

**APPLYING KWL (KNOW, WANT, LEARNED) STRATEGY
TO ENHANCE STUDENTS' ABILITY IN READING
DESCRIPTIVE TEXT**

THESIS

Submitted to the State Islamic University of KH Achmad Siddiq Jember
to Fulfill one of the Requirements
For Bachelor's Degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program



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**ENGLISH EDUCATION PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF KIAI HAJI ACHMAD
SIDDIQ JEMBER
2022**

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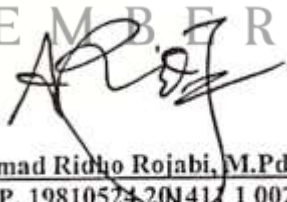
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Fulfillment of the Requirement of Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
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MOTTO

وَلَنَبْلُوَنَّكُمْ بِشَيْءٍ مِّنَ الْخَوْفِ وَالْجُوعِ وَنَقْصٍ مِّنَ الْأَمْوَالِ وَالْأَنْفُسِ وَالثَّمَرَاتِ وَبَشِّرِ الصَّابِرِينَ

“We shall surely test your steadfastness with fear and famine, with loss of property, life and produce. Give good news to those who endure with patience”

(Q.S Al Baqarah: 155)¹



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¹Al-Qur'an Translation by Malik. Online version. Access from <https://www.alim.org/quran/translation/malik/surah/2/> (accessed on 6th October 2022, 6.15 pm).

DEDICATION

I proudly dedicate this undergraduate thesis to:

1. Mr. Saniman and Mrs. Sunarti, My Beloved parents who always love, support, and pray for me unconditionally. The sacrifices you've made for me are beyond any description. May Allah give you the compassion of good health every single day. Of all my worldly possessions, you both are my most cherished.
2. My Big Family, who always pray, encourage and support me for finishing my undergraduate thesis. I would like to thank you all.
3. Silfia Dwi and Alisya Wulan, My best friends who accompany, help, and give me positive words to finish my undergraduate thesis. I am very grateful to have you both.
4. All of my friends who cannot be mentioned here one by one. Thanks for your support, friendship and togetherness. Wish you luck on your life.



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1. Prof. Dr. H. Babun Soeharto, S.E. MM, as a Rector State Islamic University of KH Achmad Siddiq Jember.
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Finally, the researcher hopes May Allah always blesses and guides us to the best way of life, especially to all who have already helped compile this undergraduate thesis.

Jember, 3th November 2022

Researcher

ABSTRACT

Shofa Alfia Susana, 2021. *Applying KWL (Know, Want, Learned) Strategy to Enhance Students' Ability in Reading Descriptive Text.*

Key Words: *KWL Strategy, Students' Reading Ability, Descriptive Text.*

The deficiency of interest in reading is a common issue found in educational circumstances. The same issue was discovered at SMK Addimyati. The students' reading ability was low, and they were difficult to comprehend the text. Those problems were caused by various factors, for example, the impact of online learning that inflicts students' deficiency of interest in reading during learning in a class. Besides, students are indolent in reading the text, and they have a short vocabulary. Therefore, the teacher must utilize the strategy to help students engage and motivate in teaching learning process of reading so that they can build their reading competence. This research applied the KWL strategy in teaching learning to solve the issues found at SMK addimyati.

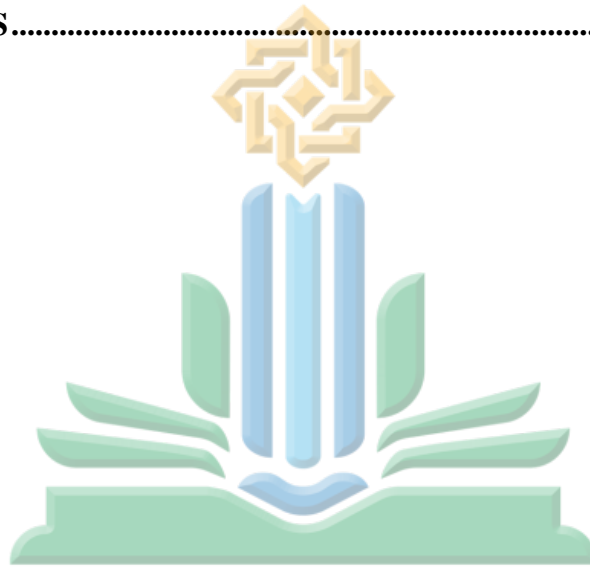
The objectives of this research were to describe whether applying KWL strategy can enhance students' ability in reading descriptive text. The design of this research was Classroom Action Research (CAR) with two cycles. One cycle was done in three meetings. The first and second meeting was a treatment of the KWL strategy in a class, while the third meeting was a reading test. Thus, the total of meetings in this research was six meetings. This research was conducted in SMK Addimyati Jenggawah. The participants were 30 students of the X BDP 2 class. This study was conducted following Kemmis and McTaggart's (1988) research procedure: planning, action, observation, and reflection. This study used two tests to measure the enhancement of students' reading ability; pre-test and post-test. The data collection techniques used in this research were observation, document review, test, and interview. The data obtained were analyzed by using a formula of data from the observation, test, and interview. The researcher used a triangulation technique to validate the data and content validity to validate the test.

The results revealed the enhancement of mean scores from the pretest, post-test of Cycle I, and post-test of Cycle II. Additionally, the students' participation enhanced from the first meeting of Cycle 1 to the second meeting of Cycle 2. It means that the students' reading comprehension has gradually increased with certainty. Moreover, the students' participation also improved. Nevertheless, the teacher should attract the attention of students who were noisy while the researcher applied the KWL strategy in a class. Other than that, the teacher should embrace to motivate one by one of the students to make them interested and satisfied during teaching and learning. Overall, these results verified that applying KWL Strategy can enhance students' ability in reading descriptive text.

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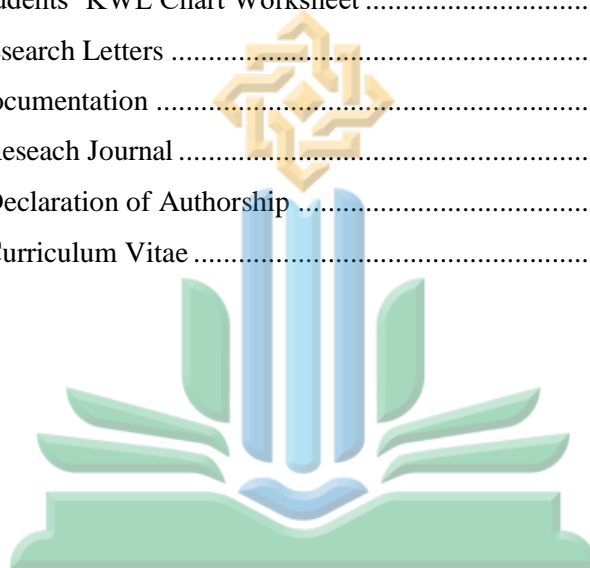
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CHAPTER I

INTRODUCTION

This chapter presents an introduction to the research. The parts of chapter I are research background, research question, research objective, research significances, scope of the research, and definition of the key term.

A. Research Background

Since language is used, humans can easily explain and describe what will be said. Being a science of signs, language approves as the most critical role in social life. As mentioned by Finegan, language is an inconsistently oral structure used as a communication device by humans.² Without language, humans will not be able to think in a complex and abstract way. Thinking activities systematically and regularly indeed cannot be realized. Furthermore, without having language skills, humans may not develop knowledge or science. Of the two functions mentioned, namely as a communication device and thinking media, language is capable of accomplishing its starring role in knowledge or science development. From the process of thinking, humans produce an idea and thought, and then convey it through language. The ideas that are conveyed and published can be studied and developed into knowledge or science. Therefore, language cannot be separated from human life in this world.

² Edward Finegan, *Language: Its Structure and Use, Fifth Edition*. Boston (USA: Thomson Higher Education, 2008), 22.

Baugh and Cable stated that language is a principal balance of strength between nations.³ There are approximately 6000 and 7000 languages in the world.⁴ It is from the ethnic language to the national language of a country. Among those languages, people of this century used English as an international language so that people in various countries could easily communicate. English is asserted by more than 380 million people in the United Kingdom, United States, and the former British Empire, as the most significant western language. However, English is not the most spoken mother tongue in the world.⁵ Moreover, its existence is one of the references for prospective employees when entering the interview stage for job acceptance. In addition, English is used as a prerequisite or entrance test at various well-known universities in the world. Thus, English is an educational necessity for the community, especially the Indonesian people. To improve students' ability to use English correctly, students need to learn four primary skills in English. There are listening, speaking, reading, and writing.

Concerning the four skills, the principal one of these skills is reading. Reading is the most essential skill that must be possessed in learning English than speaking and writing. Primarily, reading is crucial to acquire knowledge, engagement in culture, and career in human contributions.⁶ Likewise, reading can have more impact on learning English. By reading, the student can get

³ Albert C. Baugh and Thomas Cable, *A History of the English Language, Fifth Edition* (London: Routledge, 2002), 3.

⁴ Finegan, *Language: Its Structure and Use, Fifth Edition*, 25.

⁵ Albert C. Baugh and Thomas Cable, *A History of the English Language*, 4.

⁶ Anne Castles, Kathleen Rastle, and Kate Nation, "Ending the Reading Wars: Reading Acquisition from Novice to Expert," *Psychological Science in the Public Interest*, no. 1 (2018): 5. <https://doi.org/10.1177/1529100618772271>.

information sources from the text. Other than that, the student can develop their knowledge and how they think related to moral development, emotion, and verbal intelligence.⁷ Reading is an activity to interpret the text by collecting more information from a reading text. The information obtained will increase the knowledge. Dr. Seuss wrote,

*“The more that you read, the more things you will know. The more that you learn, the more places you’ll go”.*⁸

Dr. Seuss has explained the importance of reading as a provision for the future. It also contains how the reading activity will take the reader to a higher place.

Reading also plays an irreplaceable role in Islamic civilization. In the past, advances in science brought the glory of Islamic civilization to its peak. It comes from the intellect of Muslims who like reading. Aside from that, Islam has taught its believers to instill a love of reading.⁹ As stated in the Qur'an Surah Al 'Alaq (96):

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ
(٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

⁷ Collin Horrison, *Understanding Reading Development* (London: Sage Publications, 2004), 3.

⁸James J. Robinson, “In the Final Analysis.” *JOM*, no. 10 (2019): 3329. <https://doi.org/10.1007/s11837-019-03754-8>

⁹ Zaenani Qodriyatun, Muqowim Muqowim, and Radjasa, “Menanamkan Tradisi Membaca pada Siswa Madrasah menurut Pandangan KH. Wahid Hasyim dalam Menjawab Tantangan Era Industri 4.0,” *TA'ALLUM: Jurnal Pendidikan Islam*, no. 2 (Desember, 2020): 269. <https://doi.org/10.21274/taalum.2020.8.2.267-285>

The meaning: “(1) Read in the Name of your Lord Who Created. (2) He created the human being from Alaq (an embryo). (3) Read! and your Lord is the Owner of the Greatest Honor. (4) That He taught with pen. (5) (He has) taught the human being what he did not know.” (Q.S. Al- ‘Alaq: 1-5)¹⁰

Allah sent down the revelation for the first time in that verse, containing an order for humans to read or study knowledge, both implicit and explicit. It is used to be purposeful for themselves or others.

English is a foreign language that is used in classes ranging from kindergarten to elementary school and high school.¹¹ As declared on Act of The Republic of Indonesia Number 20, Year 2003 On National Education System, article 37, verse (1) “*Foreign languages, especially English language, can be used as a means in global dealing.*”¹² It refers to the goal of using foreign languages in education, which is to help students prepare for a global world, increase knowledge in science and technology during an increasingly fast-paced era, and add career value to the workforce and education.¹³ In addition, English was indispensable, such as its use in academic publications and research in international journals by several universities, the importance of recognized language qualifications such as Test of English as a Foreign Language (TOEFL) and International English Language Testing System (IELTS), both as graduation requirements,

¹⁰ Quran Kemenag. Online version. <https://quran.kemenag.go.id/surah/96> (accessed on 3rd January 2022, 7.15 pm).

¹¹ Desi Riyantika, “Pengaruh Bahasa Indonesia dan Bahasa Inggris sebagai Bahasa Pengantar dalam Pendidikan Formal,” *INA-Rxiv*, (January 4, 2019): 10. <https://doi.org/10.31227/osf.io/2qbny>

¹² Kemendikbud. The English version of the Act of The Republic of Indonesia Number 20, Year 2003 On National Education System, article 37 verse (1).

¹³ Emi Nursanti, et al., “Patterns of Language Use Among Multilingual University Students Majoring In English,” *LITERA*, no. 2 (Juli, 2020): 233. <https://doi.org/10.21831/ltr.v19i2.27135>

domestic and foreign scholarships, then as a requirement of workforce.¹⁴

Nevertheless, several people who are not interested in English opined that English is a terrifying scourge because of its limited vocabulary, so they cannot understand the intention of the text. Because of its position as a Foreign Language (EFL), English is considered trivial, so not many people learn it profoundly. In addition, many of them find difficulties in applying English in their daily life, especially in terms of reading. Whereas by reading, people can recognize a language from a text. This is due to inherent literary problems in Indonesia. The main factor behind the lack of literacy in Indonesia is the deficiency of interest in reading. It is due to less reading awareness. In a reported survey of the Program for International Student Assessment (PISA), Suhajar Diantoro, as a Chief Staff of the Interior Minister, states that from a study in 70 countries, the Indonesian Literacy rate is 62.

The rise of Covid-19 has forced education in Indonesia to be conducted online for almost two years ago. Online learning is not an effortless thing for the government, teachers, parents, and students to implement effective teaching and learning process, so several issues appear during the teaching and learning process in the classroom such as students' participation is less during learning.¹⁵ However, since the government has reinstated face-to-face learning, the impact of students' issues regarding online learning has been

¹⁴ Allan F. Lauder, *English in Indonesia, First Edition*, (America: John Wiley & Sons, Inc, 2020), 608-609.

¹⁵ Refika Andriani, Syaifullah, Destina Kasriyati, "EFL Students' Difficulties in Online Learning during Pandemic Covid-19," *ELT-Lectura: Studies and Perspectives in English Language Teaching*, no. 2, (August, 2021): 148.

carried over into the classroom, so that new problems have spread to others, such as the lack of students' ability to learn in a class. The same issues were discovered at SMK Addimyati by the researcher who interviewed the English teacher on Wednesday, April 6th, 2022. The teacher explained that the issues of students are related to the students' reading ability. When the teacher began the reading material, a number of students did not comprehend the text. Various factors cause it, for example, the impact of online learning that inflicts students being deficient of interest and focus students during learning in a class. Also, students are indolent in reading a text and have a short vocabulary.

In this case, the teacher utilizes several strategies to enhance students' quality in reading English texts. However, the strategies are inappropriate or less attractive to students. Over time, the teachers should think about a strategy suited to students' abilities. Hence, students who learn English, particularly in reading, require a practical strategy. One of the strategies that help teachers take an active role in helping students build reading competence is the KWL strategy.

The KWL strategy was first introduced by Donna M. Ogle in 1986. She pinpointed that KWL strategy is an instructional reading strategy carried out by brainstorming, categorizing and predicting information using K-W-L tables, so that students understand the text easily.¹⁶ The KWL strategy uses three organizer columns, namely K (Know: what I know), W (Want: what I

¹⁶ K. Denise Muth, *Children's Comprehension of Text: Research into Practice*, (University of Georgia, USA: The Educational Resources Information Center (ERIC), 1989), 205.

want to know), and L (Learned: what I have learned). From this understanding, K (what I know) means that students know about the learning topic they get from the text. W (what I want to know) means students tell what they want to know about the topic. In the second column, students tried to write some questions dealing with the information of text.¹⁷ The last is L (what I have learned) means that students make a list of what they have learned about the topic and what they already know about the topic after students have finished reading from the information text. So, it can be concluded that KWL is a strategy to practice students actively comprehending the text and can quickly figure out the meaning of the text.

There are many benefits of applying KWL Strategy. Prior studies claimed that KWL strategy is a simple and practicable strategy using three columns to take notes from the student systematically. On this occasion, this strategy can help a teacher to stimulate students' strategy before reading, advancing the students' comprehension while reading was ongoing, and organizing students' ideas after read the text.¹⁸ However, students become independent in being responsible for their learning by providing students with a guide structure for reading textbooks and other sources.¹⁹ Other than that, students can actively engage in their learning by doing several activities such as, listening to lectures, brainstorming to the text so that students can

¹⁷ Mortaza Yamini, "Evaluating KWL Charts Strategy in relation to Iranian EFL Learners' Comprehension of Culturally Unfamiliar Texts," *Sciedu Press*, no. 1 (2013): 77.

¹⁸ Thuraya A. Alabsi, "KWL Strategy for Improving Pre-service English Teachers' Performance," *Occasional Papers*, (January, 2018): 429.

¹⁹ N. Marchand-Martella, S Wasta, and R. C. Martella, "Applying the K-W-L Reading Strategy in Health Education," *Journal of School Health*, no. 4 (April, 1996): 154. <https://doi.org/10.1111/j.1746-1561.1996.tb08238.x>

comprehend better and maintain their comprehending about the text.²⁰ For that reason, KWL strategy can help teacher to highlight students' needs in learning activities and facilitate collaboration between teachers and students in resolving learning problems, particularly those involving students' reading skills.

KWL (Know, Want, Learned) strategy gave the effectiveness of teaching reading in a class. Some of the effectiveness in using KWL strategy are its effectiveness in building up students' cognitive structure in connecting their genuine concept of the text and previous concepts with the opportunities given when they read the reading text.²¹ Furthermore, teaching reading using the KWL strategy helps the teacher suggest the students work in groups and sharpen the students' prior knowledge about the text topic, and then interpret the text's information.²² Other than that, KWL strategy maximizes the teaching process in reading in order to extend students' achievement in reading comprehension by activating students' curiosity in reading text.²³ Therefore KWL strategy is an effective strategy that helps teacher to succeed process of teaching learning.

²⁰ Bustami Usman, Ika Apriani Fata, and Ratih Pratiwi, "Teaching Reading Through Know-Want-Learned (KWL) Strategy: The Effects and Benefits," *Englisia*, no. 1 (November, 2018): 36. <http://Dx.Doi.Org/10.22373/Ej.V6i1.3607>

²¹ Riswanto, Risnawati, and Detti Lismayanti, "The Effect of Using KWL (Know, Want, Learned) Strategy on EFL Students' Reading Comprehension Achievement," *International Journal of Humanities and Social Science*, no. 7 (May, 2014): 234. <https://doi.org/10.1.1.1062.3444>

²² Bustami Usman, Ika Apriani Fata, and Ratih Pratiwi, "Teaching Reading Through Know Want-Learned (KWL) Strategy: The effects and benefits," *Englisia*, no. 1 (November, 2018): 41. <http://dx.doi.org/10.22373/ej.v6i1.3607>

²³ Rita Meutia, "The Effect of KWL Strategy, QARs Strategy, and Curiosity on Students' Achievement in Reading Comprehension," *International Journal of Advanced Research in Education and Society*, no. 3 (October, 2021): 150.

Regarding to the case above, the researcher attempts to examine a research entitled “Applying KWL (Know, Want, Learned) Strategy to Enhance Students' Ability in Reading Descriptive Text.”

B. Research Questions

Drawing in the previous discussions, the following research questions were:

1. How does the KWL (Know, Want, Learned) strategy enhance the students' ability in reading descriptive text?
2. What are the challenges that were encountered by the students in applying KWL (Know, Want, Learned) strategy in reading descriptive text?

C. Research Objective

Based on the formulation of study above, the purposes of this research are:

1. To describe whether the applying KWL (Know, Want, Learned) strategy can enhance students' ability in reading descriptive text.
2. To describe the challenges that were encountered by the students in applying KWL (Know, Want, Learned) strategy in reading descriptive text.

D. Research Significances

The result of this research was expected to be advantageous both theoretically and practically.

1. Theoretically

- a. Enrich the sources of knowledge about strategies in teaching and learning process, regarding KWL strategies. Besides, this research is expected that it can contribute in education of Indonesia.
- b. This research can be used source of information for equal research in future.

2. Practically

- a. This research is expected to provide advantages through the analysis presented to education parties, not only teachers and students, but also the community.
- b. This research is expected that it will become a reading and discussion material which can enhance the knowledge of educational strategies.

E. Scope of Research

In this research, the researcher focused in teaching reading descriptive text by applying KWL (Know, Want, Learned) strategy to enhance students' ability in reading descriptive text.

F. Definition of Key Terms

1. EFL Students' Reading Ability

Reading is a process of thinking cognitively to get information from a text by understanding the meaning of the text. The activities involved in the reading process are receiving readings, analyzing, and interpreting the meaning. The purpose is to pursue more information for intellectual development or knowledge.

2. KWL Strategy

The KWL strategy is one of the alternative strategies in the teaching and learning process used by teachers to improve students' English skills. KWL strategy can be used to improve students' reading ability so that students can easily understand the text's content. The KWL strategy effectively improves language skills because the KWL strategy is easier to apply.

3. Descriptive Text

Descriptive text is a text purposed to explain, describe, or reveal an object, such as a particular thing, person, animal, or place. Descriptive text consists of two structures: Identification containing a general explanation about the topic, and Description containing a particular characteristic or physical appearance of an object and other things explicitly described.



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CHAPTER II

REVIEW OF RELATED STUDY

This chapter presents a review of related study. The parts of the chapter II consists of previous studies, theoretical framework, and action hypothesis.

A. Previous Studies

There have been previous studies that have been carried out and related to this research, those are:

1. Farha and Rohani used quantitative method which used an experimental class and a control class. Each class consisted of 36 students. So, the total subjects of this study were 72 students. This study aimed to describe the implementation of KWL strategy can improve students' reading comprehension of report text at the eleventh grade students. The result of this study proved that the implementation of KWL strategy is effective to improve students' reading comprehension of report text.²⁴
2. Syafi'i, Nurdin, and Fitriningsih reported research that applied descriptive quantitative. This study used statistical analysis that was descriptive analysis to test the hypothesis. This research aimed to discover the eighth grade students' improvement after treatment of KWL technique. The students demonstrated that KWL technique was successful in improving students' reading comprehension.²⁵

²⁴ Nudiya Afiya Farha and Rohani. "Improving Students' Reading Comprehension of Report Text Using KWL Strategy," *ELT Forum: Journal of English Language Teaching*, no. 1 (July, 2019): 25-36. <https://doi.org/10.15294/elt.v8i1.30244>.

²⁵ Moh. Syafi'i, Nurdin, and Fitriningsih, "The Effectiveness Of Know-Want-Learned (KWL) Strategy in Improving Reading Comprehension of The Eight Grade Students OF SMP Negeri 14 Palu," *Datokarama English Education Journal*, no. 1 (August, 2020): 34-39. <https://doi.org/10.24239/dee.v1i1.5>

3. Nirwan carried out a quantitative method using a quasi-experimental design with an experimental group and a control group. This study used two types of test, those were pre-test and post-test. This study purposed to investigate the effects of the use of KWL (Know-Want to Know-Learned) strategy in teaching reading comprehension. This study evidenced that the use of KWL strategy improved the students' reading comprehension significantly.²⁶
4. Vy and Ha carried out a two-group quasi-experimental pretest-posttest design with a quantitative method. The study gathered data from 50 students of two fifth grades at Vstar School. The research objective is to help passive students improve their reading comprehension. Based on the data analysis, this research concluded that the KWL strategy has a positive effect on the reading comprehension achievement of fifth-graders at Ho Chi Minh City's VStar School.²⁷
5. Gunawan and Rahmawati conducted a study using descriptive with a qualitative approach. This study aimed to determine the extent of the involvement of students' behavior with the KWL strategy in reading comprehension. This study demonstrated that the KWL strategy can offer learning that makes students more enthusiastic about learning reading comprehension, almost all students feel enthusiastic about reading

²⁶ Nirwan, "Using KWL (Know-Want To Know-Learned) Strategy in Improving Students' Reading Comprehension," *English Education Journal*, no. 2 (2020): 199-214.

²⁷ Le Thi Thao Vy, and Nguyen Thi Thanh Ha, "The effect of the KWL strategy on Vietnamese fifth-grade students' reading comprehension achievement at Vstar school," *Ho Chi Minh City Open University Journal of Science*, no. 1 (2020): 67-78. <https://doi.org/10.46223/HCMCOUJS.soci.en.10.1.547.2020>

comprehension through the KWL strategy.²⁸

Table 1
The similarities and differences
Previous research and researcher's study

No.	Researcher's name and title	Similarities	Differences
1.	A journal article written by Nudiya Afiya Farha and Rohani (2019) "Improving Students' Reading Comprehension of Report Text Using KWL Strategy"	<ul style="list-style-type: none"> Both researches used KWL strategy to help students comprehend the text. 	<ul style="list-style-type: none"> The previous research used a descriptive quantitative method which used an experimental class and a control class, while this present research used classroom action research. The previous research focused on report text, while this current research focused on descriptive text. The previous research is for the eleventh grade students of senior high school, while the present research is for students of vocational high school.
2.	A journal article written by Syafi'i, Nurdin, and Fitriingsih (2020) "The Effectiveness Of Know-Want-Learned (KWL) Strategy in Improving Reading Comprehension of The Eight Grade Students OF SMP Negeri 14 Palu"	<ul style="list-style-type: none"> Both researches used KWL strategy to help students comprehend the text 	<ul style="list-style-type: none"> The previous research used a descriptive quantitative method, while this present research used classroom action research. The previous research is for the eighth grade students of junior high school, while the present research is for

²⁸ Dhenda Rizki Gunawan and Maya Rahmawati, "Students' Behavioral Engagement through KWL Strategy in Reading Comprehension," *British Jurnal Bahasa dan Sastra Inggris*, no. 1 (June, 2022): 19-25.

			students of vocational high school.
3.	A journal article written by Nirwan (2020) “Using KWL (Know-Want To Know-Learned) Strategy in Improving Students’ Reading Comprehension”	<ul style="list-style-type: none"> Both researches used KWL strategy to improve students’ reading skill 	<ul style="list-style-type: none"> The object of the previous research is English department students, while the present research is for students of vocational high school. The previous research used a quantitative method using a quasi-experimental design with an experimental group and a control group, while this present research used classroom action research.
4.	A journal article written by Le Thi Thao Vy and Nguyen Thi Thanh Ha (2020) “The effect of the KWL strategy on Vietnamese fifth-grade students’ reading comprehension achievement at Vstar school”	<ul style="list-style-type: none"> Both researchers used KWL strategy to help students comprehend the text 	<ul style="list-style-type: none"> The previous research used a quantitative method with a two-group quasi-experimental pretest-posttest design, while this present research used classroom action research. The previous research is for the Vietnamese fifth-grade students of Vstar school, while the present research is for students of vocational high school.
5.	A journal article written by Dhenda Rizki Gunawan and Maya Rahmawati “Students’ Behavioral Engagement through KWL Strategy in Reading Comprehension”	<ul style="list-style-type: none"> Both researchers used KWL strategy to help students comprehend the text 	<ul style="list-style-type: none"> The previous research used a qualitative approach, while this present research used classroom action research. The previous research is for the twelfth grade students of senior high school, while the present research is for

			students of vocational high school.
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After reading some journal articles, it could be seen that although generous studies focused on the KWL strategy to comprehend the text for junior and senior high school students, few studies have discussed the KWL strategy in the context of vocational students. With this in mind, the researcher would like to concentrate on and present how the KWL strategy is applied to comprehend the text for vocational high school students. Furthermore, previous studies have investigated the implementation of the KWL strategy in teaching learning, few have focused on how the KWL strategy can help students' problems in reading descriptive text. Therefore, the present study aims to investigate how the KWL strategy can enhance students' reading ability on descriptive text material and engage students and teacher interaction during teaching and learning. Some studies have applied qualitative and quantitative, and few have used classroom action research. Hence, this present study applied classroom action research to accomplish the EFL students' reading problems and enhance the EFL students' ability in reading.

B. Theoretical Framework

1. Reading Ability

Grellet states that reading is a valuable skill for guessing, predicting, checking, and asking comprehension questions to oneself.²⁹ Reading is a

²⁹ Francoise Grellet, *Developing Reading Skill*, (London: Cambridge University Press, 1996), 8.

process of constructing the meaning of visual and nonvisual information contained in the text.³⁰ It is a multiplex occupation related to the mental activities such as thinking, understanding, and searching for something or new information.³¹ Similarly, Pang et al., emphasized that reading is a complex activity consisting of two processes of word recognition and comprehending, then interpreting the information from the written text through the mind.³² In line with those perceptions, Wooley highlighted that reading is an extracting process meaning from the text.³³

Based on the statements of several experts above, the researcher concludes that reading is the process of assembling more information by recognizing, thinking, and interpreting the text. By doing this activity, the readers can develop their language knowledge. Moreover, reading is one of the pleasurable activities for several people, exclusively for a bookworm. However, reading is the ability students must master to support or reinforce academic success.

Grallet revealed two main reasons for reading: 1) Reading for pleasure (it is for activities to hone reading fluency); and 2) Reading for information (it is for discovering the newest information or doing

³⁰ Andrew P. Johnson, *Teaching Reading and Writing, A Guidebook for Tutoring and Remediating Students*, (USA: Rowman and Littlefield Education, 2008), 4.

³¹ Jen Tindale, *Teaching Reading*, (Sidney: National Centre for English Language Teaching and Research, Macquarie University., 1966), 7.

³² Elizabeth S. Pang, et al., *Teaching Reading*, (Switzerland.: IAE and IBE, 2003), 6.

³³ Nudiya Afiya Farha and Rohani. "Improving Students' Reading Comprehension of Report Text Using KWL Strategy," *ELT Forum: Journal of English Language Teaching*, no. 1 (July, 2019): 2. <https://doi.org/10.15294/elt.v8i1.30244>

something from the information obtained).³⁴ Furthermore, Vellutino et al., highlighted the three components of Reading: 1) Reading Comprehension; b) Context-Free Word Identification; and (c) Language Comprehension.³⁵

Grellet also declared that reading comprehension is the process of creating meaning utilizing written language by construing written text in light of previous knowledge and experiences while applying suitable and effective comprehension strategies.³⁶ As mentioned by Rojabi, reading comprehension is a process of correlation between the messages from the text encoded by the author and then interpreted the meaning by the reader.³⁷ Furthermore, Grellet proposed four aspects of reading comprehension: Word Comprehension, Sentence Comprehension, Paragraph Comprehension, and Text Comprehension.³⁸

Reading has a principal purpose of finding out the information and comprehending the interpretation from the text the reader reads. Besides that, reading can stimulate the readers' minds and help advance the brain. Rivers and Temperley address the seven primary purposes for reading:

- a. to obtain information for some purposes or because we are curious about some topics;

³⁴ Françoise Grellet. *Developing Reading Skill*, (London: Cambridge University press, 1983)

³⁵ Frank R. Vellutino, et al., "Components of Reading Ability: Multivariate Evidence for a Convergent Skills Model of Reading Development," *Scientific Studies Reading*, no. 1 (January, 2007): 5-7. https://doi.org/10.1207/s1532799xssr1101_2

³⁶ Grellet, *Developing Reading Skill*, 6.

³⁷ Ahmad Ridho Rojabi, "Exploring Reciprocal Teaching Method on EFL Learners' Reading Comprehension," *Voices of English Language Education Society*, no. 2 (October, 2021): 133. <http://dx.doi.org/10.29408/veles.v5i2.3860>

³⁸ Zhenita Deliany, Erfan, and Wiwiek Eko Bindarti, "The Effect of Using 3-2-1 Strategy on Students' Reading Comprehension Achievement" *SAGA*, no. 2 (Agustus, 2020): 139. <http://doi.org/10.21460/saga.2020.12.39>

- b. to obtain instruction on how to perform some tasks for our work or daily life (e.g., knowing how an appliance works);
- c. to act in a play (play a game, or do a puzzle);
- d. to keep in touch with friends by correspondence or to understand business letters;
- e. to know when or where something will take place or what is available;
- f. to know what is happening or has happened (as reported in newspapers, magazines, reports, etc.;
- g. for enjoyment or excitement.³⁹

There are two types of reading those are intensive and extensive reading. Intensive reading is focused on comprehending the distinctive reading, which has valuable principles and is applied in reading class. Reading expository text includes descriptive, narrative, report, and others. Moreover, extensive reading involves more prolonged reading and the most considerable material rapidly. Extensive reading is used to attain a common comprehension and focus on the meaning of material for personal pleasure, language improvement, and general information. The material used is specifically from books, long articles, and essay.⁴⁰

Besides, some tools students can use to supplement while applying the KWL strategy, such as skimming, scanning, and guessing words.

Skimming refers to seeking only general or main ideas so that the reading

³⁹ Hossein Tavakoli and Reza Biria, "The impact of language-learning strategies on the development of reading comprehension," *Elixir International Journal*, (2014): 23078.

⁴⁰ M. Zaini Miftah, "Implementation Of Intensive-Extensive Reading Strategy to Improve Reading Comprehension," *Journal on English as a Foreign Language*, (March, 2013): 21-23.

process proceeds rapidly and efficiently. The readers can discover meaningful information from reading without comprehending the text as a whole. Aside from that, scanning can be used to select specific information, such as choosing particular keywords or phrases from a text slowly, carefully, and thoroughly.⁴¹ Furthermore, guessing word can be applied to think the meaning of the word by a remark to the contextual clues and then inferred the meaning of the word.

There are three reading levels: literal, inferential, and evaluative comprehension. Those levels are described as follows:⁴²

- a) Literal comprehension is the first level of reading comprehension and the easiest comprehending. The readers require exposing the information of the text directly.
- b) Inferential comprehension is the next level to identify the text's intended purpose. The reader requires interacting with the text so that the reader could be able to make the proper conclusion.
- c) Evaluative comprehension is the critical comprehension level that considers literal and inferential comprehension. Moreover, the reader relates the inferential comprehension and juxtaposes it with the readers' knowledge, experiences, and understanding.

The level of reading ability used in this research is literal comprehension. It is because this level of reading is applied in junior and

⁴¹ Ayu Sonia Habibah Fisher, "Students' Reading Techniques Difficulties in Recount Text," *Journal of English and Education* (2016): 5.

⁴² Julie Alonzo, et al., "They Read, but How Well Do They Understand?:An Empirical Look at the Nuances of Measuring Reading Comprehension," *Northern Arizona University*, (December, 2009): 35. <https://doi.org/10.1177/1534508408330082>

high school so that it can be easier for them to comprehend the text fundamentally. Moreover, this level requests the students to discover the information from the text explicitly.

2. Descriptive Text

Wadiman et al., explained that Descriptive text is one of the texts whose contents describe the characteristic of a specific topic, such as a thing, place, or animal.⁴³ The purpose of Descriptive text is to describe or explain something. Gerot and Peter mentioned the two components of the generic structure of descriptive text:

- a. Identification: identifies the topic to be described generally.
- b. Description: describes the topic in detail, namely the characteristics, qualities, physical appearance, and others.⁴⁴

Furthermore, descriptive text uses some linguistics or grammatical features as reviewed below:

- a. Focus on specific participants as the main character;
- b. Use present tense as dominant tenses;
- c. Use linking verbs or relational process frequently (is, are, has, have, belongs to) in order to classify and describe appearance or qualities and parts or functions of the participant);

⁴³ Rohdearni Wati Sipayung, "Improving Students' Achievement in Reading Descriptive Text through Reciprocal Teaching Strategy," *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, no. 1 (November, 2018): 34.

⁴⁴ Lailatul Husna, "An Analysis of Students' Writing Skill in Descriptive IPA 1 of Man 2 Padang," *Jurnal Ilmiah Pendidikan Scholastic*, no. 1 (April, 2017): 19. <https://doi.org/10.36057/jips.v1i1.281>

- d. Use action verbs or material process and behavioral process in giving additional description regarding action and behavior done by the participants in text;
- e. Use mental verb or mental process when describing feelings;
- f. Use adjectives and adverbs to add information to nouns (participant) and add information to verbs (actions) to provide more detailed description about the topic;
- g. Use adverbial phrases to add more information about manner, place, or time and sometimes realized in embedded clause which functions as circumstances.⁴⁵

3. Know, Want and Learned (K-W-L) Strategy

KWL strategy is a strategy that the teacher guides to help the students play an active role in the teaching and learning process by brainstorming, categorizing, and predicting the information by the text.⁴⁶ It is one of the learning strategies applied to improve or enhance the students' problem in reading. To apply the KWL strategy, Ogle used the K-W-L chart to make it easier for students to write what they Know (K), what they Want (W) to know, and what they Learned (L) about the topic.

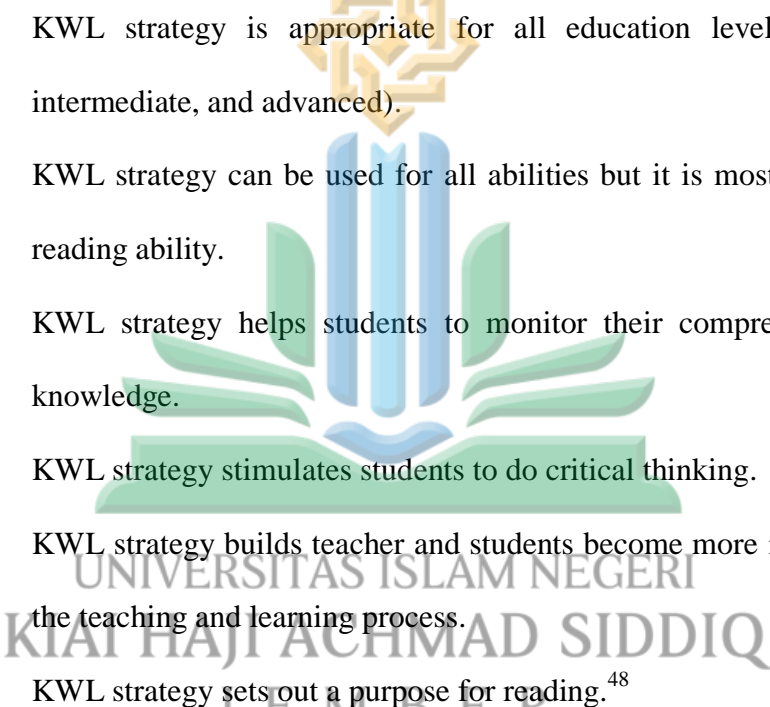
Sholeh et al., addressed the purposes of KWL strategy. It can set student educational goals by achieving conceptual knowledge in

⁴⁵ Eko Noprianto, "Student's Descriptive Text Writing in SFL Perspectives," *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, no. 1 (December, 2017): 67-68. <https://doi.org/10.21093/ijeltal.v2i1.53>

⁴⁶ K. Denise Muth, *Children's Comprehension of Text: Research into Practice*, (University of Georgia, USA: The Educational Resources Information Center (ERIC), 1989), 205.

learning.⁴⁷ KWL strategy can build up the students' scheme stimulation and create determination and a desire to read. Thus, the student can conclude what they know before.

There are some advantages and disadvantages of KWL strategy. Nisa et al., mentioned that there are six advantages of KWL (Know-Want-Learned) Strategy:

- 
- a. KWL strategy is appropriate for all education levels (beginner, intermediate, and advanced).
 - b. KWL strategy can be used for all abilities but it is most suitable for reading ability.
 - c. KWL strategy helps students to monitor their comprehension and knowledge.
 - d. KWL strategy stimulates students to do critical thinking.
 - e. KWL strategy builds teacher and students become more interactive in the teaching and learning process.
 - f. KWL strategy sets out a purpose for reading.⁴⁸

Besides, Utami listed five disadvantages of using or applying KWL (Know-Want-Learned) Strategy:

- a. KWL strategy is difficult for students with no prior knowledge
- b. KWL strategy takes time to complete

⁴⁷ Agus Sholeh, Novita E. Rosalina, and Riza Weganofa, "The Implementation of KWL (Know, Want to Know, And Learned) to Improve Students' Reading Comprehension," *IJEE (Indonesian Journal of English Education)*, no. 1 (June, 2020): 22.

⁴⁸ Khairun Nisa, Sudarkam R. Mertosono and Maf'ullah. "Improving Reading Comprehension through KWL (Know – Want – Learn) Strategy," *E-Journal of ELTS (English Language Teaching Society)*, no. 2 (2019): 7.

- c. KWL strategy is not effective for reading fiction materials
- d. KWL strategy is not appropriate for readers who are not active thinkers; and
- e. Students will give up and get bored easily in teaching and learning process.⁴⁹

4. Teaching of Reading Descriptive Text by Applying KWL Strategy

This research deals with teaching reading by applying KWL Strategy constructed by Donna M. Ogle (1986). The researcher used this strategy because much previous research approved that the KWL strategy can enhance students' reading ability.

There are some steps of KWL strategy in teaching reading. Crawford et al:

- a) Naming the topic and asking the students what they know about the topic
- b) Creating K-W-L chart on the whiteboard or paper (the researcher uses the K-W-L worksheet);
- c) Ask students to call out what they know about the topic. Write the ideas on column K (know);
- d) Ask student to think of questions they have about the topic. Write the questions on column W (want);
- e) Teacher ordered students to read the text and remind them to look for

⁴⁹ Lanjar Utami, "Developing Students' Reading Comprehension Skills through "Know, Want to Know and Learnt" (KWL) strategy," *Proceedings ICTESS UNISRI*, no. 1 (January, 2017): 260.

the questions and information they did not look forward;

- f) The students report the information they learned from the text.⁵⁰

There are three steps of the KWL strategy: brainstorming what students know, addressing questions dealing with the information of students who want to know, and recording what students have learned about the topic.⁵¹ The following is the K-W-L chart worksheet:

Table 2
K-W-L Chart Worksheet

<u>Know</u> What I think I Know	<u>Want</u> What I Want to know	<u>Learned</u> What I Learned

(Adapted from Ogle, 1986; Prasetyanti et al., 2014: 6)

There are three columns on the worksheet above that are described as follows.⁵²

- a) K (Know) Column

The first column is K (Know). The teacher leads students to brainstorm their prior knowledge of the topic about what they know in the Pre-reading activity. The teacher represents the title of the text students will read. The students will engage in brainstorming regarding what they know. Then, students begin to write their general knowledge in the K column.

⁵⁰ Taufik Hidayat, "Teaching Reading by Combining KWL (Know, Want, Learn) with Choral Reading Strategy for Junior High School Students," *Educationdocbox*, (2019): 6.

⁵¹ K. Denise Muth, *Children's Comprehension of Text: Research into Practice*, (University of Georgia, USA: The Educational Resources Information Center (ERIC), 1989): 205.

⁵² N. Marchand-Martella, S Wasta, and R. C. Martella, "Applying the K-W-L Reading Strategy in Health Education," *Journal of School Health*, no. 4 (April, 1996): 153. <https://doi.org/10.1111/j.1746-1561.1996.tb08238.x>

b) W (Want) Column

The second column is W (Want). It is also done before students start to read the text. The teacher requests the students to summarize and categorize the information they know before. Afterward, the teacher demands the students to add what information they want to know from the text by writing several questions in W column.

c) L (Learned) Column

The last column is L (Learned). The student is asked to read the whole text and look for new information or answers about what they ask and want to know during the reading activity. After that, students write the further information or ideas they learned in the text. The teacher promotes to discover the answers of their questions which they wrote in column W, and then added those answers in the L column.

C. Action Hypothesis

Based on the research problem and literature review above, the action hypothesis of this classroom research formulated as follows:

1. the application of KWL (Know, Want, Learned) Strategy can enhance students' ability in reading descriptive text
2. the KWL (Know, Want, Learned) Strategy can be applied in the teaching and learning process of reading descriptive text.

CHAPTER III

RESEARCH METHOD

This chapter presents an introduction to the research. It consists of research design, research context, research participant, research procedure, data collection technique, data analyzing technique, indicator of success, validity of data, validity of the test, and systematic discussion.

A. Research Design

The design of this research was Classroom Action Research (CAR). Action Research is an approach to investigate the issue faced to find practical solutions so that the work involved can increase effectively.⁵³ Moreover, Creswell emphasized that class action research is a procedure executed by teachers or individuals in an educational systematically, specifically collecting information about problems in the education world, improving learning, regulating special education operations, teaching processes, and students' learning.⁵⁴ Furthermore, Mahmud pinpointed reflective research and the result used in the education development, such as the curriculum development, schools, and teaching skills completed by the teachers.⁵⁵ Thus, Classroom Action Research is a form of research conducted by the teacher to improve the education learning in a class.

Classroom action research is a cyclic series of "research-action-

⁵³ Ernest T. Stringer, *Action Research, Third Edition*, (London: Sage Publications, Inc., 2007), 1.

⁵⁴ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Fourth Edition*, (Boston: Pearson Education, Inc., 2012), 277.

⁵⁵ Mahmud and Tedi Priatna, *Penelitian Tindakan Kelas, Teori dan Praktik*, (Bandung: Tsabita, 2008), 21.

research-action-...", aiming to solve the problem completely.⁵⁶ This research was done in two cycles, Cycle 1 and Cycle 2. Kemmis and Mc. Taggart (1992) emphasized that there are four components in one cycle for doing classroom action research. It consists of (1) planning, (2) acting, (3) observing, and (4) reflecting.⁵⁷ However, Kemmis and Mc. Taggart combined the two components, namely acting and observing by reason of both components cannot be separated in its implementation.⁵⁸

In this study, the researcher attempted to use classroom action research for re-modifying the learning process in enhancing the learning quality of students' reading ability by applying the KWL (Know, Want, Learned) strategy. In addition, the researcher used classroom action research to assist students in improving students' achievement in comprehending the text.

1. Planning

The first step to conduct a treatment was done in this classroom action research is planning. Burns stated that planning is the possibility to act by involving the initiative critically.⁵⁹ Planning engages in activities, such as thinking process about what, why, when, where, whom, and how the researcher does the research. Muallimin listed the three primary activities in researching the planning research, namely the identification of the

⁵⁶ Mahmud and Tedi Priatna, *Penelitian Tindakan Kelas, Teori dan Praktik*, (Bandung: Tsabita, 2008), 20.

⁵⁷ Louis Cohen, Lawrence Manion and Keith Morrison, *Research Methods in Education, Sixth Edition*, (New York: Routledge, 2007), 297.

⁵⁸ Muhammad Afandi, *Cara Efektif Menulis Karya Ilmiah Seting Penelitian Tindakan Kelas Pendidikan Dasar dan Umum*, (Bandung: Alfabeta, 2011), 16.

⁵⁹ Anne Burns, "Action Research: An Evolving Paradigm?," *Language Teaching*, no. 2 (April, 2005): 59. <https://doi.org/10.1017/S0261444805002661>

problem, specifying the identification of the problem, and problem solving based on theories.⁶⁰ Also, Juanda stated that the preparation of planning is flexible in accordance with the actual circumstances, and it includes actions to improve or change behavior as a solution of the problem faced.⁶¹

Moreover, in this step involves several activities as follows:

- a. Discovering the cause of the problem through observation or literature review
- b. Examining relevant theories to develop hypotheses
- c. Taking attentive planning action, including preparing everything necessary in action and the instrument to collect the data such as construct the lesson plan, observation checklist, reading test, and criteria of success (assessment).⁶²

In order to enhance students' reading ability, the researcher selected to apply KWL strategy. It was expected by applying KWL strategy as a learning strategy, and students could enhance their reading ability in Descriptive Text.

In this research, the researcher determined the steps and plans in detail that the researcher will carry out to solve the problems being faced in class. In this step, the researcher coordinated with the collaborator, namely the English teacher, so that the actions to be taken were in accordance with

⁶⁰ Muallimin, *Penelitian Tindakan Kelas, Teori dan Praktek*, (Pasuruan: Ganding Pustaka, 2014), 20.

⁶¹ Anda Juanda, *Penelitian Tindakan Kelas (Classroom Action Research)*, (Yogyakarta: Deepublish, 2016), 131.

⁶² Mahmud and Tedi Priatna, *Penelitian Tindakan Kelas, Teori dan Praktik*, (Bandung: Tsabita, 2008), 16.

the research objectives. The researcher prepared the lesson plan validated by the teacher and the instrument used to observe the student learning process. Besides that, the researcher discussed the preparation such as what activities the researcher has been done during teaching learning in a class.

2. Acting

After the planning has been completed, the next step of classroom action research is acting. Acting is a principal thing constructed intentionally and controlled, yet the action is informed critically.⁶³ The researcher conducted the teaching learning following the planning that has been arranged. Some steps must be considered in the implementation of acting as follows:

- a. Preliminary activity includes orientation, apperception, motivation, giving reverence, and study group division (adjusted to the lesson plan).
- b. Core activity includes exploration, elaboration, and confirmation.
- c. Closing activity includes summary, giving test, restart the summary by giving question and answer test, and providing follow-up learning (homework or remedial).⁶⁴

The researcher took action under the steps that had been planned. Researchers also took on the role of empowering students so that students

⁶³ Anne Burns, "Action Research: An Evolving Paradigm?," *Language Teaching*, no. 2 (April, 2005): 59. <https://doi.org/10.1017/S0261444805002661>

⁶⁴ Muhammad Afandi, *Cara Efektif Menulis Karya Ilmiah Seting Penelitian Tindakan Kelas Pendidikan Dasar dan Umum*, (Bandung: Alfabeta, 2011), 22.

succeed in becoming agents of change in themselves and the class. Moreover, the researcher implemented this KWL (Know, Want, Learned) strategy to improve the issues of students' ability to comprehend the texts.

3. Observing

The third step is observing. Observing is a responsive activity with the foresee observation by documenting the actions that occur in the field using 'open-eyed' and 'open-minded'.⁶⁵ Moreover, Salim et al. pinpointed that observation is a recording procedure in the form of description and data interpretation of the process and products from the implementation of the action.⁶⁶ This step was used to collect all data of Applying KWL strategy to enhance students' reading ability during teaching learning.

In this research, the researcher carried out the data collection process from the implementation of action based on the format that has been prepared and assessed. It was used to determine the extent of the action effect achieved using the research instrument. The researcher observed the students' learning process in reading class, the participation of students, the students' comprehension, and the process of enhancing students' reading ability while applying KWL strategy.

⁶⁵ Anne Burns, "Action Research: An Evolving Paradigm?," *Language Teaching*, no. 2 (April, 2005): 59. <https://doi.org/10.1017/S0261444805002661>

⁶⁶ Salim, Isran Rasyid K. and Haidir *Penelitian Tindakan Kelas, Teori dan Aplikasi Bagi Mahasiswa, Guru Mata Pelajaran Umum dan Pendidikan Agama Islam di Sekolah*, (Medan: Perdana Publishing, 2015), 55.

4. Evaluating and Reflecting

Reflecting is an evaluative and descriptive activity of the process that has been done, initial problems and issues, and action constraints.⁶⁷ From this reflection, the researcher and teacher could know the success or failure of the research activities that have been implemented.

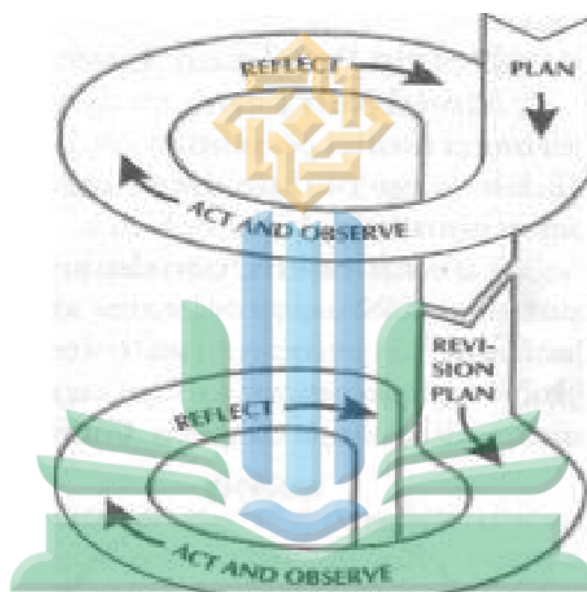


Figure 1
Model of Classroom Action Research by Kemmis-McTaggart

In this research, the researcher evaluated the learning process done in the first cycle by analyzing the data from the observation during the teaching and learning process and the data from the test as an impact on learning outcomes accompanied by the teacher. Moreover, the researcher re-examined learning practices by asking students' impressions and opinions about the learning. In addition, students were asked to provide

⁶⁷ Anne Burns, "Action Research: An Evolving Paradigm?," *Language Teaching*, no. 2 (April, 2005): 59. <https://doi.org/10.1017/S0261444805002661>

suggestions for improvements to the next lesson without changing the researcher's main action plan. From the suggestions, the researcher thought about and decided which corrective action would be taken in the next cycle. The implementation of reflection can be described in the following table

Table 3
Reflection Notes and Improvement Plans

Action Description	Analysis and Reflection	Corrective or Improvement Action Plan
Cycle 1		

(Adapted from Farhana et al., 2019: 55)

The researcher chose classroom action research to solve the education problem in a class. The teacher suggested the researcher to do a research in the tenth BDP 2 (Online Business and Marketing) class at SMK Addimyati who has a difficulty comprehending in reading. This classroom action research was conducted by the researcher and the teacher of SMK Addimyati collaboratively so that the study could be attained objectively and accommodated the teacher's or educator's suggestions.

B. Research Context

This research was conducted in SMK Addimyati, which is located in A. Yani street, no. 164, Jenggawah, *Jember*, Jawa Timur. The choice of place was because this vocational school is one of the best schools in Jenggawah, and its close location with a researcher can enable the researcher to access and obtain data sources quickly. Moreover, the researcher found interesting learning issues to study in the school and agreed with this research objective.

Consequently, the researcher would like to help the teacher and students solve students' learning problems in reading.

C. Research Participant

Research participant is a person who became an informant or a data source of the research to be studied. In this research, the participant was the tenth BDP 2 (Online Business and Marketing) grade students' of SMK Addimyati in 2021/2022 academic year which consists of 30 students. This research was conducted individually and voluntarily by X BDP 2 class in an effort to improve the quality of students' reading ability in class. Judging from that reason, the researcher did not force the participants to be involved in this study. This research provided an incentive for those who were participated in this research. Equally important, the researcher chose this class because the teacher claimed that the tenth BDP 2 class is a class with the lowest score in English subject, especially in reading. Other than that, the tenth BDP 2 class has poor reading ability especially in comprehending. Therefore, the researcher attempted to do this research in the tenth BDP 2 class.

D. Research Procedure

This part clarified the researcher's plan in carrying out a beginning to end study process that will be implemented in classroom learning. This research conducted for two cycles. It was explained by Kemmis and McTaggart (1997), classroom action research has a specific research procedure which forms a cycle consists of planning, acting, observing, and

reflecting.⁶⁸ Each cycle was composed of one, two or three cycles and will be repeated until the change occurs.

This research was carried out to enhance the reading students' ability by applying KWL (Know, Want, Learn) strategy. Mahmud listed the five stages: identifying the problem, gathering data, planning, acting, evaluating, and reflecting. The further detailed descriptions are showed below.⁶⁹

a. Identifying the Problem

In this stage, the researcher discovered the information, such as the cause of problems. The information has been obtained from observation in the field in the form of the interview with the teacher about the teaching technique and the reading problem.

b. Gathering Data

The next stage is gathering the data. The data collected include the students' scores in reading class and the condition of the reading class. Then, the researcher studied the literature review and previous theories to formulate the action hypothesis and plan the action.

c. Planning

In this stage, the researcher planned the activities implemented in this classroom action research. Afandi mentioned the activities carried out in the plan stage include:

- a) Conduct a meeting, the teacher and researcher discuss the research preparation

⁶⁸ Mahmud and Tedi Priatna, *Penelitian Tindakan Kelas, Teori dan Praktik*, (Bandung: Tsabita, 2008), 14.

⁶⁹ Mahmud and Tedi Priatna, *Penelitian Tindakan Kelas, Teori dan Praktik*, 15-16.

- b) Make a lesson plan (RPP)
 - c) Prepare learning resources or learning materials
 - d) Prepare learning media in the context of implementing research
 - e) Develop learning evaluation based on the indicators learning
 - f) Prepare the guidelines or research instruments consists of teacher observation sheets, student observation sheets, motivation questionnaires, reading test, interview guidelines, criteria of success and field notes
 - g) Conduct a meeting, the teacher and researcher discuss the research preparation.⁷⁰
- d. Acting

The action stage is carried out simultaneously with observation. The act's implementation was based on the English schedule of the tenth BDP 2 (Online Business and Marketing) class of SMK Addimyati. In this research, the researcher taught a descriptive text by applying the KWL strategy to enhance students' reading ability. During the research activities, the teacher accompanied and observed the learning in class.

Cycle 1 was done in three meetings. The researcher used the first meeting to teach the descriptive text to the class. The researcher did the action again in the second meeting to check the students' participation during learning in the class by filling out the KWL chart worksheet. In the third meeting, the researcher took the reading test to measure their

⁷⁰ Muhammad Afandi, *Cara Efektif Menulis Karya Ilmiah Seting Penelitian Tindakan Kelas Pendidikan Dasar dan Umum*, (Bandung: Alfabeta, 2011), 91.

understanding of reading descriptive text by applying the KWL strategy.

e. Evaluating and Reflecting

In this stage, the researcher and teacher will discuss the observation result of cycle 1. They both review and assess whether the action have been done already made a positive impact on the students' reading ability or not. However, if the first cycle had not made a positive impact, the cycle would be repeated again until the students' reading ability enhances.

E. Data Collection Technique

Data collection technique is the way or method the researcher collect data from existing data sources.⁷¹ It is required the data collection tools or research instrument to collect more the data. This data collection tools or instrument is used objectively for analysis and reflection material of data which is not recorded on the observation sheet.⁷² The general research instruments used in class action research are test/ quiz, scoring rubric, observation sheet, and field notes.⁷³

There are four data collection techniques used in this research, namely observation, document review, test, and interview. The detailed explanations of those data collection technique are showed below:

1) Observation

Saat and Mania emphasized that observation is a systematic

⁷¹ Sutoyo, *Teknik Penyusunan Penelitian Tindakan Kelas (PTK)*, (Surakarta: UNISRI Press, 2020), 41.

⁷² Salim, Isran Rasyid K. and Haidir *Penelitian Tindakan Kelas, Teori dan Aplikasi Bagi Mahasiswa, Guru Mata Pelajaran Umum dan Pendidikan Agama Islam di Sekolah*, (Medan: Perdana Publishing, 2015), 46.

⁷³ Anda Juanda, *Penelitian Tindakan Kelas (Classroom Action Research)*, (Yogyakarta: Deepublish, 2016), 153.

observation involved with visible phenomena.⁷⁴ This observation purposed to collect the result data during the teaching and learning in a class. Furthermore, this observation was done by observing the teacher (the researcher) and students regarding: activities, participations, and interactions during the teaching and learning process.⁷⁵

The observation used in this research is observation sheets in the form of a checklist to make it easier for the observer or the collaborator to fill in. The researcher recorded the students' participation from the KWL table, which students would fill in. Seven indicators have been observed. The following table is an observation checklist to determine students' participation:

Table 4
Observation Students' Participation Checklist

No.	Indicators	Criteria			
		1	2	3	4
1.	Students fill in the K column related to their general knowledge or what they know about the topic.				
2.	Students fill in the W column related to what students want to know about the topic by writing several questions.				
3.	Students fill in the L column related to what information (answer of students' questions) that they have learned.				
4.	Students can answer the teachers' question related to word comprehension				
5.	Students can answer the teachers' question related to sentence comprehension				
6.	Students can answer the teachers' question				

⁷⁴ Sulaiman Saat and Sitti Mania, *Pengantar Metodologi Penelitian, Panduan Bagi Peneliti Pemula*, (Gowa: Pusaka Almaida, 2020), 95.

⁷⁵ Husna Farhana and Nurul M. Awiria, *Penelitian Tindakan Kelas* (Jakarta: Harapan Cerdas, 2019), 27.

	related to paragraph comprehension				
7.	Students can answer the teachers' question related to text comprehension				

Note:

	Criteria	Percentage (%)
1	Poor	0 % - 25%
2	Fair	25% - 50 %
3	Good	50% - 75%
4	Very Good	90% - 100%

2) Document Review

Documentation is information written or printed used as notes or evidence for researcher.⁷⁶ In this research, the researcher required several data, such as:

- The data of curriculum at SMK Addimyati
- The syllabus of SMK Addimyati
- The students' name list of the tenth BDP 2 (Online Business and Marketing) class at SMK Addimyati.
- The students' pre-test and post-test reading score at SMK Addimyati.
- Photos of teaching learning process during the research.

3) Test

Afandi highlighted that test is one of the data collections technique that serves as a cognitive aspect of student learning materials mastery.⁷⁷ This study used two types of test to measure the enhancement of students' reading ability, including:

⁷⁶ Muallimin, *Penelitian Tindakan Kelas, Teori dan Praktek*, (Pasuruan: Gending Pustaka, 2014), 34.

⁷⁷ Muhammad Afandi, *Cara Efektif Menulis Karya Ilmiah Seting Penelitian Tindakan Kelas Pendidikan Dasar dan Umum*, (Bandung: Alfabeta, 2011), 85.

- a) Pre-test that is examined before carrying out research action. It is used to measure the extent of students' reading ability, and
- b) Post-test that is examined after carrying out the research action. It is used to find out the enhancement of students' reading ability by applying KWL strategy.

In addition, Zaenul and Nasution mentioned that there are two types of written tests, namely subjective test and objective test.⁷⁸ Subjective test is a test used to assess learning progress that requires a descriptive answer, generally in the form of an essay. Furthermore, an Objective is a test that is not influenced by the subjectivity of the rater and is based on clear procedures and criteria. The objective test is a short answer test consisting of multiple-choice tests, fill-in tests, true-false tests, and matchmaking tests.

In this research, the researcher used an objective test to measure the enhancement of students' reading comprehension ability. The total number of reading tests is 20 items. There are 2 types of this test: the pre-test, which contains 20 questions of multiple choices; the post-test, which includes 15 questions of multiple choices, and 5 questions of True-False statements test. Regarding with the score, the correct answer will be scored 1, and the wrong answer will be scored 0. The instrument test was enclosed on APPENDIX 3.

⁷⁸ E. Labudasari, and E. Rochmah, *Pengantar Evaluasi Pembelajaran*, (Cirebon, 2018), 20.

4) Interview

Farhana et al., defined that interview is a procedure to acquire data by asking a few questions orally and being answered with blow-up answers.⁷⁹

There are three primary purposes of using an interview as a data collection technique, including:

- a. Used as an exploratory media in assisting variable and relative identification, proposing hypothesis, and guiding other steps of research
- b. Used as a main instrument in the research
- c. Used as a support and complement of other method.⁸⁰

Asrori mentioned two types of interview, namely in-depth interview and guided interview.⁸¹ Those types of interview are described below:

- a. In-depth interview

In this type, the researcher explores in-depth information about the topic under study directly, freely, and repeatedly. In addition, this interview was conducted without an interview guide prepared by the researcher so that the interview atmosphere could flow and becomes lively.

- b. Guided interview

In this type, the researcher asks questions according to the

⁷⁹ Husna Farhana and Nurul M. Awiria, *Penelitian Tindakan Kelas* (Jakarta: Harapan Cerdas, 2019), 71.

⁸⁰ Sulaiman Saat and Sitti Mania, *Pengantar Metodologi Penelitian, Panduan Bagi Peneliti Pemula*, (Gowa: Pusaka Almaida, 2020), 85.

⁸¹ Asrori and Rusman, *Classroom Action Research: Pengembangan Kompetensi Guru*, (Purwokerto: Pena Persada, 2020), 75.

guidelines that the researcher has made. This interview is carried out so that activities can be done with focus and direction based on the studied topic.

In this research, the researcher used in-depth interviews because it was free and through face to face interview. Although the researcher has prepared the interview questions, the researcher could personally add some needed questions during the research. Hence, the researcher could get varied answers, detail, and more in-depth information from the interviewer. Moreover, the interviewer could provide answers to each question in a complex manner. It is suitable for the interviewer because the interviewer can freely express herself. The researcher conducted interviews with contributed information and provided information in this research. They were the English teacher and the students of the tenth BDP 2 (Online Business and Marketing) grade at SMK Addimyati. The interview questions are in the interview protocol that is enclosed in Appendix 2.

F. Data Analyzing Technique

Data analyze is a description of data obtained to determine how successful the research action.⁸²

There were three data that is analyzed in this study. Those were data from the observation, test and interview. The third description is described below:

⁸² Yalvema Miaz, *Penelitian Tindakan Kelas Bagi Guru dan Dosen*, (Padang: UNP Press Padang, 2015), 56.

1. Data from the observation

Data from the observation includes the students' psychological assessment data. This data contained in the checklist observation that was analyzed using the formula below:

$$E = \frac{n}{N} \times 100\%$$

(Ali, 1993:186; Cholifah, 2014: 10)

Notes:

E = the percentage of the students who participated actively in teaching reading process by applying KWL strategy

n = the total number of the students who participated actively

N = the total number of the students

b. Data from the test

The result score of test was analyzed using the following formula:

$$Score = \frac{\Sigma score}{maximal\ score} \times 100\%$$

(Depdiknas, 2003; Sudirman and Maru, 2016: 27)

The researcher used mean formula to know the students' enhancement in their reading ability by applying KWL strategy and students' average score of reading test. The formula used is formula by Sudjana (1999):⁸³

$$M = \frac{\Sigma x}{N}$$

(Sudjana, 1999; Sudirman and Maru, 2016: 27)

Note:

M : The mean

Σx : The sum of scores

N : The number of students

⁸³ Sudirman and Rosmini Maru, *Implementasi Model-model Pembelajaran dalam Bingkai Penelitian Tindakan Kelas*, (Makassar: Badan Penerbit Universitas Makassar, 2016), 28.

$$E = \frac{n}{N} \times 100\%$$

(Ali, 1993:186; Cholifah, 2014: 10)

Notes:

E = the percentage of the students who reach ≥ 65

n = the total number of the students who reach ≥ 65

N = the total number of the students who administer the test

c. Data from the interview

Data from the interview were gathered from the researchers' interviews of teacher and student responses from the actions that have been done in class. In addition, the interview became one of the benchmarks, other than data from the observation and data from the test in the form of score.

G. Indicator of Success

In this study, the researcher determined the indicator of success as a measure of the reading successfulness by applying KWL strategy, including:

- a. The application of KWL strategy can enhance students' participation if 65% of students actively participate in teaching and learning.
- b. The application of KWL strategy can enhance students' mean score of a reading ability test at least 65 (based on minimum standard/ KKM of English Subject at SMK Addimyati) and can be reached at least by 65% of students.

H. Validity of Data

Validity originates from the word "valid" which means having decent quality. Rukminingsih et al., highlighted that validity concerns the accuracy

of the suitability of the measurement objectives with the interpretation of the results of using evaluation procedures.⁸⁴

There are two types of triangulation those are triangulation technique and triangulation method. This research used the triangulation technique to validate the data. Sugiyono stated that triangulation is the merging technique of the various data collection techniques and existing data sources.⁸⁵ This was aimed to collect accurate data and test the credibility of data. Furthermore, Subadi argued that triangulation is a technique of checking the validity of the data for the purpose of checking or comparing the data by utilizing something other than the data.⁸⁶

Triangulation techniques were used to obtain the validity of data from the same data source through different techniques. Sugiyono emphasized that the researcher can cross observation, interview and document review techniques which were then combined into one to get a conclusion.⁸⁷ Validity of data can be done by comparing the results of different interviews between teacher and students after conducting research and getting data from observations of the teaching and learning process. Therefore, the researcher validated the data of this research by comparing the result of data from the

⁸⁴ Rukminingsih, Gunawan Adnan, and M. Adnan Latief, *Metode Penelitian Pendidikan: Penelitian Kuantitatif, Penelitian Kualitatif, Penelitian Tindakan Kelas*, (Yogyakarta: Erhaka Utama, 2020), 31.

⁸⁵ Sulaiman Saat and Sitti Mania, *Pengantar Metodologi Penelitian, Panduan Bagi Peneliti Pemula*, (Gowa: Pusaka Almaida, 2020), 95.

⁸⁶ Tjipto Subadi, *Penelitian Tindakan Kelas Berbasis Lesson Study*, (Surakarta: Muhammadiyah University Press, 2011), 121.

⁸⁷ Andarusni Alfansyur and Mariyani, "Seni Mengelola Data: Penerapan Triangulasi Teknik, Sumber Dan Waktu Pada Penelitian Pendidikan Sosial", *HISTORIS : Jurnal Kajian, Penelitian & Pengembangan Pendidikan Sejarah*, no. 2 (December, 2020): 149.

observation, document review, and the data from the interview.

I. Validity of the Test

Matondang states that this validity of test is used to measure the extent of the accuracy of the test in carrying out its measuring function. This validity can be proven in terms of content, constructs, and criteria.⁸⁸ In this research, the researcher used the content validity to check the validity of the test. Content validity is validity related to the suitability of the contents of research instruments such as questionnaire or test on the material to be measured.⁸⁹ The suitability of the content with the research material was estimated by several checks and assessments by several experts. The validity of the test measured the level of mastery of certain content or material that should be mastered in accordance with the teaching objectives.⁹⁰

J. Systematic Discussion

In an attempt that this thesis proposal is easy to be apprehended, the researcher arranged it to describe the sequence of the thesis proposal into three chapters. The researcher used descriptive narrative as systematic writing format of this proposal.

Chapter I presents the introduction of this thesis proposal. It deals with the research background, research questions, research objective, research significances, limitation of research, and definition of key terms.

⁸⁸ F. Yusup, "Uji Validitas dan Reliabilitas Instrumen Penelitian Kuantitatif," *Jurnal Tarbiyah: Jurnal Ilmiah Kependidikan*, no. 1 (Juni, 2018): 18.

⁸⁹ Dyah Budiastuti and Agustinus Bandur, *Validitas dan Reliabilitas Penelitian*, (Jakarta: Mitra Wacana Media, 2018), 147.

⁹⁰ Zulkifli Matondang, "Validitas dan Reliabilitas Suatu Instrumen Penelitian." *Jurnal Tabularasa PPS UNIMED*, no. 1 (Juni, 2009): 89.

Chapter II presents the review of related study. It includes previous studies, theoretical frame work, and action hypothesis of this thesis proposal.

Chapter III presents research method. It includes research design, research context, research participant, research procedure, data collection techniques, research instrument, data analyzing technique, indicator of success, and validity.



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J E M B E R

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents two things, research findings, data analysis, and also discussions on the result of data analysis. In research findings, the researcher analyzed the students' problem in reading comprehension and the KWL strategy that has been applied to face it after the researcher collected the data from the X BDP 2 class of SMK Addimyati. In the discussion, the researcher discussed the findings of the study with the supporting concepts or theories which have been presented previously.

A. Overview of SMK Addimyati

SMK Addimyati is one of vocational high school at Jenggawah. The chairman of SMK Addimyati is Mohammad Faisol, S.Pd, M.Pd. This school applies K13 curriculum when normal learning. During the pandemic, this school applies K13 COVID. Therefore, the time allocation is shortened from the previous normal study time.

1. School Profile

a. School Name	:	SMKS ADDIMYATI JENGGAWAH
b. Foundation	:	Yayasan Pondok Pesantren Addimyati
c. NPSN	:	20555086
d. Education Level	:	SMK (Vocational High School)
e. School Status	:	Swasta/ Private
f. School Address	:	A. Yani Street No. 164 Pondok Lalang Wonojati Subdistrict, Jenggawah District, Jember Regency Zip Code: 68171
g. Geographical Position	:	Longitude : -8,2831, Across: 113,6345

		
h. Telephone	:	(0331) 757233
i. Email	:	smk.addimyati@gmail.com
j. Website	:	http://www.smkaddimyati.sch.id
k. Facebook	:	SMK ADDIMYATI JENGGAWAH
l. Instagram	:	Smkaddimyati
m. Youtube	:	SMK ADDIMYATI
n. Field of Expertise / Program of Expertise / Competence of Expertise	:	a. Tourism / Fashion b. Business and Management / Business and Marketing / Online Business and Marketing c. Business and Management / Accounting and Finance / Accounting and Finance Institutions
o. Accreditation	:	B
p. ISO Certification	:	ISO 9001 : 2015

2. Vision

Produce graduates who are skilled, professional, noble, and devoted to Allah SWT.

3. Mission

- a. Implement and develop learning concepts based on faith and piety,

competency-based learning, life skills, national character culture, and the use of technology and information.

- b. Implement and develop competency improvement of resources through supervision, training/education formally, informally, and non-formally, revitalizing school facilities, and consistently implementing a quality management system.
- c. Implement and develop cooperation with the related business/industrial world (DUDI), following the competence of expertise and the provision of professional employment opportunities.

4. Goals

- a. Prepare students who are faithful and devoted, have a noble character and are conscientious towards the norms that apply in society and the business world/industrial world.
- b. Prepare students to become productive human beings with integrity to be able to work independently or fill job vacancies in the business and industrial world as middle-level workers by the competencies in the skill program they choose.
- c. Improve the quality of students in fostering a spirit of cooperation and competitiveness.
- d. Prepare students to be able to have a career, be tenacious and persistent in competing, adapt to the work environment, and develop a professional attitude in the field of expertise.
- e. Equip students with science and technology, as well as art, to be able

to develop themselves in the future, both independently and through higher education levels.

5. Teacher and Staff Profile

No	Name	Main Duties/Additional Duties
1	Mohammad Faisol, S.Pd, M.Pd	Principal/Headmaster
2	Arif Wahyu Irawan, ST	Vice Quality Management / Deputy Head of Curriculum
3	Muchamad Zamroni, S.Kom	Deputy Head of Student Affairs
4	Ainur Rafik, S.Pd.I	Deputy head of Facilities and Infrastructure
5	Ahmad Yulianto, SE	Deputy Head of Public Relations and Industry
6	Hasan Basri , MPd	Head of Administration
7	Puput Rohmah Hidayati, S.Pd	Head of Fashion Design Program
8	Umiyah, S.Pd	Head of Online Business and Marketing Program
9	Suliyannah, S.Pd	Head of Institutional Accounting and Finance Program
10	Siti Ruhsotus Sa'atul Ma'unah, SH	Teacher / Homeroom Teacher
11	Hulliyatul Jannah, S.Pd	Teacher / Homeroom Teacher
12	Yuli Rosida, SHI	Teacher / Homeroom Teacher
13	Dina Hidayah, S.Pd	Teacher / Homeroom Teacher
14	Andrian Feri Antoni	Teacher / Homeroom Teacher
15	Fahriyul Fuada, S.Pd	Teacher / Homeroom Teacher
16	Faizatur Rizqiyah, S.Pd	Teacher / Homeroom Teacher
17	Ahmad Beni Ashari	Teacher / Homeroom Teacher
18	Muchamad Agus Sholeh, S.Pd	Teacher / Homeroom Teacher
19	Azimatus Ni'mah, S.Pd	Teacher / Homeroom Teacher
20	Elly Yuliantin, S.Pd	Teacher / Homeroom Teacher
21	Abdullah Faqih, ST	Teacher
22	Himatul Adillah, S.PdI	Teacher / Homeroom Teacher
23	Mustiko Hidayanto, S.AB	Teacher / Homeroom Teacher
24	Nita Rusdiana Sodikin, S.Pd	Teacher / Homeroom Teacher
25	Durahman	Teacher / Homeroom Teacher
26	Ikhsan Is Hardian Syarif, S.Pd	Teacher / Homeroom Teacher
27	Siti Muhimatul Habibi, SH	Teacher / Homeroom Teacher
28	Eko Wahyudi Purnomo, S.Kom	Teacher / School Operator
29	Andrian Feri Antoni	Counseling Guidance
30	Citra Kumala Sari, S.Pd.I	Library Staff
31	Nur Ainiyah	Financial Staff

32	Umi Lailatul Badriah	Administrative Staff
33	M. Mufid	Security Staff
34	M. Ali Wafa	Cleaning Staff
35	Mat Alex	Cleaning Staff
36	Sumardi	Security Staff

6. Students and Number of Classes in SMK Addimyati

a. Number of Classes

No	Class	Male	Female	Total
1	X-TB1	2	20	22
2	X-TB2	0	20	20
3	X-BDP1	16	11	27
4	X-BDP2	20	10	30
5	X-BDP3	19	8	27
6	X-AKL1	3	15	18
7	XI-TB1	3	17	20
8	XI-TB2	2	20	22
9	XI-BDP1	11	14	25
10	XI-BDP2	8	16	24
11	XI-AKL1	7	23	30
12	XII-TB1	4	18	22
13	XII-TB2	2	19	21
14	XII-BDP1	17	12	29
15	XII-BDP2	16	13	29
16	XII-BDP3	18	10	28
17	XII-AKL1	2	23	25

b. Number of Expertise Program

Class	Male	Female	Total
X-TB	2	40	42
XI-TB	5	37	42
XII-TB	6	37	43
TB	13	114	127
X-BDP	55	29	84
XI-BDP	19	30	49
XII-BDP	51	35	86
BDP	125	94	219
X-AKL	3	15	18
XI-AKL	7	23	30
XII-AKL	2	23	25
AKL	12	61	73
TOTAL	150	269	419

c. Number of Levels

Class	Male	Female	Total
X	60	84	144
XI	31	90	121
XII	59	95	154
TOTAL	150	269	419

B. Research Finding

1. Preliminary Research

Before conducting the first cycle, the researcher did preliminary research. This preliminary research was intended to obtain some information about students' problems in reading English in X BDP 2 of SMK Addimyati before the researcher applied the KWL strategy. The problems are students' comprehension of reading descriptive text, students' scores on the pre-test, and the students' participation in reading class.

In this preliminary research, the researcher provided the reading test as a pre-test, observation, and interview. Reading test as a pre-test was intended to assess or evaluate the students' comprehension of reading descriptive text and to find out the scores of students' pre-test. Based on the minimum standard/ KKM of English Subjects at SMK Addimyati, students could pass the test if they get at least 65. The pre-test which was held on May 9th, 2022, proved that from the 30 students, there are 3 students who passed the KKM, while the 27 students did not pass the KKM score. The total score of students' pre-test is 1265, and the mean of students' score is 42.16.

Reviewing on the students' pre-test score, it concluded that the students' comprehension ability in reading descriptive text of X BDP 2 was poor. It can be evidenced from the mean pre-test score was 42. The percentage of students' pre-test score who passed the KKM or got score up to 65 is 10%, or it was only 3 students. Although, the percentage of students' pre-test score who failed or did not get score up to 65 is 90%, or it was 27 students. The students' score data is enclosed on APPENDIX 3.

Moreover, observation was implemented to know the condition in reading class, such as the students' participation. On the other hand, the interview was conducted to present the students' and collaborators' impressions in reading class. The interview was done before conducting the cycle 1. The interview result of the teacher and students is attached on APPENDIX 2.

Regarding with the result of interview, it was found that the students' problems were difficulty comprehending the text. It was proven from the interview with the students. The researcher asked,

“Do you have difficulty in reading a text in English and what difficulties do you experience in reading class?”

Some of the students answered as follows:

“Yes, We do. We are difficult in comprehend the text because we do not know the meaning of the words. Although we used translator to translate the text, but we also do not know how to interpret on the whole text. Other than that, we don't know how to answer the questions related to the text.”⁹¹

“Yes, I do. It is because I do not know many words in English. So, I cannot understand the text. I just read without discovering the

⁹¹ Student 21, Interview, Wednesday, April 6th, 2022.

meaning of the text thoroughly. Sometimes, I am so tired when I try to answer the questions related to the text because I have to translate and comprehend the text. It takes too much time”⁹²

*“Yes, We do. It is so difficult for us to understand the text. It is because I do not like English. However, we know the translation of the text using online translator.”*⁹³

From the opinion of that student, it indicated that students still difficult to interpret the text and answer the questions related to the text.

The result interview of teacher also strengthened it. The teacher did not use the strategy/model/method learning to enhance students’ comprehension ability in reading. The teacher explained the material, gave an example of the text, asked students to translate it using a translator, and requested them to answer the exercise. It was showed from the interview result of one English teacher who taught at X BDP 2 as follows:

*“In reading class, I explain the material then I give the example of the text. After that, I ask students to read the text and translate it. Last, I give them the exercise. Sometimes, I ask students to do discussion.”*⁹⁴

It can be concluded that the teacher did not give a new learning strategy/model/method to make students comprehend the text. Also, the learning method used by the teacher is inappropriate to apply in reading class of X BDP 2.

From the data above, it can be concluded that the students’ comprehension ability in reading of X BDP 2 was low. Therefore the students’ pre-test score was not passed the standard minimum or KKM of SMK Addimyati. Then, the researcher continued to do the classroom

⁹² Student 10, *Interview*, Wednesday, April 6th, 2022.

⁹³ Student 27, *Interview*, Wednesday, April 6th, 2022.

⁹⁴ English Teacher, *Personal Interview*, Wednesday, April 6th, 2022.

action research of X BDP 2 to enhance students' comprehension ability in reading descriptive text in the cycle 1.

2. Cycle I

In this first cycle, the researcher conducted the four stages. There are planning, acting, observing, and reflecting. There were three meetings in this cycle, which is divided into two meetings and one test. The test was held at the end of this first cycle. The four stages described below:

a. Planning

In this stage, the researcher prepared everything to act the research action in X BDP 2 for the first cycle. There were several instruments arranged by researcher to collect the data such as construct the lesson plan to conduct the teaching learning. The lesson plan was checked by the supervisor and also checked by the teacher or collaborator. Besides, the researcher prepared the learning media, the example of descriptive text, the picture, the KWL chart worksheet, and the observation students' participation checklist. The lesson plan of the first cycle is enclosed on APPENDIX 4.

b. Acting and Observing in Cycle I

In this stage, the researcher acted and observed simultaneously in X BDP 2. The researcher acted as a teacher in the X BDP 2, while the English teacher as a collaborator. The researcher did several activities in a class, includes preliminary activity, core activity, and closing

activity. Other than that, the researcher also used three phases reading to simplify the students in applying KWL strategy.

1. Result of Cycle 1 Meeting 1

In preliminary activities, there were some activities done by the researcher, such as greeting, praying, and checking students' attendance list. Then, the researcher prepared students' readiness to start the teaching learning. After that, the researcher stated teaching learning objectives about descriptive text. Then, the researcher showed pictures and asked some questions related to the picture. The questions were aimed to find out the general knowledge of students about the picture that was given by the researcher.

In core activity, the researcher did several activities, includes exploration, elaboration, and confirmation. In the exploration activity, the researcher involved the students to discover the information about the topic actively in teaching learning. Then, the researcher facilitated the students' interaction among the students with the researcher, the teaching learning environment, and the material. In the elaboration activity, the researcher explained the material about descriptive text, and the example of the text. The researcher also introduced the KWL strategy and asked them to fill the KWL chart worksheet accorded with the topic discussed. In the confirmation activity, the researcher asked the students related to the comprehension questions orally on lesson plan. Then, the

researcher collected the result of KWL chart worksheet.

.In closing activity, the researcher gave a test orally by giving question and asking them to answer the test. It was aimed to evaluate the students' comprehension after they filled the KWL chart worksheet. Besides, the students were requested to make a summary of what they eventually comprehended of the text.

Furthermore, the researcher used three phases reading to organize the students' activities in applying the KWL strategy. The three phases were pre-reading, whilst reading, and post-reading. In pre-reading phase, the researcher carried out the activities, includes the researcher reviewed about descriptive text, asked the students to make groups which the each group consists of 5 students, gave the KWL chart worksheet to each students, and explained how to fill out KWL chart worksheet. There were totally 6 groups in the class.

At the same time, students filled the KWL chart worksheet in order to apply the strategy in enhancing students' reading comprehension ability. The first meeting which was conducted on Tuesday, May 10th, 2022, was running well. The researcher applied the KWL strategy in the X BDP 2. The researcher dominated the class and tried to build interactions with the students. Then, the researcher showed the picture of "Turtle" and asked the students about their prior or background knowledge about "Turtle". The

researcher asked some questions while showing the picture in front of the class, “What is it?”, “Do you know this picture?” However, the students were so embarrassed to answer the researcher’s questions. The students did not know the English of “Kura-kura.” It was because the majority of students in the class were not used English in class. As a next step, the researcher told the students that the picture was “Turtle”. Afterwards, the students were asked to write what they know in K column and discuss with their groups. After that, the students were requested to make some questions about what they want to know related to the text entitled “Turtle”. The students were permitted to use dictionary online to translate the words and ask for them to arrange the sentence simply. Then, the researcher asked students to write those questions in W column, but they must asked the appropriate questions or make sense with the topic. Last, the researcher checked the students’ KWL chart worksheet to evaluate their prior knowledge of the “Turtle” and what they want to know about the topic.

The next phase is whilst reading. In this phase, the researcher distributed the text to the students and asked them to read and find the answers of their own questions in W column by doing skimming and scanning. Previously, the researcher explained how to find the answer using skimming and scanning. After the students found the answers of their questions, the researcher asked them to

re-check their KWL chart worksheet and reread the text deeply, then write the new information in L column their found. However, there were some students who discovered the new problems, includes the students did not find the answer of what they wrote on column W. It was because their questions were not match with the text given. In facing this problem, the researcher asked them to make sure that the question in the W column were make sense and related to the text. Other than that, the researcher asked the students to present what information they found by filling the KWL chart worksheet and discussed to the whole class.

The last phase is post reading or after reading phase. In this phase, the researcher gave them questions orally based on lesson plan. From the result of observation students' participation, there were mostly students who filled the KWL column three or more ideas. The percentage was 83.33%, or those were 25 students who filled in the K (Know), W (Want), and L (Learned) column. Whereas, from the comprehension questions that was given by the researcher as an oral test, there was only 1 student who answered the researchers' question related to word comprehension, or it was only 3.33%. Then, it was 4 students who answered the question related to sentence comprehension with the percentage were 13.33%. Next, there were 5 students answered question related to paragraph comprehension, or there were 16.66%. Also, there were

3 students answered question related to text comprehension, or there were 10%. The percentage mean of the students' participation in the class is 41.90%. It showed that the criteria of students' participation in cycle 1 meeting 1 are poor.

Moreover, the students were enthusiastic to fill the KWL column and share their ideas in this first meeting. The researcher interviewed each group to get some students' review of KWL strategy. The student said,

*"It (the KWL strategy) was exciting! I was very exciting to complete this KWL column and find the information in the text."*⁹⁵

The student of other group added,

*"It was so much fun. I could find the information from the text without reading all of the text"*⁹⁶

The other student on the same group agreed with that opinion,

*"It was such a game. I was able to discover new information in an interesting way"*⁹⁷

The students also had an interest to ask the researcher about what they did not understand about the instruction the researcher explained. Yet, most of the students still preferred answer the questions and share their ideas orally in Indonesia. Aside from that, the students still re-read whole text repeatedly in finding the answers of their questions, so that the students just wasted their time to discover out the information of the text.

⁹⁵ Student 21, *Group Interview*, Tuesday, May 10th, 2022.

⁹⁶ Student 27, *Group Interview*, Tuesday, May 10th, 2022.

⁹⁷ Student 29, *Group Interview*, Tuesday, May 10th, 2022.

The researcher could conclude the result of the cycle 1 meeting 1 as follows:

- a) The researcher found that KWL strategy could enhance the students' reading ability through the students' participation during teaching learning using this KWL strategy. It was showed that the students interested to apply this strategy. They were also enthusiast to fill the KWL column and sharing their ideas in this first meeting. So that the students could improve their learning quality in reading class. Furthermore, the KWL strategy offered some benefits in this first meeting, such as the students could practice their ability to organize what they know, want, and learned about the topic.
- b) There were some challenges which were found in this first meeting, such as the students still preferred to use Indonesia when answering the teachers' questions. It was because the majority of students in the class were not used English so the students did not know many words in English. Also, the students re-read the text repeatedly so that they wasted their time.

2. Result of cycle 1 meeting 2

In this meeting, the researcher did duplicate activities as in the first meeting. However, the researcher changed the topic of the text which was about "Taj Mahal". On the other hand, the researcher added the explanations about "guessing meaning of the words." It

was aimed to easier the students to guess the meaning they did not know before. Then, the researcher gave them the example how to guess the mean of the word without using translator.

In the second meeting of cycle 1 which was conducted on Thursday, May 12th, 2022, showed a slight of enhancement. It was evidenced that the students filled out the KWL column three or more ideas than the first meeting. The students who filled out the K and L column were 26 students, or those were 86.66%. While, there were 27 students who filled out the W column or it was 90%. At the same time, the students who participated in a class were starting to increase. There were 3 students who answered the researchers' question related to word comprehension, or it was 10%. Then, there were 7 students who answered the researchers' question related to sentence comprehension, or it was 23.33%. Next, the students who answered the researchers' question related to paragraph and text comprehension were 6 students, or it was 20%. Thus, the mean percentage of students' participation in the second meeting of cycle 1 was 48%. It can be concluded that the students' participation of the second meeting was still poor.

Furthermore, the students have started to adapt with the researcher, so the class started to get crowded. However, the students were still enthusiastic and interested to learn how to comprehend the text using this KWL strategy. The students also

were active in asking some questions to the researcher related to fill in the KWL column. Moreover, the researcher found that this KWL strategy engaged the class to do discussion among the students and the teacher to find more information about the topic of the text.

During teaching and learning process, the researcher also interviewed the students of each group related to what benefits they got while applying the KWL strategy. The student 14 answered,

“KWL strategy helped us to organize what we know, want, and learned about the text. We also comprehended the text without translate whole of the text. This made it easy for us”⁹⁸

Besides, the student of the other group also strengthened,

“This KWL strategy was a fun strategy. It was such a game to find the answers of what we want to know in the text using scanning, skimming, and guessing word.”⁹⁹

The other student of another group opined,

“I could understand the meaning of the text which was assisted by this three column, those were K, W, and L column.”¹⁰⁰

The researcher could conclude the result of the cycle 1 meeting 2 as follows:

- a) The KWL started showing that this strategy enhanced students' ability in reading descriptive text. It was evidenced that this meeting showed some enhancements such as the students filled the KWL column with three or more ideas. Furthermore, the

⁹⁸ Student 14, *Group Interview*, Tuesday, May 10th, 2022.

⁹⁹ Student 26, *Group Interview*, Tuesday, May 10th, 2022.

¹⁰⁰ Student 13, *Group Interview*, Tuesday, May 10th, 2022.

students' participation in a class was also starting to increase. Additionally, KWL strategy provided some benefits which were found in this second meeting were this strategy helped the students to organize what they know, want, and learned about the text. The students also comprehended the text without translate whole of the text. Besides, this KWL strategy was a fun strategy, because it was such a game to find the answers of what the students wanted to know.

- b) The challenges that were found in this meeting while applying KWL strategy were the students started to get crowded when they discussed about the topic with their each groups.

3. The Result of Post Test 1 Cycle 1

After the researcher did cycle 1 which consisted of 2 meetings, the researcher evaluated the result of applying the KWL strategy using a reading post-test. The test done on Tuesday, 17th, 2022, showed an enhancement in the students' scores on the first post-test. There were 14 students from 30 students in the class who passed the KKM, while 16 students still did not get score up to 65. The total score of this post-test was 1815, and the mean of the students' score was 60.5. Besides, the percentage of the students who passed the KKM is 46.67%, while the percentage of the students who did not get score up to 65 is 53.33%. It was inferred that the reading post-test 1 improved from the students' score of

the reading pre-test. However, the students' score did not qualify from the criteria of success of this research. The students' score was enclosed on APPENDIX 3. The following table is the percentage of students' participation enhancement in Cycle 1:

Table 5
The Percentage of Students' Participation Enhancement in Cycle 1

No.	Indicators	Meeting 1	Meeting 2
1	Students fill in the K column related to their general knowledge or what they know about the topic.	83.33%	86.66%
2	Students fill in the W column related to what students want to know about the topic by writing several questions.	83.33%	90%
3	Students fill in the L column related to what information (answer of students' questions) that they have learned.	83.33%	86.66%
4	Students can answer the teachers' question related to word comprehension	3.3%	10%
5	Students can answer the teachers' question related to sentence comprehension	13.3%	23.33%
6	Students can answer the teachers' question related to paragraph comprehension	16.6%	20%
7	Students can answer the teachers' question related to text comprehension	10%	20%

c. Reflection of Cycle 1

In this stage, the researcher reflected the first cycle by evaluating the teaching learning process, the observation, and the result of students' score in post-test 1 that has been done in first cycle. Also, the researcher re-examined the teaching learning by asking the students' opinion. Besides, the students were requested to give their suggestions for improvement to the next lesson. Moreover, the English teacher as a collaborator provided some reflections and

improvement to the next cycle. The researcher could conclude as follows:

- 1) The researcher has checked the students' KWL chart worksheet of meeting 1 and meeting 2. The researcher found that the students' enhancement in filling out the KWL chart worksheet has been improved. The students shared and wrote their more ideas on the K (Know), W (Want), and L (Learned) column. The students presumed that the KWL strategy was a fun strategy to comprehend the text. They also felt easier to comprehend the text without translate whole of the text using translator.
- 2) The researcher found that the students' score of pre-test showed the improvement. It could be seen that the percentage score of pre-test was 10% before treatment and 46.67% after treatment in cycle 1. But, it still did not qualify the criteria of success in this research.
- 3) The researcher found that the students were still having the difficulties in answering the questions related to word comprehension, especially in determining the synonym and the antonym of the word.
- 4) The researcher found that from the observation sheet the students could started to be activate during teaching learning process. The students were not embarrassed to ask more questions to the researcher about what they did not comprehend during teaching learning.

5) Based on the interview of the students, they wanted to know more how to apply “guessing word” trick to answer the question related to word comprehension. Besides, the English teacher suggested the researcher to give more motivation to get or pass the KKM. The English teacher also recommended that the students could be taught English mixed Indonesian, so that the students could learn how to speak and arrange word into sentences.

From the first cycle reflection, the researcher decided to continue to the cycle 2 in order to enhance students' understanding in applying KWL strategy to qualify the criteria of success in this research. On the other hand, the researcher revised the next lesson plan which was checked by the English teacher.

d. Revised Plan

Based on the reflection of Cycle I, there were more plans and suggestions which need to be revised and applied to the next cycle. Those were the language used and the strategy explanations during teaching and learning process.

3. Cycle II

a. Planning

Before the researcher revised the lesson plan in the cycle 2, the researcher had a discussion with the English teacher as a collaborator. They both focused to resolve the problems and difficulties found in the cycle 1. Those are the language used and the strategy explanations

during teaching and learning process. Also, the students still were difficult to determine the synonym and antonym of the word.

In the first cycle, the researcher used Indonesia during teaching and learning. Also, most of students used Indonesia in sharing their ideas about the topic. The action of cycle 2 was the same with the cycle 1. The difference was that the researcher tried to use Indonesia mixed English during teaching and learning. In the cycle 2, the students had to share their ideas in Indonesia mixed English. Besides, the researcher tried to explain and give more examples in using the guessing word trick. Then, the researcher had to motivate, embrace, and engage the students during teaching and learning in order to follow up their interesting in comprehending the text and sharing their ideas orally. Furthermore, the researcher discussed about students' difficulties in answering the questions on post-test 1.

b. Action and Observing in Cycle II

In this stage, the researcher did the cycle 2 using the revised plan that the researcher and English teacher have been discussed. The researcher did the same activities in a class, includes preliminary activity, core activity, and closing activity. Also, the researcher still used three phases reading to facilitate the students in applying KWL strategy. In this cycle 2, the researcher used the two different topic, those were about The Eiffel Tower and Suramadu Bridge. The data of cycle 2 were also collected through observation students' participation

checklist, interview, and reading post-test 2.

1. Result of Cycle 2 Meeting 1

In this cycle 2 meeting 1, the researcher did the same activities with the cycle 1 but the researcher added more explanation about how to use skimming, scanning, and guessing word. Also, the researcher discussed with the students about their difficulties when they answered the questions in post-test 1. Most of the students were enthusiastic to listen and follow the instruction of the explanations' researcher in a class.

This meeting which was conducted on Thursday, 19th, 2022, showed the enhancement of the students' participation during teaching and learning process. The topic which was discussed was about The Eiffel Tower. The researcher showed the picture of the Eiffel Tower to the class in order to activate their prior knowledge.

The researcher interviewed one of students,

“What did you think when the teacher showed the picture of the topic? Did it help you to know what the topic would be discussed?”

The student 20 answered

“I thought that the picture could help me to know the information of the topic generally such as the name of the picture, some characteristics, and functions. “I also knew what I did not know about the topic then I wrote and tried to find the information about what I want to know.”¹⁰¹

“With that picture, I could already guess what text we wanted to study. Coupled with the provided strategy, it

¹⁰¹ Student 20, Group Interview, Thursday, 19th, 2022.

made me easier to get information from the text”¹⁰²

Moreover, the students were not embarrassed to share their idea and ask what they did understand about the topic. The situation of the class was so noisy, but the researcher took over the class well, such as grab their attention to discuss about the general topic of the text in front of class. Then, the class started to focus on what they exercised.

From the result of the observation students' participation, the students' participation improved than the cycle 1. There were 28 students who filled out three or more ideas on K and W column, or the percentage was 93.33%. Whereas, the students' percentage who filled out three or more ideas on L column was 90%, or there were 27 students. While, the students who answered the researchers' question related to word comprehension were 4 students, or it was 13.33%. Then, the students who answered the question related to sentence comprehension were 12 students, or it was 40%. Also, the students who answered the researchers' question related to paragraph comprehension were 10 students, or it was 33.33%. Besides, the students who answered the researchers' question related to text comprehension were 18 students, or it was 60%. From this description, the mean percentage of students' participation was 60.45%. It could be

¹⁰² Student 8, *Group Interview*, Thursday, 19th, 2022.

inferred that there was an enhancement of students' participation cycle 2 than in cycle 1.

The researcher could conclude the result of the cycle 2 meeting 1 as follows:

- a) The KWL strategy could enhance students' reading ability in this cycle 2 meeting 1. It was proved that the students' participation improved than the cycle 1. The students also answered the researchers' questions enthusiastically. In addition, KWL strategy offered some benefits which were found in this meeting were that the students could activate their prior knowledge. The students also engaged their participation by listening and following the researchers' explanation and instruction during teaching learning.

- b) The challenges of this meeting were the situation of the class was so noisy, but the researcher grabbed their attention in front of class. Then, the class started to focus on what they exercised.

2. Result of Cycle 2 Meeting 2

In this cycle 2 meeting 2, the researcher also did the same activities with the meeting 2, focused on enhancing the students' ability in guessing word. The situation of the class was the same as the first meeting on cycle 2. The students were noisier because they felt comfortable with the method of researchers' teaching. This meeting was done on Tuesday, 24th May, 2022. The topic which

was discussed in this meeting 2 was about Suramadu Bridge.

Moreover, the researcher tried to ask questions to make a summary of the text orally to each group. One of the groups could sum up through simple sentences which contained information about what, where, when, who, why, and how. The students also gave their feedback after they applied the strategy. Some of them opined,

*"It was a strategy which could be used to comprehend the text easily."*¹⁰³

The other student replied,

*"It was also a fun strategy which could be used to know the meaning of the text"*¹⁰⁴

The student of the other group approved,

*"I also agreed with it. This strategy built me to comprehend the text. It was so cool!"*¹⁰⁵

Based on those interviews, the students enjoyed the KWL strategy implementing on teaching learning. Otherwise, students still were so crowded while the researcher interviewed another group.

From the result of observation students' participation checklist, there were 28 students who filled the K (Know), W (Want), and L (Learned) column with three or more ideas, or it was 93.33%. While, the students who answered the researchers'

¹⁰³ Student 16, *Group Interview*, Tuesday, 24th May, 2022.

¹⁰⁴ Student 18, *Group Interview*, Tuesday, 24th May, 2022.

¹⁰⁵ Student 14, *Group Interview*, Tuesday, 24th May, 2022.

question related to word comprehension were 6 students, each one of the groups, or it was 20% of students. Then, the students who answered the researchers' question related to sentence comprehension were 15 students, or it was 50%. Too, the students who answered the researchers' question related to paragraph comprehension were 11 students, or it was 36.6%. Also, the students who answered the researchers' question related to text comprehension were 20 students, or it was 66.66%. From this description, the mean percentage of students' participation was 64.72%. It could be inferred that there was an enhancement of students' participation cycle 2 meeting 2 then meeting 1.

The researcher could conclude the result the cycle 2 meeting 2 as follows:

- a) The KWL strategy evidenced that KWL strategy could enhance students' ability in reading descriptive text. The students' participation enhanced than meeting 1 and 2 of cycle 1 and meeting 1 of cycle 2. The students also showed their feedback of researchers' explanation and questions. The benefits of this KWL strategy were the students could answer and sum up the text simply which contained information about what, where, when, who, why, and how. It also proved that KWL strategy which could be used to comprehend the text.

b) The challenges while applying KWL strategy were the class situation was so crowded while the researcher interviewed each group, but the researcher grabbed the students' attention. Finally, the class started to focus on what they exercised.

3. The Result of Post Test 2 Cycle 2

After the researcher did cycle 2 which consisted of 2 meetings, the researcher also evaluated and measured the students' score of the second reading post-test. The test was done on Tuesday, 28th May, 2022. It showed more enhancements in the students' scores on the second post-test. From the students' score, there were 21 students who got score up to 65 or passed the KKM, but the 9 students still did not get score up the KKM. The total score of the second post-test was 2035, and the students' mean score was 67.83. The percentage of students who passed the KKM was 70%. It could be concluded that there was an enhancement after applying KWL strategy of the cycle 2 than the cycle 1. Therefore, the research could be inferred that this research has been successful because it has passed the criteria of success, it was 65%. The students' score was attached on APPENDIX 3. The following table is the percentage of students' participation enhancement in Cycle 2.

Furthermore, the researcher interviewed the teacher about her responses of KWL strategy that had been implemented. The

teacher pinpointed that KWL strategy can enhance students' reading ability in reading of X BDP 2. It was showed by the result interview of the English teacher of X BDP 2,

*“KWL is a very good strategy and has a positive impact on student learning in classroom, both from students' participation and students' test score. I noticed from the second meeting (cycle 1) that there was a change in students' participation such as they did the discussion with their group, asked to the teacher about what they did not understand, answered the researchers' questions, and gave their opinion about the strategy. Too, it was evidenced by their last test score. They showed the improvement in their test score even though it was not too significant. Therefore, I thought that this research was successfully implemented at X BDP 2”.*¹⁰⁶

Based on the interview, the teacher agreed that KWL strategy can enhance students' ability in reading descriptive text. It was proved that the students' participation and students' test score was enhanced. She also concluded that the student was interested with this KWL strategy. She gave her views about the benefits from the implementation of KWL strategy on student activities that occurred during teaching learning. Consequently, the teacher claimed that this research was successful in order to repair the learning quality and improve the students' reading ability at X BDP 2 of SMK Addimyati.

¹⁰⁶ English Teacher, *Group Interview*, Wednesday, 25th May, 2022.

Table 6**The Percentage of Students' Participation Enhancement in Cycle 2**

No.	Indicators	Meeting 1	Meeting 2
1	Students fill in the K column related to their general knowledge or what they know about the topic.	93.33%	93.33%
2	Students fill in the W column related to what students want to know about the topic by writing several questions.	93.33%	93.33%
3	Students fill in the L column related to what information (answer of students' questions) that they have learned.	90%	93.33%
4	Students can answer the teachers' question related to word comprehension	13.3%	20%
5	Students can answer the teachers' question related to sentence comprehension	40%	50%
6	Students can answer the teachers' question related to paragraph comprehension	33.3%	36.6%
7	Students can answer the teachers' question related to text comprehension	60%	66.66%

c. Reflection of Cycle 2

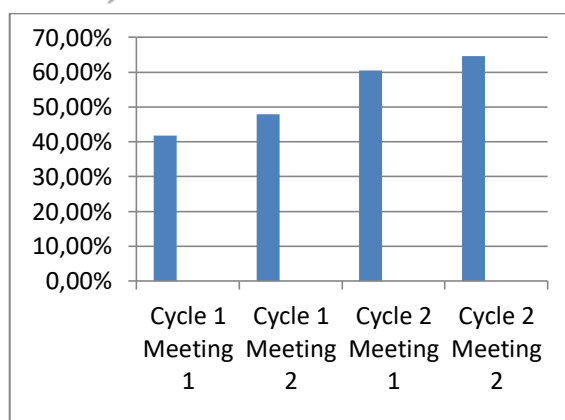
From the result of observation in the class, interview the students, and the second post-test, the researcher could conclude as follows:

- 1) The researcher found that the students' participation has been enhanced. It could be seen that there were a slightly significant between the students' participation of cycle 1 and cycle 2. The students could ask to the researcher about what they did not understand the researchers' instruction during teaching and learning. Also, the students could answer the question related to the topic orally and sum up the text. From the observation students' participation sheet, the students' participation was increased, it was

64.72% on the second meeting of cycle 2.

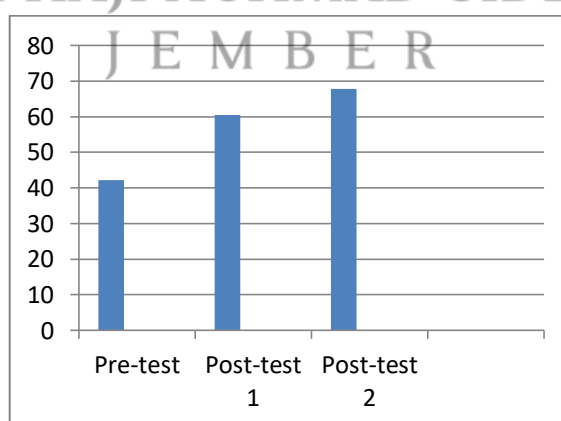
- 2) The researcher found that the applying KWL strategy could enhance students' comprehension of the text. It could be proved from the students' post-test score, which was done on the second cycle. There were 21 students who got score up to 65 or passed the KKM, with the mean score was 67.83. The percentage of students who passed the KKM was 70%, or it was 21 students who passed the KKM. So, it could be qualified that this research was successful.
- 3) The students gave their feedback of applying KWL strategy during teaching and learning. They felt that they could be easier to comprehend the text without re-read the text. Furthermore, the researcher argued that the students felt comfortable using the KWL strategy.

Chart 1
The Result of Observation Students' Participation



From the chart above, the students' participation while applying the KWL strategy enhanced from the cycle 1 meeting 1 until the cycle 2 meeting 2. The students' participation of cycle 1 meeting 1 was 41.80%. The improvement occurred on the second meeting of cycle 1, it was 48%. Then, in the cycle 2, there was an increase than cycle 1. The first meeting of cycle 2 enhanced to 60.45%. There was an improvement of the second meeting in cycle 2, it was 64.72%. It can be concluded that applying KWL strategy can enhance students' participation in reading class. It also can engage the interaction among the students and the teacher in the class, so the teaching and learning process will be running well. The result of students score was attached on APPENDIX 3. The following chart is the students' mean score enhancement from the pre-test, post-test 1, and post-test 2.

Chart 2
The Students' Mean Score Enhancement



From the chart above, the students' score of the pre-test until the post-test 2 was enhanced. It can be seen that the total of students'

pre-test score before the researcher applied KWL strategy in a class was 1265, and the mean was 42.16. The percentage of students who passed the KKM of the pre-test was 10%, or it was only 3 students. Then, there was an increase of post-test 1. The total score of students' post-test 1 score was 1815, and the mean was 60.5. The percentage of students who passed the KKM was 46.67%, or it was 14 students of 30 students in X BDP 2. Also, there was an increase of the post-test 2. There were 21 students who passed the KKM, with the total score were 2035, and the mean score of students' score was 67.83. It can be referred that KWL strategy can enhance students' score in comprehending the text.

However, there were some problems during teaching and learning process. The noise of students in the class is one of the problems that required the researcher to handle the class well and challenge the researcher to create the class more fun. Besides, the students could comprehend the text easily by applying this KWL strategy. It proved from the observation in class. The students could sum up the text after using the KWL strategy. It can be inferred that KWL strategy can enhance students' comprehension ability in reading descriptive text.

C. Discussion

The research was held to solve the problems faced by students of the X BDP 2 in comprehending the text and participation in reading class. The researcher focused on these problems by applying KWL strategy in order to enhance students' ability in reading descriptive text. The KWL strategy was an alternative one to easier the students comprehending the text. Therefore, the result of this research is intended to discover how the KWL (Know, Want, Learned) strategy enhance students' ability in reading descriptive text, the benefits of applying KWL (Know, Want, Learned) strategy, and the challenges that the students encountered in applying KWL (Know, Want, Learned) strategy.

This research was conducted in 2 cycles, and consisted of three meetings. There were two meetings for treatment or teaching and learning, and one meeting to measure the students' result through reading test. Applying the KWL strategy proved that this strategy was an effective strategy to enhance students' reading ability, especially in comprehending the text. This research showed that KWL strategy could enhance students' participation in a class and the students' score also enhanced.

Based on the results, the implementation of KWL strategy could improve the students' reading comprehension in terms of comprehend the word, sentence, paragraph, and text comprehension of the text. These results were explained in the teaching learning process. However, the students' reading achievement was not too significant. It was because several factors.

One of the factors was inadequate school facilities, so the researcher brainstormed how to present this strategy in learning so that students could grasp the meaning of using the KWL strategy, such as using the picture as a learning media shown in front of the class. Besides that, the focus of learning English in class was not on reading but on grammar. Additionally, the implementation of the KWL strategy in this class was only carried out in two cycles, so the improvement shown was insignificant. If this application is carried out for more than two cycles, then the increase in students will show more significance than this present study. Beforehand, students found many difficulties comprehending the text, such as translating each word using a dictionary and online translator. It caused the students problem in comprehending the text. They had trouble gaining the meaning of the text and had difficulty answering the questions related to four types of reading comprehension.

After holding the two cycles of applying KWL strategy in X BDP2 class, the students showed the enhancement score before and after implementing the KWL strategy. The percentage of students who passed the KKM of the pre-test was 10%. After the treatment of Cycle 1 showed that the percentage of students who passed the KKM was 46.67%. Also, there was an increase of the treatment of Cycle 2. The percentage of students who passed the KKM of post-test 2 was 70%. It could be proven in the pre-test, post-test1, and post-test 2 that there was an enhancement of students' reading score. It was similar with several previous studies. Khairunnisa supported this

study. She revealed in her study that KWL strategy has succeeded in improving the students' score after the treatment of the implementation of KWL strategy.¹⁰⁷ Additionally, Mardiana also supported that KWL strategy influenced the students' reading comprehension achievement. She discovered that there was a significant students' score in reading comprehension achievement after using the KWL strategy.¹⁰⁸

On the other hand, the findings of this research revealed that the students did not waste their time to read and translate the whole text to comprehend it. It was because the KWL strategy is a simple learning strategy without spending too much time to do the exercises during teaching learning.¹⁰⁹ Moreover, KWL strategy supported the students in finding the specific information of the text. It because the Applying of KWL strategy assisted the students to fill the K (Know) column about what they know generally, W (Want) column about what they want to know includes the specific information, and L (Learned) column about what they wrote and found related to the specific information they filled in W column.¹¹⁰ Also, the students have comprehended the meaning of the text after they filled the KWL chart. They also answered the teachers' questions related to word,

¹⁰⁷Khairunnisa, "K-W-L: A teaching strategy to develop students' reading comprehension in the seventh grader of junior high school," *e-Journal on English Education*, no. 1 (April, 2017): 36-43.

¹⁰⁸ Mardiana, "Using KWL Strategy to Enhance Reading Comprehension Achievement And Characters of The Seventh Grade Students of SMPN 1 Babat Supat, Musi Banyasin," *Journal of English Literacy Education*, no. 2 (November, 2016): 135-147.

¹⁰⁹ Tommy Hastomo, and Hajjah Zulianti, "The Integration of The KWL (Know, Want, Learn) Strategy and The Zoom Conference in Teaching Reading: an Action Research," *Linguistics*, no. 1 (July, 2022): 55-66. <http://dx.doi.org/10.29300/ling.v8i1.6574>

¹¹⁰ Agus Sholeh, Novita E. Rosalina, and Riza Weganofa, "The Implementation of KWL (Know, Want to Know, And Learned) to Improve Students' Reading Comprehension," *IJEE (Indonesian Journal of English Education)*, no. 1 (June, 2020). 22.

sentence, paragraph, and text comprehension during the observation in a class. It built interactive communication between teacher and students during teaching and learning process. A study by Wijaya has resulted that the using of KWL strategy boosted active discussion in the circumstances of classroom between the teacher and students.¹¹¹ Nanda also propped this research. He found that students engaged and comprehended the text then students boosted the score of their reading test.¹¹² His research also enhanced students' concentration in class.

As stated by Blachowicz & Ogle, this KWL strategy can help the teacher to construct the students' interactive.¹¹³ This present research proved this theory. The students and the teacher were interactive with each other during teaching and learning. This research showed that the students participated actively through sharing their ideas and showing their comprehending by answering the teachers' questions related to the text. The percentage of students' participation from Cycle 1 to Cycle 2 was improved. In Cycle 1 meeting 1, the students' participation was 41.80%. Then, on the second meeting of cycle 1 was 48%. Later, on the cycle 2 meeting 1 it was improved to 60.45%. Subsequently, there was improvement of cycle 2 meeting 2 was 64.72%. This data was obtained from the result of observation students' participation. It was attached on Chart 1.

¹¹¹ Hesti Wijaya, "Using KWL Strategy To Improve The Reading Comprehension Skills On Hortatory Exposition Texts," *Academia*, (June, 2015): 1-12,

¹¹² Dodi Widia Nanda and Deded Pratama, "Exploring The Application of KWL Strategy Towards Students' Reading Comprehension: Teachers' Perceptions," *Journal of English Language Studies*, no. 2 (August, 2021): 185-194.

¹¹³ Camille Blachowicz, & Donna M. Ogle, *Reading Comprehension: Strategies for Independent Learners*, (New York: Guilford Press, 2008), 35.

However, the challenges were found during the observation. The students were crowded while sharing their ideas about text in class actively. A Crowded classroom situation made the teacher intrigued to be able to regain a controlled class. This challenge discovered in this study was similar with Rusmiati's study. She discovered the problems in her study that there were several students who talked each other when the teacher applied the KWL strategy in the class.¹¹⁴ It was caused that the students in the classroom were large and teacher got difficulty to control and manage the class. In consequence, the teacher in this study has not been able to control the class management. Afterward, the researcher suggested to the future researcher to minimize the students in order to make the class more effective. In line with these problems, the teacher as a role in class should control, organize the class and manage the instruction into the classroom.¹¹⁵ Therefore, the implementation of KWL strategy on teaching and learning could be appropriately actualized so that the success of the learning objectives also could be achieved.

¹¹⁴ Rusmiati, "Using KWL Strategy to improve Students' Reading Comprehension," *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, no. 8 (2017): 1-12.

¹¹⁵ Ayten Iflazoglu Saban, "Management of teaching and class control," *Science Direct*, no. 1 (December, 2008): 2111-2116. <http://dx.doi.org/10.1016/j.sbspro.2009.01.370>

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presents the conclusion of the research and suggestions for English teachers, students, and further researchers who are interested in similar research.

A. Conclusion

Based on the finding research and discussion, the researcher concluded that:

1. The applying KWL (Know, Want, Learned) Strategy can enhance students' ability in reading descriptive text. The result of observation showed that the mean of the students' participation during teaching and learning process by applying KWL strategy improved. It also enhanced students' reading test score from pre-test, post-test 1, and post-test 2. Moreover, applying KWL has some benefits in enhancing students' ability in reading descriptive text. The students can comprehend the text easily without wasting their time to re-read and translating the words of the text one by one. The students also can determine and discover the specific information in the text without read whole of the text. Besides, the students can engage their participation and interaction with the teacher in reading class. Moreover, the students can practice their brainstorming to share more ideas.
2. There are some challenges of the applying KWL strategy in enhancing students' ability in reading descriptive text. The teacher should grab the students' attention who are noisier in the class. Other than that, the

teacher should motivate one by one of the students to make them interested and fun during teaching and learning.

B. Suggestion

There are some suggestions that are proposed regarding to the result as follows:

1. The Teacher

The English teacher is suggested to apply this KWL strategy to face the students' problems in reading comprehension. The KWL strategy can activate the students' brainstorming in sharing their ideas. It also helps the students to organize their knowledge in three columns.

2. The Students

The students are suggested to participate actively in reading class by filling out the KWL chart worksheet and sharing their ideas during teaching and learning. This KWL strategy can enhance their comprehension of reading a text.

3. The Future Researcher

Future researchers should conduct similar design research with different learning methods, participants, levels, and situations. Future researchers can apply the KWL strategy with the types of text. So, future research can have the uniqueness of their research. Thus, the teacher has many references for research to face the problem in the future.

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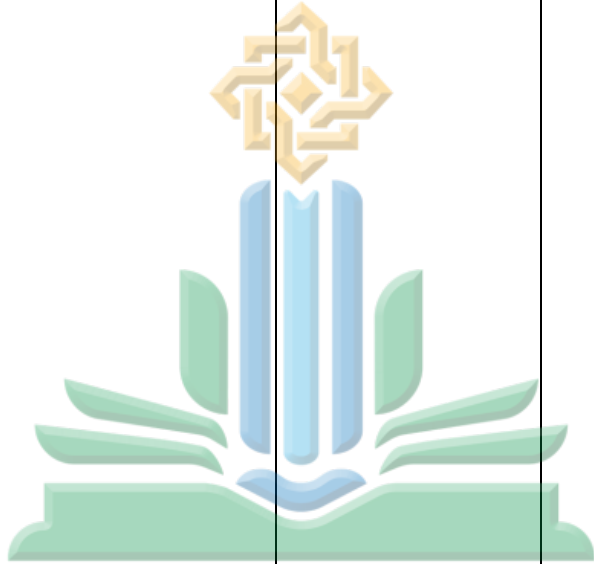
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APPENDIX 1

RESEARCH MATRIX

Title	Research Questions	Variable	Sub variable	Indicator	Source of Data	Research Method
Applying KWL (Know, Want, Learned) Strategy to Enhance Students' Ability in Reading Descriptive Text	<ol style="list-style-type: none"> How does the KWL (Know, Want, Learned) Strategy enhance students' ability in reading descriptive text? What are the challenges of the KWL strategy in enhancing students' ability in reading 	<ol style="list-style-type: none"> The Applying of KWL strategy in teaching and learning process. The enhancement of students' ability in reading descriptive text 	<ol style="list-style-type: none"> Individual Groups 	<ol style="list-style-type: none"> The KWL strategy <ol style="list-style-type: none"> The benefits of applying KWL strategy The challenges of Applying KWL strategy to enhance students' ability in reading descriptive text. Reading comprehension (Grellet, 1996). <ol style="list-style-type: none"> Word comprehension sentence comprehension Paragraph comprehension Text 	<ol style="list-style-type: none"> Primary data <ol style="list-style-type: none"> students' reading pre-test students' participation in reading class Secondary data <ol style="list-style-type: none"> Observation Interview Students' reading post-test document review 	<ol style="list-style-type: none"> Research Design: Classroom Action Research Data collection technique: <ol style="list-style-type: none"> Reading pre-test and post test Observation sheet Interview Data Analysis: $E = \frac{n}{N} \times 100\%$ <p>Notes:</p> <p>E = the percentage of the students who participated actively in teaching reading process by applying KWL strategy</p>

	descriptive text?			comprehension		<p>n = the total number of the students who actively participated in teaching-learning process. N = the total number of the students</p> <p>The result score of test was analyzed using the following formula:</p> $Score = \frac{Score}{maximal\ score} \times 100\%$ <p>The formula of students' average score of reading test</p> $M = \frac{\sum x}{N}$ <p>Note: M: The mean $\sum x$: The sum of scores N: The number of students</p> $E = \frac{n}{N} \times 100\%$ <p>Notes: E = the percentage of the students who reach ≥ 65</p>

						<p>n = the total number of the students who reach ≥ 65</p> <p>N = the total number of the students who do the test</p>
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APPENDIX 2

PROTOCOL INTERVIEW

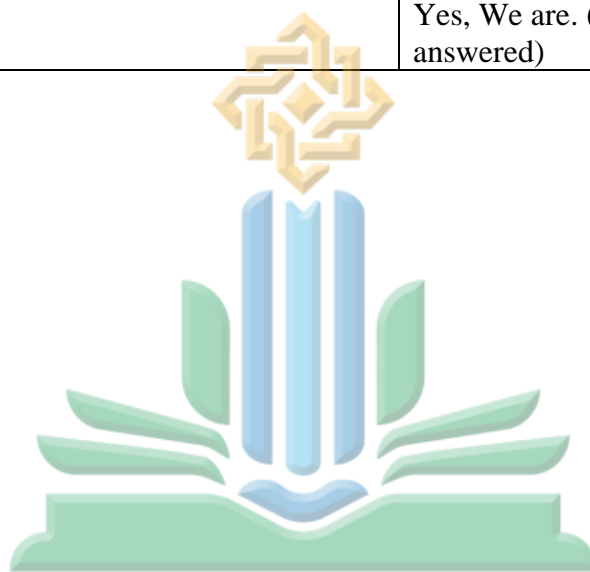
A. Interview questions for the teacher

No.	Questions	Answer
1.	What curriculum used at SMK Addimyati?	This school uses K13 Darurat
2.	How many times English is taught in a week?	English is taught twice a week
3.	How many times is allocated for learning in one meeting?	It has 3 x 20 minutes
4.	What problems are faced by students?	The students have problems in comprehending the text. That is so difficult for students to answer the questions related to reading comprehension ability.
5.	How do you overcome the problem?	I asked them to pay attention of the teachers' explanation, and I also request them to translate the text firstly before they answer the questions.
6.	From all classes, which class has the most problem in reading?	X BDP 2, One of the classes who got the lowest score in reading class.
7.	What about student's participation in reading class?	There are only 5 students who participated in reading class
8.	How do you teach reading in the class?	In reading class, I explain the material then I give the example of the text. After that, I ask students to read the text and translate it. Last, I give them the exercise.
9.	Have you ever used certain technique in teaching English?	No, I have not. But, sometimes I ask students to do discussion.
10.	What is the minimum standard score of reading test?	It is 65.
11.	Have you ever used KWL strategy in teaching English or teaching reading?	No, I have not.

B. Interview questions for the students

No.	Questions	Answer
1.	Based on your opinion, is English the most difficult subject?	Yes, English is the most difficult subject after Math.
2.	What difficulties do you experience in reading class?	<p>The students answered as follows:</p> <p><i>"We are difficult in comprehend the text because we do not know the meaning of the words. Although we used translator to translate the text, but we also do not know how to interpret on the whole text. Other than that, we don't know how to answer the questions related to the text."</i></p> <p>The other students added,</p> <p><i>"Yes, I do. It is because I do not know many words in English. So, I cannot understand the text. I just read without discovering the meaning of the text thoroughly. Sometimes, I am so tired when I try to answer the questions related to the text because I have to translate and comprehend the text. It takes too much time"</i></p> <p>The other student agreed,</p> <p><i>"Yes, We do. It is so difficult for us to understand the text. It is because I do not like English. But, we know the translation of the text using translator."</i></p>
3.	In your opinion, what should be done to overcome these difficulties? Should the method/model/learning strategy be improved?	Teacher should give the students a new method/model/learning strategy in order to comprehend the text.
4.	How does the teacher teach reading?	The teacher teaches reading well, friendly and not boring.
5.	Does the teacher often invite students to be active in learning in the reading class?	Yes, The teacher does.
6.	Does the teacher often use the same	Yes, the teacher does. But

	teaching model/method/strategy without variations?	sometimes, teacher uses discussion to make another variation in teaching.
7.	What strategies do teacher uses when teaching reading class? Are you actively involved in reading class and in discussions?	Teacher uses translate the text strategy. No, we are not. It is because we do not know how to answer the teachers' questions about the text" (Mostly students answered). Yes, We are. (Few students answered)



UNIVERSITAS ISLAM NEGERI
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J E M B E R

APPENDIX 3
TEST INSTRUMENT
PRE-TEST

TEXT 1

Read the following text to answer questions number 1 to 6.

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

Adopted from: <https://www.belajarbahasainggrisku.id/contoh-soal-descriptive-text-untuk-sma-dan-kunci-jawaban/>

1. The text mainly focuses on
 - a. Singapore
 - b. Plaza and Mall
 - c. Orchard Plantation

- d. Plaza and Mall Shopping Center
 - e. Orchard road as business and entertainment center
2. In the third paragraph the writer describes about?
 - a. The history of Orchard Road
 - b. The location of Orchard Road
 - c. The distance of Orchard Road
 - d. The direction to get to Orchard Road
 - e. The things that we can see at orchard road
3. Which statement is TRUE?
 - a. Orchard road is infamous place at Singapore
 - b. At first Orchard Road is a crowded settlement
 - c. Orchard road is not surrounded by flower garden
 - d. Vehicles from Dunrean road turn to the Marriott Hotel junction
 - e. Orchard road became business and entertainment center since 1974
4. Words “**it**” in line 4 refers to?

a. The plaza	d. Suburban Street
b. Singapore	e. Luxury branded things
c. The plantation	
5. What is the main idea of last paragraph?
 - a. The things you can see in
 - b. The secret of Orchard Road
 - c. The ways to get to Orchard Road
 - d. The direction to get to Orchard Road
 - e. The vehicles which provides in Orchard Road
6. The word “**satisfy**” in line eighth has the closest meaning with?

a. Free	d. Pleased
b. Threat	e. Frighten
c. Loved	

TEXT 2

Read the following text to answer questions number 7 to 13.

Petruk Cave

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the Dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as petruk's nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave.

7. What is the text purpose?
 - a. To describe Petruk Cave
 - b. To entertain reader about Petruk Cave
 - c. To inform readers about tourism in Kebumen
 - d. To Introduce The Local tourism in Kebumen
 - e. To explain the reader about floors in Petruk Cave
8. Why did Petruk cave named as one of character in Punokawan puppet?
 - a. Because Petruk is buried at the cave
 - b. Because the cave is belong to Petruk
 - c. Because Petruk is the first explorer of the cave
 - d. Because the cave's depth is as deep as Petruk's hair
 - e. Because the cave's length is as long as Petruk's nose

9. Which part of Petruk Cave which used for place to put foods for ancestor?
 - a. In Hindu
 - b. In Petruk cave
 - c. Inside the cave
 - d. In the basic cave
 - e. In front of the cave
10. What is stalactites means?
 - a. Kind of animals in the cave
 - b. Types of food given to ancestor
 - c. Someone who guide the visitor in the cave
 - d. Types of formation that lay on the floor of caves
 - e. A type of formation that hangs from the ceiling of caves
11. What is “lead” means in paragraph 2?
 - a. Put
 - b. Take
 - c. Bring
 - d. Place
 - e. Guide
12. What is the main idea of the last paragraph?
 - a. The first floor is a basic cave
 - b. The function of the 3 floors in the Petruk cave
 - c. The visitor must be led by guides through the cave
 - d. Petruk cave has so many stalactites and stalagmites
 - e. Hindu cave is part of the cave used to put offerings to the ancestor
13. From the text above, we know that
 - a. Petruk Cave is the Hindu Cave in Kebumen
 - b. Petruk Cave has a stalactites inside Hindu cave
 - c. Petruk Cave is the most famous place in East Java
 - d. The writer explained about Petruk Cave to the reader
 - e. The writer discussed about the history of Petruk Cave

TEXT 3

Read the following text to answer questions number 14 to 20.

The Great Pyramid of Giza is a huge pyramid built by the Ancient Egyptians. It stands near Cairo, Egypt. It is the oldest of the Seven Wonders of the

Ancient World, and the only one to remain mostly intact. When it was built it was 146.5 meters (481 feet) tall. It was the tallest building in the world for over 3,800 years. Erosion and other causes have shrunk it to 138.8 m. The pyramid was probably built for Khufu, an Egyptian pharaoh. It was perhaps built by Khufu's vizier, Hemiunu. It is believed that it took about 20 years to build, and was completed around 2570 BC.

When it was built, Great Pyramid was covered by white stones that formed a smooth outer surface. Some of these stones can still be seen around the base. Most of what can be seen of the pyramid now is its basic core of 2,300,000 blocks of limestone and granite. There have been many different theories to explain how the pyramid was built. Most accepted building ideas are based on the idea of moving huge stones from a quarry and dragging and lifting them into place. Archaeologists found that the Pyramids of Giza were not built by slaves, but workers who were paid for working. Their graves were found near the pyramid in 1990.

There are three known rooms, or chambers, inside the Great Pyramid. The lowest chamber is cut into the rock on which the pyramid was built. This chamber was not finished. The other two chambers are higher up inside the pyramid. They are called the Queen's Chamber and the King's Chamber, but these are modern labels as we do not know how the Egyptians were going to use them. The Great Pyramid has two passages, one leading up, and the other down. It is the only Egyptian pyramid to have the two passages.

The Great Pyramid is part of a group of buildings, called the Giza Necropolis. This includes two mortuary temples in honor of Khufu. One is close to the pyramid and one near the Nile. There are three smaller pyramids for Khufu's wives. Other buildings include an even smaller "satellite" pyramid, and a raised causeway which joins the two temples. There are other tombs, called mastaba, probably for other important people.

Source: https://simple.m.wikipedia.org/wiki/Great_Pyramid_of_Giza

14. What is the text about?
- Pharaoh
 - Giza Necropolis
 - A Huge Pyramid
 - The Great Pyramid of Giza
 - Seven Wonders of the Ancient World
15. Which paragraph mention about how Pyramid of Giza was built?
- 1
 - 2
 - 3
 - 4
 - 5
16. How long does it take to build the Pyramid of Giza?
- 20 years
 - 146 years
 - In 2570 BC
 - In 19990
 - 3,800 years
17. Which of the following things is not mentioned in the text?
- The number of visitor
 - The parts of the building
 - The height of the building
 - The numbers of Pyramid in the complex
 - The reason for building the Pyramid of Giza
18. What did archaeologists find about the Great Pyramid?
- There are other tombs, called Mastaba
 - The Queen's Chamber and the King's Chamber
 - The graves were found near the pyramid in 1990
 - The three known chambers, inside the Great Pyramid.
 - The Pyramids of Giza were not built by slaves, but by paid workers
19. "The Great Pyramid of Giza is a huge pyramid..." (The first line).
What is the antonym of "huge"?
- High
 - Fatty
 - Large
 - Weak
 - Small

20. "...a quarry and **dragging** and lifting them into place." (Paragraph 2)

What is the synonym of "**Drag**"?

- | | |
|---------|---------|
| a. Pull | d. Drop |
| b. Hang | e. Push |
| c. Hold | |

ANSWER KEY

- | | | | |
|------|-------|-------|-------|
| 1. E | 6. D | 11. E | 16. A |
| 2. E | 7. A | 12. B | 17. D |
| 3. D | 8. E | 13. D | 18. E |
| 4. D | 9. A | 14. D | 19. E |
| 5. C | 10. E | 15. B | 20. A |

The Distributions of reading pre-test items

Aspect of reading comprehension ability	Reading Text	Number of Items	Total
Word Comprehension	Text 1 Text 2 Text 3	4, 6 11, 19 20	5
Sentence Comprehension	Text 1 Text 2 Text 3	3 8, 9 16, 18	5
Paragraph Comprehension	Text 1 Text 2 Text 3	2, 5 10, 12 15,	5
Text Comprehension	Text 1 Text 2 Text 3	1 7, 13 14, 17	5

POST-TEST I

TEXT 1

Read the following text to answer questions number 1 to 7.

PURA BESAKIH

Besakih Temple is the biggest Hindu temple in Bali which the local people call Pura Besakih. It owns beautiful view from the top of temple area where we can see the wide nature panorama until to the ocean so that way this temple is many visited by tourists from all over the world. Besakih Temple is located in Besakih countryside, Rendang sub district, Karangasem regency, east part of the island. It is located in southwest side bevel of mount Agung, the biggest mounts in Bali. It is because pursuant to Agung Mount confidence is holiest and highest mount in Bali Island.

Bali's "mother temple", Besakih temple, is over 900 metres up the slopes of Gunung Agung. It has been regarded as a holy place since pre-historic times in Bali. The first recorded mention of its existence is from an inscription that dates from 1007 A.D. Since the Gelgel dynasty of the fifteenth century it has been regarded as a central, holy temple for the entire island.

To the Balinese a visit to the temple sanctuaries at Besakih temple is a special pilgrimage. Each temple has its own odalan, or anniversary celebration, and on the full moon of the Balinese month "Kedasa" the entire compound of Besakih celebrates the visit of the gods, with an enormous throng of visiting pilgrims.

Adapted from: <https://www.baligoldentour.com/besakih-temple.php>

1. What is the purpose of the text?
 - a. To tell the readers history of Pura Besakih
 - b. To describe the readers about Pura Besakih
 - c. To amuse the readers about to Pura Besakih
 - d. To persuade the readers to go to Pura Besakih
 - e. To promote Pura Besakih as tourist destination

2. In the first paragraph the writer describes about?
 - a. The history of Pura Besakih
 - b. The location of Pura Besakih
 - c. The distance of Pura Besakih
 - d. The direction to get to Pura Besakih
 - e. The things that we can see at Pura Besakih
3. Pura Besakih is recorded as a holy temple since pre-historic times which mentioned in an inscription. This information can be found in paragraph
 - a. 1
 - b. 2
 - c. 3
 - d. 4
 - e. 5
4. In what century was the temple considered a sacred place?
 - a. The 15th century
 - b. The 16th century
 - c. The 17th century
 - d. The 18th century
 - e. The 19th century
5. Which statement is NOT TRUE about the text?
 - a. Pura Besakih is also called Bali's mother temple.
 - b. Besakih Temple is the largest Hindu temple in Bali.
 - c. Balinese people visit Pura Besakih as a public pilgrimage.
 - d. Pura Besakih is located in Besakih countryside, Rendang sub district, Karangasem regency.
 - e. An enormous throng of visiting pilgrims pays a visit to the gods on the full moon in the Balinese month of "Kedasa".
6. "Since the Gelgel dynasty of the fifteenth century it has been regarded as a central..." What does the underlined word "it" refer to?
 - a. The Odalan
 - b. Pura Besakih
 - c. The Agung Mount
 - d. The Hindu Mount
 - e. The Hindu Temple
7. "... to the temple sanctuaries at Besakih temple is a special pilgrimage". The underlined word refers to
 - a. Pure
 - b. Grubby

- c. Cramped
- d. Limited
- e. Spacious

TEXT 2

Read the following text to answer questions number 1 to 7.

Lovina Beach was one of the must-see tourist spot when visited Bali Island. It is located in Buleleng about 9 km from Singaraja City. It can be a tourist destination for those who want to see dolphins. But for those who want to sunbathe, it is not the right choice because at the edge of Lovina Beach there are so many boat (small boat) that line in the seashore. Those boats are rented by the fisherman to see the dolphins (Dolphin).

Besides, the dolphin shows. It also offered a variety of accommodations ranging from Inn to Cottages which are available at a very affordable price. So if you want to take a holiday to North Bali, particularly at Lovina Beach, you do not need to fear because facilities and infrastructure are all available there. After renting a boat, you will be invited into the sea to see the dolphins. At first it is not seen a single dolphin. But then they will emerge jumping out of the water as if greet the visitors.

After the Dolphins appeared, boats will chase dolphins. Dolphin's performance doesn't last long. Around 7 am the dolphin will not appear to them again. After the sun is high enough, we will be invited to step aside. Dolphin's performance in Lovina Beach had begun in the morning at 5:00. This was because the Dolphins are always visible in the morning. They will be seen swimming together. To see dolphins we have to use boats rented by the fishermen there.

[Adapted from: https://www.belajarbahasainggrisku.id/descriptive-text-about-place-beach-bahasainggris-dan-artinya/](https://www.belajarbahasainggrisku.id/descriptive-text-about-place-beach-bahasainggris-dan-artinya/)

8. What is the text about?

- a. Bali Island
- b. Tourist Spot
- c. Dolphins Show
- d. Lovina Beach
- e. Singaraja City

9. What is offered in hotels around Lovina Beach?
- Small Boat
 - Inn and cottage
 - Diving Equipment
 - Some Special Food
 - Indonesian Cuisine
10. When does the Dolphin Show at Lovina Beach start?
- At 2.00 pm
 - At 3.00 am
 - At 4.00 pm
 - At 5.00 am
 - At 6.00 pm
11. What is the main idea of the second paragraph?
- Dolphin Shows
 - Lovina Beach
 - A Boat Renting
 - Tourist Destination
 - Facilities available at Lovina Beach
12. "Dolphins will swim together in the morning". This information can be found in paragraph
- 1
 - 2
 - 3
 - 4
 - 5
13. Which statement is TRUE about the text?
- There is no performance of Dolphins.
 - The facilities and infrastructures are limited.
 - Tourists can sunbathe in the seashore of the beach.
 - Dolphins' performance does long from 5 am to 7 pm.
 - Tourist must rent the boat to see dolphins jumping out of the water.
14. "The visitors do not need to be fear to go on vacation to Lovina Beach because the facilities and infrastructure are already available". This information can be found in sentence
- 6
 - 7
 - 8
 - 9
 - 10

15. “To see dolphins we have to use boats rented by the fishermen there”. What is the antonym of “rent”?
- a. Pay
 - b. Buy
 - c. Carry
 - d. Put on
 - e. Discover

TEXT 3

Read the following text carefully and write T if the statement is “True” and F if the statement is “False” based on the text!

Komodo island is located between Sumbawa and Flores, along western Nusa Tenggara Timur, and is popular for the presence of giant Monitor Lizards known as Komodo Dragons. The island is arid, rugged and barren and forms a part of the Komodo National Park and Marine Reserve. Aerial views prove that it is inarguably, among the most beautiful places in Indonesia.

The best time to visit the park is during the dry season, which runs from April to December. Besides spotting endangered Komodo dragons, a range of activities can be enjoyed at the Komodo National Park such as go for kayaking, diving, trekking or the guided island tours. Around Komodo Island can be relatively easy, but to get to Komodo, you first need to travel to Bali and then to Labuan Bajo by either plane or boat, and finally to Komodo Island by boat. A couple of local airlines fly from Bali to Labuan Bajo on Flores Island.

Adapted from: <https://www.scribd.com/document/532311511/Descriptive-Text-1>

No.	STATEMENTS	T/F
16.	The last paragraph describes the activities that can be enjoyed at the Komodo National Park.	
17.	The rainy season is the best time to visit this Komodo National Park.	
18.	Komodo Island, located in the western part of East Nusa	

	Tenggara, is one of the most beautiful places in Indonesia.	
19.	Tourists have to go through a long journey to get to this island	
20.	This island is absorb, tender and lush.	

ANSWER KEY

- | | | | |
|------|-------|-------|-------|
| 1. B | 6. B | 11. E | 16. T |
| 2. B | 7. A | 12. C | 17. F |
| 3. B | 8. D | 13. E | 18. T |
| 4. A | 9. A | 14. C | 19. T |
| 5. C | 10. D | 15. A | 20. F |

The Distributions of reading post-test I items

Aspect of reading comprehension ability	Reading Text	Number of Items	Total
Word Comprehension	Text 1 Text 2 Text 3	6, 7 10, 15 19	5
Sentence Comprehension	Text 1 Text 2 Text 3	4 9, 14 17, 18	5
Paragraph Comprehension	Text 1 Text 2 Text 3	2, 3 11, 12 16	5
Text Comprehension	Text 1 Text 2 Text 3	1, 5 8, 13 20	5

POST TEST II

A. Choose the best answer by crossing a, b, c, d or e!

Read the following text to answer questions number 1 to 7.

Way Kambas National Park is a national park for elephant sanctuary located in Lampung precisely in the Labuhan Ratu sub district, East Lampung, Indonesia. Way Kambas National Park, established in 1985, is the first school for elephant in Indonesia. In the beginning of its establishment, Way Kambas National Park was named the Elephant Training Center / Pusat Latihan Gajah (PLG), but the last few years this name was changed into Elephant Conservation Center / Pusat Konservasi Gajah (PKG), which is expected to become a center for elephant conservation in taming, training, breeding and conserving elephants. Until now, this PKG has trained for about 300 elephants which have been deployed to all over the country.

In Way Kambas National Park, there are some endangered animals such as Sumatran Rhinos, Sumatran elephant, Sumatran tiger, Mentok Rimba, and Buaya sepi. There are also some plants which are mostly found there such as Api-api, Pidada, Nipah, and Pandan. On the marshy coasts of Way Kambas National Park is often found various species of birds, such as, Lesser Adjutant, Pheasant Blue, Kuau Raja, Pependang Timur, and some other birds.

1. What is the text about?
 - a. Elephant Conservation
 - b. Elephant National Park
 - c. Lampung National Park
 - d. Way Kambas National Park
 - e. Pelabuhan Ratu National Park
2. What is the main idea of the second paragraph?
 - a. The several types of plants in Way Kambas
 - b. The endangered of animals in Way Kambas
 - c. The various species of birds in Way Kambas

- d. The animals and plants which are found in Way Kambas
 - e. The plants of Way Kambas such as Api-api, Pidada, Nipah, and Pandan
3. What was Way Kambas' first name when it was established?
 - a. Elephant Way Kambas
 - b. Elephant National Park
 - c. Elephant Training Center
 - d. Eephant Labuhan Ratu Park
 - e. Elephant Conservation Center
 4. How many elephants have been trained since the beginning of the Way Kambas establishment until now?
 - a. 600 Elephants
 - b. 500 Elephants
 - c. 400 Elephants
 - d. 300 Elephants
 - e. 200 Elephants
 5. There are the following are the animals, plants, and birds that can be found in way kambas, such as
 - a. Sumatran Rhinos, Sumatran Elephant, Orangutan Api-api, and Rafflesia Arnoldii
 - b. Sumatran Rhinos, Sumatran Elephant, Buaya Sepit, Ylang flower, and Rafflesia.
 - c. Sumatran Rhinos, Sumatran Elephant, Api-api, Pidada, Nipah, Shark and Ylang flower.
 - d. Sumatran Rhinos, Sumatran Elephant, Tropical Pitcher Plant, Ylang flower and Clove.
 - e. Sumatran Rhinos, Mentok Rimba, Buaya Sepit, Api-api, Pidada, Pandan, Lesser Adjutant, and Kuau Raja.
 6. Which statement is NOT TRUE about the text?
 - a. Way Kambas is located in Labuhan Ratu, East Lampung, Indonesia.
 - b. Way Kambas is a center for elephant to tame, train, breed, and conserve.
 - c. There are 300 elephants which have been trained in Way Kambas National Park.
 - d. There are some various species of birds found in Way Kambas National Park

- e. Way Kambas National Park is park used to protect animals and plants that are not endangered.
7. “There are some endangered animals such as Sumatran Rhinos, Sumatran elephant,...” (Paragraph 2). What is the synonym of “endangered”?
- | | |
|-----------|-------------|
| a. Hazard | d. Calm |
| b. Safe | e. Peaceful |
| c. Quiet | |

TEXT 2

Read the following text to answer questions number 8 to 15.

Borobudur Temple

Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 meter high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire upper structure is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways.

The design of Borobudur symbolizes the conception of universe in Buddhist cosmology. It is believed that the universe is divided into three spiritual spheres, kamadhatu, rupadhatu, and arupadhatu. The first sphere, kamadhatu, represents respectively the sphere of desires where we are bound to our desires; the second sphere, rupadhatu, represents forms where we abandon our desires but are still bound to name and form; and the last sphere, arupadhatu, represents formlessness where there is no longer either name or form. Borobudur temple which is rededicated as an Indonesian monument in

1983 is a valuable treasure for Indonesian people. With its magnificent size and architecture, no wonder that Borobudur Temple includes 7 wonders of the world.

8. What kind of the *text* is it?
 - a. Narrative Text
 - b. Descriptive Text
 - c. Recount Text
 - d. News Text
 - e. Procedure Text
9. What is the aim of the text?
 - a. To describe the Borobudur Temple
 - b. To entertain the reader about Borobudur Temple
 - c. To persuade the reader about Borobudur Temple
 - d. To tell the reader about the story of Borobudur Temple
 - e. To amuse people about the legend of Borobudur Temple
10. “Its construction is influenced by the Gupta architecture of India.” (Paragraph 2)
 What does the underlined word “Its” refers to?
 - a. Borobudur Temple
 - b. Gupta Architecture
 - c. Borobudur symbolize
 - d. The three spiritual spheres
 - e. The five terraces of Borobudur
11. What is the main idea of the third paragraph?
 - a. The location of Borobudur Temple
 - b. The History of temple construction
 - c. The symbolize of temple construction
 - d. How was Borobudur Temple constructed
 - e. The meaning of Borobudur Temple design
12. “Based on the text, there are three spiritual spheres, includes
 - a. Kamadhatu, rupadhatu, and arupadhatu
 - b. Shape-stupa, rupadhatu, and kamadhatu
 - c. Rupadhatu, sphere-stupa, and shape-stupa
 - d. Arupadhatu, Kamadhatu, and shape-stupa
 - e. Sphere-stupa, arupadhatu, and shape-stupa

13. "The first five terraces of Borobudur are square instead the upper three are circular". This information can be found in paragraph
- 1
 - 2
 - 3
 - 4
 - 5
14. Why is Borobudur Temple one of the wonders of the world??
- Borobudur has a three bell shape-stupa.
 - Borobudur has eight steps like stone terrace.
 - Borobudur is one of the famous buildings around the world.
 - Borobudur is a Buddhist temple was built by Sailendra dynasty.
 - Borobudur temple is a valuable treasure for Indonesian people which has a magnificent size and significant architecture
15. "With its magnificent size and architecture, no wonder that..." (Last Paragraph)
- What is the synonym of "magnificent"?
- Ordinary
 - Inelegant
 - Diminish
 - Luxurious
 - Traditional

TEXT 3

Read the following text carefully and write T if the statement is "True" and F if the statement is "False" based on the text!

Bali is a very famous island in Indonesia. Many tourists from all over the world visit each year). It is located between Java and Lombok. It has an area of 5620 square km. It has many tourist attractions which are an interesting place to visit during a vacation on this island. One of the most famous and beautiful tourist attractions in Bali is the beaches.

The most famous beaches that many tourists visited in Bali is Kuta beach and Sanur beach. First, Kuta beach is the most visited beach by tourists because of the beauty of the blue sea and the scenery. It is located in the south

of Denpasar City, Badung regency. It has white sand and several big coral stones. Besides the beauty of blue sea panorama and white sand, Kuta beach also has a good wave. The sound of the sea waves is so rhythmical. It makes people who relaxing around the beach feel so peaceful and relax. The waves rolls are so amazing, and it is possible for surfing to people who love doing surfing. In addition, Kuta beach has a breathtaking bright shine orange sunset at the edge of the beach.

Many tourists sitting in the edge of the beach to see the sunset, make the situation around Kuta beach become crowded. So, Kuta beach is the most beautiful beach in Bali that is many visited by tourists and has awesome scenery.

Second, Sanur beach is a beautiful white sandy beach with calm and warm seawater located in east part of Denpasar Town. There are many shells for the avid collectors. The waves are calm, so it is possible to swim. The beach looks so clear so we can see through underwater such as fish, coral reefs and others sea ecosystem. The Panorama south of Sanur beach is awesome sunrise in the morning. This beach is surrounded by many art shops that sell Balinese crafts, clothes, and accessories. Nearby the beach, there is Mueum called Le Mayeur Museum is paintings collection made by Balinese painter. To sum up, Sanur beach is a very wonderful panorama beach in Bali that has atmosphere calm and warm.

No.	STATEMENTS	T/F
16.	The text mainly describes Bali island	
17.	The most visited beach in Bali is Sanur beach	
18.	The word “Crowded” has the same meaning as desolate. (Paragraph 3)	
19.	The second paragraph explains about the pretty white sand beach.	
20.	Avid collector is craftsmen who collect shells around the beach	

ANSWER KEY

- | | | | |
|------|-------|-------|-------|
| 1. D | 6. E | 11. E | 16. T |
| 2. D | 7. A | 12. A | 17. F |
| 3. C | 8. B | 13. B | 18. F |
| 4. D | 9. A | 14. E | 19. T |
| 5. E | 10. A | 15. D | 20. T |

The Distributions of reading post-test II items

Aspect of reading comprehension ability	Reading Text	Number of Items	Total
Word Comprehension	Text 1 Text 2 Text 3	7 10, 15 18, 20	5
Sentence Comprehension	Text 1 Text 2 Text 3	3, 4 12, 14 17	5
Paragraph Comprehension	Text 1 Text 2 Text 3	2, 5 11, 13 19	5
Text Comprehension	Text 1 Text 2 Text 3	1, 6 8, 9 16	5

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APPENDIX 4
STUDENTS' SCORE

No.	Students' Name	Pre-test	Post-test I	Post-test II
1	Abdul Rohman	35	65	70
2	Abil Hoirinsyah	25	50	55
3	Aditia Nabil A. M	25	55	65
4	Ahmad Khoiron	30	60	65
5	Ahmad Zainuril	50	55	60
6	Ayu Fika Dwi Lestari	45	65	75
7	Bagas Kurniawan	45	65	70
8	Dewi Nabila Putri	45	55	70
9	Dimas Ari Budiman	30	50	60
10	Fitri Ayu Kumalasari	55	60	65
11	Frengki Hidayat	25	65	70
12	Huzeinun Nawafil	25	45	60
13	Juvita Salsabila Dewi	50	60	65
14	M. Alfin	65	75	80
15	M. Fuad	20	55	65
16	M. Ridwan Januarta	40	70	75
17	Misbahul Munir	40	50	60
18	Moch. Fahrul R.	20	45	50
19	Muafikul Alim	30	40	45
20	Muhammad Faisal	75	75	80
21	Muhammad Milkan Nabil	80	85	85
22	Muhammad Yusron	40	50	65
22	Noviyani Maulidatul M.	55	65	70
24	Nuris Fahmi Zam Zami	35	50	55
25	Putri Nuraini	55	80	85
26	Riski Rustia Putra	60	65	75
27	Robiyatul Adawiyah	40	75	80
28	Siti Mastianah	30	65	75
29	Yuni Sela	55	65	75
30	Zainuddin Hamzah	40	55	65
	Total	1265	1815	2035
	Mean	42,16	60,5	67,83
	Percentage	10%	46,67%	70%

APPENDIX 5

LESSON PLAN

CYCLE 1

LESSON PLAN MEETING 1

School	: SMK Addimiyati	Text Type	: Descriptive Text
Subject	: English	Skill	: Reading
Grade /	: X / I	Time	: 2 x 30 minutes
Semester		Allocation	

A. Standard of Competence

- 3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.

B. Basic Competence

- 3.4.1 Menemukan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya

- 3.4.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya

C. Indicators.

1. Identifying the text meaning in descriptive text
2. Identifying the paragraph meaning in descriptive text
3. Identifying the sentence meaning in descriptive text
4. Identifying the word meaning in descriptive text

D. Learning Objectives

At the end of the lesson, students are able to:

1. Identify the text meaning in descriptive text
2. Identify the paragraph meaning in descriptive text
3. Identify the sentence meaning in descriptive text
4. Identify the word meaning in descriptive text

E. Learning Materials

Short functional text in the form of Descriptive Text

1. Definition: Descriptive text is one of the texts whose contents describe the characteristic of a certain thing, place, or animal.
2. Social Function: to describe or explain about particular thing, place, or animal.
3. Generic structure: Identification (identifies the topic to be described generally; and Description (describes the topic in detail).
4. Language grammatical features: use present tense, linking verbs, action verbs, mental verb, adjectives and adverbial phrases.
5. Text

Turtle



Turtle is a reptile that is now often used as a pet. Turtles are animals that have a characteristic. They have shell on their back as a tool to defend themselves from other predators.

Turtles have a fairly unique shape. The shell has an oval-like shape that will be the place or home of the turtle's real body. If they sense a threat then they will heal themselves into the shell.

The turtle shell has 6 holes, 4 of which are for the legs and 2 of them are for the head and tail. Turtles are divided into several types so that each of their physical characteristics is of course different, especially in the shell.

The size of the turtles is also very diverse, some are very small and some can reach a very heavyweight of almost half a ton. All turtles lay eggs on land, although many live in water.

Although the shell on the turtle is only a tool for self-defense, the turtle can feel the touch through the shell. Because the shell is connected to nerve endings so they will be able to feel when there is a touch on their shell.

The unique fact of turtles lies in the determination of their sex. Because of the egg has a temperature below 29 degrees then the cell will produce a male turtle. But if the egg is more than 29 degrees it will produce a female turtle.

F. Teaching Learning Activities

- a. Approach : Three phase reading and Contextual Teaching and Learning
- b. Strategy : KWL (Know, Want, Learned) Strategy

No.	Teacher's activities	Time
1.	Opening/ Preliminary Activities Greeting, praying, and checking students' attendance list Preparing students' readiness Stating teaching learning objectives Showing pictures and asking some questions related to the picture	5'
2.	Core Activities <i>Pre-reading</i> Reviewing about Descriptive text Asking the students to make groups, each group consists of 5 students Giving KWL chart worksheet to each students Explaining how to fill out KWL chart worksheet Filling K column Asking the students about their prior or background knowledge about the text entitled "Turtle" Asking the students to write what they know in K column and discuss with class Filling W column Asking the students to make some questions about what they want to know related to the text entitled "Turtle" <i>Whilst reading</i> Distributing the text to the students Asking the students to read the text and find the answers of their own questions in W column by doing skimming and scanning. Filling L column Asking the students to write the answers they have found in L column Asking the students to re-check their KWL chart worksheet and reread the text deeply, then write the new information in L column Asking the students to present their KWL chart worksheet Discussing to the whole class <i>Post reading/after reading</i> Asking the students to do comprehension questions	50'
3.	Closing Making conclusion of the lesson orally Parting/closing	5'

G. Media and Sources

- a. Media : Picture, Whiteboard, board marker, KWL chart worksheet
- b. Sources : <https://deckarenas.com/contoh-descriptive-text-tentang-hewan/>

H. Evaluation

- a. The process of evaluation will be conducted during teaching learning process using observation students' participation checklist.

Observation of Students' Participation Checklist

No.	Indicators	Criteria			
		1	2	3	4
1.	Students fill in the K column related to their general knowledge or what they know about the topic.				
2.	Students fill in the W column related to what students want to know about the topic by writing several questions.				
3.	Students fill in the L column related to what information (answer of students' questions) that they have learned.				
4.	Students can answer the teachers' question related to word comprehension				
5.	Students can answer the teachers' question related to sentence comprehension				
6.	Students can answer the teachers' question related to paragraph comprehension				
7.	Students can answer the teachers' question related to text comprehension				

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = the percentage of the students who participated actively in teaching reading process by applying KWL strategy

n = the total number of the students who participated actively

N = the total number of the students

Note:

Criteria	Percentage (%)
1 Poor	0 % - 25%
2 Fair	25% - 50 %
3 Good	50% - 75%
4 Very Good	90% - 100%


b. Comprehension questions (orally)

No.	Aspect of reading	Comprehension questions
1.	Identify the text meaning	What is the purpose of the text?
2.	Identify the paragraph meaning	In the second paragraph the writer describes about?
3.	Identify the sentence meaning	What is the shape of the turtle?
4	Identify the word meaning	" <i><u>they</u> will be able to feel when there is a touch on their shell.</i> " The underlined word refers to

Jember, 10th May 2022

English Teacher,

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KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CYCLE 1

LESSON PLAN MEETING 2

School	: SMK Addimiyati	Text Type	: Descriptive Text
Subject	: English	Skill	: Reading
Grade /	: X / I	Time	: 3 x 20 minutes
Semester		Allocation	

A. Standard of Competence

- 3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.

B. Basic Competence

- 3.4.3 Menemukan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya
- 3.4.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya

C. Indicators.

1. Identifying the text meaning in descriptive text
2. Identifying the paragraph meaning in descriptive text
3. Identifying the sentence meaning in descriptive text
4. Identifying the word meaning in descriptive text

D. Learning Objectives

At the end of the lesson, students are able to:

1. Identify the text meaning in descriptive text
2. Identify the paragraph meaning in descriptive text
3. Identify the sentence meaning in descriptive text
4. Identify the word meaning in descriptive text

E. Learning Materials

Short functional text in the form of Descriptive Text

1. Definition: Descriptive text is one of the texts whose contents describe the characteristic of a certain thing, place, or animal.
2. Social Function: to describe or explain about particular thing, place, or animal.

3. Generic structure: Identification (identifies the topic to be described generally; and Description (describes the topic in detail).
4. Language grammatical features: use present tense, linking verbs, action verbs, mental verb, adjectives and adverbial phrases.
5. Text

Taj Mahal



Taj Mahal is regarded as one of the eight wonders of the world. It was built by a Muslim Emperor Shah Jahan in the memory of his dear wife at Agra.

Taj Mahal is a Mausoleum that houses the grave of queen Mumtaz Mahal. The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque (to the left), a guest house (to the right), and several other palatial buildings. The Taj is at the farthest end of this complex, with the river Jamuna behind it.

The Taj stands on a raised, square platform (186 x 186 feet) with its four corners truncated, forming an unequal octagon. The architectural design uses the interlocking arabesque concept, in which each element stands on its own and perfectly integrates with the main structure. It uses the principles of self-replicating geometry and a symmetry of architectural elements. Its central dome is fifty-eight feet in diameter and rises to a height of 213 feet. It is flanked by four subsidiary domed chambers. The four graceful, slender minarets are 162.5 feet each. The central domed chamber and four adjoining chambers include many walls and panels of Islamic decoration.

Taj Mahal is built entirely of white marble. Its stunning architectural beauty is beyond adequate description, particularly at dawn and sunset. The Taj seems to glow in the light of the full moon. On a foggy morning, the visitors experience the Taj as if suspended when viewed from across the Jamuna River.

F. Teaching Learning Activities

- a. Approach : Three phase reading and Contextual Teaching and Learning
 b. Strategy : KWL (Know, Want, Learned) Strategy

No.	Teacher's activities	Time
1.	Opening Greeting, praying, and checking students' attendance list Preparing students' readiness Stating teaching learning objectives Showing pictures and asking some questions related to the picture	5'
2.	Core Activities <i>Pre-reading</i> Reviewing about Descriptive text Asking the students to make groups, each group consists of 5 students Giving KWL chart worksheet to each students Explaining how to fill out KWL chart worksheet Filling K column Asking the students about their prior or background knowledge about the text entitled "Turtle" Asking the students to write what they know in K column and discuss with class Filling W column Asking the students to make some questions about what they want to know related to the text entitled "Turtle" <i>Whilst reading</i> Distributing the text to the students Asking the students to read the text and find the answers of their own questions in W column by doing skimming, scanning, and guessing word. Filling L column Asking the students to write the answers they have found in L column Asking the students to re-check their KWL chart worksheet and reread the text deeply, then write the new information in L column Asking the students to present their KWL chart worksheet Discussing to the whole class <i>Post reading/after reading</i> Asking the students to do comprehension questions	50'
3.	Closing Making conclusion of the lesson orally Parting/closing	5'

G. Media and Sources

- a. Media : Picture, Whiteboard, board marker, KWL chart worksheet.
- b. Sources : <http://www.wordcliff.com/2017/05/contoh-descriptive-text-bahasa-inggris.html>

H. Evaluation

- a. The process of evaluation will be conducted during teaching learning process using observation students' participation checklist.

Observation Students' Participation Checklist

No.	Indicators	Criteria			
		1	2	3	4
1.	Students fill in the K column related to their general knowledge or what they know about the topic.				
2.	Students fill in the W column related to what students want to know about the topic by writing several questions.				
3.	Students fill in the L column related to what information (answer of students' questions) that they have learned.				
4.	Students can answer the teachers' question related to word comprehension				
5.	Students can answer the teachers' question related to sentence comprehension				
6.	Students can answer the teachers' question related to paragraph comprehension				
7.	Students can answer the teachers' question related to text comprehension				

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = the percentage of the students who participated actively in teaching reading process by applying KWL strategy

n = the total number of the students who participated actively

N = the total number of the students

Note:

Criteria		Percentage (%)
1	Poor	0 % - 25%
2	Fair	25% - 50 %
3	Good	50% - 75%
4	Very Good	90% - 100%

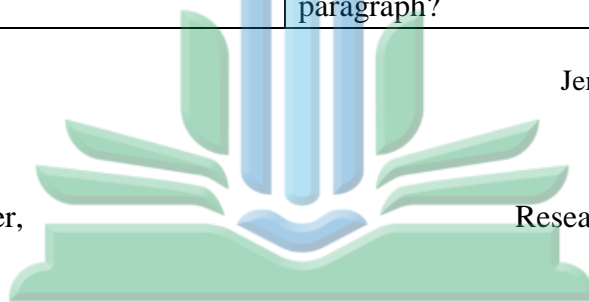
b. Comprehension questions (orally)

No.	Aspect of reading	Comprehension questions
1.	Identify the text meaning	What is the text mainly discuss?
2.	Identify the paragraph meaning	In the third paragraph the writer describes about?
3.	Identify the sentence meaning	Who is the queen gravied in the Taj Mahal Mausoleum?
4	Identify the word meaning	What is the meaning of “glow” in the last paragraph?

Jember, May 12th, 2022

English Teacher,

Researcher,



UNIVERSITAS ISLAM NEGERI

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CYCLE 2

LESSON PLAN MEETING 1

School	: SMK Addimiyati	Text Type	: Descriptive Text
Subject	: English	Skill	: Reading
Grade /	: X / I	Time	: 2 x 30 minutes
Semester		Allocation	

A. Standard of Competence

- 3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.

B. Basic Competence

- 3.4.5 Menemukan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya
- 3.4.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya

C. Indicators.

1. Identifying the text meaning in descriptive text
2. Identifying the paragraph meaning in descriptive text
3. Identifying the sentence meaning in descriptive text
4. Identifying the word meaning in descriptive text

D. Learning Objectives

At the end of the lesson, students are able to:

1. Identify the text meaning in descriptive text
2. Identify the paragraph meaning in descriptive text
3. Identify the sentence meaning in descriptive text
4. Identify the word meaning in descriptive text

E. Learning Materials

Short functional text in the form of Descriptive Text

1. Definition: Descriptive text is one of the texts whose contents describe the characteristic of a certain thing, place, or animal.
2. Social Function: to describe or explain about particular thing, place, or animal.

3. Generic structure: Identification (identifies the topic to be described generally; and Description (describes the topic in detail).
4. Language grammatical features: use present tense, linking verbs, action verbs, mental verb, adjectives and adverbial phrases.
5. Text

The Eiffel Tower



The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable structures in the world. The tower is the tallest building in Paris and the most-visited paid monument in the world; millions of people ascend it every year. Named after its designer, engineer Gustave Eiffel, the tower was built as the entrance arch to the 1889 World's Fair.

The tower stands 324 meters (1,063 ft) tall, about the same height as an 81-story building. Upon its completion, it surpassed the Washington Monument to assume the title of tallest man-made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930; however, due to the addition in 1957 of the antenna, the tower is taller than the Chrysler Building. Not including broadcast antennas, it is the second-tallest structure in France after 2004, Millau Viaduct.

The tower has three levels for visitors. Tickets can be purchased to ascend, by stairs or lift, to the first and second levels. The way to the first level is over 300 steps, as is the way from the first to the second level. The third and the highest level is accessible only by elevator. Both the first and second levels feature restaurants. The tower has become the most prominent symbol of both Paris and France, often in the establishing shot of films set in the city.

F. Teaching Learning Activities

- a. Approach : Three phase reading and Contextual Teaching and Learning
- b. Strategy : KWL (Know, Want, Learned) Strategy

No.	Teacher's activities	Time
1.	Opening Greeting, praying, and checking students' attendance list Preparing students' readiness Stating teaching learning objectives Showing pictures and asking some questions related to the picture	5'
2.	Core Activities <i>Pre-reading</i> Reviewing about skimming, scanning, and guessing word. Giving KWL chart worksheet to each students Explaining how to fill out KWL chart worksheet Filling K column Asking the students about their prior or background knowledge about the text entitled "The Eiffel Tower" Asking the students to write what they know in K column and discuss with class Filling W column Asking the students to make some questions about what they want to know related to the text entitled "Turtle" <i>Whilst reading</i> Distributing the text to the students Asking the students to read the text and find the answers of their own questions in W column by doing skimming and scanning. Filling L column Asking the students to write the answers they have found in L column Asking the students to re-check their KWL chart worksheet and reread the text deeply, then write the new information in L column Asking the students to present their KWL chart worksheet Discussing to the whole class <i>Post reading/after reading</i> Asking the students to do comprehension questions	50'
3.	Closing Making conclusion of the lesson orally Parting/closing	5'

G. Media and Sources

- a. Media : Picture, Whiteboard, board marker, KWL chart worksheet
- b. Sources : <https://www.bahasainggris.co.id/7-contoh-descriptive-text-tentang-place-dan-artinya/>

H. Evaluation

- a. The process of evaluation will be conducted during teaching learning process using observation students' participation checklist.

Observation Students' Participation Checklist

No.	Indicators	Criteria			
		1	2	3	4
1.	Students fill in the K column related to their general knowledge or what they know about the topic.				
2.	Students fill in the W column related to what students want to know about the topic by writing several questions.				
3.	Students fill in the L column related to what information (answer of students' questions) that they have learned.				
4.	Students can answer the teachers' question related to word comprehension				
5.	Students can answer the teachers' question related to sentence comprehension				
6.	Students can answer the teachers' question related to paragraph comprehension				
7.	Students can answer the teachers' question related to text comprehension				

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = the percentage of the students who participated actively in teaching reading process by applying KWL strategy

n = the total number of the students who participated actively

N = the total number of the students

Note:

Criteria		Percentage (%)
1	Poor	0 % - 25%
2	Fair	25% - 50 %
3	Good	50% - 75%
4	Very Good	90% - 100%

c. Comprehension questions (orally)

No.	Aspect of reading	Comprehension questions
1.	Identify the text meaning	What is the purpose of the text?
2.	Identify the paragraph meaning	The third paragraph mainly discuss
3.	Identify the sentence meaning	Who is the designer of “The Effeil Tower”?
4	Identify the word meaning	“ <u>it</u> has become both a global..” The word “ <u>it</u> ” refers to

Jember, May 19th, 2022

English Teacher,

Researcher,

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CYCLE 2

LESSON PLAN MEETING 2

School	: SMK Addimiyati	Text Type	: Descriptive Text
Subject	: English	Skill	: Reading
Grade /	: X / I	Time	: 2 x 30 minutes
Semester		Allocation	

A. Standard of Competence

- 3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.

B. Basic Competence

- 3.4.7 Menemukan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya
- 3.4.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya

C. Indicators.

1. Identifying the text meaning in descriptive text
2. Identifying the paragraph meaning in descriptive text
3. Identifying the sentence meaning in descriptive text
4. Identifying the word meaning in descriptive text

D. Learning Objectives

At the end of the lesson, students are able to:

1. Identify the text meaning in descriptive text
2. Identify the paragraph meaning in descriptive text
3. Identify the sentence meaning in descriptive text
4. Identify the word meaning in descriptive text

E. Learning Materials

Short functional text in the form of Descriptive Text

1. Definition: Descriptive text is one of the texts whose contents describe the characteristic of a certain thing, place, or animal.
2. Social Function: to describe or explain about particular thing, place, or animal.

3. Generic structure: Identification (identifies the topic to be described generally; and Description (describes the topic in detail).
4. Language grammatical features: use present tense, linking verbs, action verbs, mental verb, adjectives and adverbial phrases.
5. Text

Suramadu Bridge



The Suramadu Bridge (Indonesian: Jembatan Suramadu), also known as the Surabaya-Madura Bridge, is a bridge with three cable-stayed sections constructed between Surabaya on the island of Java and the town of Bangkalan on the island of Madura in Indonesia. Opened on June 10, 2009, the 5.4-km bridge is the longest in Indonesia and the first bridge to cross the Madura Strait.

The cable-stayed portion has three spans with lengths 192 m, 434 m and 192 m. The bridge has two lanes in each direction plus an emergency lane and a dedicated lane for motorcycles. The first toll bridge in Indonesia, fares have been initially set at Rp. 30,000 (US\$3 in 2009) for four-wheeled vehicles and Rp. 3,000 (US\$0.30) for two-wheelers.

The bridge was built by a consortium of Indonesian companies PT Adhi Karya and PT Waskita Karya working with China Road and Bridge Corp. and China Harbor Engineering Co. Ltd. The total cost of the project, including connecting roads, has been estimated at 4.5 trillion rupiah (US\$445 million).

Construction was started on August 20, 2003. In July 2004, a girder collapsed, killing one worker and injuring nine others. Work on the bridge halted at the end of 2004 due to lack of funds, but was restarted in November 2005. The main span of the bridge was connected on March 31, 2009, and the bridge was opened to the public in June 10, 2009. Within a week of the opening, it was discovered that nuts and bolts as well as maintenance lamps had been stolen and that there was evidence of

vandalism of cables supporting the main span.

F. Teaching Learning Activities

1. Approach : Three phase reading and Contextual Teaching and Learning
2. Strategy : KWL (Know, Want, Learned) Strategy

No.	Teacher's activities	Time
1.	Opening Greeting, praying, and checking students' attendance list Preparing students' readiness Stating teaching learning objectives Showing pictures and asking some questions related to the picture	5'
2.	Core Activities <i>Pre-reading</i> Reviewing about skimming, scanning, and guessing word. Giving KWL chart worksheet to each students Explaining how to fill out KWL chart worksheet Filling K column Asking the students about their prior or background knowledge about the text entitled "Suramadu Bridge" Asking the students to write what they know in K column and discuss with class Filling W column Asking the students to make some questions about what they want to know related to the text entitled "Turtle" <i>Whilst reading</i> Distributing the text to the students Asking the students to read the text and find the answers of their own questions in W column by doing skimming and scanning. Filling L column Asking the students to write the answers they have found in L column Asking the students to re-check their KWL chart worksheet and reread the text deeply, then write the new information in L column Asking the students to present their KWL chart worksheet Discussing to the whole class <i>Post reading/after reading</i> Asking the students to do comprehension questions	50'
3.	Closing Making conclusion of the lesson orally Parting/closing	5'

G. Media and Sources

- a. Media : Picture, Whiteboard, board marker, KWL chart worksheet
- b. Sources : <https://ambizeducation.com/soal-dan-pembahasan-suramadu-bridge/>

H. Evaluation

- a. The process of evaluation will be conducted during teaching learning process using observation students' participation checklist.

Observation Students' Participation Checklist

No.	Indicators	Criteria			
		1	2	3	4
1.	Students fill in the K column related to their general knowledge or what they know about the topic.				
2.	Students fill in the W column related to what students want to know about the topic by writing several questions.				
3.	Students fill in the L column related to what information (answer of students' questions) that they have learned.				
4.	Students can answer the teachers' question related to word comprehension				
5.	Students can answer the teachers' question related to sentence comprehension				
6.	Students can answer the teachers' question related to paragraph comprehension				
7.	Students can answer the teachers' question related to text comprehension				

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = the percentage of the students who participated actively in teaching reading process by applying KWL strategy

n = the total number of the students who participated actively

N = the total number of the students

Note:

Criteria		Percentage (%)
1	Poor	0 % - 25%
2	Fair	25% - 50 %
3	Good	50% - 75%
4	Very Good	90% - 100%

d. Comprehension questions (orally)

No.	Aspect of reading	Comprehension questions
1.	Identify the text meaning	What is the purpose of “Suramadu Bridge” text?
2.	Identify the paragraph meaning	What is the main idea of the last paragraph?
3.	Identify the sentence meaning	Who built the “Suramadu Bridge”?
4	Identify the word meaning	What is the synonym of “span”?

Jember, May 24th, 2022

English Teacher,

Researcher,

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Elly Yulliantin, S. Pd.
NIP.

Shofa Alfia Susana
NIM. T20186128

APPENDIX 6

VALIDATION SHEETS

LEMBAR VALIDASI INSTRUMEN PENELITIAN

APPLYING KWL (KNOW, WANT, LEARNED) STRATEGY TO ENHANCE STUDENTS' ABILITY IN READING DESCRIPTIVE TEXT

Nama Validator : Nina Hayuningtyas, M.Pd
 Ahli Bidang : Dosen TBI
 Unit Kerja : UIN KHAS JEMBER

Petunjuk pengisian:

1. Penilaian instrumen penelitian ini dilaksanakan berdasarkan pada aspek dan indikator penilaian yang telah ditetapkan.
2. Berilah tanda centang (✓) pada kolom yang sesuai dengan penilaian bapak/Ibu dengan ketentuan sebagai berikut.
 4 = sangat baik
 3 = baik
 2 = kurang
 1 = sangat kurang
3. Pengisian dilakukan pada tiap-tiap kolom. Jika ada penilaian yang tidak sesuai atau terdapat kekurangan, tulislah kritik/saran Bapak/Ibu pada baris yang telah disediakan.
4. Atas kerjasama Bapak/Ibu kami ucapkan terima kasih.

LEMBAR VALIDASI SOAL

No.	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Isi materi sesuai dengan Standar Kompetensi dan Kompetensi Dasar ditinjau dari penentuan indikator			✓	
2.	Soal sesuai dengan indikator				✓
3.	Batasan pertanyaan sesuai dengan jawaban yang diharapkan			✓	
4.	Petunjuk cara mengerjakan soal sesuai dengan soal yang disediakan			✓	
5.	Pedoman penskoran sesuai dengan bobot kriteria soal secara logis				✓
6.	Rumusan kalimat soal mudah dipahami				✓
7.	Butir soal menggunakan bahasa Inggris yang sesuai dengan gramatikal				✓
8.	Rumusan soal tidak menggunakan kata/kalimat yang menimbulkan penafsiran ganda atau salah pengertian			✓	

Komentar dan Saran Perbaikan

Secara umum tes ini:

1. Valid, dapat digunakan tanpa revisi

2. Valid, dapat digunakan dengan revisi

3. Kurang valid, butuh revisi

4. Tidak valid, butuh revisi

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

(mohon untuk melingkari nomor yang sesuai dengan kesimpulan Bapak/Ibu)

Jember, 13 April 2022

Validator,

Nina Hayuningtyas, M.Pd

LEMBAR VALIDASI

INSTRUMEN OBSERVASI

No.	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Petunjuk penggunaan instrumen lembar observasi sesuai dengan gramatikal bahasa inggris			✓	
2.	Petunjuk penggunaan instrumen lembar observasi dapat dipahami dengan jelas			✓	
3.	Aspek penilaian dalam lembar observasi dapat dipahami dengan jelas			✓	
4.	Aspek penilaian dalam lembar observasi dapat menggambarkan pengukuran pemahaman konsep				✓
5.	Pedoman atau kriteria penskoran dapat digunakan dengan baik			✓	

Komentar dan Saran Perbaikan

Secara umum instrumen observasi ini:

1. Valid, dapat digunakan tanpa revisi

2. Valid, dapat digunakan dengan revisi

3. Kurang valid, butuh revisi

4. Tidak valid, butuh revisi

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

(mohon untuk melingkari nomor yang sesuai dengan kesimpulan Bapak/Ibu)

Jember, ... 13 April ... 2022

Validator

Nina Hayuningtyas, M.Pd

LEMBAR VALIDASI WAWANCARA

No.	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Kesesuaian pertanyaan wawancara dengan tujuan wawancara			✓	
2.	Pertanyaan wawancara mudah dipahami				✓
3.	Pedoman wawancara layak digunakan untuk menganalisis kemampuan membaca siswa			✓	
4.	Bahasa yang digunakan tidak mengandung makna ganda			✓	
5.	Maksud dari pertanyaan dirumuskan dengan singkat dan jelas				✓

Komentar dan Saran Perbaikan

.....

Secara umum wawancara ini:

1. Valid, dapat digunakan tanpa revisi
2. Valid, dapat digunakan dengan revisi
3. Kurang valid, butuh revisi
4. Tidak valid, butuh revisi

(mohon untuk melingkari nomor yang sesuai dengan kesimpulan Bapak/Ibu)

Jember, 13 April 2022

Validator

UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 JEMBER

Nina Haryuningsih, M.Pd

LEMBAR VALIDASI INSTRUMEN PENELITIAN
APPLYING KWL (KNOW, WANT, LEARNED) STRATEGY TO ENHANCE
STUDENTS' ABILITY IN READING DESCRIPTIVE TEXT

Nama Validator : Ninuk Indrayani
 Ahli Bidang : English Education
 Unit Kerja : TBI FTIK

Petunjuk pengisian:

1. Penilaian instrumen penelitian ini dilaksanakan berdasarkan pada aspek dan indikator penilaian yang telah ditetapkan.
2. Berilah tanda centang (✓) pada kolom yang sesuai dengan penilaian bapak/Ibu dengan ketentuan sebagai berikut.
 4 = sangat baik
 3 = baik
 2 = kurang
 1 = sangat kurang
3. Pengisian dilakukan pada tiap-tiap kolom. Jika ada penilaian yang tidak sesuai atau terdapat kekurangan, tulislah kritik/saran Bapak/Ibu pada baris yang telah disediakan.
4. Atas kerjasama Bapak/Ibu kami ucapkan terima kasih.

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 J E M B E R

LEMBAR VALIDASI SOAL

No.	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Isi materi sesuai dengan Standar Kompetensi dan Kompetensi Dasar ditinjau dari penentuan indikator				√
2.	Soal sesuai dengan indikator				√
3.	Batasan pertanyaan sesuai dengan jawaban yang diharapkan				√
4.	Petunjuk cara mengerjakan soal sesuai dengan soal yang disediakan				√
5.	Pedoman penskoran sesuai dengan bobot kriteria soal secara logis				√
6.	Rumusan kalimat soal mudah dipahami				√
7.	Butir soal menggunakan bahasa Inggris yang sesuai dengan gramatikal				√
8.	Rumusan soal tidak menggunakan kata/kalimat yang menimbulkan penafsiran ganda atau salah pengertian				√

Komentar dan Saran Perbaikan

Do you think 20 items are enough for

Secara umum tes ini:

the test which probably includes pretest
and post test?

1. Valid, dapat digunakan tanpa revisi

2. Valid, dapat digunakan dengan
revisi

3. Kurang valid, butuh revisi

4. Tidak valid, butuh revisi

(mohon untuk melingkari nomor yang
sesuai dengan kesimpulan Bapak/Ibu)

Jember, 22 April 2022

Validator,


Nihuk Indrayani

LEMBAR VALIDASI

INSTRUMEN OBSERVASI

No.	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Petunjuk penggunaan instrumen lembar observasi sesuai dengan gramatikal bahasa inggris				√
2.	Petunjuk penggunaan instrumen lembar observasi dapat dipahami dengan jelas				√
3.	Aspek penilaian dalam lembar observasi dapat dipahami dengan jelas				√
4.	Aspek penilaian dalam lembar observasi dapat menggambarkan pengukuran pemahaman konsep				√
5.	Pedoman atau kriteria penskoran dapat digunakan dengan baik				√

Komentar dan Saran Perbaikan

Secara umum tes ini:

1. Valid, dapat digunakan tanpa revisi
2. Valid, dapat digunakan dengan
revisi
3. Kurang valid, butuh revisi
4. Tidak valid, butuh revisi

(mohon untuk melingkari nomor yang sesuai dengan kesimpulan Bapak/Ibu)

Jember, 22 April 2022

Validator,


Nihuk Indrayani

LEMBAR VALIDASI WAWANCARA

No.	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Kesesuaian pertanyaan wawancara dengan tujuan wawancara				√
2.	Pertanyaan wawancara mudah dipahami				√
3.	Pedoman wawancara layak digunakan untuk menganalisis kemampuan membaca siswa				√
4.	Bahasa yang digunakan tidak mengandung makna ganda				√
5.	Maksud dari pertanyaan dirumuskan dengan singkat dan jelas				√

Komentar dan Saran Perbaikan

Secara umum tes ini:

1. Valid, dapat digunakan tanpa revisi
2. Valid, dapat digunakan dengan revisi
3. Kurang valid, butuh revisi
4. Tidak valid, butuh revisi

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JEMBER
(mohon untuk melingkari nomor yang sesuai dengan kesimpulan Bapak/Ibu)

Jember, 22 April 2022

Validator,


Ninuk Indrayani

APPENDIX 7

STUDENTS' KWL CHART WORKSHEETS

Cycle 1 Meeting 1

Name : M. Maken Nabil
 Class : X BDP 2
 Topic : turtle

K-W-L Chart Worksheet

<u>Know</u> What I think I Know	<u>Want</u> What I Want to know	<u>Learned</u> What I Learned
turtle = kura-kura 1) life in the water 2) has four legs 3) have a shell 4) the turtle moves very slowly	1) what size turtle are there? 2) they have shell on their back as a tool 3)	1) has 6 holes 2) to defend themselves from other predators

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Name : M. Fahrul R.
 Class : x BPP 2
 Topic : Turtle

K-W-L Chart Worksheet

<u>Know</u> What I think I Know	<u>Want</u> What I Want to know	<u>Learned</u> What I Learned
<p>Turtle is a animal that famous with this slow move . This animal is also an omnivore. the turtle shell has 6 holes .</p>	<p>1. how long does it take for turtle eggs to hatch? 2. 3. How do turtles protect themselves from the eads from other animals?</p>	<p>1. All turtle lay eggs on land. 2. 3. Although the shell on the turtle is only a tool for self-defense.</p>

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 J E M B E R

Cycle 1 Meeting 2

Name : Robiyatul adawiyah
 Class : X B.P.P. 2
 Topic : Taj Mahal

K-W-L Chart Worksheet

<u>Know</u> What I think I Know	<u>Want</u> What I Want to know	<u>Learned</u> What I Learned
<ul style="list-style-type: none"> * the taj mahal is a monument located in Agra, India. * Taj mahal was built on the wishes of the mughal Shah Jahan. * Taj mahal a large mosque that has a dome. * taj mahal built all white. * taj mahal on of the wonders of the world. 	<ul style="list-style-type: none"> * Who built the taj mahal? * The taj mahal was built using ? * The taj mahal was built to commemorate ? * What is the diameter of the dome of the taj mahal? * The taj mahal stands on a tall square platform? 	<ul style="list-style-type: none"> * It was built by a muslim emperor Shah Jahan. * Of white marble. * In the memory of his dear wife at agra. * Its central dome is fifty eight feet in diameter and rises to a height of 213 feet. * the taj stands on a raised, square platform (166x166 feet) with its four corners truncated, forming an unequal octagon.

Name : Ayu Fika D. L.
 Class : X BDP 2
 Topic : Taj mahal

K-W-L Chart Worksheet

<u>Know</u> What I think I Know	<u>Want</u> What I Want to know	<u>Learned</u> What I Learned
<ul style="list-style-type: none"> - The location is in India. - Tajmahal is one of the wonders of the world 	<ul style="list-style-type: none"> - is tajmahal only for muslims? - what is the size of the tajmahal? - what is the color of the tajmahal walls? - who built the tajmahal and for whom the tajmahal was built? - what design are in tajmahal. 	<ol style="list-style-type: none"> 1. tajmahal is mosque used by the muslim community 2. The taj stand on a raised, square platform (186 x 186 feet) with its four corners truncated forming an unequal octagon. its central dome is fifty-eight feet in diameter and rises to a height of 113 feet. The four graceful, slender minarets are 162.5 feet each. 3. tajmahal is built entirely of white marble. 4. It was built by a muslim emperor shah jahan in the memory of his dear wife at Agra. 5. The architectural design uses the interlocking arabesque concept, in which each element stand on its own and perfectly integrates with the main structure.

Cycle 2 Meeting 1

Name : Mohammad Faisal
 Class : X.P.D.P. 2
 Topic : The Eiffel Tower

K-W-L Chart Worksheet

<u>Know</u> What I think I Know	<u>Want</u> What I Want to know	<u>Learned</u> What I Learned
1.) The tower is in the City of Paris 2.) The Eiffel Tower has been the tallest in the world for 42 years. 3.) Paris tower built of iron weighing is thousand ton is designated as the tallest tower in the world.	1) the Eiffel tower stands tall? 2) what is the meaning of the Eiffel tower? 3) in what year was the Eiffel tower built? 4) the Chrysler building in New York City was built on?	1) 324 Meters (1.063 Ft) tall. 2) an iron lattice tower located on the Champ de Mars in Paris. 3) 1889 4) in 1930.

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Name : Putri Nur A.
 Class : X BDP 2
 Topic : The Eiffel Tower

K-W-L Chart Worksheet

<u>Know</u> What I think I Know	<u>Want</u> What I Want to know	<u>Learned</u> What I Learned
<ul style="list-style-type: none"> - the Eiffel tower is in Paris. - Made of iron - the tallest building tower in Paris - Many visited in the world millions of people - built as an exhibition entrance - The Eiffel tower is one of the most famous structures in the world. 	<ul style="list-style-type: none"> - What year was the Eiffel Tower built? - How tall is the Eiffel tower? - Is the Eiffel tower the second tallest structure in France? - What are the Eiffel tower visitor levels? - Why the Eiffel tower has become the most prominent symbol? 	<ol style="list-style-type: none"> 1.) Built in 1889. 2.) the tower stands 324 meters (1,063ft) tall, about the same height as an 81 story building. 3.) Yes, Eiffel Tower tallest structure in France after 2009 Millau Viaduct 4.) The way to the first level is over 300 steps, as is the way from the first to the second level. The third and the highest level is accessible only by elevator. Both the first and second levels feature restaurants. 5.) because the tower has become the most prominent symbol of both Paris and France, often in the establishing shot of films set in the city.

Cycle 2 Meeting 2

Name : m. fuad
 Class : X.BNP.2
 Topic : SURAMADU BRIDGE

K-W-L Chart Worksheet

<u>Know</u> What I think I Know	<u>Want</u> What I Want to know	<u>Learned</u> What I Learned
1) the suramadu bridge, also known as the Surabaya-Madura bridge 2) the suramadu bridge has a length of 5.438 m 3) suramadu bridge built in 6 years	1) The cable-stayed portion has three spans with lengths? 2) Suramadu Bridge is undergoing construction starting on? 3) The total cost the suramadu bridge project is estimated to reach?	1) 192 m, 434 m and 192m 2) on August 20, 2003 3) at 0.5 trillion rupiah (US\$445 million).

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 J E M B E R

Name : Siti Mastianah
 Class : X BDP 2
 Topic : Suramadu

K-W-L Chart Worksheet

<u>Know</u> What I think I Know	<u>Want</u> What I Want to know	<u>Learned</u> What I Learned
<p>1) Suramadu bridge known as the Surabaya- madura bridge.</p> <p>2) Suramadu bridge is a with three cable-stayed sections constructed between Surabaya on the Island of Java and the town of Bangkalan.</p> <p>3) Suramadu bridge the portion has three spans with lengths 192 m, 439 m and 192 m.</p>	<p>1) Who built the Suramadu bridge?</p> <p>2) how much is the total cost?</p> <p>3) the construction of the Suramadu bridge was stopped in?</p> <p>4) When was the Suramadu bridge announced?</p>	<p>1) Suramadu bridge was built by a consortium of Indonesian companies PT Adhi Karya and PT Waskita Karya working.</p> <p>2) Suramadu bridge has been estimated at 9.5 trillion Rupiah (US\$495 million).</p> <p>3) Suramadu bridge work on the bridge halted at the end of 2009.</p> <p>4) Suramadu bridge was opened of the public in June June 10, 2009.</p>

APPENDIX 8

Research Letters



YAYASAN PONDOK PESANTREN ADDIMYATI SMK ADDIMYATI

Jl. A. Yani No. 164 Pondok Lalang – Wonojati – Jenggawah - Jember. Kode Pos 68171
Telp. 0331-757233. Email : smk.addimyati@gmail.com
Website : www.smkaddimyati.sch.id

Nomor : 043/KEP/SMK-A/III/2022
Lampiran : -
Perihal : Ijin Observasi

Kepada Yth.
Bpk. MASHUDI
Wakil Dekan Bidang Akademik
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

Di

Tempat

Assalamu'alaikum Wr. Wb.

Dengan hormat,

Sehubungan dengan adanya permohonan untuk melakukan Observasi di SMK ADDIMYATI, dengan ini kami selaku Kepala SMK ADDIMYATI memberikan ijin kepada mahasiswa berikut :

NIM : T20186128
Nama : Shofa Alfia Susana
Program Studi : Tadris Bahasa Inggris

Untuk mengadakan Observasi selama 2 (dua) hari yaitu tanggal 11 s/d 12 April 2022 dengan Mata Pelajaran Bahasa Inggris dan Guru Pendamping Elly Yuliantin.

Demikianlah surat ini kami buat, atas segala perhatian dan kerjasamanya disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Jember, 9 April 2022
Kepala SMK Addimyati,
Waka. Kurikulum,



ARIF WAHYU IRAWAN, ST



YAYASAN PONDOK PESANTREN ADDIMYATI
SMK ADDIMYATI

Jl. A. Yani No. 164 Pondok Lalang – Wonojati – Jenggawah – Jember. Kode Pos 68171
 Telp. 0331-757233, Email : smk.addimyati@gmail.com
 Website : www.smkaddimyati.sch.id

Nomor : 045/KEP/SMK-A/IV/2022
 Lampiran : -
 Perihal : Ijin Penelitian

Kepada Yth.

Bpk. MASHUDI

Wakil Dekan Bidang Akademik

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

Di

T e m p a t

Assalamu'alaikum Wr. Wb.

Dengan hormat,

Sehubungan dengan adanya permohonan untuk melakukan Penelitian di SMK ADDIMYATI, dengan ini kami selaku Kepala SMK ADDIMYATI memberikan ijin kepada mahasiswa berikut :

NIM : T20186128
 Nama : Shofa Alfia Susana
 Program Studi : Tadris Bahasa Inggris

Untuk mengadakan Penelitian/Riset Pada tanggal 20 April s/d 31 Mei 2022 dengan Mata Pelajaran Bahasa Inggris dan Guru Pendamping Elly Yuliantin.

Demikianlah surat ini kami buat, atas segala perhatiannya disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Jember, 19 April 2022
 Kepala SMK Addimyati,
 Waka. Kurikulum,



ARIF WAHYU RAWAN, ST



YAYASAN PONDOK PESANTREN ADDIMYATI SMK ADDIMYATI JENGGAWAH

Jl. A. Yani No. 164 Pondok Lalang – Wonojati – Jenggawah – Jember. Kode Pos 68171
Telp. 0331-757233. Email : smk.addimyati@gmail.com
Website : www.smkaddimyati.sch.id

SURAT KETERANGAN

Nomor : 033/KEP/SMK-A/X/2022

Yang bertanda tangan dibawah ini :

Nama : **MOHAMMAD FAISOL, S.Pd, M.Pd**
Jabatan : Kepala Sekolah
Nama Instansi : SMK ADDIMYATI Jenggawah
Alamat : Jl. A. Yani 164 Pondok Lalang – Wonojati – Jenggawah.

Menerangkan bahwa :

Nama : **SHOFA ALFIA SUSANA**
NIM : **T20186128**
Program Studi : **Tadris Bahasa Inggris**

Yang bersangkutan telah selesai melaksanakan penelitian tentang *"APPLYING KWL (KNOW, WANT, LEARNED) STRATEGY TO ENHANCE STUDENT ABILITY READING DESCRIPTIVE TEXT"* pada tanggal 9 April s/d 30 Mei 2022 untuk memenuhi TUGAS AKHIR/SKRIPSI.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Jember, 14 Oktober 2022

Kepala Sekolah,



MOHAMMAD FAISOL, S.Pd, M.Pd

APPENDIX 9

DOCUMENTATION



Picture 1 Students did the pre-test



Picture 2 Cycle 1 Meeting 1



Picture 3 Cycle 1 Meeting 2



Picture 4 Post-test 1



Picture 5 Cycle 2 Meeting 1 (Students' Discussion)



Picture 6 Cycle 2 Meeting 2



Picture 7 Post-test 2



Picture 8 Students' Reward





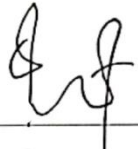












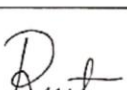
Picture 9 Photo Together

APPENDIX 10

JOURNAL OF RESEARCH

JOURNAL OF RESEARCH

No.	Date	Research Subject	Activity	Paraf
1	Saturday, 9 th April 2022	Headmaster of SMK Addimyati	Permission for observation to the Headmaster	
2	Sunday, 10 th April 2022	English Teacher	Interview Teacher	
3	Monday, 11 th April 2022	Student of X BDP 2	Doing Preliminary Study: Interview student) Class Observation	
4	Tuesday, 12 th April 2022	English Teacher	Discuss the lesson plan and the instrument	
5	Wednesday, 13 th April 2022	Expert Judgment	Instrument Validation to Expert Judgment 1	
6	Tuesday, 19 th April 2022	Expert Judgment	Instrument Validation to Expert Judgment 1 (Revision)	
7	Thursday, 21 th April 2022	Expert Judgment	Instrument Validation to Expert Judgment 2	
8	Saturday, 23 th April 2022	Supervisor	Checking Lesson Plan	
9	Monday, 9 th May 2022	English Teacher	Doing pre-test	
10	Tuesday, 10 th May 2022	English Teacher	Cycle 1 Meeting 1	

11	Thursday, 12 th May 2022	English Teacher	Cycle 2 Meeting 2	
12	Tuesday, 17 th May 2022	Student of X BDP 2	Post-test 1	
13	Wednesday, 18 th May 2022	English Teacher	Revise Plan	
14	Thursday, 19 th May 2022	English Teacher	Cycle 2 Meeting 1	
15	Tuesday, 24 th May 2022	English Teacher	Cycle 2 Meeting 2	
16	Thursday, 28 th May 2022	Student of X BDP 2	Post-test 2	

UNIVERSITAS ISLAM NEGERI Jenggawah, 30 May 2022

English Teacher of SMK Addimiyati

Headmaster of SMK Addimiyati



Elly Yuliantin, S. Pd



Mohammad Faisal, S. Pd, M. Pd

APPENDIX 11

DECLARATION OF AUTHORSHIP

DECLARATION OF AUTHORSHIP

The undersigned below:

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State that thesis entitled **"Applying KWL (Know, Want, Learned) Strategy to Enhance Students' Ability in Reading Descriptive Text"** is truly my original work. It does not incorporate any material previously written or published by another person except those indicated in quotation and bibliography. And if anyone objected, I am the only person who will be responsible.

UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 J E M B E R

Jember, 4th November 2022

Author



Shofa Alfia Susana
 SRN T20186128

APPENDIX 12

CURRICULUM VITAE



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