to the class and then mentioned his purposes to do research in their class. The researcher expected that the students would pay attention during the teaching reading process in order to get the best result to this research. The pre-test then was given to the students consisting of ten questions with 40 minutes allocated time.

2. Second meeting

In the second meeting, the researcher divided the students into some groups which consist of 4-5 members in each group. It was used to let the students

learn first about making KWL chart together. The researcher discussed the text in the pre-test and asked the students about descriptive text and their difficulties in understanding the text. Then, the reseacher explained the schematic structures of descriptive text and everything that can be found in descriptive text. After that, the researcher introduced and explained what KWL is with the strategy used by students in learning descriptive text. Next, the researcher gave instruction to read and comprehend the text first, after that asked the students to write their questions through KWL chart. Then the students tell their KWL questions in front of class while some others gave their opinion; whether they have similar questions about the text. The last the students have to answer some questions related to the text, in order to make sure whether their reading comprehension is helpful by employing KWL Strategy.

3. Third meeting

In this meeting, the researcher continued to explain the schematic structure of descriptive texts and everything that can be found in descriptive texts and about how to build question based on the text. Even the researcher gave them the same content of teaching, but the material is little bit different.

4. Fourth meeting

In the last meeting, the students were given post-test that consisted of 10 multiple choice questions that had to be answered by them.

2. **Test result**

Table 4.1 : the table of pre-test score

No.	Students' Initial	Score
1	0041533818	30
2	0037032791	20
3	0058708080	30
4	0040833702	30
5	0030715261	30
6	0042253394	70
7	0043267563	10
8	0042253369	40
9	0040077504	30
10	0044716580	40
11	0058975215	30
12	0041377360	70
13	0041219866	70
14	0042071403	30
15	0032852368	20
16	0050495979	60
17	0047238526	60
18	0045616636	60
19	0040797578	30
20	0042332146	30
	Highest score	**70**
	Lowest score	**10**

There were 22 students in the class and two of them did not attend the class on the day of pre-test.

The data in the table above can be calculated by using the following steps:

First, the range (R) determined by using the formula below:

R = H-L

Where:

R = range of the score

H = the highest score

L = the lowest score

The highest score of pre-test was 70 and the lowest score was 10. Thus, the range was

R = 70 – 10

R = 60

The class interval was identified by using following formula:

1 = 1 + (3,3) log n   (n = number of students)

= 1 + (3,3) log 20

= 1 + (3,3) (1,3)

= 1 + 4,29

= 5, 29

= 6

Then, the range of the class interval was found out by the formula:

$P = \frac{R}{I}$

$P = \frac{60}{6}$

$P \approx 10$

From those result, the frequency distriburion table can be seen below :

Table 4.2 : the frequency distribution table of pre-test

Class interval	fi	xi	fi.xi
10 – 19	1	14, 5	14, 5
20 – 29	2	24, 5	49
30 – 39	9	34,5	310, 5
40 – 49	2	44,5	89
50 – 59	0	54, 5	0
60 – 69	3	64, 5	193, 5
70 – 79	3	74, 5	223, 5
n = 20			**880**

Where :

fi   = refers to frequency

xi   = refers to the middle score interval

fixi   = the amount of multiplication between the frequencies and the middle scores of interval class

Based on the frequency distribution above, the researcher determined the mean score by using the following formula:

$$X = \frac{\sum fixi}{\sum fi}$$

$$X = \frac{880}{20}$$

$$X \approx 44$$

Table 4.3 : the table of post-test score

No.	Students' Initial	Score
1	0041533818	60
2	0037032791	50
3	0058708080	60
4	0040833702	60
5	0030715261	30
6	0042253394	70
7	0043267563	20
8	0042253369	40
9	0040077504	50
10	0044716580	90
11	0058975215	60
12	0041377360	70
13	0041219866	70
14	0042071403	60
15	0032852368	50
16	0050495979	60
17	0047238526	80
18	0045616636	60
19	0040797578	60
20	0042332146	50
	Highest score	**90**
	Lowest score	**20**

The data in the table above can be calculated by using the following steps:

First, the range (R) determined by using the formula below:

$R = H-L$

Where:

R = range of the score

H = the highest score

L = the lowest score

The highest score of post-test was 90 and the lowest score was 20. Thus, the range was

R = 90 – 20

R = 70

The class interval was identified by using following formula:

1 = 1 + (3,3) log n   (n = number of students)

= 1 + (3,3) log 20

= 1 + (3,3) (1,3)

= 1 + 4,29

= 5, 29

= 6

Then, the range of the class interval was found out by the formula:

$P = \frac{R}{I}$

$P = \frac{70}{6}$

P = 11,6

P ≈ 12

From those result, the frequency distriburion table can be seen below :

Table 4.4 : the frequency distribution table of post-test

Class interval	fi	Xi	fi.xi
20 – 31	2	25,5	51
32 – 43	1	37,5	37,5
44 – 55	4	49,5	198
56 – 67	8	61,5	492
68 – 79	3	73,5	220,5
80 – 91	2	85,5	171
n = 20			1.170

Where :

fi   = refers to frequency

xi   = refers to the middle score interval

fixi   = the amount of multiplication between the frequencies and the
        middle scores of interval class

Based on the frequency distribution above, the researcher determined the

mean score by using the following formula:

$$X = \frac{\sum fixi}{\sum fi}$$

$$X = \frac{1.170}{20}$$

$$X = 58,5$$

$$X \approx 59$$

The aim of determining the mean score was to know the average ability of

students in the pre-test and post-test. The researcher found that the mean score

between the two test was different. The mean score of pre-test was 44 while the

mean score of post-test 59 which mean that post-test score was higher than pre-test by 15 points.

From many steps above, it can be concluded that the mean score of pre-test was higher than post-test. In line with this, the student scores for post-test was higher than pre-test.

B. The result of Questionnaire

As it has been described in the previous chapter, one of the techniques used in collecting data for this study is questionnaires distributed to the respondents based on the sample. Then the data was processed in the form of a frequency distribution table by using the formula:

$$P = \frac{f}{n} \times 100\%$$

In which:

P   : percentage

f   : frequency

n   : number of sample

100% : constant value

The results of the questionnaire are calculated in the tabulation which is the process of changing data collection instrument (questionnaire) to the tables of numbers (percentage).

Table 4.5 The students' interest in learning reading comprehension

	Options	Frequency	Percentage (%)
Q. 1	a. Very interested	6	30%
	b. Interested	13	65%
	c. Less Interested	1	5%
	d. Not Interested	0	0%
	Total	**20**	**100%**

Table 4.5 shows that 30% of the students were very interested in learning English and 65% were interested. Besides, there were only 5% of the students who chose less interested and no one of the students chose not interested. It can be concluded that almost all of the students were interested in learning English.

Table 4.6 : I like learning reading by using KWL Strategy

	Options	Frequency	Percentage (%)
Q. 2	a. Strongly agree	5	25%
	b. Agree	15	75%
	c. Disagree	0	0%
	d. Strongly disagree	0	0%
	Total	**20**	**100%**

Table 4.7 shows that there were 5 students (25%) chose that they strongly agree and 15 students (75%) chose agree with a statement that said *students like*

learning reading by using KWL Strategy. Besides, there were 0 student (0%) who chose disagree and strongly disagree. It means that all of the students (100%) liked learning reading by using KWL Strategy.

Table 4.7: I have no obstacle in applying this strategy

	Options	Frequency	Percentage (%)
Q. 3	a. Strongly agree	8	40%
	b. Agree	10	50%
	c. Disagree	2	10%
	d. Strongly disagree	0	0%
	Total	**20**	**100%**

Based on the table 4.6, it can be seen that only 10 % of the students who chose disagree in applaying this strategy. In contrary, 50% of the students agree applaying this strategy which was 40% chose Strongly agree and 0% chose Strongly disagree.

Table 4.8: KWL Strategy can help students to understand text in general

	Options	Frequency	Percentage (%)
Q. 4	a. Very Helpful	10	50%
	b. Helpful	10	50%
	c. Less Helpful	0	0%
	d. Not Helpful	0	0%
	Total	**20**	**100%**

Based on the table, it can be seen that 50% of the students chose that KWL strategy was very helpful for them in understanding the text in general and 50% of them chose it was helpful. On the other hand, there was no one of the students who chose negative response to this question.

Table 4.9 KWL Strategy helped in reading descriptive text

	Options	Frequency	Percentage (%)
Q. 5	a. Strongly Agree	7	35%
	b. Agree	13	65%
	c. Disagree	0	0%
	d. Strongly disagree	0	0%
	Total	**20**	**100%**

Based on the table 4.9, it can be seen that there were 7 students (35%)

chose strongly agree and 13 students (65%) chose agree with a statement that said KWL Strategy was helpful for them in reading descriptive text. On the other hand, there were 0 student (0%) who chose disagree and strongly disagree. It indicates that all of the students (100%) felt KWL Strategy helpful for them in learning descriptive text.

Table 4.10: The Students' feel bored to read English text by using KWL Strategy

	Options	Frequency	Percentage (%)
Q. 6	a. Strongly Agree	0	0%
	b. Agree	0	0%
	c. Disagree	4	20%
	d. Strongly disagree	16	80%
	Total	**20**	**100%**

Table 4.10 that shows the responses of the students about the statement saying that KWL Strategy makes them feel bored while reading a text. 20% of the students disagreed that KWL strategy made them feel bored and 80% of them strongly disagreed. None of the students agreed or strongly agreed with this statement.

Table 4.11: KWL strategy can motivate students to read English text

	Options	Frequency	Percentage (%)
Q. 7	a. Strongly Agree	13	65%
	b. Agree	7	35%
	c. Disagree	4	0%
	d. Strongly disagree	16	0%
	Total	**20**	**100%**

As seen in table 4.11, all of the students (100%) agreed that KWL strategy could motivate them in reading English text. The detail was 35% chose agree and 65% chose strongly agree. However, none of the students chose strongly disagree or disagree that KWL strategy could motivate them in reading.

Table 4.12: KWL Strategy can stimulate their prior knowledge of the text

	Options	Frequency	Percentage (%)
Q. 8	a. Strongly Agree	6	30%
	b. Agree	13	65%
	c. Disagree	1	5%
	d. Strongly disagree	0	0%
	Total	**20**	**100%**

The table 4.12 shows that there were 6 students (30%) chose strongly agree and 13 students (65) chose agree with a statement that said KWL Strategy can stimulate their prior knowledge of the text. Besides, only 1 student (5%) chose disagree and 0 student (0%) chose strongly disagree. It means that, almost all of the students (95%) were stimulate their prior knowledge of the text.

Table 4.13 My skill in reading haven't improve after the using KWL Strategy

	Options	Frequency	Percentage (%)
Q. 9	a. Strongly Agree	0	0%
	b. Agree	2	10%
	c. Disagree	18	90%
	d. Strongly disagree	0	0%
	Total	**20**	**100%**

Based on table 4.13, there were 0 student (0%) chose strongly agree and only 2 students (10%) chose agree for the statement that stated *nothing has improve with students skill in reading after using KWL Strategy*. In the other hand, there were 18 students (90%) chose disagree and 0 student (0%) chose strongly disagree. It can be concluded that almost all of the students (90%) had an improvement in their skills in reading by using this strategy.

Table 4.14: Students' interest to use KWL strategy in daily reading

	Options	Frequency	Percentage (%)
Q. 10	a. Very interested	6	30%
	b. Interested	14	70%
	c. Less Interested	0	10%
	d. Not Interested	0	0%
	Total	**20**	**100%**

In table 4.12, it showed 30% of the students were very interested and 70% of the students were interested in using KWL strategy in their daily reading. It means that all of the students have positive impression and were interested in learning using KWL strategy. None of them was seen to choose less interested or not interested to the applying of KWL strategy in daily reading.

C. Discussion

In this thesis there were two research questions provided. The explanations for each research questions are as follow: First question is, **"Does KWL Strategy improve students' Reading?"** it can be explained based on the data and questionnaire presented KWL Strategy improved students' reading comprehension of descriptive text. Futhermore, the different score before and after applaying KWL Strategy also showed that KWL strategy effective to improve students' reading comprehension. The mean of pre-test score was 44

while the mean score of post-test 59 which mean that post-test score was higher than pre-test by 15 points. It can be summerized that this strategy improved students' reading comprehension in descriptive text.

The second research question is "What difficulties do students face in applying KWL Strategy in reading comprehension?". The researcher analyzed the questionnaire to answer the second research question. Based on data, there is no obstacle faced by students in learning reading comprehension in descriptive text based on questionnaire divided, they stated that this strategy helped them in answering question based on descriptive text.

CHAPTER V

CONCLUSSIONS AND SUGGESTIONS

A. Conclusions

Based on the data analysis, the researcher found that KWL Strategy can improve students' skill in reading the descriptive text. It is proven from the pre-test and post-test mean scores which were given. The improvement of mean score was 44 to 59. Thus, it can be concluded that the use of KWL Strategy to the students at SMPN 8 Banda Aceh can improve their skill in reading the descriptive text. Moreover, the students were also given the questionnaire to know their difficulties toward KWL Strategy. The data also showed that students felt that KWL Strategy could help them in reading the descriptive text.

B. Suggestions

After conducting this study, the researcher proposed some suggestions that would be useful for teachers and other researchers who are interested in using KWL Strategy to improve students' skill in reading the descriptive text in their study or teaching:

First, correct choice of teaching technique can make the teaching and learning process not only run well but also interesting and enjoyable. Enjoyable teaching and learning activities will help students receive the material more effectively and efficiently; it will also makes the teacher more focus on the necessary things needed for the class. KWL Strategy is a technique which will lead students to be more independent; thus it is good to be applied in small classes

as well as the big ones. It is simple, fun and arousing creativity. That's why, it is recommended for teacher to apply it in their class.

Next, KWL Strategy is a simple technique which can be used for reading activities. It is not only helpful in teaching and learning process in the classroom. KWL Strategy is also useful in other reading activities to generate and organize ideas, opinion and thoughts. So, the researcher suggests that all students learn how to use it.

Finally, This study discusses the use of KWL Strategy in teaching English to improve the students' skill especially in reading the descriptive text. It was conducted on Junior high school students. The researcher hopes that this technique can be applied by other researcher in different level of students. Considering that this study still any lack and it is just one of efforts in increasing students' skill in reading the descriptive text, so the researcher hopes that the finding of this study will be used as starting point of the future research on similar problems.

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PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN
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SURAT KETERANGAN PENELITIAN
Nomor : 074/ 065 / 2018

Yang bertanda tangan di bawah ini

Nama   : Dra. Sawiyah

Jabatan   : Kepala Sekolah

Dengan ini menerangkan

nama   : Imam Mahdi

induk mahasiswa   : 231222640

jurusan   : Pendidikan Bahasa Inggris

jenjang   : S-I

Benar telah melakukan penelitian pada SMP Negeri 8 Banda Aceh tanggal 09 s.d 20 Januari 2018 dengan judul " Improving Students' Reading Skill Through kwl Strategy "

Demikian surat keterangan ini diperbuat agar dapat dipergunakan seperlunya, terima kasih.

Banda Aceh, 24 Januari 2018
a. Kepala

Dra. Sawiyah
NIP 19600801 1983022002

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 5128/UN.08/FTK/KP.07.6/04/2017
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat	:	1.	Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
		5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6.	Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
		7.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		8.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
		9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
		10.	Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
		11.	Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan	:	Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 24 Oktober 2013

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Un.08/DT/TL.00/5970/2015 tanggal 28 Maret 2015

Menunjuk Saudara:
1. Drs. Lukmanul Hakim, MA — Sebagai Pembimbing Pertama
2. Drs. Amiruddin — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Imam Mahdi**
NIM	:	**231222640**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Improving Students Reading Skills through KWL Strategy**

KEDUA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
KETIGA	:	Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2016/2017
KEEMPAT	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 6 Juni 2017
An. Rektor
Dekan,

Mujiburrahman

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Nomor : B- 11938 /Un.08/TU-FTK/ TL.00/12/2017   28 Desember 2017
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	:	Imam Mahdi
N I M	:	231 222 640
Prodi / Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	XI
Fakultas	:	Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	:	Jl. Seulanga No. F3 Sektor Timur Baru, Darussalam Banda Aceh

Untuk mengumpulkan data pada:

SMPN 8 Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Improving Students' Reading Skill through KWL Strategy

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

BAG.UMUM   BAG. UMUM

Kode 4583

DINAS PENDIDIKAN DAN KEBUDAYAAN
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SURAT IZIN
NOMOR: 074/A4/137

IZIN MENGUMPULAN DATA

Dasar : Surat dari Kepala Bagian Tata Usaha Fakultas Tarbiyah dan Keguruan (FTK) Universirtas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-11938/Un.08/TU-FTK/TL.00/12/2017tanggal 28 Desember 2017, hal mohon bantuan dan keizinan pengumpulan data untuk penyusunan Skipsi.

MEMBERI IZIN

Kepada :
Nama : **Imam Mahdi**
NIM : 231222640
Prodi : Pendidikan Bahasa Inggris
Untuk : Mengumpulkan data pada SMP Negeri 8 Kota Banda Aceh dalam rangka penyusunan skripsinya dengan judul :

' IMPROVING STUGENTS' READING SKILL THROUGH KWL STRATEGY

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan Kepala Sekolah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Bagi yang bersangkutan supaya menyampaikan foto copy hasil pengumpulan data sebanyak 1 (satu) eksemplar ke Dinas Pendidikan dan Kebudayaan Kota Banda Aceh.
3. Surat ini berlaku sejak tanggal 3 Januari s.d 2 Februari 2018
4. Diharapkan kepada mahasiswa yang bersangkutan agar dapat menyelesaikan pengumpulan data tepat pada waktu yang telah ditetapkan.

Demikian untuk dimaklumi dan terima kasih.

Banda Aceh, 03 Januari 2017   M
15 Rabiul Akhir 1429 H
a.n. KEPALA DINAS PENDIDIKAN DAN
KEBUDAYAAN KOTA BANDA ACEH
KABID PEMBINAAN SMP,

DRS. H. AMIRUDDIN
Pembina Tk.I
NIP. 19660917 199203 1 003

Tembusan :
1. Kepala Tata Usaha Fakultas Tarbiyah UIN Ar-RAniry
2. Kepala SMP Negeri 8 Kota Banda Aceh
3. Arsip.

Read the text below!

Rabbit

A rabbit is a small mammal with a short tail and pointed ears. Rabbit lived in burrows in the ground. Each burrow is the home of a single family. The first fossils which can be attributed to this family came from North America but now they were found in every part of the world. Compared to small body, rabbit has large sized ears.

A rabbit is a weak and timid animal. It always surrounded by many enemies. Therefore nature has gifted it with large ears to help it to hear. The large area of the ear catches almost every sound wave produced in the air and transfers them into the inner ear. This makes the rabbit to detect its enemies in time and run to safety zones.

Source:http://e-dukasi.net

Choose the best answer for the questions below based on the alternatives given!

1. What is kind of the text above?
    A. Descriptive text
    B. Procedure text
    C. Hortatory text
    D. Report text

2. What is the main idea of the first paragraph?
    A. Physical description of rabbit
    B. Habitat of rabbit
    C. Types of rabbit
    D. Description of rabbit

3. What is the generic structure of the text above?

    A. Orientation – Events – Twist

    B. Identification – Description

    C. Orientation – Complication – Resolution

    D. Identification – Events – Reorientation

4. What is described in the text above?

    A. A small mammals

    B. Rabbit enemies

    C. A rabbit

    D. Mammals

5. What is characteristic of the rabbit in the following statement?

    A. Rabbit has short tail and pointed ears

    B. Rabbit has small body and long tail

    C. Rabbit has large body and large ear

    D. Rabbit live in burrows in the ground

6. Where we can found the rabbit?

    A. In America

    B. In South Africa

    C. In every part of the world

    D. In the ground

7. Which Statement is true based on the text above?

    A. Rabbit is a big mammal

    B. Rabbit is not timid animal

    C. Rabbit has a long tail

    D. Rabbit is a weak animal

8. Which statement is not true?

   A. Rabbit has small body

   B. Rabbit has short tail

   C. Rabbit is a weak animal

   D. Rabbit has short ears

9. What is the function of the large area of the rabbits ear, except?

   A. Catches almost every sound wave

   B. Help them to hear every sound

   C. Help rabbit to detect its enemies

   D. Help rabbit to get some food

10. What does the word "enemies"mean?

   A. Lover

   B. Friend

   C. Family

   D. Hater

Read this text carefully!

Elephant

Elephant is one of interesting animals in the zoo. This animal may be 3 or 4 meters tall and weight may be 5 or 6 tons.

The elephant of flesh is wrapped in a wrinkled suit of rough gray skin. Its legs are like pillars. Its huge ears flap gently back and front, forth like wings. It may consume up to 200 kg of grass a day. It is fond of banana plants, gingers, and leaves of various plants. Look at the long trunk. When you throw some peanuts, the trunk picks up the peanuts with the 'fingers' at the tip of the trunk. Then, the elephant will put it into its mouth and eat it happily. The elephant is also remarkable for its tusks. Tusks are long teeth that continue to grow throughout its life.

Today, the number of these animals has decreased a lot. More and more of them were killed for their tusks. Many die because trees in their forest have been cut down. They can not find any food and protection in the forest anymore. If people are not able to save them, these animals, sooner or later, may vanish from the earth.

Source:http://e-dukasi.net

Choose A, B, C, or D for the correct answers of the following questions!

1. What is kind of the text above?
   A. Narrative text
   B. Report text
   C. Descriptive text
   D. Procedure text

2. What is the generic structure of the text above?
   A. Orientation – Events – Twist
   B. Identification – Description

C. Orientation – Complication – Resolution

D. Identification – Events – Reorientation

3. What is the topic of the text above?

   A. Animal

   B. Elephant

   C. Zoo

   D. Tusk

4. What is the main idea of the second paragraph?

   A. Habitat of elephant

   B. Types of elephant

   C. Live way of elephant

   D. Description of elephant

5. What is the elephant fond, except?

   A. Leaves

   B. Gingers

   C. Grass

   D. flesh

6. Why the number of elephant has decrease?

   A. Because they were killed for their tusks

   B. Because the elephant get enough food

   C. Because the people take care of them

   D. Because the elephant get protection

7. Which statement is true based on the text above?

   A. The elephant may be 3 or 4 meters tall

   B. The elephant consume up to 300 kg grass

C. The elephant weight may be 3 or 4 tons

D. The elephant is not remarkable for its tusks

8. Which statement is not true?

    A. The elephant consume up to 200 kg grass

    B. The elephant is most interesting animal

    C. The elephant is remarkable for its tusks

    D. The elephant weight may be 3 or 4 tons

9. What does the word "decreased" mean?

    A. Minus

    B. More

    C. Reduced

    D. Down

10. The synonym of the word "vanish" is?

    A. Disappear

    B. Lose

    C. leave

    D. avoid

QUESTIONNAIRE

I.   Biodata Responden
Nama   :
Jenis Kelamin   :

II.   Petunjuk Pengisian
1. Bacalah angket di bawah ini dan jawablah pertanyaan dengan memberi tanda checklist (...) pada jawaban yang sesuai menurut keadaan anda.
2. Jawaban terdiri dari : SS (Sangat Setuju), S (Setuju), TS (Tidak Setuju), STS (Sangat Tidak Setuju).

III.   Pertanyaan

No	Pertanyaan	SS	S	TS	STS
1.	Siswa tertarik belajar reading comprehension				
2.	Saya senang belajar menggunakan KWL strategy.				
3.	Saya tidak mengalami kesulitan dalam mempraktikan KWL strategy.				
4.	KWL bisa membantu siswa dalam memahami teks secara umum.				
5.	KWL Strategy membantu dalam membaca descriptive teks.				
6.	Siswa bosan dalam menjawab soal reading comprehension dengan menggunakan KWL Strategy.				
7.	KWL Strategy bisa memotivasi siswa untuk membaca teks berbahasa inggris.				
8.	KWL Strategy bisa memancing prior knowledge siswa dari teks.				
9.	Kemampuan membaca saya tidak meningkat setelah menggunakan KWL Strategy				
10.	Siswa tertarik menggunakan KWL strategy dalam membaca sehari-hari.				

Sekolah   : SMPN 8 Banda Aceh
Mata pelajaran   : Bahasa Inggris
Kelas/Semester   : VIII
Materi Pokok   : Descriptive Text
Alokasi Waktu   : 8 x 40 menit

A. Kompetensi Inti (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar
KD 1.1
Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.

KD 2.3
Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

KD 3.10
Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.

KD 4.11
Menangkap makna dalam teks deskriptiflisan dan tulis, pendek dan sederhana.

KD 4.12

Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Indikator Pencapaian Kompetensi

KD 1.1
1. Menunjukkan rasa syukur kepada Tuhan selama pembelajaran.

KD 2.3
1. Menunjukkan perilaku peduli dalam pembelajaran.

KD 3.10
1. Memberi nama benda
2. Mengidentifikasikan sifat benda
3. Mendeskripsikan benda
4. Menyebutkan fungsi sosial teks deskriptif.

KD 4.11
1. Menemukan gambaran umum dari sebuah teks.
2. Menemukan informasi tertentu dari teks sederhana
3. Menemukan informasi rinci dari teks sederhana.

KD 4.12
1. Melengkapi teks deskriptif sederhana tentang benda
2. Menyusun teks deskriptif sederhana tentang benda.

C. Materi Pembelajaran
1. Materi Reguler

    Teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda.

2. Materi Remedial

Generic Structure Descriptive Text
a. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.
b. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan

Ciri-ciri Deskriptif Text
a. Menggunakan simple present tense
b. Menggunakan attribute verb, seperti be (am, is, are)
c. Mudah dipahami
d. Menggambarkan
e. Komunikatif
f. Dapat membuat pembaca tertarik
g. Menggambarkan objek secara spesifik

3. Materi Pengayaan

Buat sebuah contoh deskriptif teks tentang orang, hewan atau benda sesuai dengan penggunaan struktur bahasa.

D. Metode Pembelajaran

Pendekatan : Scientific Approach
Langkah Pembelajaran : Mengamati, Menanyakan, Mengumpulkan informasi, Mengasosiasikan, Mengkomunikasi
Metode : Cooperative Learning, Active Learning
Strategi : Diskusi, KWL Strategy

E. Langkah-langkah Kegiatan Pembelajaran
Pertemuan Ke-1

Tahap	Langkah-langkah Pembelajaran	Alokasi Waktu
Pembukaan	- Siswa berdoa sebelum memulai pelajaran. - Siswa diabsen oleh guru - Siswa menerima informasi tentang pembelajaran yang akan dilaksanakan. - Siswa menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan.	10 menit
Kegiatan Inti	- Siswa diberikan sejumlah soal yang terdiri dari teks descriptif sebagai langkah awal untuk melihat kemampuan dasar siswa dalam menjawab soal reading dan memperhatikan score yang diperoleh siswa.	60 menit
Penutup	Refleksi untuk mengevaluasi : - Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan.	10 menit

Pertemuan Ke-2

Tahap	Langkah-langkah Pembelajaran	Alokasi Waktu
Pendahuluan	- Siswa berdoa sebelum memulai pelajaran. - Siswa diabsen oleh guru - Siswa menerima informasi tentang pembelajaran yang akan dilaksanakan. - Siswa menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan.	10 menit
Kegiatan Inti	Mengamati :	40 menit

Tahap	Langkah-langkah Pembelajaran	Alokasi Waktu
	- Siswa mendengarkan penjelasan guru mengenai teks deskriptif. - Siswa duduk dan mengamati teks deskriptif yang telah dibagikan oleh guru. - Siswa di tuntut membaca teks deskriptif yang telah dibagikan.	
	Menanya : - Dengan bimbingan dan arahan guru, siswa mempertanyakan mengenai hal-hal yang berkaitan dengan teks deskriptif yang telah dibagikan. **Menalar :** - Siswa secara kelompok mengidentifikasi struktur bahasa dan ide pokok yang terdapat dalam teks yang diberikan oleh guru. - Siswa diberikan waktu untuk memahami teks tersebut **Mencoba** - Siswa mencoba membuat pertanyaan di KWL tabel secara berkelompok berdasarkan teks yang telah mereka pahami. **Mengkomunikasikan** - Siswa diminta mempresentasikan hasil KWL tabel mereka. Siswa dari kelompok lain diperbolehkan memberi pendapat untuk mengkonfirmasi apakah mereka mempunyai pertanyaan yang sama mengenai teks tersebut.	
Penutup	Refleksi untuk mengevaluasi : - Siswa secara individu menjawab beberapa pertanyaan yang diberikan oleh guru sesuai dengan isi teks deskriptif yang telah mereka pelajari. - Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan	30 menit

Pertemuan Ke-3

Tahap	Langkah-langkah Pembelajaran	Alokasi Waktu
Pembukaan	- Siswa berdoa sebelum memulai pelajaran. - Siswa diabsen oleh guru - Siswa menerima informasi tentang pembelajaran yang akan dilaksanakan. - Siswa menerima informasi kompetensi, materi,	10 menit

Tahap	Langkah-langkah Pembelajaran	Alokasi Waktu
	tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan.	
Kegiatan Inti	Mengamati : - Siswa mendengarkan penjelasan guru mengenai teks deskriptif. - Siswa duduk dan mengamati teks deskriptif yang telah dibagikan oleh guru. - Siswa di tuntut membaca teks deskriptif yang telah dibagikan. Menanya : - Dengan bimbingan dan arahan guru, siswa mempertanyakan mengenai hal-hal yang berkaitan dengan teks deskriptif yang telah dibagikan. Menalar : - Siswa secara kelompok mengidentifikasi struktur bahasa dan ide pokok yang terdapat dalam teks yang diberikan oleh guru. - Siswa diberikan waktu untuk memahami teks tersebut Mencoba - Siswa mencoba membuat pertanyaan di KWL tabel secara berkelompok berdasarkan teks yang telah mereka pahami. Mengkomunikasikan - Siswa diminta mempresentasikan hasil KWL tabel mereka. Siswa dari kelompok lain diperbolehkan memberi pendapat untuk mengkonfirmasi apakah mereka mempunyai pertanyaan yang sama mengenai teks tersebut.	40 menit
Penutup	Refleksi untuk mengevaluasi : - Siswa secara individu menjawab beberapa pertanyaan yang diberikan oleh guru sesuai dengan isi teks deskriptif yang telah mereka pelajari. - Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan	30 menit

Pertemuan Ke-4

Tahap	Langkah-langkah Pembelajaran	Alokasi Waktu
Pembukaan	- Siswa berdoa sebelum memulai pelajaran.	10 menit

	- Siswa diabsen oleh guru - Siswa menerima informasi tentang pembelajaran yang akan dilaksanakan. - Siswa menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan.	
Kegiatan Inti	- Siswa diberikan sejumlah soal yang terdiri dari teks deskriptif sebagai langkah akhir untuk melihat kemampuan siswa setelah belajar dengan KWL Strategy.	60 menit
Penutup	Refleksi untuk mengevaluasi : - Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan	10 menit

A. Penilaian Hasil Belajar

1. Penilaian Sikap

No	Aspek yang dinilai	Teknik Penilaian	Waktu Penilaian	Instrument Penilaian	Keterangan
1 2 3 4 5 6 7 8	Rasa hormat Jujur Peduli Berani Percaya diri Komunikatif Peduli sesama Ingin tahu	Pengamatan	Proses	Lembar Pengamatan	

2. Penilaian pengetahuan

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrument
Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks lisan dan tulisan untuk menyebut nama bangunan publik yang dekat dengan kehidupan siswa sehari-hari	Unjuk kerja	Tulis	1. Analyze the text on groups and create the KWL table based on the text.

3. Penilaian praktek

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrument
Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	Unjuk kerja	Tulis	1. Analyze the text 2. Choose the right answer a, b ,c, or d based on the text.

LAMPIRAN : Rubrik Penilaian dari Segi Sikap *(attitude)*

a. Rasa hormat *(respect)*
   5 = Tidak pernah menunjukkan sikap tidak hormat
   4 = Pernah menunjukkan sikap tidak hormat
   3 = Beberapa kali menunjukkan sikap tidak hormat
   2 = Sering menunjukkan sikap tidak hormat
   1 = Sangat sering menunjukkan tidak hormat

b. Jujur *(honest)*
   5 = Tidak pernah menunjukkan sikap tidak Jujur
   4 = Pernah menunjukkan sikap tidak Jujur
   3 = Beberapa kali menunjukkan sikap tidak Jujur
   2 = Sering menunjukkan sikap tidak Jujur
   1 = Sangat sering menunjukkan tidak Jujur

c. Peduli *(care)*
    5 = Tidak pernah menunjukkan sikap tidak Peduli
   4 = Pernah menunjukkan sikap tidak Peduli
   3 = Beberapa kali menunjukkan sikap tidak Peduli
   2 = Sering menunjukkan sikap tidak Peduli
   1 = Sangat sering menunjukkan tidak Peduli

d. Berani *(brave)*
   5 = Tidak pernah menunjukkan sikap tidak Berani
   4 = Pernah menunjukkan sikap tidak Berani
   3 = Beberapa kali menunjukkan sikap tidak Berani
   2 = Sering menunjukkan sikap tidak Berani
   1 = Sangat sering menunjukkan tidak Berani

e. Percaya diri *(confidence)*

5 = Tidak pernah menunjukkan sikap tidak Percaya diri

4 = Pernah menunjukkan sikap tidak Percaya diri

3 = Beberapa kali menunjukkan sikap tidak Percaya diri

2 = Sering menunjukkan sikap tidak Percaya diri

1 = Sangat sering menunjukkan tidak Percaya diri

f. Berkomunikasi baik *(communicative)*

5 = Tidak pernah menunjukkan sikap tidak komunikatif

4 = Pernah menunjukkan sikap tidak komunikatif

3 = Beberapa kali menunjukkan sikap tidak komunikatif

2 = Sering menunjukkan sikap tidak komunikatif

1 = Sangat sering menunjukkan tidak komunikatif

g. Peduli sosial *(awareness)*

5 = Tidak pernah menunjukkan sikap tidak Peduli sosial

4 = Pernah menunjukkan sikap tidak Peduli sosial

3 = Beberapa kali menunjukkan sikap tidak Peduli sosial

2 = Sering menunjukkan sikap tidak Peduli sosial

1 = Sangat sering menunjukkan tidak Peduli sosial

h. Ingin tahu *(curiosity)*

5 = Tidak pernah menunjukkan sikap tidak Ingin tahu

4 = Pernah menunjukkan sikap tidak Ingin tahu

3 = Beberapa kali menunjukkan sikap tidak Ingin tahu

2 = Sering menunjukkan sikap tidak Ingin tahu

1 = Sangat sering menunjukkan tidak Ingin tahu

Rubrik penilaian dari aspek Pengetahuan *(knowledge)*

a. Kosa kata *(vocabulary)*

5 = hampir sempurna

4 = ada kesalahan tapi tidak mengganggu makna

3 = ada kesalahan dan mengganggu makna

2 = banyak kesalahan dan mengganggu makna

1 = terlalu banyak kesalahan sehingga sulit dipahami.

b. Ketelitian

5 = Sangat teliti

4 = Teliti

3 = Cukup Teliti

2 = Kurang teliti

1 = Tidak teliti

c. Pemahaman

5 = Sangat memahami

4 = Memahami

3 = Cukup memahami

2 = Kurang memahami

1 = Tidak memahami

F. INSTRUMENT PENILAIAN

a. Soal

1. Pre-test (pertemuan pertama)

Answer for the questions below :

1. What is kind of the text above?

   A. Descriptive text

   B. Procedure text

   C. Hortatory text

   D. Report text

2. What is the main idea of the first paragraph?

   A. Physical description of rabbit

   B. Habitat of rabbit

   C. Types of rabbit

   D. Description of rabbit

3. What is the generic structure of the text above?

   A. Orientation – Events – Twist

   B. Identification – Description

   C. Orientation – Complication – Resolution

   D. Identification – Events – Reorientation

4. What is described in the text above?

   A. A small mammals

   B. Rabbit enemies

   C. A rabbit

   D. Mammals

5. The following is characteristic of the rabbit…

A. Rabbit has short tail and pointed ears

B. Rabbit has small body and long tail

C. Rabbit has large body and large ear

D. Rabbit live in burrows in the ground

6. Where we can found the rabbit?

A. In America

B. In South Africa

C. In every part of the world

D. In the ground

7. Which Statement is true based on the text above?

A. Rabbit is a big mammal

B. Rabbit is not timid animal

C. Rabbit has a long tail

D. Rabbit is a weak animal

8. Which statement is not true?

A. Rabbit has small body

B. Rabbit has short tail

C. Rabbit is a weak animal

D. Rabbit has short ears

9. What is the function of the large area of the rabbits ear, except?

A. Catches almost every sound wave

B. Help them to hear every sound

C. Help rabbit to detect its enemies

D. Help rabbit to get some food

10. What does the word "enemies"mean?

A. Lover

B. Friend

C. Family

D. Hater

2. Soal Post-test (Pertemuan Ketiga)

Answer the questions below :

1. What is kind of the text above?

   A. Narrative text

   B. Report text

   C. Descriptive text

   D. Procedure text

2. What is the generic structure of the text above?

   A. Orientation – Events – Twist

   B. Identification – Description

   C. Orientation – Complication – Resolution

   D. Identification – Events – Reorientation

3. What is the topic of the text above?

   A. Animal

   B. Elephant

   C. Zoo

   D. Tusk

4. What is the main idea of the second paragraph?

   A. Habitat of elephant

   B. Types of elephant

   C. Live way of elephant

   D. Description of elephant

5. What is the elephant fond, except?

   A. Leaves

   B. Gingers

   C. Grass

   D. flesh

6. Why the number of elephant has decrease?

   A. Because them are killer for their tusks

   B. Because the elephant get enough food

   C. Because the people take care of them

   D. Because the elephant get protection

7. Which statement is true based on the text above?

   A. The elephant may be 3 or 4 meters tall

   B. The elephant consume up to 300 kg grass

   C. The elephant weight may be 3 or 4 tons

   D. The elephant is not remarkable for its tusks

8. Which statement is not true?

   A. The elephant consume up to 200 kg grass

   B. The elephant is most interesting animal

   C. The elephant is remarkable for its tusks

   D. The elephant weight may be 3 or 4 tons

9. What does the word "decreased" mean?

   A. Minus

   B. More

   C. Reduces

   D. Down

10. The synonym of the word "vanish" is?

    A. Disappear

    B. Lose

    C. leave

    D. avoid

b. Jawaban

Jawaban Pre-Test   **Jawaban Post-Test**

No	Jawaban	Skor
1		10
2		10
3		10
4		10
5		10
6		10
7		10
8		10
9		10
10		10
Jumlah		100

No	Jawaban	Skor
1		10
2		10
3		10
4		10
5		10
6		10
7		10
8		10
9		10
10		10
Jumlah		100

Teknik Penilaian

Penilaian Soal Pre-test dan Post-test

$$\text{Skor total} = \frac{Skor\ total\ jawaban\ siswa\ yang\ benar}{Skor\ maksimum\ perangkat\ tes} \times 100$$

Mengetahui,   Banda Aceh,
Guru Pamong   Mahasiswa Praktikan

Mariani, S.Pd   Imam Mahdi
NIP. 196512311989032040   NIM. 231222640

Appendix IX

DOCUMENTATION

No	Activity	Photograph
1	First meeting, the students were following Pre-test	
2	Second meeting is Experimental teaching, the researcher gave treatment about KWL Strategy to the students	

No	Activity	Photograph
3	Third meeting, the students were answering the Post-test by applying KWL Strategy	
4	Last meeting, the students were answering the questionnaire	

AUTOBIOGRAPHY

1. Name : Imam Mahdi

2. Place/Date of Birth : Aceh Barat, April 4th, 1995

3. Sex : Male

4. Religion : Islam

5. National/ethnic : Indonesia/ Acehnese

6. Marital Status : Single

7. Address : Jl. Seulanga No. F3 Sektor Timur Kopelma

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8. Student Registration No. : 231 222 640

9. Parents

    a. Father's Name : Drs. Ramli Harun

    b. Mother's Name : Juhari

10. Education Background

    a. Elementary School : MIS Nurul Falah MBO, graduated in 2006

    b. Junior High School : MTsN Model MBO, graduated in 2009

    c. Senior High School : MAS Ruhul Islam Anak Bangsa,

       graduated in 2012

    d. University : Faculty of Education and Teacher Training Department of English Language Education, UIN Ar-Raniry 2012-2018

Banda Aceh, January 2018
The Researcher

Imam Mahdi