CHAPTER IV

RESEARCH FINDING

A. Data Description

This chapter explained the result of this research. This is a classroom action research using KWL (know, want, learn) strategy to improve student's reading comprehension. It was conducted throught a classroom action research which consisted of several activities, which include preliminary research, first cycle and second cycle. The researcher arranged data started from a preliminary research up to second cycle that had been done before, which included the five elements of reading comprehension, consist of main idea, specific information, inference, translation and vocabulary.

Before applying this KWL (Know, Want, Learn) strategy in teaching reading comprehension there is a preliminary reseacrh. The first process of this research was preliminary research. The observation of this cycle was conducted on Thursday, april 10th, 2018 at 08.45-10.00 am.. There were 15 students participant. The researcher observed the classroom activity during the English lesson before students were taught reading comprehension using KWL (know, want, learn) strategy.

Table 4.1

Students' Score of Pre cycle

NO.	Name	Item Analysis					∑
		Main Idea	Specific information	inference	translation	vocabulay	
1	A	10	10	10	5	5	40
2	A	17	15	7	3	8	50
3	AS	18	13	13	3	13	60
4	BM	13	9	9	4	5	40
5	IL	20	13	21	8	13	78
6	I	15	13	7	5	10	75
7	J	10	10	10	5	5	40
8	L	19	14	11	3	13	73
9	LS	12	10	8	5	5	40
10	MAH	13	13	9	5	10	50
11	M	15	13	5	4	13	50
12	M	20	13	21	8	13	76
13	NDH	25	15	11	10	14	80
14	R	10	12	8	5	5	40
15	SK	20	12	7	3	8	60
TOTAL SCORE							**852**
MEAN							**56,8**

Then from the result above the reseacher calculated the achievement of study used this formula :

$$The\ Average\ of\ the\ student\ result = \frac{\text{The total of student score}}{\text{The number of student}}\ x\ 100\ \%$$

Eplanation :

Mean/μ = $\frac{\sum fx}{N} = \frac{852}{15} = 56{,}8$ (D/Low)

Mμ = Mean score

fx = The students score

∑ = The sum of score
N = The number of student

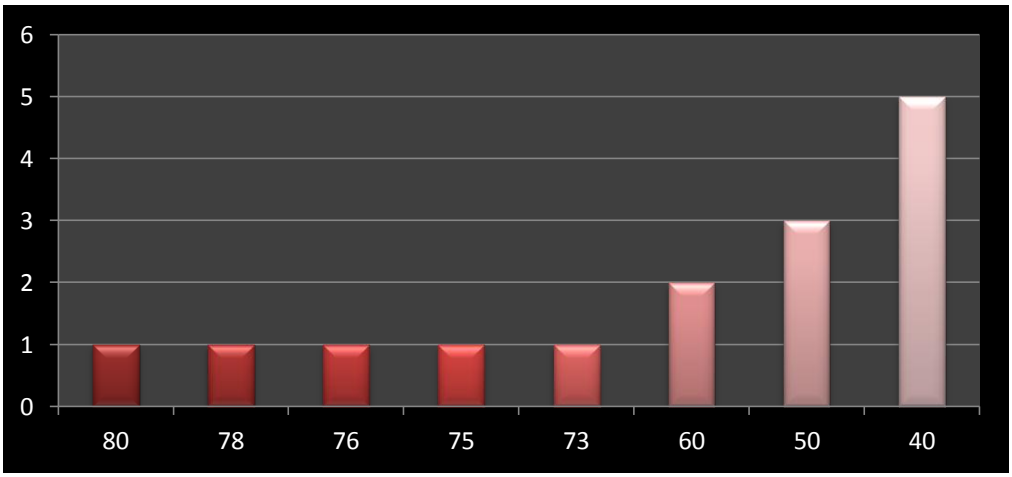
Tabel 4.2

The category of student score and their percentage

No.	Score	Freq	Percentage
	80	1	6,7 %
	78	1	6,7 %
	76	1	6,7 %
	75	1	6,7 %
	73	1	6,7 %
	60	2	13,4 %
	50	3	20,1 %
	40	5	33,5 %
		15	100 %

Graphic 4.1

Students' Pre-scycle score



The calculation result showed that the average of students' test result of preliminary cycle was 56,8. The highest score was 80 and the lowest score was 40. From the result above, the mean of students in reading comprehension was still low. The result of the average score was 56,8 , this score was still low for minimum standard score (KKM) it was 75. After being given the test, the researcher intended to use the KWL (know, want, learn) strategy to the next activity to make students interest and enjoy the learning process.

Cycle 1

First meeting

a. Planning

The second process of this research is first cycle. The observation of this cycle was conducted on Tuesday, April 17th , 2018. Based on the result of preliminary test which was not

satisfied. The researcher and English teacher decided to use KWL (Know, Want, Learn) strategy. The treatment was focused on the students' reading comprehension. Before applying KWL (Know, Want, Learn) strategy researcher prepared the instructional tools that were needed in teaching learning such as a lesson plan, text about an idol (BJ. Habibie) , KWL chart and reading comprehension test. The researcher made lesson plan for two meetings. Each meetings was 2 x 45 minutes.

b. Action

In this stage, the researcher started implementation of activities.

1. Opening the lesson

The researcher asked them to come into the class to begin the lesson. After all students come into the class, the resesarcher prepared students to attend the learning process such as greeting and praying, reseacher started to checking their attendance and signed the agenda of that day, prepare textbook, students worksheet and students assessment sheet.

The researcher discussed competencies that have been learned and developed previously related to competencies that will be studied and developed, including through question and answer to discuss the previous lesson. Beside it, deliver an outline of the scop of talking about an idol and the activities to be carried out. Convey the learning

method and assessment technique that will be used when talking about an idol (BJ Habiibie).

2. Main Activity

After doing opening the lesson, the researcher started the lesson by reciting Al-basmallah together. To begin learning process, researcher asked students to make groups of 4 groups. Each groups consist of 3 or 4 students the researcher asked the students what they know about BJ Habibie and reseacher appointed several students to convey their knowledge about the biography of BJ Habibie.

Picture 4.1

Picture 4.2

After that, researcher directed students to write their opinions in coloum W (What you know). After writing their opinions in W coloum, researchers asked them what want they to know about BJ Habibie, the researcher given an example by make a question about BJ Habibie, this was done so as to provoke students' stimuli to develop their thinking so that they understood what researchers were directing. some students mention things they want to know, researchers accommodate all the opinions of students. after

that, the researchers directed them to write their questions in W coloum. After students finished pouring their thoughts in column W, the teacher gave the text about BJ Habibie. Then, the teacher instructed the student to read and understand the contents of the text. Afterwards discuss with their groups of what they can understand with each other.

Picture 4.3

Picture 4.4

After finished, students wrote what they understand in coloum L (what you learn) relating to their questions in coloum W (what you want to know). Then, students presented their work in front of the class.

3. Closing the Lesson

All of students have finished presenting their work, then with the guidance of researcher, they conclude today's learning. After completion, the researcher gave students feedback on the learning process and results. Like giving them the statement "Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?" and they answer with a few answers. Among they enjoy for learning today and by using this strategy (KWL)

chart student can determine the composition of reading to be quickly understood. Although there are still some students who are lacking in reading.

The reasearcher informs the plan of activities for the next meeting. After that, the researcher and students end learning by reading Al-hamdalah together.

Second Meeting

1. Opening the Lesson

The second meeting is conducted on Thursday, April 19th 2018 at 07.15-08.45 am. They start by reading prayer together. After that, the researcher began to greet them using English language so that their enthusiasm for learning was built among "good morning all?, how are you today?, are you ready to study now? what day is today? What date is today? oke before we study i will check your name one by one!. After the reseacher calling the students name one by one, the reseacher begin to study with say Al-basmallah together.

2. Main Activity

The researcher opened the lesson. Before the class started, the researcher reviewed the previous lesson that had been explained. The researcher prepared and directed students to write their idols in a simple recount text form and then present. With the guidance of the researcher, students discussed sentences that have been made, then the students wrote a simple paragraph based on the sentence design. A few minutes later, after students have finished

working on their work, the researcher appointed several students to present their writing in front of the class and the researcher straightens out if there are still errors.

3. Closing the Lesson

Before closing the meeting, the researcher gave the students chance to ask question by saying “any question?” and then the student replied “no Miss”.the researcher reminded the students to study at home what hadd been teach to them. After conducting and guiding the students, the researcher gave them test 1. The test was held on Thursday, April 19th 2018. The students were asked to answered question based on the instruction of the test. The isntruction given was follows : answer several questions related to reading comprehension about the biography of BJ Habibie.

c. Observation

During learning process, there are only a few students who look enthusiastic in English language lesson. A small number of students ask questions, and interact with each other. This can be caused by their lack of interest in learning English language. After the researcher used KWL strategy and explained step by step, students began to follow all intructions that the researcher directed.

These are the explanation of observation and test 1 result iin cycle 1. The result of test 1 can be described in the following table

Table 4.3

Students' Score of Cycle 1

No.	Name	Item Analysis					∑
		Main Idea	Specific information	inference	translation	vocabulay	
1	A	10	13	12	15	15	65
2	A	10	13	12	15	10	60
3	AS	20	10	21	19	10	80
4	BM	12	12	11	10	8	53
5	IL	25	10	18	25	12	90
6	I	25	15	18	25	10	93
7	J	15	15	15	15	15	75
8	L	25	10	18	25	12	90
9	LS	10	13	12	15	10	60
10	MAH	20	10	15	18	12	75
11	M	20	10	15	14	16	75
12	M	20	10	21	19	10	80
13	NDH	25	10	18	25	15	93
14	R	20	10	15	14	16	75
15	SK	20	10	21	10	19	80
TOTAL SCORE							**1.143**
MEAN							**76,2**

Then from the result above the reseacher calculated the achievement of study used this formula :

$$The\ Average\ of\ the\ student\ result = \frac{\text{The total of student score}}{\text{The number of student}}\ x\ 100\ \%$$

Eplanation :

Mean/μ = $\frac{\sum fx}{N} = \frac{1.146}{15} = 76{,}4$ (C/Fair)

Mμ = Mean score

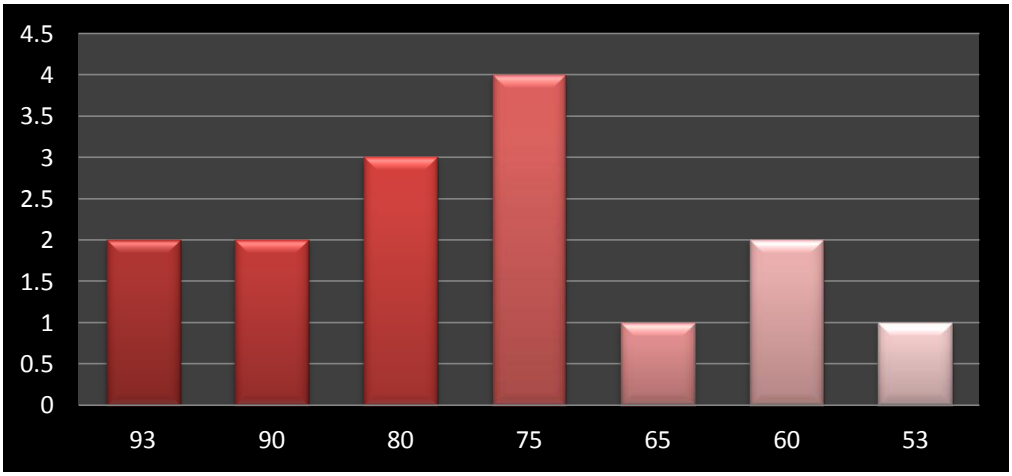
fx = The students score

$\sum$ = The sum of score

N = The number of student

Graphic 4.2

Students' Test Score in Cycle 1



Tabel 4.4

The category of student score and their percentage

No.	Score	Freq	Percentage
1	93	2	13,4 %
2	90	2	13,4 %
3	80	3	20,1 %
4	75	4	26,8 %
5	65	1	6,7 %
6	60	2	13,4 %
7	53	1	6,7 %
	TOTAL	**15**	**100 %**

In cycle 1 which is the result of the initial test of the researcher to find out the students' reading comprehension in English language get an average score of 76,4 from 15 students. The highest score of the students was 93 and the lowest score was 53. It showed that the students' reading comprehension almost increased. Furtherrmore there were only 2 students who got score 93, other 2 students got score 90, then 3 students got score 80.

From the data, the researcher concluded that the students' reading comprehension needed to be improved. It was proven there are still students whose grades are less than the KKM standard. There are 7 students who have reached more than the KKM, and 4 students whose grades are 75, enough to meet the KKM value. Therefore, the use of KWL (Know, Want,

and Learn) strategy can help students in understanding reading a text.

d. Reflection

After collecting data, from the test and observation, the researcher did the reflecting stage. From the test result the researcher found that there were some students score which was still low from the KKM score. Some students did not answer the questions correctly. Their answer were not appropriate to the answer that should they give. Some students were weak in translating words in each sentence and there is still a lack of vocabulary they have, so the researcher required students to always carry a dictionary with every learning.

The problem that happened in cycle 1 was reflected to the next cycle. The researcher did the improvement of students' reading comprehension test with the KKM score that is 75.

Cycle 2

First Meeting

a. Plan

Before planning the action, the researcher did some activities. The activities were designing lesson plan, preparing instrument and teaching material, learning scenarion, and designing schedule.

b. Action

In order to increase the students' reading comprehension, the researcher made the teaching learning process more interesting in teaching English language by using KWL (Know,Want and

Learn) strategy. The second cycle was principally not quite different with the first cycle action. The material of this cycle is The Legend of Malin Kundang. The researcher started the action which has been formulated in the revised plan.

1. Opening the lesson

   The activity was held on Tuesday, April 24th 2018 at 07.15 – 08.45. The researcher asked them to come into the class to bagin the lesson. They are greeting and praying together. After that, the researcher asked them some greeting like "Good morning everybody? How are you today? Are you ready to study now ? , so what they is today ? what date is today ? to begin our study lets say Al-Basmallah together!, oke, before we begin to study, i will check your name one by one".

   Students answered all questions and instructions that the researcher say to them. This is to familiarize them in speaking and communicating using English starting from simple conversation. After completing the opening, the researcher starts the lesson.

2. Main activity

   The reseacher explained about the today's material and insructed to gather according to the group yesterday.after that the reseacher gave a carton to each group and the material to be discussed today. The researcher instructed students to write that what they know about Malin Kundang before they read the text given in column K (what do you know). Then write down what they want to know about Malin Kundang in

column W (what want you to know). After it was finished, the researcher instructed them to read and understand the reading text that has given by each group. They read carefully and discussed what they could understand from the text.

The researcher gave them time to read. After a few minutes, they discussed what they conclude from the result of reading the text and then writing it in column L (what do you learn) associated with their previous questions. Students wrote the material using KWL chart in a carton to be presented at the next meeting.

Picture 4.5

Picture 4.6

3. Closing the lesson

Before closing the meeting, the researcher gave the students chance to aks question by saying “any question?”. One of students aks about the presentation technique for the next meeting, then the researcher explains the presentation technique. Students seem to have understood what the researcher said. After that the researcher and students closing the lesson with say Al-Hamdallah together.

Second meeting

1. Opening the lesson

The second meeting in cycle 2 was conducted on Thursday, April 26th 2018 at 07.15 until 0845 am. The researcher and students come into the class and praying. After that the researcher did some greeting with the students. After greeting the researcher checked students' attendance by saying "who are you?" and who is absent today ?". than the researcher begin the lesson with say Al-Basmallah together.

2. Main Activity

The reseaarcher opened the lesson. Before the class was started, the researcher reviewed the privious lesson that had been explained. Then the researcher invited students to prepare for the presentation in front of the class by each groups. After a while, students presented according to the predetermined serial number. They presented the result of their work last week. After the presentation of each groups, the researcher asked a few questions related to the material and they answer according to what they read and understand.

Picture 4.7

Picture 4.8

3. Closing the lesson

Before closing the meeting, the researcher gave the students chance to ask question by saying “any question?” , the students replied “no Miss”. The researcher reminded the students to study at home what had been teach to them. After conducting and guiding the students, the researcher gave them test for cycle 2. The test was held on Thursday, April 26th, 2018. The students were asked to answered some questions on the instruction of the test. The isntruction given was follow to answer 10 questions reading comprehension related to the the legend of Malin Kundang text.

Students work on the test reading comprehension that the researcher provides. After some time students finished working on, they collected the answer to the researcher. Than they closed the lesson with say lafadz Al-hamdallah together.

c. Observation

In cycle 2, more students are enthusiastic and interact with their peers. Students also more often to open dictionaries to find the vocabulary they want to know, when they cannot find it, they ask teh researcher. When the teaching and learning process takes place, students were seen exchanging ideas with friends in a group, so that when there are students who still did not understand the material or technique used, their friends will be exxplained. This can help the researcher in facilitating teaching and learning activities in the classroom.

At the time of learning the researcher asked students between K,W and L columns, which part they are difficult to

discribe. Most of the students said they found it difficult in W column, because in this column they were required to make questions and sentences in English. It's one of difficulties they experience when learning English.

When they present in front of the class, there are still some students who are less confident or ashamed. So that students who are already self will provide opportunities for other friends to explain their work. There are the explanation of observation and test 2 in cycle 2. The result of test 2 can be described in the following table

Table 4.5

Students' Score of Cycle 2

NO.	Name	Item Analysis					∑
		Main Idea	Specific information	Inference	Translation	vocabulay	
1	A	25	14	15	15	10	79
2	A	20	10	21	19	10	80
3	AS	20	20	10	19	11	80
4	BM	20	16	12	15	10	73
5	IL	25	25	15	20	15	100
6	I	25	15	15	20	15	90
7	J	20	20	10	19	11	80
8	L	25	25	15	20	15	100
9	LS	25	25	15	15	10	90
10	MAH	25	25	15	15	10	90
11	M	20	20	15	15	10	80

12	M	20	20	15	15	10	80
13	NDH	25	25	15	20	15	100
14	R	25	25	10	20	15	95
15	SK	15	20	10	20	15	80
TOTAL SCORE							**1.297**
MEAN							**86,4**

Then from the result above the reseacher calculated the achievement of study used this formula :

$$The\ Average\ of\ the\ student\ result = \frac{\text{The total of student score}}{\text{The number of student}}\ x\ 100\ \%$$

Explanation :

Mean/μ = $\frac{\sum fx}{N} = \frac{1.1297}{15} = 86{,}4$ (B/Good)

Mμ = Mean score

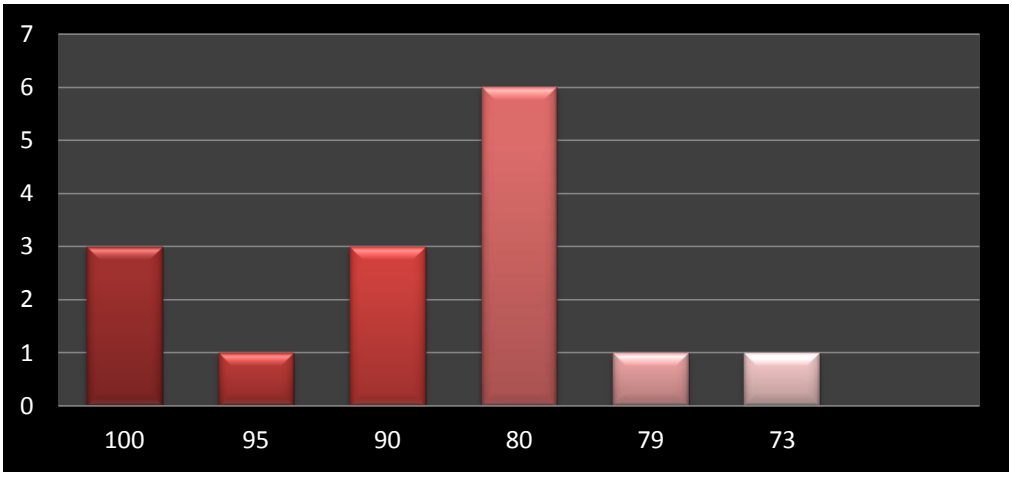
fx = The students score

∑ = The sum of score

N = The number of student

Graphic 4.3

Students' Test Score in Cycle 2



Tabel 4.6

The category of student score and their percentage

No.	Score	Freq	Percentage
1	100	3	22,8 %
2	95	1	7,6 %
3	90	3	22,8 %
4	80	6	45,6 %
5	79	1	6,7 %
6	73	1	6,7 %
	TOTAL	**15**	**100 %**

d. Reflection

After collecting data, from the test and observation, the researcher did the reflecting stage. From the test result the researcher found that the average students' score was passed from the KKM score. Some students answer the question correctly. Their answer appropriate to the answer that should they give. From the table 4.4 students' reading comprehension scores in pre cycle, cycle 1 and cycle 2 have increased. Sometimes they were true in main idea and inference. They can also better understand the specific information contained in the text content.

In learning process, many students often looked for dictionary they want to know in the dictionary, so that gradually their vocabulary mastery increased and in the translating sentences of the text. Students interaction with their friends or their groups can become more active. But it cannot be denied, there are still some students who have understood too much in reading. Whereas in this second cycle the researcher gave the same portion to each students. After being examined more deeply it turns out that some of these students have a lack of reading, writing and speaking. In addition to confidence, mastery in English language skills is also needed in learning. This makes the quality of students low.

Finally the researcher usually pays more attention and encourages students to be enthusiastic in studying and diligently to check dictionaries. Besides, the researcher also advised students to read more often like reading stories, news, poems or songs in English language. After that they practiced or conveyed it to other their friends.

B. Interpretation Data

In this research, the researcher intended to describe the result of students reading comprehension after applying the KWL (Know,Want and Learn) strategy as a teaching technique in the classroom. Having analyzed the improvement in each cycle.

Students' reading comprehension at the tenth grade of Seniior High School of SMA Islam Al-Bina cadasari still low. During learning process, there are only a few students who look enthusiastic in English language lesson. A small number of students ask questions, and interact with each other. This can be caused by their lack of interest in learning English language. From the test result the researcher found that there were some students score which was still low from the KKM score. Some students did not answere the question correctly, their answer were not appropriate to the answer that should they give. Then some students were weak in translating words in each sentence and there still a lack of vocabulary mastery. So the researcher requaired student to always carrt a dictionary in every learning.

At the time of learning the researcher asked students between K,W and L columns, which part they are difficult to discribe. Most of the students said they found it difficult in W column, because in this column they were required to make questions and sentences in English. It's one of difficulties they experience when learning English.

From the table, the students' reading comprehension score in pre – cycle, cycle 1 and cycle 2 was increased. In pre cycle students reach KKM score as much as 4 students, there are 11

students who have not reached the KKM score. This proves that in cycle 1 there is an increase in students' reading comprehension of 7 students. While in the second cycle that reaches the value of KKM there are 14 students. Only 1 student whose value is still below the KKM score. This is due to the lack of vocabulary mastery and the translating skills he has.

At this stage, there are significant changes. Even students who initially seemed less interested in learning English, after the researcher implementing the KWL (know, want and learn) strategies to understanding a reading text, they seemed enthusiastic to reading and understanding it and then communicated with other. After being observed more deeply the researcher found several positive conditions that occur in students, this includes students tend to be active in discussing and communicating with each other, students often open their dictionaries to search vocabularies they want to know during learning, students dare to appear in front of them to display the result of their group work, at first students were still less brave and shy if the teacher orders the class to speak and communicated with others. Then students more active in askiing questions, whether written in W column or asking the researcher directly.

From some changes above, the researcher concludes an assumption that by giving them motivation to learning English, the right strategy in learning reading comprehension text and giving them the opportunity to create and display the result they read, will give them a good change and their courage to dare to appear in front of other.