

CHAPTER I

INTRODUCTION

This chapter presents discusses about the introduction background of the problem which explain about the reason of why the researcher take this tittle. It consist of background of the research, identification of the problem, limitation of the problem, formulation of the problem, purposes of the research, significance of the research, and defenition of key terms.

A. Background of the problem

Reading is the way of person or people to know something many things like information and knowledge. According to Teixeira (2012:1), reading is a key language skill that has a significant place in the teaching and learning of foreign languages. This skill allows students to have access to ideas that is communicated by people in different locations and eras, give them the opportunity to broaden their horizons and increase their knowledge. Reading in a foreign language is essential not only for promoting the students' personal and cognitive development, but also for improving their study and job prospects in a globalized society. Due to the importance of reading, one of the priorities of language teaching should provide students with the tools they need to tackle texts in variety of contexts and to define purposes more intensively.

Based on Kurikulum Tingkat Satuan Pendidikan (KTSP) purpose, teaching reading to Junior High School students was directed to help them understand the meaning of functional written text and simple essay in the form of descriptive,

narrative, recount, procedure, and report text that related to surrounding environment. However, in fact, unsuccessful teaching reading makes many English learners found difficult things to understand what is on the reading passage. There were some problems that appeared in comprehending a text whereas the students did not know the technique which could help them read more effectively and efficiently. This phenomenon happens in almost every language class.

One kinds of text that must be learned by the students at junior high school is narrative text. In fact, some of students still did not understand about narrative text. Narrative text is the text that tells something imaginative or something that is just a fantasy and the goal is only to entertain the reader. For example, the narrative text is Beauty and the Beast. On other hand, the students have to understand about the language feature, generic structure of narrative text and others.

In reading comprehension of Narrative Text students used books as the media to understand about the text. Unfortunately, not all of the students have it. It made students difficult to understand the text because lack of media in learning process. The condition above might occurs because the teaching strategy used by the teacher was not interesting to the students. In teaching learning process, teacher also plays an important role as a facilitator. It is in line with Brown (1994: 7) who states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. As facilitators, teachers have to be able to facilitate learner to learn. One of them is facilitating the learner with

appropriate teaching learning strategy that they can easily learn. Because the limited tools of the teacher made the teacher difficult to explore the ideas to taught students.

Based on the researcher is preliminary observation to students at SMP Negeri 8 Rambah, the researcher found there were some problems of students in Narrative text reading comprehension. In practiced teaching at the SMP Negeri 8 Rambah, students could not comprehend the reading text because of some factors. First, the students were difficult to read well, the students were not confidence in reading English because their friends judge at them and they were afraid of making mistakes. Second, the students lacked of motivation and the students were bored study English because, they lacked of interested to study English because in the text nothing art that interested reading and the monotonous text. Third, they were lazy to follow English class because they did not have motivations on the other hand, they have negative thinking. Fourth, the teacher lacked of tools in teaching reading. Fifth, teachers' strategy did not motivate the students and still monotonous. Last, the teacher used conventional method and made students really bored.

It was proved with their scores in reading that 78% of students were get low scores the value was 35 but, 22% of students get high score with average was 70. Score who passed KKM was 70. It means there were 5 students who passed KKM and there were 18 students scores which still below in the KKM. The problem of students that the researcher found of Eight grade when teacher using speaking English 78% of students change their mind with the words English was difficult

study, they were lazy to follow English class because they did not have motivations on the other hand they have negative thinking. They were not focus about the subject, and the students judge their self but, 22% of students really enjoyed, active and want to follow English class because they have motivations.

The researcher needed strategies to help students reading comprehension in English. Therefore the researcher would apply K-W-L (know – want to know – learned) strategy of Narrative Text to get aim of reading comprehension.

Based on the problem explanation above, the researcher was interested to carrying out a research entitled “*Improving Students’ Reading Comprehension of Narrative Text Through KWL Strategy at Eight Grade of SMP Negeri 8 Rambah*”.

B. Identification of the Problem

Based on background of the problem above, previously clarified it could be identified that cause students’ reading as follows:

1. The students difficult to read well, the students were not confidence in reading English because their friends judge at them and they were afraid of making mistakes
2. The students were bored study English because, in the text nothing art that interest reading and the monotonous text
3. The students lazy to follow English class because they did not have motivations. On the other hand, they have negative thinking.
4. The teacher strategy did not motivate the students and still monotonous
5. The teacher lacked of tools in teaching reading
6. The teacher used conventional method and made students really bored.

C. Limitation of the Problem

There were many problems faced by the students in reading comprehension. There were also many strategy could used to improve it. To avoid these problems of this research, the researcher limited it only to the *Improving Students' Reading Comprehension of Narrative Text Through KWL Strategy at Eight Grade of SMP Negeri 8 Rambah*.

D. Formulation of the problem

Based on limitation of the problem above, problem of this research could be formulated as follows:

1. To what extent could the use of K-W-L (Know – Want to Know – Learned) strategy improve students' reading comprehension of narrative text at Eight Grade of SMP Negeri 8 Rambah?
2. What factors influences students' reading comprehension of narrative text through K-W-L (Know – Want to Know – Learned) at Eight Grade of SMP Negeri 8 Rambah ?

E. Purposes of the research

This research was conducted to foud out:

1. To explain whether the K-W-L (Know – Want to Know – Learned) Strategy could be better to improve students' reading comprehension of narrative text at Eight Grade of SMP Negeri 8 Rambah.
2. To explain the factors that influence of students' reading comprehension of narrative text through K-W-L (Know – Want to Know – Learned) Strategy at Eight Grade of SMP Negeri 8 Rambah.

F. Significance of the Research

The research were expected gave contribution to teacher, students and for the researcher :

1. *The Teacher* : this research was expected to be able to enrich the teacher knowledge in terms of teaching English Reading to solve the problem of students difficulties in reading.
2. *The Students* : this research was expected to encourage the student mastering the English lesson, the student feel relax and enjoy when they learn English lesson and solve their problem in understand the meaning of word in the sentence, because the teacher use the suitable technique in teaching.
3. *The Researcher* : this research was expected to give a new knowledge of the further research to do the better research of teaching and learning cases, and to solve the students reading problems and also the teacher have the similar with this research.

G. Definition of key Terms

The key terms used in this research are:

1. Reading Comprehension

Kennedy (1981: 192) states that reading comprehension is a thinking process by which pupil selects facts, information or ideas from printed materials, determines the meanings the author intended to transmit, decides how they relate to previous knowledge he has acquired and judges their appropriateness and worth for meeting his own needs and objectives.

In this research that reading comprehension is a process of understanding, evaluating, utilizing, determining and judging of information and idea to construct meaning from what is being perceived in writing and the author intended to transmit.

2. Narrative Text

According to Anderson and Anderson (1997: 8) Narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener. In this research that Narrative text is the text to entertain the readers or listener with the story.

3. KWL (Know – Want to Know – Learned) strategy

According to Ogle (1986) KWL is an instructional reading strategy that is used to guide students through a text. In this research KWL is the strategy to help teacher and students more easier to understand the text in Narrative

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about some related information topic of the recent study. It discusses on the Review of the Related Theories, Review of Related Findings and Conceptual framework. Review of Related Theories consists of definition, nature reading, reading comprehension, narrative text, KWL strategy, teaching procedure KWL by Donna Ogle and disadvantages and advantages.

A. Review of Related Theories

1. Nature of Reading

Reading is the process real action of person to add new knowledge. On the other hand, reading is an activity of getting information will enrich vocabulary directly from the text and of course will be easy to catch the what have read and automaticcally will learn about how to pronounce words well.

Reading is study about the words and how to pronounce it to make someone understand about the reading. In reading something that want to know the meaning of reading and understand the meaning, it can make us so easy to understand what the reading of purposes. In reading studiy about the words and the meaning it, must put the meaning of the words in a context to make our understand or comprehension so clear. So, the process of reading itself get the science, such as the way to read well and add new vocabularies.

According to Teixeira (2012:1), reading is a key language skill that has a significant place in the teaching and learning of foreign languages. This

skill allows students to have access to ideas that is communicated by people in different locations and eras, give them the opportunity to broaden their horizons and increase their knowledge. Reading in a foreign language is essential not only for promoting the students' personal and cognitive development, but also for improving their study and job prospects in a globalized society. Due to the importance of reading, one of the priorities of language teaching should provide students with the tools they need to tackle texts in variety of contexts and to define purposes more intensively.

Rahayu P (2014:62), reading is one of the English skills that should be owned by the students to empower them to get knowledge especially in English. To comprehend the reading text is not an easy process for students, especially in finding out moral value in narrative text. Moral value is an important part narrative text. It teaches moral lesson. Students should comprehend the text and find out the message or moral value coverage in the text.

Nuttal (1982: 14) defines reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of interaction between the perception of graphic symbols that represent language and the reader's language skills, cognitive skills, and the knowledge of the world. In this process, the reader tries to create meanings intended by writer. Hornby (1995: 1037) states that the word "reading" as a noun comes from the word "to read" (infinitive verb with to). To read means to look for and to be able to understand something written or printed.

Based on explanation of reading above, it can be concluded that Reading as an important role because reading has become a part important of our daily life automatically reading is process learning to pronounce, learning to identify words get their meaning and learning to bring meaning to a text in order to get meaning to from it .

2. Definition of Reading Comprehension

Reading comprehension is understand that have learn and read before. Not only it, reading comprehension is looking at them and understanding. In reading by comprehending means that perception toward the text really need our own understanding after reading by finding the details of every paragraph such as main ideas, contents and so on.

Klingner, Vaughn and Broadman (2007:8) define reading comprehension as a complex process involving interaction of many components. Those components are readers, their background knowledge, their reading strategy, the text, their interest in the topic, and their knowledge of text types. Those components interact with one another in comprehending a printed text. When interference appears in those interactions, the readers find difficulties in their reading comprehension.

Snow (2002, 11) defines reading comprehension in slightly different ways. Snow categorizes the component which is interacting and involving in reading comprehension into three components. Those components are the reader, the text and the activity. Snow includes the capacities, abilities, knowledge, and experiences of the readers as the part of the reader components.

Based on explanation above, it can be concluded that reading comprehension is readers ability in getting meaning or understanding what the reader read from the content of the text. Besides, reading comprehension also can be said as the readers ability to understand hidden meanings from the text.

3. Components of Reading Comprehension

The compenent of reading comprehension according to King and Stanley (1998:330) are:

a. *Finding factual information*

Factual information requires students to scan the detail of text and must be able to recognize the factual information from the texts, such as person, event, place, and time.

b. *Finding main idea*

According to Rose Wassman and Lee A. stated that main idea is a summarizing from several sentence in some paragraph, especially in essay text. The main idea of the paragraph is not always in the beginning of the paragraph, but it can be in the middle of the paragraph or in the last sentence of paragraph

c. *The meaning of Vocabulary in context*

To know the meaning or aim of vocabulary that should not use dictionary, but the students can find the meaning by context. The students can refer to previous sentence.

d. *Reference*

Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as; it, she, he, they, this, etc. The aim of using reference is to avoid repeated words of phrase.

e. *Inference*

Inference is a skill where the reader has to be able to read between lines. King and Stanley divide into two main attentions, draw logical inferences and make accurate prediction. On the other hand, finding the latent points from the text.

4. Narrative text

a. Definition of Narrative Text

In reading, one of kind of text is Narrative text. In generally Narrative text is text to entertain the readers or listener with the story. Anderson and Anderson (1997: 8) stated that narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener. Its purpose is to give meaning to an event or a series of events by telling story. The story includes some events which is presented to amuse the readers or listeners. Meanwhile, Parera (1993:5) states that a narrative is one of the forms of developing writing, for example characters told the history of something based on the development of writing from time to time.

From the explanation above, it can be concluded that a narrative text is the text that tells something imaginative or something that is just a fantasy and the goal is only to entertain the reader and listener or Narrative text is a kind of text that describes a sequence of fictional or nonfictional events.

b. Generic Structure of Narrative Texts

Derewianka (1990: 32) states that the steps for constructing a narrative are:

- 1) *Orientation*, in which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen.
- 2) *Complication*, where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character(s) and often serves to (temporally) toward them, for 24 reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.
- 3) *Resolution*, in a “satisfying “narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certainly types of narrative, which leave us wondering (how is the end?).

Based on the explanation above, it can be concluded that the generic structures of narrative texts are Orientation it tells about the setting in time, place,

and characters, Complications this part tell about problems to be solved by characters and Resolution it describes the solution to the complications and gives an ending to the story.

c. Linguistic Feature Narrative Text

a. Using sentence patterns Simple Past Tense

e.g : They lived happily ever after

b. Using specific participants or character

e.g : The Beast, Belle, Maurice, the fairy

c. Using sentence patterns past continues

e.g : it was raining so hard that he decide the enter the castle

d. A lot of action verbs

e.g : asked, arrived, declared, travelling, etc

e. Usually begins with the adverb of time (Adverbs of Time).

e.g : long time ago, once, one, once upon a time.

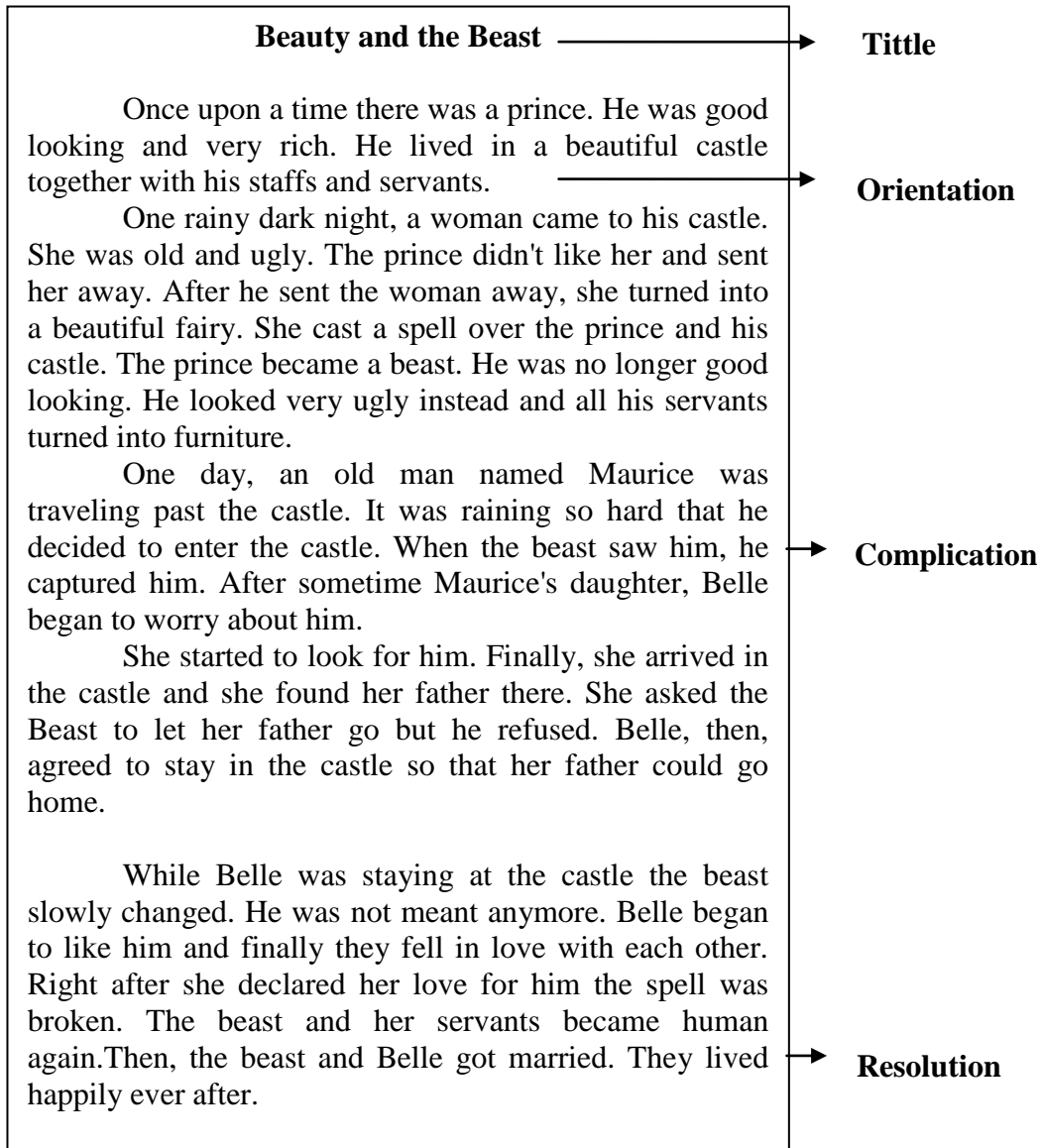
f. Many connectives or conjunctions to seurence the story

e.g : after, than, finally, etc

g. Some relational verbs to describe the characters and setting

e.g : He was good looking and rich. He looked very ugly instead.

d. Example of Narrative Text



5. KWL Strategy

KWL is the strategy learning that useful for make students will more easy to understand reading in comprehending the contents of text. People sometimes face a difficult problem that they can not overcome with one answer or one day only. It is why conduct a KWL (Know want to know learned) Strategy to find out the best solution. Every teacher has to find out the way to overcome the problem in order

that the teaching learning process runs well. The problem does not come from the students and the teacher only, but it also comes from all factors that support or hamper the teaching learning process, such as the class situation, time of learning, teaching tools, and teaching material.

The K-W-L chart was developed by Donna Ogle in 1986. The chart is a comprehension technique used to activate background knowledge before reading and it is learner-centered. K-W-L (Ogle, 1986) is an instructional reading strategy that is used to guide students through a text. Students begin by brainstorming everything they Know about a topic. This information is recorded in the K column of a K-W-L chart. Students then generate a list of questions about what they Want to Know about the topic. These questions are listed in the W column of the chart. During or after reading, students answer the questions that are in the W column. This new information that they have Learned is recorded in the L column of the K-W-L

Shelly (1997:234) asserts that the K-W-L strategy is designed in a three-column format, requires students first to list what they have already known about a topic (calling attention to prior knowledge) Eight, to write what they would like to know about a topic (tapping student interest and providing purpose for reading) and third, after reading and discussion, to list what they learned and would still like to learn (making connections between questions asked and information encountered).

Moreover, K.W.L is also the strategy that helps students to collect everything they know about the topic to be read before they come in to the

reading assignment (Rahim, 2015) In addition, Stahl (2008: 364) states that K-W-L is a process during which the teacher generates a discussion about a text topic and uses a chart or worksheet to record students statements about what they know (K), want to learn (W), and, after reading, what they learned (L). In the K-W-L strategy, the students are asked to list what they know about the subject and the questions they may have about the subject before reading the text selection. In addition, to make students easier in finding the information in the text, teachers can give them some questions. These questions are used to guide them when they are lack in idea to finding information in the text. Then, after reading the selection, the students are asked to write what they have learned about the subject. This strategy prompts the students to identify previous knowledge, to consider what they want or need to know and list the useful information learned from the selection during reading.

From the explanation above, it can be concluded that K-W-L strategy is a strategy in teaching uses three columns which in the first column (K), the students are asked to fulfill the column with the background knowledge about the text that they will read. In addition, in the Eight column (W), the students are asked to fulfill the column with the information about the text that they want to find out. In the last column (L), the students are asked to fulfill the column with the information that they have learn in the text.

6. Teaching Procedure of KWL Strategy

The researcher used three steps of teaching reading (Ogle (as cited in Riswanto et. al., 2014:227)) namely what the students know about the reading

material, what the students want to know about the reading material, and what the students have learned from the reading material.

7. KWL Strategy in teaching reading by Donna Ogle

Some steps have to be followed. The researcher will explain the procedure of K-W-L strategy in teaching reading based on Ogle. According to Ogle (as cited in Riswanto et. al., 2014:227), there are seven steps of Know-Want-Learn strategy :

1. Choose the text.
2. Create a K-W-L chart. The teacher should create a chart on the background or on an overhead transparency. In addition, the students should have their own chart on which to record information.
3. Ask students to brainstorm words, terms, or phrases they associate with a topic. The teacher and students record these association in the K column of their charts. This is done until the students run out of ideas. Engage students in a discussion about what they wrote in the K column.
4. Ask students about what they want to learn about the topic. The teacher and students record these questions in the W column of their charts. This is done until students run out of ideas for questions. If students respond with statements, turn them into questions before recording them in the W column.
5. Have students read the text and fill out the L column of their charts. Students should look for the answer to the question in their W column of

their charts while they are reading. Students can fill out their L columns either during or after reading.

6. Discuss the information that students record in the L column.
7. Encourage students to research any questions in the W column that are not answer by the text.

Based on those procedures of K-W-L strategy in teaching reading, the researcher will explain In classroom practice, we divide the reading activities into three interrelated stages. i.e. pre reading activities, whilst reading activities, post reading activities (Williams: 1984, Wallace ;1988, Wallace ;1972) the way to K-W-L strategy in teaching reading as follows:

a. Pre Reading

K (What I Know) stage (Elicit Prior Knowledge)

- a. Students are divided into the six groups, each groups has 4 and 3 members.
- b. Teacher presents a big picture
- c. Teacher distributes K-W-L chart to students part by part. Firts, teacher distributes “K” column. What I Know, teacher explains how to use the K column
- d. Teacher asks the students to write that they have know related to the picture and the title.
- e. Students are ask to discuss what they have write in What I Know column.

W (What I want to Know) stage (Set a Purpose of Reading)

- f. Teacher distributes “W” column to the students. What I Want to Know, teacher explains how to use the W column
- g. Students are ask to write what they want to know about the topic. Besides, teacher will give some questions related to the text if the students do not have idea about what they want to know. It will be explain in the next step.

b. Whilst Reading

L (What I Learn) stage (Monitor Reading Comprehension)

- h. Teacher distributes the students a text entitle “Beauty and The Beast”. Then, teacher instructs some questions that are write in the W column.
- i. Teacher asks the students to identify the main idea of each paragraph, generic structure, moral values, word reference in the Narrative text.
- j. Teacher distributes “L” column to the students. What I Learn, teacher explains how to use the L column
- k. Teacher asks the students to find the answer of their own questions in What I Want to Know column. If find the answer, have to write it down in What I learn column.
- l. Teacher asks the students to reread the text in dept.
- m. Students are ask to write new information they find in the text in What I learn column.
- n. Students are ask to rewrite the information they find in What I learn column.
- o. Teacher asks several of groups to present their KWL chart.
- p. Teacher and students discuss the students work in KWL chart.

After reading

- q. Teacher asks the students to do comprehension questions individually.

c. Post teaching

- r. Teacher discusses the students difficulties in understanding the materials.
- s. Teacher gives conclusion about the materials that have learn.

From the explanation above, there are some steps of K-W- L strategy that have to follow. The researcher tends to apply this lesson plan in teaching reading comprehension of Narrative text using of KWL strategy.

Table 1 :
KWL Strategy by (Ogle, 1986)

K <i>(What I Know)</i>	W <i>(What I want to know)</i>	L <i>(What I have learned)</i>

8. Advantages and Disadvantages of K-W-L Strategy

According to Ibrahim (2012), there are six advantages of K-W-L strategy as follows :

1. It is appropriate for all education levels from beginners up to advanced.
2. It can be used for all skills but it is most suitable for reading skill.
3. It helps students to monitor their comprehension and knowledge.
4. It encourages students to do critical thinking.

5. It makes teacher and students become more interactive in the teaching and learning process.
6. It sets out a purpose for reading
7. It means that readers have some ideas about the text before read the whole text and focus to find the important points while reading.

On the other hand, the disadvantages of K-W-L strategy based on Ibrahim (2012) are it is difficult for students with prior knowledge, it takes time to complete, and it is not effective for reading fiction material. According to Ogle (1986), there are advantages and disadvantages of K-W-L as follows:

1. Advantages of KWL as follows:

- a. Can makes student easier understand the topic
- b. Stimulate students knowledge
- c. Help students become better readers of reading text and helps teachers to be more interactive in their teaching

2. Disadvantages of KWL as follows:

- a. KWL Method does not encourage asking questions while reading and the fact some of background information may not be correct
- b. It also does not help with growing
- c. Vocabulary, because if a students does not know what a word is, they may just skip it and go on
- d. There is also no encouragement for addressing emotional experience while they read

From those explanations above, it can be concluded that Using of K-W-L strategy, K-W-L strategy has some advantages. However, K-W-L strategy also has disadvantages that will face in the Improving students reading comprehension of narrative text.

B. Review of Related Findings

Actually there were some researchers related to this research. Many research had done research about students Reading. Many research have been report to expose the identification of students achievement in learning English to make the teaching and learning process more effective some of the researchers findings were concisely below.

Nikmaturrahmah MS, (2016) in research concluded that K-W-L strategy showed that the steps in K-W-L strategy could help the students to comprehend the reading material well. It means that K-W-L strategy is an appropriate strategy to help the students' in comprehending text.

Hamdan, (2014) in researcher concluded that the strategy of KWL was effective in improving the reading comprehension that the way in K-W-L strategy could help and useful for two sides were teacher and students besides that learning process are getting through more creative, active and motivated.

Yuniarti, (2013) in research concluded that K-W-L strategy was effective to improve the students' ability in finding specific information. Besides, K-W-L strategy, as an effective strategy in teaching reading that could improve students' reading comprehension, have been proved by some researchers. That K-

W-L strategy is effective to improve the students' reading comprehension. Which show that (1) K-W-L strategy could help the teacher to scaffold the students' comprehension of the text by focusing on the steps before, during, and after reading; (2) K-W-L strategy could help the students to preview the text, assess what they have learned after reading, and attract their interest in reading; (3) The kind of activities given such as preteaching vocabulary, using skimming and scanning, using fix-up strategies, and guessing meaning could help the students to read the text efficiently.

Katmono, (2012) Based on the result of this research, the implementation of K-W-L Strategy could improve students' reading skill result showed that students enjoyed and became active during teaching learning process in reading comprehension.

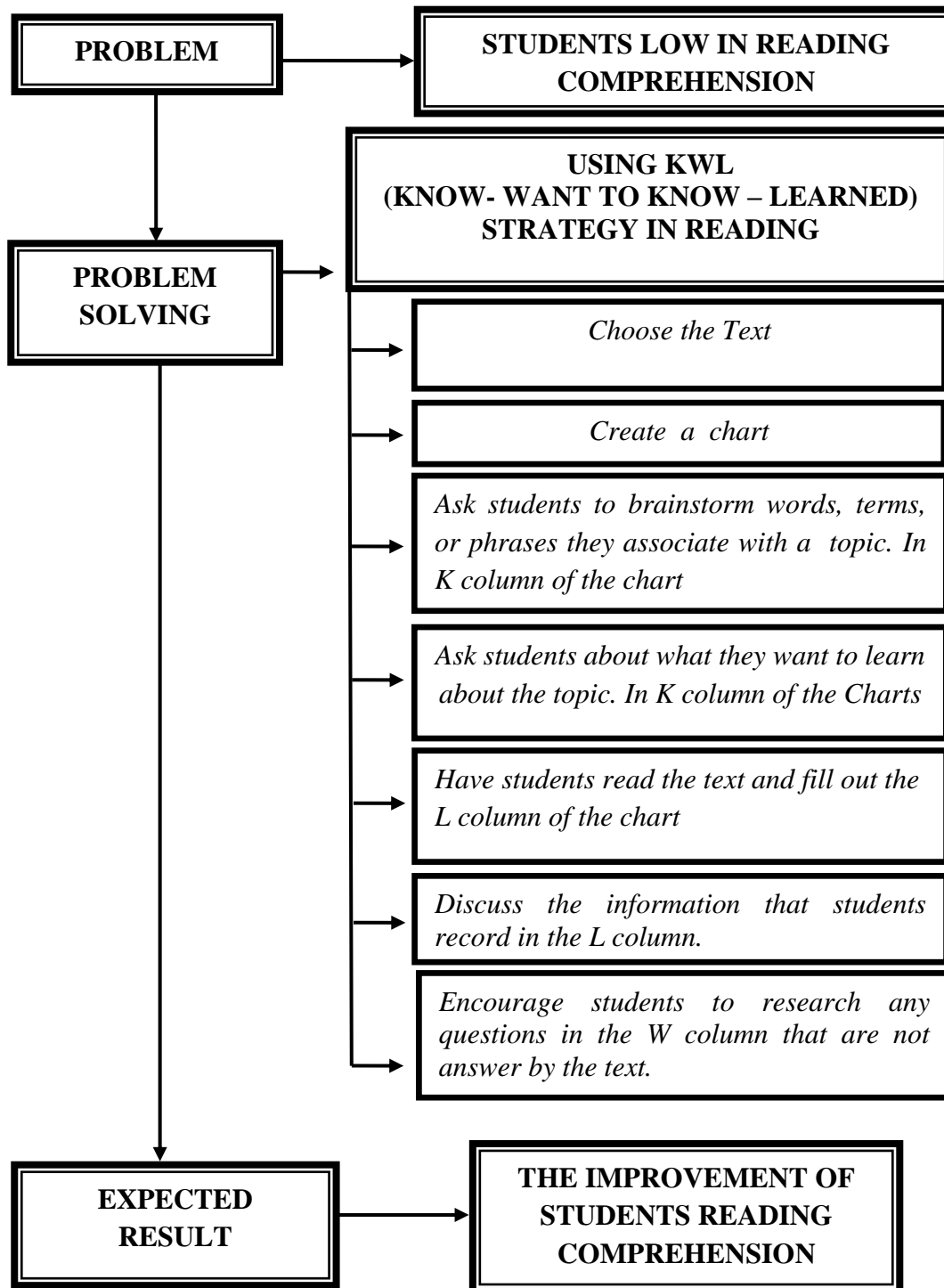
A.A.A Putri Dian Purnami Karang, (2014) in research concluded that teaching reading comprehension through KWL strategy was able to improve the reading comprehension from lower score to highest score, furthermore the result shown changing learner behavior from teacher centered into students active process. Students indicated 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 was likely to be in the passage, and decide what yet needs to be done after reading.

Based on related findings above, it could be concluded that reading was a big problem in the some schools, and the researchers about reading by using some

strategies to solve the reading problem. Research gave the explanation about how to improve students achievement in Reading comprehension through K-W-L strategy is able to improve students reading comprehension of narrative text.

C. Conceptual Framework

DIAGRAM 1 :



From the diagram above, the problem of the students were not comprehend reading is solve by KWL (Know-want to know-learned) strategy. Where, KWL KWL strategy with using three columns are, K, W, and L. KWL srategy as expected the result was the are students improvement in reading comprehension of narrative text.

CHAPTER III

RESEARCH METHODOLOGY

This chapter, the researcher explain about the research methodology in made this research. It consists of research design, setting of the research, procedure of the research, technique of collecting data and technique of analyzing data will be taken at the students of Eight Grade SMP Negeri 8 Rambah. This chapter would explain about the direction of this research and also the procedure will be taken by researcher in collecting the data.

A. Research Design

This research was Classroom Action Reasearch (CAR). The goal of the researcher is to improve knowledge, teaching style, technique and methods in the classroom. The researcher choose classroom action research to improve students' quality in learning and teaching English and revise classroom learning and teaching process better. As stated by (Arikunto, 1992:3) action research was a research which done by someone and about their job without change the system. According to wiraatmadja (2007:11-12) stated that "action research practice to help someone to give resolution in the problem in emergency situation and to help get the purpose social education with cooperation in frame agreement together."

Based on the theories above, the researcher could concluded that action research was a process of solving problems two sides were the teacher and students. Beside it also had some cycles that consist of plan, action, observation and reflection. Furthermore, the research was conducted in quantitatively or qualitatively.

B. Setting of the Research

This research was conducted at the Eight grade of SMP Negeri 8 Rambah. This school is location on Jl. Diponegoro No.139, Desa Suka Maju, Rambah District, Rokan Hulu Regency. In class VIII.2 have been 23 students that consist of 12 females and 11 males. In this research, a collaborator is needed. The collaborator was Santi Desvita, S.Pd as one of collaborator teacher in SMP Negeri 8 Rambah.

Table 2 :
Total students of CAR

Class	Females	Males	Total
VIII.2	12	11	23 students

C. Instrumentations

The instrument of this action research were as follows:

1. Test

Reading Comprehension used KWL strategy was base on the indicators in the theory of teaching Reading Comprehension by using Know Want to Know Learned study before. It had the students at the end of every cycle to measure the student improvement in their Reading Comprehension used Know Want to Know Learned.

2. Observation

Observation was diagnoses about the problems found in the field, and then designs the plan to do an action in order to solve the problems. While the researcher held the action, the collaborator helped her observe the teaching

learning process to collect the data by filling in the observation checklist which contains indicators of Reading Comprehension of narrative texts used Know Want to Know Learned.

3. Field Notes

The collaborator notes the events that happen in the field. Many advantages the teacher has the field Notes. The contents are direct observation, feeling, supervision, perceptive, reflection and hypothesis Wiraatmadja (2007:123) It explained something that happens during teaching and describe the students' behaviors in learning process. The form of field note is an empty of paper belong the events the activities at the classroom process.

4. Interview

The researcher used the interview to collect the data related to the factors that influenced the students in Reading Comprehension by using Know Want to Know Learned. According Wiraatmadja (2007:117) interview as the questions to propose like verbal to the others people can give the information or explanation about the condition of necessary, any three kinds of interview are standard schedule interview and standard interview not schedule and not standard interview. Besides that, interview data was used to know students' progress after the action. This section aimed to see the progress after giving action.

D. Procedure of the Research

The procedure of research applied there were typically four broad phases in a cycle of action research, (Kemmis and Taggart, 1998) consists of planning, acting, observing, and reflecting. Each cycle had four meetings and each meeting took 2 x 40 minutes = 80 minutes per meeting. The model of action research has illustrated through the diagram in Figure 1 as follows:

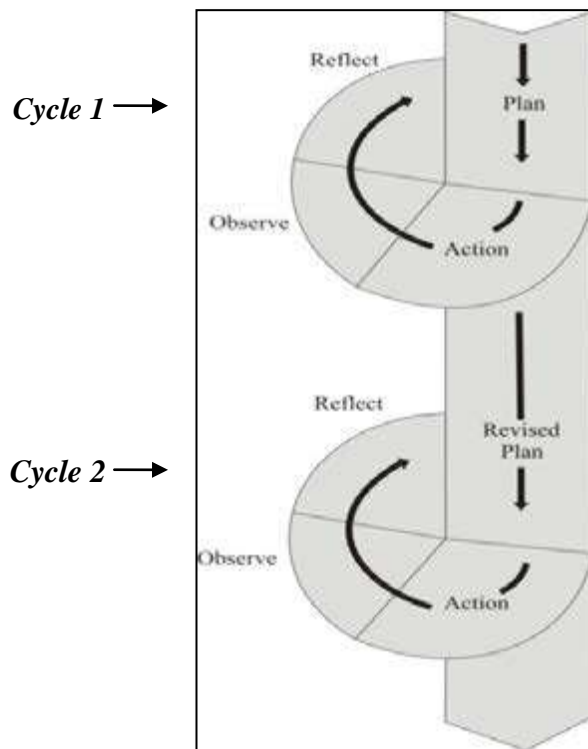


Figure 1 : Cyclical AR model based on Kemmis and Mc Taggart (1998)

The Cycles of the Action Research

1. Plan

- a. preparing and selecting the materials
- b. making the lesson plans which using KWL (Know want to know learned)
Strategy that consisted of the step actions
- c. preparing teaching aids/media
- d. preparing observation instruments that will be bring into classroom and used to know the situation of teaching and learning process when the stratrey is apply, and to know whether the students activeness in reading class especially in comprehending the English text using the KWL (Know want to know learned) strategy is improving well or not.

2. Action

Pre Reading

K (What I Know) stage (Elicit Prior Knowledge)

- a. students are divided into the six groups, each groups has 4 and 3 members.
- b. Teacher presents a big picture
- c. Teacher distributes K-W-L chart to students part by part. Firts, teacher distributes “K” column. What I Know, teacher explains how to use the K column
- d. Teacher asks the students to write that they have know related to the picture and the title.
- e. Students are ask to discuss what they have write in What I Know column.

W (What I want to Know) stage (Set a Purpose of Reading)

- f. Teacher distributes “W” column to the students. What I Want to Know, teacher explains how to use the W column
- g. Students are ask to write what they want to know about the topic. Besides, teacher will give some questions related to the text if the students do not have idea about what they want to know. It will be explain in the next step.

c. Whilst Reading

L (What I Learn) stage (Monitor Reading Comprehension)

- h. Teacher distributes the students a text entitle “Beauty and The Beast”. Then, teacher instructs some questions that are write in the W column.
- i. Teacher asks the students to identify the main idea of each paragraph, generic structure, moral values, word reference in the Narrative text.
- j. Teacher distributes “L” column to the students. What I Learn, teacher explains how to use the L column
- k. Teacher asks the students to find the answer of their own questions in What I Want to Know column. If find the answer, have to write it down in What I learn column.
- l. Teacher asks the students to reread the text in dept.
- m. Students are ask to write new information they find in the text in What I learn column.
- n. Students are ask to rewrite the information they find in What I learn column.
- o. Teacher asks several of groups to present their KWL chart.

- p. Teacher and students discuss the students work in KWL chart.

After reading

- q. Teacher asks the students to do comprehension questions individually.

c. Post teaching

- r. Teacher discusses the students difficulties in understanding the materials.
- s. Teacher gives conclusion about the materials that have learn.

3. Observation

Meanwhile the researcher as a teacher does the actions, the collaborators observe the process during the lesson. The researcher whenever as a teacher or observer keeps on making records or notes of process by making field notes. Moreover, the observers/collaborators are surely having observation checklists on their hands to be filled up during the process.

4. Reflection

Here, all the actions are evaluated and reflected in the end of each cycle. The researcher as a teacher and the collaborators try to analyzed the result of the observation and test to know the effect of using KWL (Know want to know learned) strategy in reading class especially in comprehending the text. The researcher analyzed, reviewed and respond the activities that in cycle I. If the target is not reach yet, the researcher continued next cycle, cycle 2. The steps and the activity were same as cycle 1, it is only difference on the emphasis because of some short revision.

E. Technique of Collecting the Data

The technique of collecting the data is an important role in conducting a research for the result validity. The data for this research consists of both quantitative and qualitative. The data was conducted used two kinds instrument, namely:

1. Quantitative Data

In order to get the data for this researcher, the researcher collected the data by giving basic test to the class before done the treatment or at every the the end of the cycles. The test consist of some passages where each passage contained some question related to the passage. It was multiple choices test that related to reading text.

a. Basic test

Basic was used to find out the students reading comprehension. It is to see the basic quality of students reading comprehension before receiving the treatment. The basic test is reading test. The basic test is conducted in 60 minutes. In the basic test, students are asked to answer 20 items of reading comprehension test.

b. Test

Test was used to find out the improvement of reading comprehension. The Test was used at the end of each meeting. After conducting the teaching through K-W-L strategy as the treatment. It is done in order to know the students development in reading comprehension test after having the

treatment. In the test, students are also asked to answer 20 items of reading comprehension test in 60 minutes.

2. Qualitative Data

The qualitative obtained by giving observation checklist, field note and interview. These tools are used to see the students activities and teachers skill in teaching reading through KWL strategy.

F. Technique of Analyzing the Data

The data was analyzed with quantitative and qualitative form. Quantitative data is presented by numeric and qualitative data, it means that the data in the form of verbal report and describe in the graphic form.

1. Quantitative data

The data gained is numeric and analyzed by using statistical computation. This data was used to know the average of students mark and students' mastery learning in order to know their achievement. After conducting the test, the researcher gave score to the writing test papers of the students. The researcher used test to measure the reading narrative in giving score of reading test, the researcher processes the result of the students tests. In this research, the researcher formulate the result to get the total score in each students' in reading narrative text. The researcher used the following formula:

$$M = \frac{X}{N} = 100\%$$

Where :

M : Each students score

X : Total of correct answer

N: Constant Number

(Harahap in Permai 2007)

After getting the letter grade of the students', the researcher used descriptive analysis technique (percentage) to analyze students' reading comprehension in narrative text, the researcher used the following formula percentage that proposed by Sudjana adopted by Suri (2010 : 36)

The formula is:

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

Where :

P: Percentage of students

F : Frequency are able to reach or find

N: Total number of students

According to Arikunto (2009:6), after getting the total mean score, the researcher categories it into the following criterions :

Table 3 :
Level of students in Narrative text

No	Level of Mastery Narrative Text	KWL Case	Value	Criterion
1	85-100	A	4	Excellent
2	70-84	B	3	Good
3	55-69	C	2	Fair
4	50-54	D	1	Poor
5	0-49	E	0	Very Poor

Based on data above, it is used to determine where mistake that students almost do. This scoring occurs from first cycle up to second cycle .

2. Qualitative Data

The data was taken the observation checklist, field note, and interview was analyzed qualitatively at the end of each cycle. In order to analyzed qualitative data the researcher applied five steps offered by Gay and Airasian in Martasuri (2000:240-249), as follow :

1. Data Managing

The researcher was collected the data had been date, and the organize and sequence all field notes, transcript observers comments and memo. All the important data were mark and underline, while the need data was cross out. In this stage, the work of the researcher was manage and checks the data during the learning process. Then, the researcher analyzed and interpreted them.

2. Reading the note

This stage was the first step in analysis, the aim was to get a sense of the data. In this stage, the researcher was read the data in order to recall all events and experiences that the researcher represents. Then the researcher wrote the notes and underline the important section or issues. Here, the researcher beginning to searching for theme or common thought the notes.

3. Describing

After reading the data and getting issues, the researcher described what going on during the learning process and how the result of students teachin reading comprehension of narrative text by using Know Want to Know Learned.

4. Classifying

In this step, the data would be classified into smaller units. Then the researcher classified the problem faced by the students from observation checklist and reading test. The researcher also classified the techniques that will be used by the teacher based on the theory from the transcription from observation checklist.

5. Interpreting

The aim of this step was to identify the important themes or meaning in the data collection. This step is the answer to the following question: What is the importance in the data? Why is it important? What we can learn from? In this research the researcher identifies the result of know want to know learned in improving teaching reading comprehension in narrative text.

At least, all the data which was taken from the observation sheet, filed notes, and interview will be analyzed with five steps above. The researcher also uses the findings to write the report to describe the improvement of students' reading comprehension in narrative text by using Know Want to Know Learned.