THE USE OF K-W-L (KNOW – WANT – LEARN) STRATEGY TO

IMPROVE STUDENTS' READING ABILITY IN RECOUNT TEXT FOR

THE EIGHT GRADE STUDENTS OF SMP N 1 JEPARA IN ACADEMIC

YEAR 2022/2023

Final project

Submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan* in English

by:

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ENGLISH EDUCATION STUDY PROGRAM

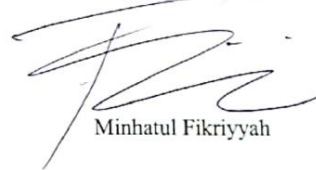**FACULTY OF LANGUAGE AND ARTS EDUCATION**

UNIVERSITY OF PGRI SEMARANG

2022

DECLARATION

I certify that this final project is definitely my own work. I am completely responsible for the content of this final project. Other's writer opinion or findings included in the final project quoted or cited in accordance with ethical standards.

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APPROVAL

The Final Project entitled "THE USE OF K-W-L (KNOW-WANT-LEARN) STRATEGY TO IMPROVE STUDENTS' READING ABILITY IN RECOUNT TEXT FOR THE EIGHT GRADE STUDENTS IN ACADEMIC YEAR 2022/2023" written by:

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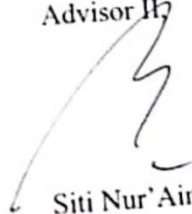Date : ....

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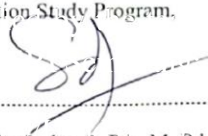NIP 195208151983031003

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RATIFICATION

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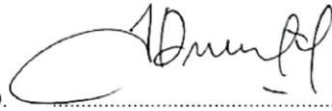
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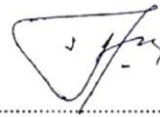
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MOTTO

"There is no need to rush or compete. What is for you won't escape your grasp.

Trust your unique process"

DEDICATION

This final project is dedicated to:

1. My beloved mommy and daddy who always supports me in every way. I finished this final project for you both.

2. My sisters who always be my back when I need them and my support systems.

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First, In the name of Allah the Most Beneficent and the Most Merciful. All praises belong to Allah SWT. The almighty God for blessing, mercy, and power in my soul and the resource of the power of my life, because of this powerful guidance I can finish this final project. Then, the prophet Muhammad SAW, the best leader to obey and the best apostle to convince. In short, this final project would not have been completed without help and support from my beloved people. Thus I would like to express my sincere thanks to:

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The researcher admits that this final project is imperfect without your valuable comments so that any kinds of suggestions and critiques are welcome in order to make the perfectness of this final project.

Semarang, …………………… 2022

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ABSTRACT

Fikriyyah, Minhatul. 2022. The Use of K-W-L (KNOW-WANT-LEARN) Strategy To Improve Students' Reading Ability In Recount Text For The Eight Grade Students Of SMP N 1Jepara In Academic Year 2022/2023. Final Project, English Study Program, Faculty of Language and Arts Education, University of PGRI Semarang. Advisor I: Prof. Dr. Suwandi, M.Pd., Advisor II: Siti Nur'Aini, S.Pd., M.Hum., Ph.D.

Keywords : K-W-L Strategy, Teaching Reading, Recount Text.

This final project is focused on the students' reading improvement using KWL strategy teaching method. The aim of this study was to find out the students' reading ability taught with and without KWL strategy, to find out the significance difference between the students reading ability taught using K-W-L strategy and taught without using K-W-L strategy, to find out the students' perception after using K-W-L strategy. This research used quantitative research with the research design was quasi-experimental. The population of this research was the whole eighth grade students of SMP N 1 Jepara Academic Year 2022/2023. The sample of this research was VIII A as experimental group which consisted of 32 students and VIII B as control group which consisted of 32 students. To collect data, the instrument used were multiple choice with 26 items and questionnaire with 15 items. Both of classes got the same test, pre-test and post-test. The result of study shows that is effective to use K-W-L strategy. The result of pre-test mean of both classes is 47.41 for experimental class and 49.47 for the control class with The post-test mean of experimental class is 78.50. The post-test mean of control class is 67. The result of Independent t-test of students' post-test score shows significance (2-tailed) $0.000 < 0.05$ which means the Alternative Hypothesis (Ha) is accepted and the Null Hypothesis is rejected. The result of Wilcoxon test shows the Asymp.sig (2-tailed) of experiment group is $0.00 < 0.05$ and control group is $0.00 < 0.05$ which means Ha is accepted and Ho is rejected. The students' perception about KWL strategy is most of them agree that KWL strategy is effective to improve their reading skill, helps them to add more the vocabulary of English, stimulates them to be more active. The researcher recommends the use of KWL strategy to be implemented to improve the students' reading skill, but it would be better the teacher combines the KWL strategy with another teaching method, so that the students' reading achievement will be more maximum.

CHAPTER I

INTRODUCTION

A. Background of the study

One of Foreign Language or International Language is English. The competence and performance of English is a must along the times. Acquired English as the communication tool in this globalization era is needed for whoever participates in business, job, culture, work, travel, technical knowledge information, education, and practice.

In Indonesian education curriculum, one of the foreign languages that must be included in compulsory subjects to be studied in school is English. The aim of learning English is improving the students' skills to communicate using English properly and correctly, both writing and orally. The skills that are needed to communicate is closely related to listening skill, speaking skill, reading skill, and writing skill. Therefore, the students should be mastered one of these skills.

Reading is one of the most important part of English skills. Reading relies heavily on English skill. We can get the information throughout reading. That's why students should be mastered the reading skill. Reading is the main asset for students in the learning process. Therefore, a mistake in reading skill will cause bad effect to the students.

In fact, the researcher finds that students' problem is about the difficulties in reading. Based on the researcher internship at SMP N 1 Jepara, one of the most the difficulties that the researcher finds is that the students' reading skill

is far from the expectation. It causes from many factors such as the students' lack of interest in reading, students' vocabulary is low, the students struggle to understand the meaning of a text, and the learning process tends to be monotonous. Thus, the teacher must have the strategy to improve the students' reading skill.

A difficulty emerges to identify the effective way for learning strategy to facilitate students in improving their reading comprehension skill. This difficulty emerges in the learning process, the teacher only explains the essence and reason which the text should be able to read. Moreover, there are several strategies to improve students' reading skill in teaching and learning process which can be used for teachers in classroom.

To improve English reading skill, teacher should have the most appropriate strategy according to students' condition. One of the strategy that Ogle (1986) has been introduced is K-W-L (Know – Want – Learn) strategy. K-W-L strategy is an understanding of teaching strategy which helps students to monitor their reading comprehension, that the students can comprehend the information that contained in the text.

K-W-L strategy is reading strategy which examine the students about what they know (K), what they want to know (W), and what they learn (L) about the topic. K-W-L strategy provides the students an active role before, during, and after reading by giving them some tasks such as activate their personal background knowledge, guess the information that students' find in a text, and take notes about the information they received. K-W-L strategy

could be an alternative to the students to improve their reading skill.

Based on situation above, the researcher will conduct the research entitled: "The Use of K-W-L (Know – Want – Learn) Strategy To Improve Students' Reading Ability In Recount Text For The Eight Grade Students Of SMP N 1 Jepara In Academic Year 2022/2023"

B. Statement of the problems

a. To what extent is the students' reading ability taught by using K-W-L strategy?

b. To what extent is the students' reading ability taught without using K-W-L strategy?

c. Is there any significant difference of the students' reading skill taught using K-W-L strategy and taught without using K- W-L strategy?

d. How is the students' perception of using K-W-L strategy?

C. Objective of the study

a. To find out the students' reading ability taught by using K-W-L strategy.

b. To find out the students' reading ability taught without by using K-W-L strategy

c. To find out the significant difference on the students' reading ability taught using K-W-L strategy and taught without using K-W-L strategy.

d. To find out of the students' perception after using K-W-L strategy.

D. Significance of the study

a. For the readers, this research is expected to be a consideration and to enrich the reader's knowledge about teaching strategy.

b. For the fellow researchers, this research is expected to add the wealth of information about increasing students' problem solving abilities through the application of K-W-L strategy. Thus, they come up with new ideas about how to increase reading comprehension.

c. For teachers, this research is expected to provide important information on different teaching methods in the classroom, as well as increase their capability and give insight in teaching learning process.

d. For students, this research is expected to give an understanding and motivate them to improve their reading skill.

E. Definition of Key Terms

The following are the key of terms that the researcher used in this study:

a. Reading

According to Grabe & Stoller (2002) reading is a skill to extract information from a printed page and understand it properly.

b. Recount text

Recount text is a text which retells the past event or experience. The purpose of recount is to retell past experience or entertain the reader.

c. Improve

Improve is a verb to enhance or improve in terms of making better quality, value, and utility.

d. K-W-L

       According to Grabe (2010) states that K-W-L strategy has three stage instructional process of understanding the text: what students know, what they want to know, and what they have learned.

CHAPTER II

LITERATURE REVIEW

A. Review of Related Literature

1. General Concept of Reading

a. Definition of Reading

Reading activity is a mental activity to understand what people is saying through writing. There are many linguists describe about the definition of reading. As Harmer (1998) stated reading is an exercise dominate by eyes and brain. According to Tarigan (1994) reading is a process carried out and used by readers to get the message to be conveyed by the author through the written words. Moreover, Grabe & Stoller (2002): "reading is the ability to draw meaning from the printed page and interpret this information appropriately." Reading is an active process to identify, compare, and apply the important ideas. Therefore, we have to comprehend the fundamental concept of reading. The text informs that the author intends the reader to read and comprehend the text in a specific manner. The general purpose of reading is to understand the major and supporting ideas, as well as to tie those main ideas to background information as needed.

b. **The Purpose of Reading**

To get information as much as possible from the text is the basic purpose of reading activity. According to Grabe & Stoller (2002) that there are the exact reasons of reading as follows:

1.) Reading to search for simple information and reading to skim.

One typical reading skill is the capacity to read for simple information, however other researchers believe that reading for information is somewhat distinct cognitive activity. Since reading for information perhaps the most widely recognized as a sort of reading skill, it is frequently utilized in reading. While we read the text to search the information, we often skim the text in quest of a certain word, certain information, or some illustrative phrases. Furthermore, skimming is a regular reading exercise and a beneficial skill in and of itself. It contains a variety of tactics to determine which is possible to find the important information in the text, followed by the application of fundamental reading comprehension technique to certain paragraphs of the text until a general understanding is created.

2.) Reading to learn from the text.

Reading to learn often happens at a somewhat slower reading speed beyond the regular reading comprehension. In addition, linking textual material with prior knowledge places larger implicit learning demands than broad understanding (e.g. connecting a

character, event or concept to other known characters, events or concepts; or connecting possible causes to known events).

3.) Reading to integrate information, write, and criticize text.

Reading for information integration involves further judgements of the relative relevance of information that is complimentary and mutually supporting the information and indeed the potential reorganization of a linguistic structure to integrate the information from numerous sources. In addition, creating, choosing, and evaluating information from a book are the skills needed for reading to write.

4.) Reading for general comprehension.

There are two factors in understanding reading in general. The most fundamental reason to read is prime motivation of reading. The second reason is general reading comprehension is considerably more complicated.

c. **Types of Reading**

There are four types of reading based on Brown (2004):

1.) Selective reading

The practice of selective reading is mostly a representation of assessment forms. Pictured – cued exams, true/false questions, multiple choice questions, and other common activities are used to evaluate a reader's reading comprehension of lexical, grammatical, or conversational elements of languages within a relatively brief

stretch of language. The stimuli include simple phrases, graphs, and statements, and only concise responses are expected.

2.) Interactive reading

Interactive reading style includes text that requires the reader to engage with the text on a psycholinguistic level and stretch many paragraphs to a page or more. To preserve the information processed, an interactive task seeks for pertinent lexical, grammatical, symbolic, and discourse elements within a sufficiently brief text.

3.) Extensive reading

Extensive reading refers to any content that is longer than a page, such as novels, short tales, scientific document, academic paper. Most assessments aim to utilize a learner's broad understanding of a book instead of encourage the learner to focus on particular topics.

4.) Perceptive reading

Letters, words, punctuation, and other graphemic symbols are indeed components of extended stretches of discourse in perceptive reading tasks.

d. Technique of Improving Reading Skill

The techniques to improve reading skill are particularly important for reading skill its own. Technique has important role to improve and

understand reading material in helping students to read effectively. The techniques are:

1.) Survey Reading

The reader surveys the information he or she wishes to receive using this technique. As a result, before the beginning of reading process, a reader must determine what information is required. Schemata or prior knowledge is highly useful in survey reading. As a result, the reader should know exactly what she or he is looking for.

2.) Skimming

Skimming is a technique for quickly identifying a text's important points. When we read the newspaper, we are most likely scanning the text rather than reading it word-by-word.

3.) Scanning

As Nagaraj (1996) stated that scanning is when a reader looks for specific information quickly through a text or to get initial impression.

2. **General Concept of K-W-L Strategy**

a. **K-W-L Strategy**

As David (1979) stated at the time when reading expository text, the K-W-L approach is used to imitate active thinking. Ogle (1986) has developed K-W-L as one of her most well-known creations. The K-W-L strategy is a reading training method which improves in the language

teaching. It is however using of a visual chart to assist students in expressing their thought process before, during, and after reading. Grabe (2010) said that there are three steps of teaching strategy to understand texts are represented by the letters K-W-L: what students know, what students want to know, students want to learn.

Furthermore, it is said by Blachowicz & Ogle (2008) that K-W-L is an activity which the students is led to be more active by guiding and involving the students through reading a text. The activity is about organizing all information and knowledge that students have in order to assist their classmates in establishing a pleasant learning atmosphere and communicating the results of their reading. In other words, this strategy was developed to activate the students' background knowledge and interest on a topic. It provides students the purpose to read and allows them to participate before, during, and after reading.

The K-W-L strategy does more than only let the teachers assess the students' level of knowledge, it is said by Sinambela et al. (2015). The K-W-L strategy assists students in considering the new information that they receive, it also improves the students' capacity to develop questions on a variety of themes. This strategy is intended to encourage student to take a more active role in reading. Students are given individual opportunities to state what they know, what students want to know, and what they have learned from reading the material after the teacher demonstrates and stimulates the types of thinking needed for learning.

According to Fengjuan (2010) K-W-L becomes successful strategy in achieving the language skill.

b. The purpose of K-W-L

According to Sinambela et al. (2015) the purposes of using K-W-L strategy are:

1.) Evokes students' prior knowledge of the text's topic.

2.) Provides a reading goal.

3.) Helps students in monitoring their level of understanding.

4.) Assembles meaning from what they have read.

5.) Helps students to assess their understanding of the text.

6.) Provides the students to expand on their thoughts beyond the text.

c. Step of Using K-W-L Strategy

According to Ogle (1986) the techniques for implementing the K-W-L strategy are as follows:

1.) Select one of the reading materials.

2.) Make a chart. The teacher draw and project a chart on a whiteboard. Then, students response to make a chart on which to collect the information on their own sheet.

3.) Directly request the students to elaborate terms, words, or phrases. The teacher and students note these correlation in the K column. This is continued until the students run out of creative ideas.

4.) Ask the students what they would like to learn or find about the topic. These questions are noted in the *W* column. This is continued until

the students run out of questions to ask. If a student answers with a statement, turn it into a question before writing it down in the *W* column.

5.) Let students read the text and fill out the *L* column on their chart. Students can look for the answers of the W column while reading or even after reading.

Table 2.1
K-W-L Chart

K	W	L
(What I Know)	(What I Want to Learn)	What I Learned)
The experience expected to use:	The things I want to know:	The things I learned:
A.	A.	A.
B.	B.	B.
C.	C.	C.
……	……	……

d. Teaching Reading Comprehension Using K-W-L

According to Wallen & Fraenkle (1991) the K-W-L strategy creates a structure for recalling what the students have already known about the topic, identifying about what they wanted to know, and ultimately stating what has been taught and is yet to be learned. The students are expected simply by identifying what they know about the topic in a brainstorming process. According to Blachowicz & Ogle (2008) stated that K-W-L is a reading activity in which the teacher guides the students to be active readers through a text. The students also develop into

engaged readers who analyze the texts. According to Ogle (1986) stated that they are starting analyze texts from creating the K-W-L chart on students' sheets which three column should be drawn. Moreover, Ogle (1986) stated that the students should have their own chart in which to record the information of their brainstorm words, terms, or phrases that they have associated with a topic into column K, they also write what they want to learn about the topic in the W column, the students can fill the L column while they are during or after reading. They better understand what they do not know and what they know when they put their information into their own words. This helps them to move into another step to learn more questions and information.

e. Previous Studies

There are some previous studies that were related to this study as follows: First is the study that conducted by Yuniarti (2013) entitle: Improving Students' Reading Comprehension Trough Know-Want-Learn Technique at the Eleventh Grade of Sma Negeri 1 Saden In The Academic Year of 2012/2013. The study's findings demonstrated that the value of using KWL strategy is beneficial for enhancing the students' reading skill by combining the qualitative and quantitative data, which the quantitative data used to know the result of pre-test and post-test and the qualitative data used to know the result of classroom observation and collaborators' discussion. The KWL strategy assists the students to evolve their reading skill on focusing before, during, and

after reading. The mean score of the students' reading comprehension improves from 70,5 in the pre-test to 82 in the post-test. According to the t statistic, there is significant difference at $p < 0,05$.

Moreover, the previous study conducted by Kusumaningrum (2018), entitled: The Use Of K-W-L (Know-Want-Learn) Strategy to Improve Students' Reading Skill in Descriptive Text for the Eighth Grade Students of SMPN 1 Pecangaan Jepara in Academic Year of 2017/2018. The result of this study showed that it is effective to use KWL strategy to improve students' reading skill. The mean of the students' score reading comprehension improves from 73 in the pre-test to 86,22 in the post-test.

According to Khaira (2015) the research entitled: The Use of Know, Want, Learnt (KWL) Strategy To Improve Reading Comprehension. The result of this study showed that KWL strategy is better in improving students' reading comprehension skills. The result of this study can be seen through the students' mean score from pre-test was 62,8 in cycle 1 and increase in cycle 2 which reaches out at 80,4.

Another previous study is by Risnawati et al. (2014) entitled: The Effect of Using KWL (Know, Want, Learn) Strategy on EFL Students' Reading Comprehension Achievement. The result of this study showed statistically difference in reading comprehension between the students who were being taught using KWL and who were not. The result of the research can be seen trough the score of the post-test was (2.100) in

experimental group which means it was higher than the control group score was (0.857). It was assumed that KWL strategy have significant contribution in improving students' ability in reading comprehension.

Another previous study was conducted by Irfan et al. (2020) entitled: The Use of KWL (Know, Want, Learn) Strategy To Improve Students' Reading Comprehension on Academic Reading. This research study showed that there were 15% students in poor classification and 55% students in very poor classification in pre-test whereas the post-test were 5% obtained in excellent classification, 5% students obtained in very good classification, 5% students obtained in good classification, 45% students obtained in fairly good classification, 30% students obtained in poor classification, and 10% students obtained in very poor classification. The researcher assumed there was significant difference of teaching with K-W-L strategy.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

In this research of study, the researcher used quantitative research which is more specifically experimental research. According to Ary et al. (2002) experimental research requires the study of effects in systematic manipulations on a variable to another variable. The variable that has been manipulated is called the experimental treatment or the independent variable. Otherwise, the variable that has been observed and measured is called the dependent variable.

There are some research designs in experimental such as pre-experimental, quasi-experimental, and true experimental. In this research of study, the researcher will use quasi experimental. According to Cook (2014) "All experiments seek to identify whether a treatment made a difference in a particular outcome rather than to explain why." In this case, the researcher used two groups as sample. They are experimental group and control group. Both group used pre-test, treatment, and post-test. The design of pre-test and post-test of experimental and control group is illustrated below:

Pattern:

Table 3.1

Experimental	O_1	X_1	O_2
Control	O_3	X_2	O_4

Where   :

O_1 : Pre-test of experimental group

O_3 : Pre-test of control group

x   : Treatment with K-W-L strategy

O_2 : Post-test of experimental group

O_4 : Post-test of control group

According on the pattern above, the subjects are classified into two types, experimental group and control group. Their first reading skill will be checked by pre-test (O_1 and O_3). The experimental group will be taught using K-W-L strategy (X_1). Meanwhile, the control group will be taught using Chalk and Talk Strategy.

B. Subject of the Research

1. Population

The population of this research is a whole students of the eight grade of SMPN 1 Jepara in Academic year of 2018/2019. The classes consist of nine with the total students are 288.

2. Sample and Sampling

According to Creswell (2012) a sample is a subset of a group within the intended audience that the researcher intends to study in order to draw conclusions about the intended audience as a whole. In this research, the researcher select two groups of students from the population as sample. The groups are experimental group which consists of 32 students and control group consists of 32 students.

Sampling is a technique is used to choose the sample. According to Cohen et al. (2007) purposive sample is one of sampling ways. Purposive sample is a process of choosing sample based on a certain goal which is made by the researcher and characteristic of population.

C. Instrument

To collect the data of this research, the researcher use instrument. Research instrument is a method used by the researcher to collect the data in a systematic and complete manner, which make the researcher work easier. To collect the data of this research, the researcher uses multiple choice completion in a test and questionnaire.

a. Test

In this research of study, the researcher will use test to check the students' reading ability. The researcher will use pre-test and post-test. The tests will be using multiple choice. Multiple choice provides four options. The three options as distracters and the other one is the correct answer. The students' scoring formula as follows:

$$\text{Score} = \frac{The\ Number\ of\ Correct\ Answer}{The\ Number\ of\ Question} \times 100\%$$

b. Questionnaire

Questionnaire is applied at the end of treatment, in experimental group. It is to know that students' do understanding in the learning process. The questionnaire develops into 5 scales:

Strongly agree (5), agree (4), undecided (3), disagree (2), strongly disagree (1).

The significant goal of doing pre-test is to find out the validity, reliability, level of difficulty, and discriminating level.

D. Validity

Validity is a measure of how accurate the instrument is. A test is said to be valid when a test has a good content of validity if each part of test that is used to collect data has relevancy to establish objectives and covers representative material. The formula to measure the validity as follow:

$$r_{xy} = \frac{N(\Sigma xy)-(\Sigma x)\cdot(\Sigma_y)}{\sqrt{\{N(\Sigma x^2)-(\Sigma x)^2\}\{N(\Sigma y^2)-(\Sigma y)^2\}}}$$

Where:

r_{xy} : the correlation between variable x and y

x: the score of odd items

y: the score of even item

N: the number of students

Σ_x : the number of items of x score

Σ_y : the number of items of y score

Σ_{xy} : the sum of the product of each x scores with its corresponding y scores for the same students

Σ_{x^2} : the sum of x score

Σ_{y^2} : the sum of y score

After getting the result, then compare it with the standard of validity, to get the result of instrument validity as follow:

Table 3.2

Standard of Validity

Category	Category
Very valid	1,00 – 0,80
Valid	0,79 – 0,60
Valid enough	0,59 – 0,40
Less valid	0,39 – 0,20
Not valid	0,19 – 0,00

E. Reliability

Reliability shows the extent to which an instrument can be believed. According to (Brown, 2004) reliability instrument is dependable and constant. In other words, the term of reliability means "repeatability" or "consistency." The necessity of reliability test fits into the curriculum or agreement of many people, not individual judgement. Therefore, the researcher has to examine the reliability of the tests, the researcher use *Spearmen-Brown* formula as follows:

$$r^{11} = \frac{2r_{xy}}{1+r_{xy}}$$

Cohen et al. (2007)

Where:

r^{11} : the total number reliability of the test.

r_{xy} : the coefficient of the correlation between odd and the even items.

To count the reliability, the researcher should have the result of the

instrument of validity then enclose into reliability formula. After getting the result, then compare with the standard of reliability as follow:

Table 3.3
Standard of Reliability

Category	Score
Not reliable	0,,00 – 0,19
Less reliable	0,20 – 0,39
Reliable enough	0,40 – 0,59
Reliable	0,60 – 0,79
Very reliable	0,80 – 1,00

F. Level of Difficulty

The index of level difficulty is generally showed how easy or difficult the items that students can answer correctly. To measure the level of difficulty of the test, the formula that the researcher is used as follows:

$$P = \frac{B}{JS}$$

Where :

P : index of level difficulty

B : the number of students who answers items correctly

JS : the number of students

The classification standard of level difficulty as follows:

Table 3.4

Standard Level of Difficulty

Criteria	Level
Difficult	$0,0 < P \leq 0,30$
Medium	$0,30 < P \leq 0,70$
Easy	$0,70 < P \leq 1,00$

G. Discriminating Power

Discriminating power is used to know the difference between the mastery the upper grade students and the lower grade students. The discriminating power index measures the discriminating power. The higher or greater the discriminating power index of the test, the larger of the test to discriminate between the mastery upper grade students and the lower grade students.

The formula as follows:

$$D = \frac{BA}{JA} - \frac{BB}{JB} = PA - PB$$

Where:

D : the discrimination level

BA : the correct answer of the upper group

BB : the correct answer of the lower group

JA : the number of students in the upper group

JB : the number of students in the lower group

The classification of discriminating power can be seen as follows:

Table 3.5

Standard of Discriminating Power

Category	Discriminating Power
Poor	$D \leq 0.20$
Satisfactory	$0.20 < D \leq 0.40$
Good	$0.40 < D \leq 0.70$
Very good	$0.70 < D \leq 1.00$

H. Method of Data Collection

In this study, the researcher used instruments which are suited to the problem statement to collect accurate data. The researcher is using two method, they are:

1. Test

According to Brown (2004) the test is a method of evaluating a person's knowledge, aptitude, or performance in a particular subject. this study, the researcher used multiple choice test. There are three step that the researcher used in collecting data; pre-test, treatment, post-test.

a. Pre-test

Pre-test is the first activity in the first meeting of the action of research. The test is given before the class gets the treatment. In order to determine the students' ability to read before they get

treatment. Both group, experimental and control group will be given the same test.

b. Treatment

Treatment is given after doing the pre-test, the treatment will be conducted for three times. When the treatment is going on, the experimental group will be taught by using K-W-L strategy, meanwhile the control group will be taught by using Chalk and Talk strategy.

c. Post-test

The last step of the test is post-test. In order to find out whether there is significant differences after the students get the treatment is the purpose of post-test. Both group, experimental group and control group will be given the same test.

2. **Questionnaire**

To collect the data, the researcher uses questionnaire in order to know the students' perception of using K-W-L strategy. In this study, the researcher uses closed-question which means the researcher provide the students with an answer format. The questionnaire that the researcher uses is Likert Scale. Therefore, there are five (5) alternative answer, as follows:

Table 3.6

Number	Options	Score
1.	Strongly disagree	1
2.	Disagree	2
3.	Undecided	3
4.	Agree	4
5.	Strongly agree	5

I. Method of Data Analysis

The data analysis is used to measure the students' ability. The researcher analyzes and compares between the students' pre-test and post-test result.

1. Scoring Test

Table 3.7

Criteria of Achievement

Score	Grade	Level of Achievement
90 – 100	(Excellent)	Outstanding
80 – 89	(Good)	Above Average
70 – 79	(Adequate)	Average Achievement
60 – 69	(Inadequate)	Below Average
Less than 60	(Falling)	Insufficient Achievement

2. Interpreting

To interpret the result of this research, the researcher used few steps to find out the students' pre-test and post-test scores in the experimental and control classes:

a. Finding the Mean/Average of Experimental Class:

To find out the mean, median, maximum score, minimum score, and standard deviation of pre-test and post-test of experimental class, the researcher used descriptive analysis.

b. Finding the Mean/Average of of Control Class:

To find out the mean, median, maximum score, minimum score, and standard deviation of pre-test and post-test of control class, the researcher used descriptive analysis.

3. Calculating the value (t-test)

The data analysis processes to determine whether there are significant differences in the students' achievement in reading comprehension of the eight grade students of SMP N 1 Jepara with and without the use of K-W-L strategy.

a. Normality Test

Before the researcher find out the significant difference about the students' achievement in reading recount with and without using KWL strategy, the researcher used normality test to measure whether the sample was distributed normal or not. In this research,

the researcher used Komolgorov Smirnov test to find out the normality test with the criteria as follows:

1.) The significance of data > 0.05, the sample was distributed normally.

2.) The significance of data < 0.05, the sample was not distributed normally.

b. Paired sample t-test

After the researcher did normality test, the researcher used paired sample t-test if the data of normality test was distributed normally. The paired sample t-test used to determine there were significant difference between the students' achievement in reading ability with and without using KWL Strategy. If the data from the normality test was not distributed normally the paired sample t-test is changed into Wilcoxon test, the Wilcoxon test has the same purpose as paired sample t-test. The criteria of paired sample t-test as follows:

1.) If the significance (2-tailed) < 0.05, it means Ho is rejected and Ha is accepted.

2.) If the significance (2-tailed) > 0.05, it means Ho is accepted and Ha is rejected.

The criteria of Wilcoxon test is below:

1.) If the Asymp.sig (2-tailed) < 0.05, it means Ho is rejected and Ha is accepted.

2.) If the Asymp.sig (2-tailed) > 0.05, it measn Ho is accepted and Ha is rejected.

c. Homogeneity test

The homogeneity test used before the researcher do the Independent t-test. The homogeneity test used to determine whether there were in a model t-test data is homogenous or not. The criteria of the homogeneity data below:

1.) If the significance > 0.05, it means the sample of data was homogeneous.

2.) If the significance < 0.05, it means the sample of data was not homogenous.

d. Independent t-test

The independent t-test used to determine whether there were significance difference from the post-test between the experimental and control group. If the data from homogeneity test was not homogenous, the independent t-test will be replaced into Whitney Man test. The criteria of independent t-test as follow:

1.) If the significance of data < 0.05, it means Ho is rejected and Ha is accepted.

2.) If the significance of data > 0.05, it means Ho is accepted and Ha is rejected.

4. **Questionnaire**

To measure the students' perception after using K-W-L strategy, the researcher uses questionnaire with Likert Scale. Based on the students' answer, there are five scores as follows:

Table 3.8

Number	Options	Score
1.	Strongly disagree	1
2.	Disagree	2
3.	Undecided	3
4.	Agree	4
5.	Strongly agree	5

The calculation of the scores is carried out as the following formula:

Index score = ((F1 x 1) + (F2 x 2) + (F3 x 3) + (F4 x 4) + (F5 x 5))

Where the positive statement:

F1 : frequency of the students' answer who answered 1 (strongly disagree)

F2 : frequency of the students' answer who answered 2 (disagree)

F3: frequency of the students' answer who answered 3 (undecided)

F4: frequency of the students' answer who answered 4 (agree)

F5: frequency of the students' answer who answered 5 (strongly

agree)

Index score = ((F1 x 1) + (F2 x 2) + (F3 x 3) + (F4 x 4) + (F5 x 5))

Where the negative statement:

F1 : frequency of the students' answer who answered 1 (strongly agree)

F2 : frequency of the students' answer who answered 2 (agree)

F3: frequency of the students' answer who answered 3 (undecided)

F4: frequency of the students' answer who answered 4 (disagree)

F5: frequency of the students' answer who answered 5 (strongly disagree)

To know the students' perception, there are some steps as below:

a. To determine the maximum total score, the maximum score that students has been obtained is multiplied the total of the students.

b. To determine the minimum total score, the minimum score that the students has been obtained is multiplied the total of the students.

c. To determine the median, the maximum total score is divided by the minimum total score.

d. To find out the quartile 1, the amount of minimum score is divided by the median.

e. To find out the quartile 3, the amount of maximum score is

divided by the median.

f. Make a scale of the maximum and minimum score, quartile 1 and 3, and the median.

g. Determine the total students who are being respondents by a scale.

h. Interpret the total score.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The research finding shows the data which the researcher had found during the learning process that was conducted at SMP N 1 Jepara on September 12th to September 29th 2022. The research data has been obtained during five meetings of the learning process. The five meetings had the details 3 meetings used as treatment and other meetings used as pre-test and post-test.

Before the researcher started the pre-test for VIII A and VIII B as experimental and control group. The researcher did a test to get the validity and reliability of the test instrument. The respondents of validity and reliability test was 32 students from VIII C. the result of the validity test can be seen as follows:

Table 4.1

No.	Butir Soal	Rhitung	rtabel	Ket
1	BS_1	0.413		Valid
2	BS_2	0.548		Valid
3	BS_3	0.375		Valid
4	BS_4	0.378		Valid
5	BS_5	0.009		Invalid
6	BS_6	0.482		Valid
7	BS_7	0.403	0.349	Valid
8	BS_8	0.446		Valid
9	BS_9	0.364		Valid
10	BS_10	0.429		Valid
11	BS_11	0.163		Invalid
12	BS_12	0.552		Valid
13	BS_13	0.560		Valid
14	BS_14	0.486		Valid

15	BS_15	0.577	Valid
16	BS_16	0.561	Valid
17	BS_17	0.278	Invalid
18	BS_18	0.561	Valid
19	BS_19	0.377	Valid
20	BS_20	0.671	Valid
21	BS_21	0.536	Valid
22	BS_22	0.448	Valid
23	BS_23	0.530	Valid
24	BS_24	0.467	Valid
25	BS_25	0.420	Valid
26	BS_26	0.623	Valid
27	BS_27	0.576	Valid
28	BS_28	0.490	Valid
29	BS_29	0.605	Valid
30	BS_30	0.117	Invalid

Based on the table above, the respondents as many as 32 students ($n = 32$) showed that from 30 items question of the test as many as 26 items question got r-count value > r-table with a range of values 0.671 to 0.364. It means as many as 26 items question are valid. The reliability test used the *Spearman-Brown*. The result of reliability test can be seen below:

Table 4.2

Spearman-Brown Coefficient	Equal Length	,948
	Unequal Length	,948

Based on the table 4.2, it can be showed that as many as 26 items question are reliable.

After testing validity and reliability, the researcher started to give pre-test and post-test on both VIII A and VIII B. Both of classes got the same test but different treatment. VIII A as experimental group got KWL strategy teaching model while VIII B as control group got Chalk and Talk strategy teaching model.

1. **The result of students' reading ability taught by using K-W-L strategy to improve reading skill.**

   The pre-test was conducted on Monday, September 12th 2022 with the number of 32 students, then the post-test was conducted on Wednesday, September 21st 2022 with the number of 32 students. The result of pre-test and post-test score can be seen below:

   Table 4.3

   Statistics

		PREEKS	POSTEKS	PREKONTROL	POSTKONTROL
N	Valid	32	32	32	32
	Missing	0	0	0	0
Mean		47.41	78.50	49.47	67.00
Std. Error of Mean		2.654	1.381	2.279	1.985
Median		46.00	77.00	50.00	65.00
Mode		46	73	50	61
Std. Deviation		15.016	7.812	12.894	11.231
Variance		225.475	61.032	166.257	126.129
Range		57	33	50	38
Minimum		19	63	27	50
Maximum		76	96	77	88
Sum		1517	2512	1583	2144

   From the table above, the researcher had analyzed the mean of pre-test and post-test which was gotten by 32 students. Based on the result of the research, the result of pre-test which means before the students got the treatment was 47,41 with the summary of score is 1517. The pre-test highest score is 76 and the lowest score is 19.

   Meanwhile, the post-test that was conducted after the students got treatment, the researcher found that the result mean of post-test

was 78.50 which is done by 32 students with the summary score is 2512. The highest score of post-test is 96 while the lowest score is 63. The researcher can conclude that there were significant improvement on students' reading skill from pre-test and post-test score.

2. **The result of students' reading ability taught without using KWL strategy.**

The pre-test was conducted on Tuesday, September 13th 2022 with the number of 32 students, then the post-test was conducted on Thursday, September 29th 2022 with the number of 32 students. The result of pre-test and post-test score can be seen below:

Table 4.4

Statistics

		PREEKS	POSTEKS	PREKONTROL	POSTKONTROL
N	Valid	32	32	32	32
	Missing	0	0	0	0
Mean		47.41	78.50	49.47	67.00
Std. Error of Mean		2.654	1.381	2.279	1.985
Median		46.00	77.00	50.00	65.00
Mode		46	73	50	61
Std. Deviation		15.016	7.812	12.894	11.231
Variance		225.475	61.032	166.257	126.129
Range		57	33	50	38
Minimum		19	63	27	50
Maximum		76	96	77	88
Sum		1517	2512	1583	2144

The researcher analyzed the table above about the mean pre-test and post-test score. Pre-test and post-test was followed by 32 students. The mean of pre-test before the students got treatment without using

KWL strategy is 49.46 with the summary score is 1583. The highest score on pre-test is 77 and the lowest score is 27.

Beside of that, in the post-test they researcher analyzed after the students got treatment, the total of students on pre-test was 32. The post-test mean is 67 with the summary 2144. The highest and lowest score is 88 and 50.

3. **Significance difference of the students' reading skill taught using KWL strategy and taught without using KWL strategy.**

To know whether there were a significant differences in the students' achievement on reading skill on the eighth grade SMP N 1 Jepara with and without KWL strategy the researcher using T-test.

a. Normality Test

The normality test had been done by the researcher to know the sample of the test was distributed normally or not. The normality test is presented as follow:

Table 4.5

Tests of Normality

	KELAS	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
HASIL	Pre Eksperimen	.181	32	.009	.934	32	.052
	Post Eksperimen	.147	32	.077	.956	32	.212
	Pre Control	.234	32	.000	.938	32	.068
	Post Control	.164	32	.028	.925	32	.028

a. Lilliefors Significance Correction

The result above shows the output of the normality test with the significances from 0.009 to 0.28 which means the significances is < 0.05 so that the sample of the test is not distributed normally.

b. Wilcoxon test

In this research of study, the researcher used Wilcoxon test because the normality test was not distributed normally. The Wilcoxon test has the same purpose as paired sample t-test which determines whether there were significant difference between the students' reading achievement using KWL strategy.

Tabel 4.6

Test Statistics[a]

	Post-test Eksperimen - Pre-test Eksperimen	Post-test Control - Pre-test Control
Z	-4.942[b]	-4.793[b]
Asymp. Sig. (2-tailed)	.000	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the data above, the Asymp.sig (2-tailed) of experiment group is $0.00 < 0.05$ and control group is $0.00 < 0.05$. If the significance < 0.05, Ho is rejected and Ha is accepted which means that there are significance difference in the result of students' achievement in reading between the experimental and control group.

c. Homogeneity test

The homogeneity test is used to measure the homogenous of the sample test.

Table 4.7

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
HASIL	Based on Mean	1.988	3	124	.119
	Based on Median	1.781	3	124	.154
	Based on Median and with adjusted df	1.781	3	100.937	.156
	Based on trimmed mean	1.987	3	124	.119

From the homogeneity data above, the researcher can assume that the sample of test is homogeneous, it can be shown the

significance of mean is 0.119 > 0.05.

d. Independent t-test

In this research, the research used Independent t-test because the homogeneity test was homogenous. The independent t-test is used to measure the significance difference between the post-test experimental and control group.

Tabel 4.8

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar siswa	Equal variances assumed	4.403	.040	4.755	62	.000	11.500	2.418	6.666	16.334
	Equal variances not assumed			4.755	55.309	.000	11.500	2.418	6.654	16.346

From the table of independent t-test with the equal variances assumed is 0.000 which means significance (2-tailed) 0.000 < 0.05, the researcher concludes that there is significance difference on post-test of experimental and control group.

4. **Students' perception of using KWL strategy.**

The questionnaire on this research is used to measure the students' perception after they got treatment using KWL strategy. The questionnaire is contained 15 questions. The researcher interpret the result of the students' perception through diagram as below:

Figure 4.1

1. Materi pembelajaran Bahasa Inggris yang diterangkan guru mudah untuk dipahami.

0% 0%

16%

28%

56%

- Totally Disagree
- Disagree
- Undecided
- Agree
- Totally Agree
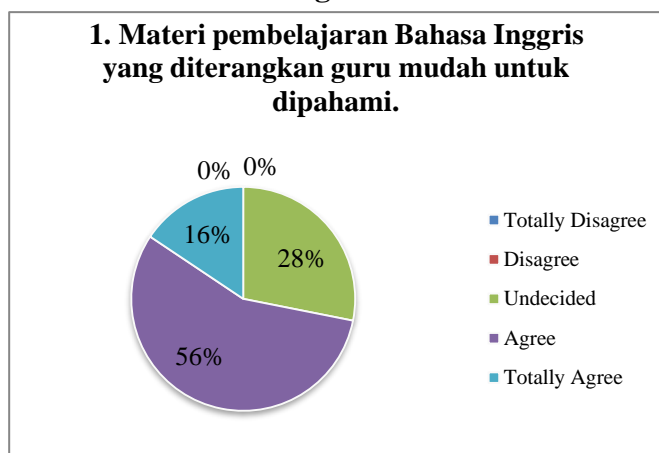
The diagram from the question number 1 shows that 56% students agrees that the material of recount text was understandable, 28% of students chose undecided, and 16% of students chose totally agree of the question.

Figure 4.2

2. Saya semakin mudah memahami materi Bahasa Inggris dengan metode KWL.

0% 0%

28%   28%

44%

- Totally Disagree
- Disagree
- Undecided
- Agree
- Totally Agree
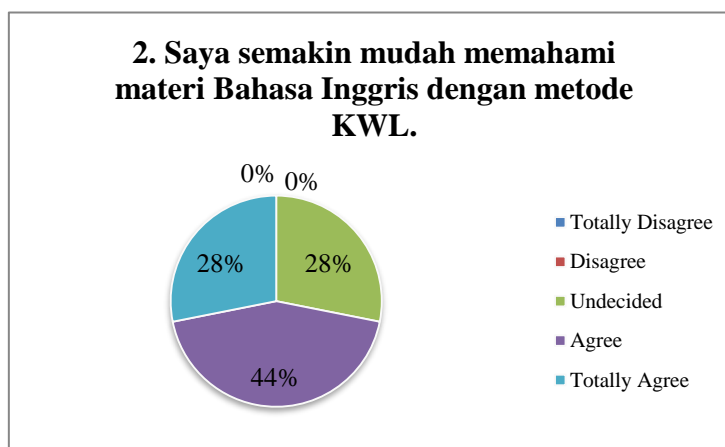
The diagram from number two of the questionnaire shows that as many as 28% students chose totally agree about their understanding of using KWL. 44% of students chose agree about their understanding of using KWL. 28% of students chose undecided about their understanding of using KWL.

Figure 4.3

3. Dengan menggunakan metode KWL, kemampuan membaca Bahasa Inggris saya meningkat.

0% 0%

- Totally Disagree
- Disagree
- Undecided
- Agree
- Totally Agree

22% 31% 47%
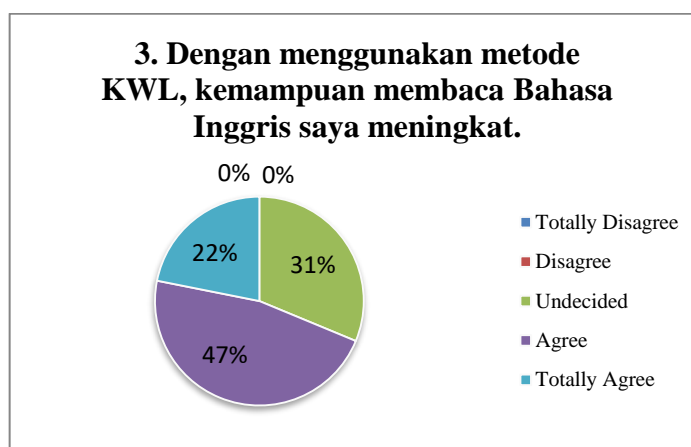
The diagram shows that there are 22% of students who chose totally agree that using KWL strategy can improve their reading skill. 44% of students chose agree that KWL strategy can improve their reading skill. As many as 31% students chose undecided.

Figure 4.4

4. Minat baca saya meningkat setelah menggunakan KWL.

0% 3%

- Totally Disagree
- Disagree
- Undecided
- Agree
- Totally Agree

22% 25% 50%
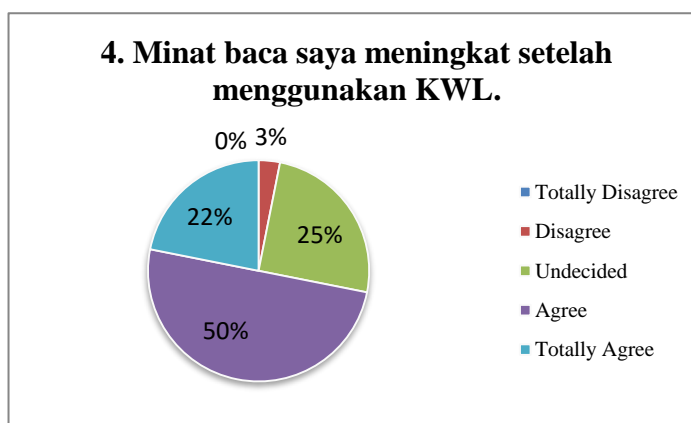
The diagram above shows the students' perception who totally agree with the questionnaire of their improvement in reading interest using KWL is 22% students. The other students' perception whom answered agree are 50% of students. 25% of students chose undecided. The other perception is 3% of students who chose disagree.

Figure 4.5

5. Materi pembelajaran guru sudah sesuai dengan metode KWL.

0%	0%
25%	16%
59%	

■ Totally Disagree
■ Disagree
■ Undecided
■ Agree
■ Totally Agree
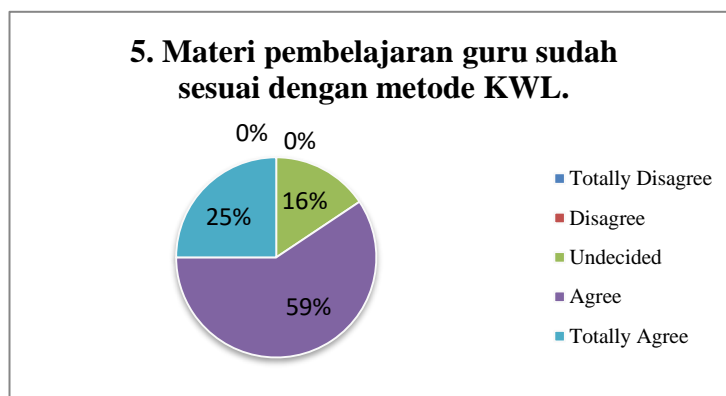
From diagram above, the students who chose totally agree are 25%, 59% of students chose agree, and 16% of students chose undecided about the fifth questionnaire.

Figure 4.6

6. Saya bisa memahami bacaan Bahasa Inggris dengan metode KWL.

0%	0%
28%	22%
50%	

■ Totally Disagree
■ Disagree
■ Undecided
■ Agree
■ Totally Agree
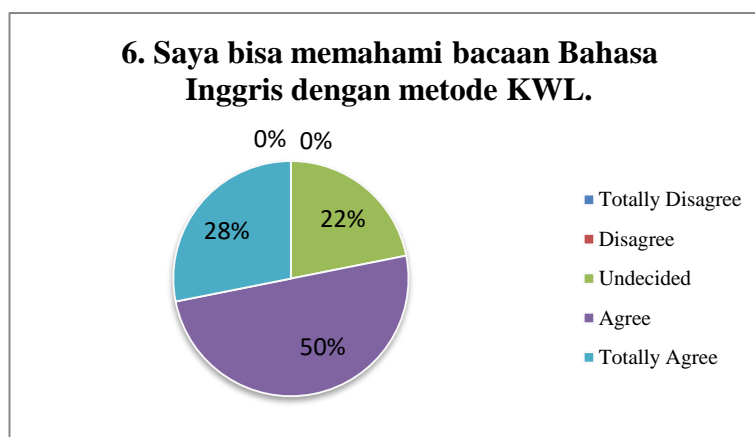
There are 50% of students chose agree in understanding English using KWL strategy, 28% students chose totally agree, and 22% students chose undecided.

Figure 4.7

7. Saya dapat paham mengenai konteks soal cerita Bahasa Inggris.
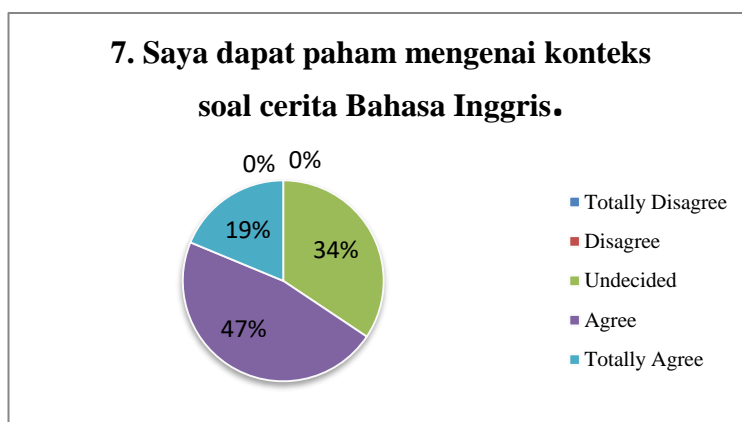
Students who chose totally agree in understanding the story line of text in English are 19%, 47% students chose agree, and 34% students chose undecided.

Figure 4.8

8. Metode KWL yang digunakan guru sangat mudah dipahami.
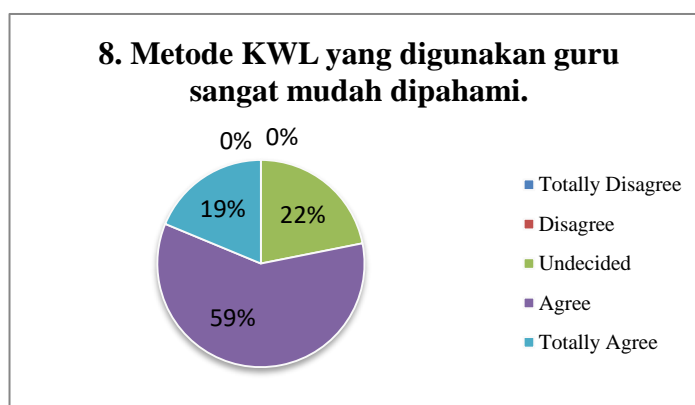
As many as 59% of students chose agree, 19% of students chose totally agree, and 22% of students chose undecided about the KWL strategy used by the teacher is easy to understand.

Figure 4.9

9. Saya mendapatkan banyak kosa kata baru melalui membaca dengan metode KWL.
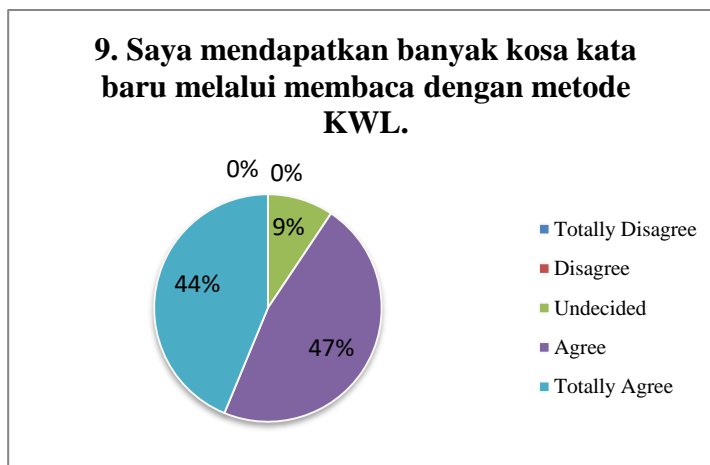
There are 9% of students chose undecided, 47% of students chose agree, 44% of students chose totally agree that they made some new vocabularies.

Figure 4.10

10. Saya sangat memahami metode mengajar yang guru berikan.
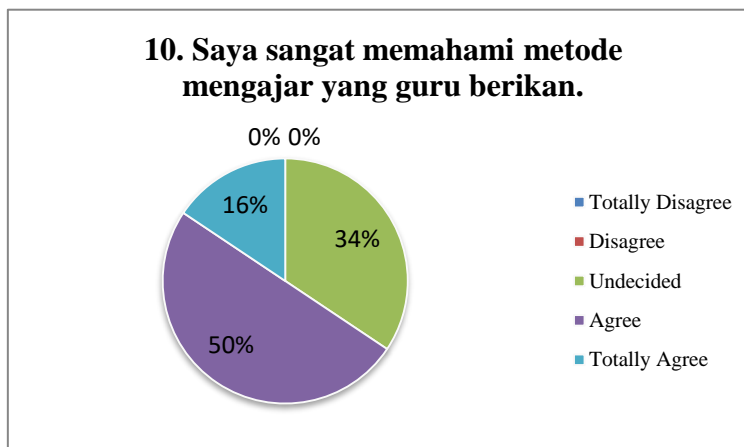
There are 50% and 16% of students chose agree and totally agree answered the questionnaire about the students' perception on the researcher method which means KWL strategy is easy to understand.

Figure 4.11

11. Saya lebih memahami teks bacaan melalui tabel KWL yang diajarkan oleh guru.
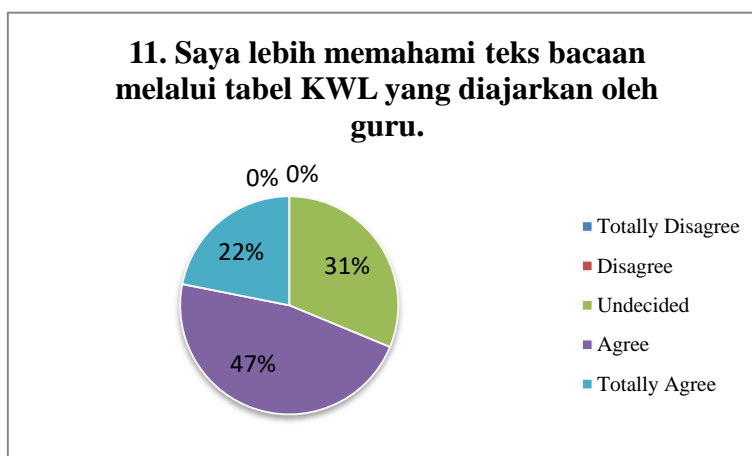
There are 47% and 22% of students who answered agree and totally agree with the questionnaire about their understanding using KWL chart in reading activity.

Figure 4.12

12. Saya semakin suka dengan pelajaran Bahasa Inggris.
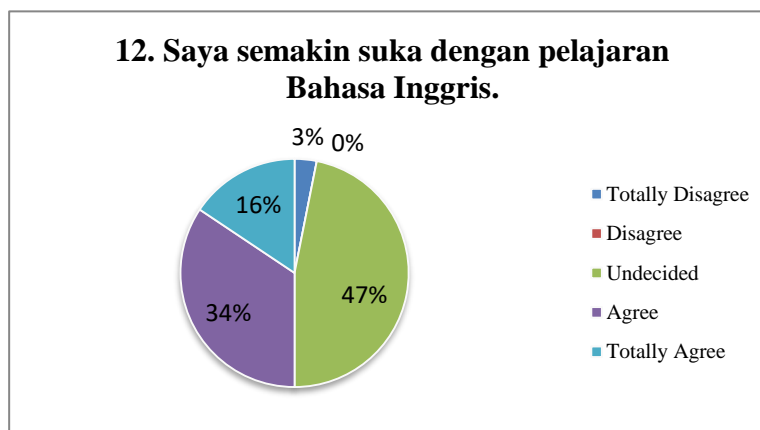
There were 34% of students' perception chose Agree, 16% totally agree, 47% undecided, and 3% chose totally disagree about their interest in English.

Figure 4.13

13. Saya mudah untuk menjawab soal Bahasa Inggris karena memahami bacaan teks.
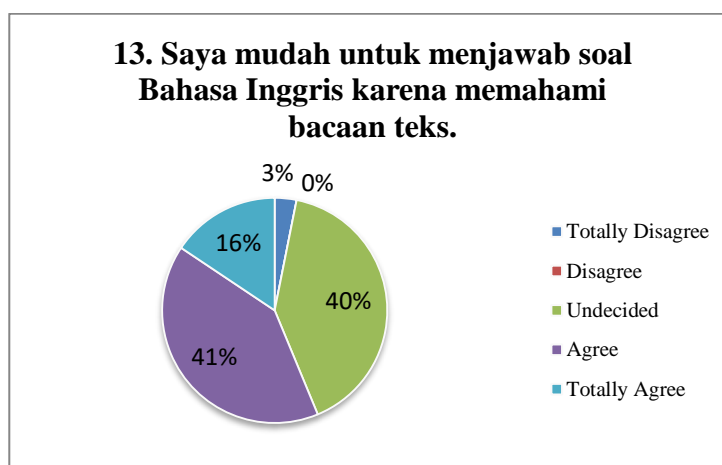
The diagram at table 4.21 shows that 41% of students chose agree of the statement, 16% of students chose totally agree, 40% of students chose undecided, and 3% of students chose totally disagree to the statement.

Figure 4.14

14. Saya dapat memahami bacaan teks tetapi masih ragu dalam menjawab soal Bahasa Inggris.
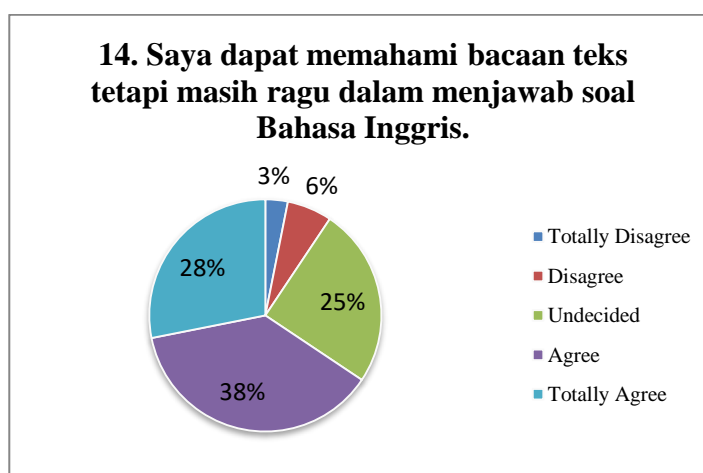
The result of questionnaire number 14 is there are 38% of students chose agree, 28% of students chose totally agree, 25% of students chose undecided, 6% of students chose disagree, and 3% of students chose totally disagree to the statement.

Figure 4.15
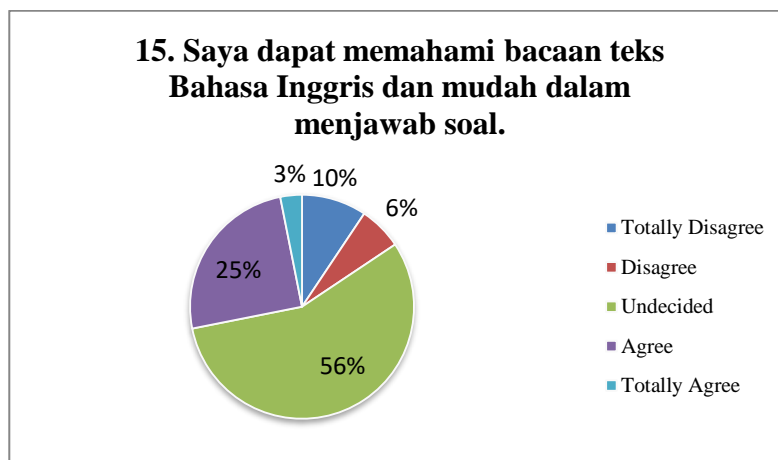
There are 25% of student who chose agree, 3% of students who chose totally disagree, 56% of students chose undecided, 6% of students chose disagree, and 10% of students chose totally disagree to the statement.

B. Discussion

This part of research, the researcher shows the results of the research findings above as follow:

1. The students' reading ability using KWL strategy for the eighth grade of SMP N 1 Jepara.

In teaching reading at SMP N 1 Jepara, there was VIII A as experimental class which used KWL strategy. The mean of pre-test is 47.41 with the score's summary 1517 with the lowest score is 19 and the highest score is 76. The mean of post-test of experimental class is 78.50 with the score's summary is 2512 with the lowest score is 63 and the highest score is 96.

According to Risnawati et al. (2014) entitled: The Effect of Using

KWL (Know, Want, Learn) Strategy on EFL Students' Reading Comprehension Achievement that KWL strategy have significant contribution in improving students. From the explanation above, the researcher assumes that there was improvement from the students who were taught using KWL strategy after they got treatment.

2. The students' reading ability without using KWL strategy for the eighth grade of SMP N 1Jepara.

   In teaching reading without using KWL strategy, there was VIII B as control group which used Chalk and Talk strategy. The mean of pre-test is 49.47 with the score's summary 1583 with the lowest score is 27 and the highest score is 77. The mean of post-test in control class is 67 with the score's summary is 2144 with the lowest score is 50 and the highest score is 88.

   According to Khaira (2015) entitled: The Use of Know, Want, Learnt (KWL) Strategy To Improve Reading Comprehension shows that KWL strategy is better in improving students' reading comprehension skill. However, in this research study which used chalk and talk strategy. The researcher assumes there was improvement in students' reading ability.

3. The significance difference between the students who were taught with and without using KWL strategy for the eighth grade of SMP N 1 Jepara.

   Based on the calculation above, the result of Independent t-test of students' post-test score shows significance (2-tailed) $0.000 < 0.05$

which means there was a significance difference between the post-test of students' reading ability with and without KWL strategy or the Alternative Hypothesis (Ha) is accepted and the Null Hypothesis (Ho) is rejected.

The result of Wilcoxon test shows the Asymp.sig (2-tailed) of experiment group is 0.00 < 0.05 and control group is 0.00 < 0.05 which means there was a significant difference between the students' achievement in reading ability with and without using KWL strategy or Ha is accepted and Ho is rejected.

In addition, there are significance difference between the students who were taught with and without KWL strategy. The mean of post-test shows that using KWL strategy is more effective, KWL strategy also gives some effect to the students' vocabulary mastery, develops the ideas, and help the students to understand about the text.

4. The students' perception after using KWL strategy

To find out the students' perception after they got treatment using KWL strategy, the researcher used questionnaire. The questionnaire number 1 shows that 56% or 18 students chose agree to the statement of the teacher's material is easy to understand and 28% or 5 students chose totally agree to the statement and the other students chose undecided to statement. The questionnaire number 2 shows about 44% students or 14 students agreed to the statement that they understand English more better using KWL strategy, 28% of 9 students chose totally agree to the

statement, and the other 28% or 9 students chose undecided to the statement. The statement of question number 3 is about the students reading skill improvement using KWL strategy, there are 47% or 15 students chose agree to the statement, 22% or 7 students chose totally agree to the statement, and 31% or 10 students chose undecided to the statement. The statement of question number 4 is about the improvement of the reading interest using KWL strategy, 50% or 16 students chose agree, 22% or 7 students chose totally agree, 25% or 8 students chose undecided, and 3% or 1 student chose disagree. The statement of question number 4 is about the teacher's material was suitable to the KWL strategy, 59% or 19 students chose agree, 25% or 8 students chose totally agree, and the other 16% or 5 students chose undecided.

The statement on the 6th number is students could understand the test using KWL strategy, 50% or 16 students chose agree, 28% or 9 students chose totally agree, and 22% or 7 students chose undecided. The 7th statement of the questionnaire is about the students understanding about the text, 47% or 15 students chose agree, 19% or 6 students chose totally agree, and 34% or 11 students chose undecided. The 8th statement of the questionnaire is about KWL strategy was easy to understand, 59% or 19 students chose agree, 19% or 6 students chose totally agree, and 22% or 7 students chose undecided. The 9th statement of the questionnaire is about the vocabulary mastery improvement using KWL strategy, 47% or 15 students chose agree, 44% or 14 students chose totally agree, and

9% or 3 students chose undecided. The statement on 10th number is about the understanding of KWL strategy, 50% or 16 students chose agree, 16% or 5 students chose totally agree, and 34% or 11 students chose undecided.

The statement on 11th number is about the understanding of reading text using KWL strategy, 47% or 15 students chose agree, 22% or 7 students chose totally agree, and 31% or 11 students chose undecided. The statement on 12th number is about the excitement of English, 47% or 15 students chose undecided, 34% or 11 students chose agree, 16% or 5 students chose totally agree, and 3% or 1 students chose totally disagree. The statement on 13th number is about answering the English test because they understand the text, 41% or 13 student chose agree, 16% or 5 students chose totally agree, 40% or 13 students chose undecided, and 3% or 1 student chose totally disagree. The statement on the number 14th is about the understanding of text but still can't answer the test, 38% or 12 students chose agree, 28% or 9 students chose totally agree, 3% or 1 student chose totally disagree, 6% or 2 students chose disagree, and 25% or 8 students chose undecided. The statement on 15th number is about the understanding of text and answer the test, 56% or 18 students chose undecided, 25% or 8 students chose agree, 6% or 2 students chose disagree, 10% or 3 students chose totally disagree, and 3% or 1 students chose totally agree.

From the explanation above, the researcher assumes that most of the

students understand about the text using KWL strategy, it can be seen through the question number 2, 3, 5, 6, 7, 8, 11. The KWL strategy also helps improving the students' vocabulary that can be seen through number 9. The reading interest of the students are improving that can be seen on the question number 4. The most students also agree that they understand the material of recount text that can be seen through question number 1 and 10. The half of 32 students agreed that they like more English after using KWL strategy, it can be seen through the question number 12. Most students are understand about the text and easily answer the test but still some of them whom disagree are lack on the vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of reading test, there are the conclusions as follow:

1. The students' reading skill at the eighth grade of SMP N 1 Jepara in the academic year 2022/2023 who were being taught with KWL strategy gets higher score. It can be seen on the pre-test mean is 47.41 while the post-test mean is 78.50. So, the KWL strategy is effective in teaching reading for the eighth grade of SMP N 1 Jepara.

2. The students' reading skill at the eighth grade of SMPN 1 Jepara in the academic year 2022/2023 who were being taught without KWL strategy gets lower score. It can be seen through the pre-test mean is 49.47 while the post-test mean is 67 which is below average.

3. There is significance difference between the students' who were taught using KWL strategy and students' who were taught without using KWL strategy which can be seen through the students' post-test from experimental group is 78.50 and control group is 67.

4. The students' perception about KWL strategy is most of them agree that KWL strategy is effective to improve their reading skill, helps them to add more the vocabulary of English, stimulates them to be more active.

B. Suggestion

Based on the conclusion above, the researcher gives some suggestions below:

1. For the teacher

   The researcher recommends the use of KWL strategy to be implemented to improve the students' reading skill, but it would be better if the teacher combines the KWL strategy with another teaching method, so that the students' reading achievement will be more maximum.

2. For the students

   The students should be more confident to themselves in reading skill. It is normal for students if they still have flaws on their learning process, so that students can be more eager to study. Study is not always on the book but there are various sources of learning.

3. For the next researcher

   The next researcher can use the same method KWL strategy which has been formulated to this study as a reference for conducting the future research. Researchers also can use the different materials to improve learning.

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APPENDICES

Appendix 1

The result of Control group before and after treatment

No.	Students' code name	Control Group				
		Kelas	Pre-test	Category	Post-test	Category
1	B-1	VIII B	35	Falling	73	Adequate
2	B-2	VIII B	65	Inadequate	73	Adequate
3	B-3	VIII B	50	Falling	61	Inadequate
4	B-4	VIII B	77	Adequate	88	Good
5	B-5	VIII B	27	Falling	61	Inadequate
6	B-6	VIII B	46	Falling	65	Inadequate
7	B-7	VIII B	50	Falling	65	Inadequate
8	B-8	VIII B	38	Falling	50	Falling
9	B-9	VIII B	38	Falling	50	Falling
10	B-10	VIII B	65	Inadequate	65	Inadequate
11	B-11	VIII B	46	Falling	85	Good
12	B-12	VIII B	62	Inadequate	73	Adequate
13	B-13	VIII B	42	Falling	61	Inadequate
14	B-14	VIII B	46	Falling	65	Inadequate
15	B-15	VIII B	35	Falling	50	Falling
16	B-16	VIII B	50	Falling	50	Falling
17	B-17	VIII B	50	Falling	69	Inadequate
18	B-18	VIII B	58	Falling	69	Inadequate
19	B-19	VIII B	50	Falling	81	Good

20	B-20	VIII B	38	Falling	61	Inadequate
21	B-21	VIII B	27	Falling	50	Falling
22	B-22	VIII B	50	Falling	61	Inadequate
23	B-23	VIII B	46	Falling	85	Good
24	B-24	VIII B	50	Falling	65	Inadequate
25	B-25	VIII B	77	Adequate	81	Good
26	B-26	VIII B	35	Falling	81	Good
27	B-27	VIII B	69	Inadequate	85	Good
28	B-28	VIII B	50	Falling	61	Inadequate
29	B-29	VIII B	69	Inadequate	73	Adequate
30	B-30	VIII B	46	Falling	61	Inadequate
31	B-31	VIII B	50	Falling	65	Inadequate
32	B-32	VIII B	46	Falling	61	Inadequate

Appendix 2

The result of Experimental group before and after treatment

No.	Students' code name	Experimental Class				
		Kelas	Pre-test	Category	Post-test	Category
1	A-1	VIII A	46	Falling	81	Good
2	A-2	VIII A	27	Falling	77	Adequate
3	A-3	VIII A	73	Adequate	88	Good
4	A-4	VIII A	46	Falling	85	Good
5	A-5	VIII A	64	Inadequate	81	Good
6	A-6	VIII A	23	Falling	73	Adequate
7	A-7	VIII A	65	Inadequate	85	Good
8	A-8	VIII A	50	Falling	85	Good
9	A-9	VIII A	46	Falling	81	Good
10	A-10	VIII A	50	Inadequate	81	Good
11	A-11	VIII A	76	Adequate	96	Excellent
12	A-12	VIII A	73	Adequate	92	Excellent
13	A-13	VIII A	46	Falling	81	Good
14	A-14	VIII A	46	Falling	73	Adequate
15	A-15	VIII A	76	Adequate	92	Excellent
16	A-16	VIII A	50	Falling	77	Adequate
17	A-17	VIII A	31	Falling	73	Adequate
18	A-18	VIII A	38	Falling	81	Good
19	A-19	VIII A	50	Falling	73	Adequate

20	A-20	VIII A	38	Falling	77	Adequate
21	A-21	VIII A	54	Falling	85	Good
22	A-22	VIII A	54	Falling	77	Adequate
23	A-23	VIII A	38	Falling	73	Adequate
24	A-24	VIII A	19	Falling	65	Inadequate
25	A-25	VIII A	46	Falling	73	Adequate
26	A-26	VIII A	46	Falling	77	Adequate
27	A-27	VIII A	46	Falling	73	Adequate
28	A-28	VIII A	46	Falling	63	Inadequate
29	A-29	VIII A	35	Falling	81	Good
30	A-30	VIII A	50	Falling	77	Adequate
31	A-31	VIII A	19	Falling	63	Inadequate
32	A-32	VIII A	50	Falling	73	Adequate

Appendix 3

Statistics

	PREEKS	POSTEKS	PREKONTROL	POSTKONTROL
N Valid	32	32	32	32
Missing	0	0	0	0
Mean	47.41	78.50	49.47	67.00
Std. Error of Mean	2.654	1.381	2.279	1.985
Median	46.00	77.00	50.00	65.00
Mode	46	73	50	61
Std. Deviation	15.016	7.812	12.894	11.231
Variance	225.475	61.032	166.257	126.129
Range	57	33	50	38
Minimum	19	63	27	50
Maximum	76	96	77	88
Sum	1517	2512	1583	2144

PREEKS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 19	2	6.3	6.3	6.3
23	1	3.1	3.1	9.4
27	1	3.1	3.1	12.5
31	1	3.1	3.1	15.6
35	1	3.1	3.1	18.8
38	3	9.4	9.4	28.1
46	9	28.1	28.1	56.3
50	6	18.8	18.8	75.0
54	2	6.3	6.3	81.3
64	1	3.1	3.1	84.4
65	1	3.1	3.1	87.5
73	2	6.3	6.3	93.8
76	2	6.3	6.3	100.0
Total	32	100.0	100.0	

Appendix 4

POSTEKS

		Frequency	Percent	Valid Percent	Cumulative Percent
	63	2	6.3	6.3	6.3
	65	1	3.1	3.1	9.4
	73	8	25.0	25.0	34.4
	77	6	18.8	18.8	53.1
Valid	81	7	21.9	21.9	75.0
	85	4	12.5	12.5	87.5
	88	1	3.1	3.1	90.6
	92	2	6.3	6.3	96.9
	96	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

PREKONTROL

		Frequency	Percent	Valid Percent	Cumulative Percent
	27	2	6.3	6.3	6.3
	35	3	9.4	9.4	15.6
	38	3	9.4	9.4	25.0
	42	1	3.1	3.1	28.1
	46	6	18.8	18.8	46.9
Valid	50	9	28.1	28.1	75.0
	58	1	3.1	3.1	78.1
	62	1	3.1	3.1	81.3
	65	2	6.3	6.3	87.5
	69	2	6.3	6.3	93.8
	77	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

Appendix 5

POSTKONTROL

		Frequency	Percent	Valid Percent	Cumulative Percent
	50	5	15.6	15.6	15.6
	61	8	25.0	25.0	40.6
	65	6	18.8	18.8	59.4
	69	2	6.3	6.3	65.6
Valid	73	4	12.5	12.5	78.1
	81	3	9.4	9.4	87.5
	85	3	9.4	9.4	96.9
	88	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

Case Processing Summary

	KELAS	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
HASIL	Pre Eksperimen	32	100.0%	0	0.0%	32	100.0%
	Post Eksperimen	32	100.0%	0	0.0%	32	100.0%
	Pre Control	32	100.0%	0	0.0%	32	100.0%
	Post Control	32	100.0%	0	0.0%	32	100.0%

Appendix 6

Descriptives

	KELAS			Statistic	Std. Error
HASIL	Pre Eksperimen	Mean		47.41	2.654
		95% Confidence Interval for Mean	Lower Bound	41.99	
			Upper Bound	52.82	
		5% Trimmed Mean		47.40	
		Median		46.00	
		Variance		225.475	
		Std. Deviation		15.016	
		Minimum		19	
		Maximum		76	
		Range		57	
		Interquartile Range		15	
		Skewness		.135	.414
		Kurtosis		.014	.809
	Post Eksperimen	Mean		78.50	1.381
		95% Confidence Interval for Mean	Lower Bound	75.68	
			Upper Bound	81.32	
		5% Trimmed Mean		78.47	
		Median		77.00	
		Variance		61.032	
		Std. Deviation		7.812	
		Minimum		63	
		Maximum		96	
		Range		33	
		Interquartile Range		11	
		Skewness		.078	.414
		Kurtosis		.174	.809
	Pre Control	Mean		49.47	2.279
		95% Confidence Interval for Mean	Lower Bound	44.82	
			Upper Bound	54.12	
		5% Trimmed Mean		49.19	
		Median		50.00	
		Variance		166.257	

	Std. Deviation	12.894	
	Minimum	27	
	Maximum	77	
	Range	50	
	Interquartile Range	17	
	Skewness	.478	.414
	Kurtosis	-.079	.809
	Mean	67.00	1.985
	95% Confidence Interval for Mean — Lower Bound	62.95	
	95% Confidence Interval for Mean — Upper Bound	71.05	
	5% Trimmed Mean	66.84	
	Median	65.00	
	Variance	126.129	
Post Control	Std. Deviation	11.231	
	Minimum	50	
	Maximum	88	
	Range	38	
	Interquartile Range	12	
	Skewness	.231	.414
	Kurtosis	-.710	.809

Tests of Normality

	KELAS	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
HASIL	Pre Eksperimen	.181	32	.009	.934	32	.052
	Post Eksperimen	.147	32	.077	.956	32	.212
	Pre Control	.234	32	.000	.938	32	.068
	Post Control	.164	32	.028	.925	32	.028

a. Lilliefors Significance Correction

Appendix 7

Ranks

		N	Mean Rank	Sum of Ranks
Post-test Eksperimen - Pre-test Eksperimen	Negative Ranks	0[a]	.00	.00
	Positive Ranks	32[b]	16.50	528.00
	Ties	0[c]		
	Total	32		
Post-test Control - Pre-test Control	Negative Ranks	0[d]	.00	.00
	Positive Ranks	30[e]	15.50	465.00
	Ties	2[f]		
	Total	32		

a. Post-test Eksperimen < Pre-test Eksperimen

b. Post-test Eksperimen > Pre-test Eksperimen

c. Post-test Eksperimen = Pre-test Eksperimen

d. Post-test Control < Pre-test Control

e. Post-test Control > Pre-test Control

f. Post-test Control = Pre-test Control

Test Statistics[a]

	Post-test Eksperimen - Pre-test Eksperimen	Post-test Control - Pre-test Control
Z	-4.942[b]	-4.793[b]
Asymp. Sig. (2-tailed)	.000	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
HASIL	Based on Mean	1.988	3	124	.119
	Based on Median	1.781	3	124	.154
	Based on Median and with adjusted df	1.781	3	100.937	.156
	Based on trimmed mean	1.987	3	124	.119

Appendix 8

Group Statistics

	Model Pembelajaran	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar siswa	Post Eksperimen	32	78.50	7.812	1.381
	Post Control	32	67.00	11.231	1.985

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar siswa	Equal variances assumed	4.403	.040	4.755	62	.000	11.500	2.418	6.666	16.334
	Equal variances not assumed			4.755	55.309	.000	11.500	2.418	6.654	16.346

Appendix 9

LESSON PLAN OF EXPEREIMENTAL GROUP

Satuan Pendidikan   : SMP Negeri 1 Jepara

Kelas/Semeseter   : 8 (Delapan)/1

Mata pelajaran   : Bahasa Inggris

Materi Pokok   : Recount Text

Alokasi Waktu   : 2 x 40 menit

A. Kompetensi Inti (KI)

KI – 1 :   Menghargai dan menghayati ajaran agama yang dianutnya.

KI – 2 :   Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dana lam dalam jangkauan pergaulan dan keberadaanya.

KI – 3 :   Memahami pengetahuan (factual, komseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.

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

B. Kompetensi Dasar

3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks recount dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaanya.

4.14 Menangkap makna teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.

4.15 Menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

1. Setelah mengikuti pembelajaran peserta didik diharapkan dapat melaksanakan fungsi sosial teks recount sesuai dengan konteks penggunaannya.

2. Peserta didik dapat pula menggunakan dan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang tepat dan sesuai konteks dengan benar tentang materi teks recount.

D. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Waktu
Pendahuluan	• Guru bertatap muka dan mengucakan salam kepada peserta didik, peserta merespon salam. • Guru memimpin peserta didik berdoa bersama sebelum kegiatan belajar mengajar dimulai. • Guru memanggil nama peserta didik untuk presensi kehadiran.	10 menit

	• Guru menyampaikan tujuan pembelajaran. • Guru memotivasi peserta didik untuk bertanya mengenai topik yang akan dibahas hari ini.	
Inti	**<u>Mengamati</u>** • Guru memberikan contoh teks recount melalui power point. • Peserta didik berdiskusi mengenai contoh teks recount yang diperlihatkan guru. **<u>Menanya</u>** • Guru memberikan pertanyaan kepada peserta didik yang berkaitan dengan contoh teks recount. • Peserta didik bertanya jawab mengenai contoh teks recount. • Guru membagikan tabel KWL kepada peserta didik • Guru meminta kepada peserta didik untuk menyebutkan apa saja yang mereka ketahui tentang gambar tersebut dan menuliskannya pada kolom K. **<u>Mengeksplorasi</u>** • Peserta didik mengumpulkan ide mereka yang berkaitan dengan contoh teks recount.	60 menit

	• Peserta didik menyebutkan apa saja yang ingin mereka ketahui melalui kolom W. **Mengasosiasi** • Guru membahas kembali mengenai contoh teks recount dan mengulas kembali mengenai tabel KWL • Siswa diminta menuliskan tentang apa yang telah mereka pelajari mengenai contoh teks recount pada kolom L **Mengkomunikasikan** • Guru mengevaluasi dan mengarahkan hasil pekerjaan peserta didik.	
Penutup	• Guru bertanya jawab kepada peserta didik mengenai kesulitan peserta didik selama pembelajaran. • Guru membimbing peserta didik dalam menyimpulkan materi pelajaran . • Guru memberikan motivasi dan umpan balik terhadap hasil kerja peserta didik.	10 menit

E. **Penilaian**

1. Pengetahuan   : a.) Teknik Penilaian   : Tes Tulis

                                        b.) Bentuk Instrumen   :Pilihan Ganda

F. **Pedoman penilaian**

Skor Penilaiaan untuk Pre – Test dan Post – Test

- Skor untuk 1 soal = 1
- Skor maksimal   = 30
- Skor akhir $= \frac{Skor\ diperoleh}{Skor\ maksimal}\ x\ 100$

G. Materi Pembelajaran

1. Definition of Recount text

Recount text is a text which tells about the true event that happened in the past.

2. The purpose of Recount text

To tell what happened in the past.

3. Generic Structure

Orientation : Providing the setting and introducing participants.

Events : Telling what happened with a series of events ordered in a chronological events.

Reorientation : Expressing the writer's personal comment.

4. Language Features

- Focus on specific participants (I, we, Mr. John).
- Use of simple past tense pattern (we ate, I smiled).
- Focus on temporal sequence (then, after that).
- Use of action verbs (material processes) (went, ate).
- Use of linking verbs (was, were).

5. Example of Recount Text

Going To Bandung

Last year, I went to Bandung with my wife and my two daughters. We left for Bandung at about 7 a.m. by car. We got there around 10 a.m. One of our destinations was Rumah Sosis or House of Sausage in Lembang, North Bandung.

There were some interesting attractions, first, we rode on horseback around the place. And then, we got on Kora – kora, a swinging small ship. We were actually very scared.

After that we did some other activities. Finally, we ate delicious sausages, our favorite food.

We were very happy because it gave us very fantastic experience.

H. Model/Metode pembelajaran

- Pendekatan   : Scientific approach
- Model Pembelajaran : Know – Want – Learn

I. Sumber Belajar

- Media   : Power Point
- Alat/Bahan   : Board marker, Whiteboard. LCD, Laptop
- Sumber   : Buku Panduan Bahasa Inggris Kelas VIII

Mengetahui,   Jepara, 12 September 2022

Guru Pamong   Guru Pengampu

Hari Supriyanto, S.Pd.   Minhatul Fikriyyah

NIP*196904211995121002*   18420036

Appendix 10

LESSON PLAN OF CONTROL GROUP

Satuan Pendidikan   : SMP Negeri 1 Jepara

Kelas/Semeseter   : 8 (Delapan)/1

Mata pelajaran   : Bahasa Inggris

Materi Pokok   : Recount Text

Alokasi Waktu   : 2 x 40 menit

A. Kompetensi Inti (KI)

KI – 1 :   Menghargai dan menghayati ajaran agama yang dianutnya.

KI – 2 :   Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dana lam dalam jangkauan pergaulan dan keberadaanya.

KI – 3 :   Memahami pengetahuan (factual, komseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.

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

B. Kompetensi Dasar

3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks recount dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaanya.

4.14 Menangkap makna teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.

4.15 Menyusun teks recount lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

3. Setelah mengikuti pembelajaran peserta didik diharapkan dapat melaksanakan fungsi sosial teks recount sesuai dengan konteks penggunaannya.

4. Peserta didik dapat pula menggunakan dan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang tepat dan sesuai konteks dengan benar tentang materi teks recount.

D. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Waktu
Pendahuluan	• Guru bertatap muka dan mengucakan salam kepada peserta didik, peserta merespon salam. • Guru memimpin peserta didik berdoa bersama sebelum kegiatan belajar mengajar dimulai. • Guru memanggil nama peserta didik untuk presensi kehadiran.	10 menit

	• Guru menyampaikan tujuan pembelajaran. • Guru memotivasi peserta didik untuk bertanya mengenai topik yang akan dibahas hari ini.	
Inti	**Mengamati** • Guru memberikan contoh teks recount melalui power point. • Peserta didik berdiskusi mengenai contoh teks recount yang diperlihatkan guru. **Menanya** • Guru memberikan pertanyaan secara acak kepada peserta didik yang berkaitan dengan contoh teks recount. • Peserta didik bertanya jawab mengenai contoh teks recount. **Mengeksplorasi** • Guru meminta peserta didik untuk mengumpulkan ide mereka yang berkaitan dengan contoh teks recount. **Mengasosiasi** • Peserta didik membuat contoh teks recount pendek dengan tema yang telah ditentukan. **Mengkomunikasikan**	60 menit

	• Guru mengevaluasi dan mengarahkan hasil pekerjaan peserta didik.	
Penutup	• Guru bertanya jawab kepada peserta didik mengenai kesulitan peserta didik selama pembelajaran. • Guru membimbing peserta didik dalam menyimpulkan materi pelajaran . • Guru memberikan motivasi dan umpan balik terhadap hasil kerja peserta didik.	10 menit

E. Penilaian

    2. Pengetahuan   : a.) Teknik Penilaian   : Tes Tulis

                                    b.) Bentuk Instrumen   :Pilihan Ganda

F. Pedoman penilaian

Skor Penilaiaan untuk Pre – Test dan Post – Test

- Skor untuk 1 soal = 1
- Skor maksimal   = 30
- Skor akhir $= \dfrac{Skor\ diperoleh}{Skor\ maksimal}\ x\ 100$

G. Materi Pembelajaran

    6. Definition of Recount text

        Recount text is a text which tells about the true event that happened in the past.

    7. The purpose of Recount text

        To tell what happened in the past.

    8. Generic Structure

Orientation	:	Providing the setting and introducing participants.
Events	:	Telling what happened with a series of events ordered in a chronological events.
Reorientation	:	Expressing the writer's personal comment.

9. Language Features

- Focus on specific participants (I, we, Mr. John).
- Use of simple past tense pattern (we ate, I smiled).
- Focus on temporal sequence (then, after that).
- Use of action verbs (material processes) (went, ate).
- Use of linking verbs (was, were).

10. Example of Recount Text

Going To Bandung

Last year, I went to Bandung with my wife and my two daughters. We left for Bandung at about 7 a.m. by car. We got there around 10 a.m. One of our destinations was Rumah Sosis or House of Sausage in Lembang, North Bandung.

There were some interesting attractions, first, we rode on horseback around the place. And then, we got on Kora – kora, a swinging small ship. We were actually very scared.

After that we did some other activities. Finally, we ate delicious sausages, our favorite food.

We were very happy because it gave us very fantastic experience.

H. Model/Metode pembelajaran

- Pendekatan : Scientific approach
- Model Pembelajaran : Chalk and Talk

I. Sumber Belajar

- Media : Power Point
- Alat/Bahan : Board marker, Whiteboard. LCD, Laptop
- Sumber : Buku Panduan Bahasa Inggris Kelas VIII

Mengetahui,   Jepara, 12 September 2022
Guru Pamong   Guru Pengampu

Hari Supriyanto, S.Pd.   Minhatul Fikriyyah
NIP196904211995121002   18420036

Appendix 11

INSTRUMENT READING TEST

Class :

Number :

Nilai:

Choose the correct answer by crossing (x) a, b, c, or d!

Read the text below to answer number 1 to 3.

A Trip to the Zoo

Yesterday, my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals. After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night.

Before having lunch, we went for a ride on the elephant. It was thrill to ride it. Dad fell off when he let go off the rope, but he was ok. During the lunch we fed some birds in the park. In the afternoon we saw the animals being fed.

When we returned home we were very tired but happy. It was because we had so much fun activities at many places at that zoo.

Adapted from: https://www.websiteedukasi.eu.org

1. What kind of the text?
   a. Report text.
   b. Narrative text.
   c. Recount text.
   d. Descriptive text.
2. The text above tell us about...
   a. The writer's trip to the Mountain.
   b. The writer's trip to the Zoo.
   c. The writer's trip to the Stadium.
   d. The writer's Trip to Bali.
3. What is the purpose of the text?
   a. To entertain the reader.

b.   To come to the zoo.

c.   To describe about the Zoo.

d.   To retell the past events.

Read the text below to answer number 4 to 8.

Summary Holiday

I just returned from the greatest summer vacation! It was so fantastic, I never wanted it end. I spent eight days in Paris, France. My best friends, Henry and Steve, went with me. We had a beautiful hotel room in the Latin Quarter, and it wasn't even expensive. We had a balcony with a wonderful view.

We visited many famous tourist places. My favorite was the Louvre, a well-known museum. I was always interested in art, so that was special treat for me. The museum is so huge, you could spend weeks there. Henry got tired walking around the museum and said "Enough! I need to take a break and rest."

We took lots of breaks and sat in cafes along the river Seine. The French food we ate was delicious. The wines were tasty, too. Steve's favorite part of the vacation was the hotel breakfast. He said he would be happy if he could eat croissants like those forever. We had so much fun that we're already talking about our next vacation.

Adapted from: https://englishadmin.com/

4. How long was the summer vacation taken?

a.   Eight days.

b.   Seven days.

c.   Six days.

d.   Five days.

5. What was the writer's favorite part of the summer vacation?

a.   Balcony.

b.   Louvre museum.

c.   Hotel room.

d.   Seine river.

6. Who did love the French food so much?

a.   Henry.

b.   The writer.

   c. Croissants.

   d. Steve.

7. Who did just return from the summer vacation?

   a. The writer and friends.

   b. Henry.

   c. The writer.

   d. Steve.

8. What did the hotel offer to them?

   a. The huge museum.

   b. The balcony with view.

   c. The cafes along the river.

   d. The wine and food.

Read the following text to answer number 9 to 10.

My holiday at home

Last holiday was my worst holiday because I did not go anywhere. I stayed in my home. In the morning, I woke up and had a breakfast. After that, I played with my cat. In the afternoon, I had a lunch and after that I took a nap. In the evening, I watched TV until I felt boring. My daily activities were like that during the holiday. So, I was sure that last holiday was my worst holiday.

Adapted from: https://quizizz.com

---

9. Where did the writer spend his holiday?

   a. In his room.

   b. In the morning.

   c. In the evening.

   d. In his home.

10. What does the word "holiday" have the same meaning with?

   a. Sleep.

   b. Vacation.

   c. Feast.

   d. Time off

Read the following to answer number 11 to 13.

On Monday morning Adi woke up late. Before leaving for school, his mother reminded him of having breakfast, but he refused. He was afraid of being late. Adi arrived at school only one minute before the bell rang. All students walked towards the school yard.

They would have a flag hoisting ceremony. It was very hot and the sun shone very brightly. During the ceremony, Adi felt dizzy and his eyes were blurred. He tried to stand up still, but he could not hold on. He trembled and fainted.

He didn't know what happened next. When he opened her eyes, he was in the medical room with his class teacher and Riski, his best friend. Riski gave him a glass of hot tea and a piece of bread.

Adapted from: https://nekopencil.com

11. What is the main idea of paragraph two?
    a. It was very hot and the sun shone brightly.
    b. Adi had a flag ceremony.
    c. Adi trembled and fainted
    d. Adi tried to stand up still.

12. From the text above, we know that…
    a. Adi woke up early in the morning.
    b. Adi arrived at school on time.
    c. The weather was cold.
    d. Adi's mother reminded him for having breakfast.

13. The underlined word "…… trembled and <u>fainted.</u>" Has the same meaning with…
    a. Blank.
    b. Conscious.
    c. Aware.
    d. Unconscious.

Read the following text to answer number 14 to 17.

> Last year, I joined the Chicago Marathon, my first marathon contest. I had to run 26,2 miles to complete it. It was hard.
>
> At first, I just wanted to get the experience of joining a marathon. I thought it would be one life time experience. After finishing it, I changed my mind. I wanted to join another one. I was interested to complete at least one more marathon and improve my time.
>
> I also experienced a good feeling between participants and the spectators that made me happy. It was a very wonderful thing for me. So I decided that I had to join another marathon the following year.
>
> Adapted from: https://englishadmin.com

14. What is the text about?
    a. The writer's activities of watching Chicago marathon contest.
    b. The writer's wonderful feeling after watching marathon.
    c. The writer's good achievement in marathon.
    d. The changing of the writer's feeling after joining the marathon.

15. What was the writer's intention when he decided to join his first marathon?
    a. He would get the winner.
    b. He just wanted to get an experience.
    c. He planned to join another marathon.
    d. He wanted to complete 26,2 miles run.

16. Will the writer join the marathon next year?
    a. Yes, he will.
    b. Yes, he is.
    c. No, he won't.
    d. No, he isn't

17. "…. I change my mind." The word "mind" has the closest meaning to…
    a. Decision.
    b. Ambition.

    c.   Thought.

    d.   Suggestion.

Read the following text to answer number 18 to 22.

> Luis Lionel Andres Messi, born June 24th, 1987, is an Argentinian football player for F.C Barcelona. He is not very tall, mainly, due to the growing problem he had when he was younger. His eyes brown. He never has short hair.
>
> Lionel Messi started playing football at a very early age in his hometown's Newell's Old Boys. From the age of 11, he suffered from a hormone deficiency and as Lionel's parents were unable to pay for the treatment in Argentina, they decided to move to Barcelona, Spain.
>
> In the 2003 – 2004 season, when he was still only 16 years old, Messi made his first team debut in a friendly with Porto that marked the opening of the new Dragao stadium. The following championship winning season, Messi made his first appearance in an official match on October 16th, 2004, in Barcelona's derby win against Espanyol at the Olympic Stadium 0 – 1.
>
> Now, in 2010, 2011, and 2012, he is best player in the world.
>
> Adapted from: https://englishadmin.com

18. According to the text, Messi's parents moved to Barcelona ….

    a.   Because they were very poor in Argentina.

    b.   Because they wanted Messi to be successful in soccer.

    c.   So that Messi could learn in the best soccer club.

    d.   To find the best treatment to cure Messi's health problem.

19. What is the main idea of the third paragraph?

    a.   He appears to be a quite good and modest person.

    b.   He hasn't really attractive face, but he's a very good football player.

    c.   He works hard on football until his success.

    d.   He starts his career at the age of 11.

20. What was the first club he joined?

    a.   Barcelona FC.

    b.   Newell's Old Boys.

    c.   Argentina FC.

d. Manchester United.

21. What age Messi started his debut team?

    a. 16.

    b. 11.

    c. 15.

    d. 12.

22. "……..Messi made his first <u>appearance</u>….." the underlined word has the same meaning with…

    a. Performance.

    b. Meet.

    c. Notice.

    d. Gathering.

Read carefully and choose the correct answer for number 23 – 26.

> It …. (23) my birthday party, last week. My family … (24) me a small party. I … (25) my best friends to the party. There were about 15 people in the party … (26) my parents, and my sister, Putri. It was great surprise that my uncle, Awang also came to my birthday party.
>
> 23. The correct answer is…
>
> Adapted from: https://putrimelati8b.wordpress.com

    a. Was.

    b. Is.

    c. And.

    d. Were.

24. The correct answer is…

    a. Give.

    b. Gave.

    c. Giving.

    d. Given.

25. The correct answer is…

    a. Invite.

    b. Was inviting.

    c. Inviting.

d. Invited.

26. The correct answer is…

   a. Include.

   b. Including.

   c. Included.

   d. Was including.

- Good Luck -

KEY ANSWER

1.	C	14.	D
2.	B	15.	B
3.	D	16.	A
4.	A	17.	C
5.	B	18.	D
6.	D	19.	C
7.	A	20.	B
8.	B	21.	A
9.	D	22.	A
10.	B	23.	A
11.	C	24.	B
12.	D	25.	D
13.	D	26.	C

Appendix 12

Questionnaire Students' Perception of Using K-W-L Strategy

A. Identitas Responden

Nama   :

Kelas   :

B. Petunjuk Pengisian

1. Bacalah setiap butir pertanyaan dengan cermat.

2. Berikan tanda centang (✓) setiap jawaban yang anda pilih dan menurut

   anda sesuai dengan tanggapan anda.

3. Pilihlah tanggapan anda jika:

   a. SA   : Strongly Agree (5)

   b. A   : Agree (4)

   c. U   : Undecided (3)

   d. D   : Disagree (2)

   e. SD   : Strongly Disagree (1)

No.	Pertanyaan	5	4	3	2	1
1.	Materi pembelajaran Bahasa Inggris yang diterangkan guru mudah untuk dipahami.					
2.	Saya semakin mudah memahami materi Bahasa Inggris dengan metode KWL.					
3.	Dengan menggunakan metode KWL, kemampuan membaca Bahasa Inggris saya meningkat.					

4.	Minat baca saya meningkat setelah menggunakan KWL.					
5.	Materi pembelajaran guru sudah sesuai dengan metode KWL.					
6.	Saya bisa memahami bacaan Bahasa Inggris dengan metode KWL .					
7.	Saya dapat paham mengenai konteks soal cerita Bahasa Inggris.					
8.	Metode KWL yang digunakan guru sangat mudah dipahami.					
9.	Saya mendapatkan banyak kosa kata baru melalui membaca dengan metode KWL.					
10.	Saya sangat memahami metode mengajar yang guru berikan.					
11.	Saya lebih memahami teks bacaan melalui tabel KWL yang diajarkan oleh guru.					
12.	Saya semakin suka dengan pelajaran Bahasa Inggris.					
13.	Saya mudah untuk menjawab soal Bahasa Inggris karena tidak memahami bacaan teks.					
14.	Saya dapat memahami bacaan teks tetapi masih ragu dalam menjawab soal Bahasa Inggris.					

15.	Saya dapat memahami bacaan teks Bahasa Inggris dan mudah dalam menjawab soal.					

Appendix 13

Appendix 14

PEMERINTAH KABUPATEN JEPARA
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SMP NEGERI 1 JEPARA
Jl. Sersan Sumirat No.3 Telp. (0291) 591160 Jepara, Kode Pos. 59416
Email : smpone@yahoo.com

Surat Keterangan Penelitian
Nomor : 070 / 932

1. Yang bertanda tangan dibawah ini :

   a. Nama   : Basuki, S.Pd
   b. NIP   : 19700306 199512 1 003
   c. Pangkat/Golongan : Pembina IV A
   d. Jabatan   : Kepala Sekolah

Menerangkan bahwa :

   a. Nama   : Minhatul Fikriyyah
   b. NPM   : 18420036
   c. Fakultas   : FPBS
   d. Program Studi : Pendidikan Bahasa Inggris

2. Benar-benar telah melaksanakan penelitian di SMP Negeri 1 Jepara dengan Judul :
"The Use Of K-W-L (Know-Want-Learn) Strategy To Improve Students' Reading Ability In Recount Text For The Eight Grade Students Of SMP N 1 Jepara In Academic Year 2022/2023"

Demikian surat keterangan penelitian ini kami buat guna seperlunya.

Jepara, 29 September 2022
Kepala Sekolah

BASUKI, S.Pd
NIP. 19700306 199512 1 003

YAYASAN PEMBINA LEMBAGA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG
FAKULTAS PENDIDIKAN BAHASA DAN SENI
UNIVERSITAS PGRI SEMARANG
Kampus : Jalan Sidodadi Timur Nomor 24 Semarang Indonesia. Telp. (024) 8448217, 8316377
Faks. (024)8448217 Website: www.upgris.ac.id

BERITA ACARA UJIAN SKRIPSI

Pada hari ini Jumat 18 November 2022, berdasarkan susunan tim penguji Skripsi :

1. Nama : Dr. Asropah, M.Pd.
   Jabatan : Ketua

2. Nama : Dr. Jafar Sodiq, S.Pd, M.Pd.
   Jabatan : Sekretaris

3. Nama : Prof. Dr Suwandi, M.Pd
   Jabatan : Anggota (Penguji I)

4. Nama : Siti Nur Aini, S.Pd., M.Hum., Ph.D.
   Jabatan : Anggota (Penguji II)

5. Nama : Sri Wahyuni, S.Pd., M.Pd.
   Jabatan : Anggota (Penguji III)

Dengan ini menyatakan bahwa mahasiswa yang tersebut di bawah telah diuji skripsinya.

Nama : Minhatul Fikriyyah | Fakultas : FPBS
N.P.M : 18420036 | Program Studi : Pendidikan Bahasa Inggris
| Program Pendidikan : Strata 1

Judul Skripsi :
THE USE OF KWL (KNOW-WANT-LEARN) STRATEGY TO IMPROVE STUDENTS' READING ABILITY IN RECOUNT TEXT FOR THE EIGHT GRADE STUDENTS OF SMP N 1 JEPARA IN ACADEMIC YEAR 2022/2023

Nilai :

Demikian berita Acara Ujian Skripsi dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak-pihak yang berkepentingan.
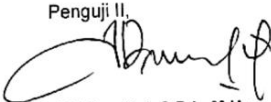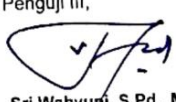
Ketua,

Dr. Asropah, M.Pd.

Sekretaris,

Dr. Jafar Sodiq, S.Pd, M.Pd.

Penguji I,

Prof. Dr Suwandi, M.Pd

Penguji II,

Siti Nur Aini, S.Pd., M.Hum., Ph.D.

Penguji III,

Sri Wahyuni, S.Pd., M.Pd.

Mengetahui,
Dekan

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