

**IMPROVING READING COMPREHENSION SKILL AT THE
EIGHTH YEAR OF MADRASAH TSANAWIYAH BATUSITANDUK
THROUGH K-W-L-H TECHNIQUE**



A THESIS

Submitted to the S1 Tarbiyah Department of State College for Islamic Studies of
Palopo in Partial Fulfillment of Requirement for S.Pd Degree
in English Education

Composed By,

Rusni Sardin

NIM 09.16.3.0098

Under the supervision of:

1. Dr. Dahlan, M.Hum.
2. Jufriadi, S.S.,M.Pd

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
OF STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO
2013**

**IMPROVING READING COMPREHENSION SKILL AT THE
EIGHTH YEAR OF MADRASAH TSANAWIYAH BATUSITANDUK
THROUGH K-W-L-H TECHNIQUE**



A THESIS

Submitted to the S1 Tarbiyah Department of State College for Islamic Studies of
Palopo in Partial Fulfillment of Requirement for S.Pd Degree
in English Education

IAIN PALOPO

Composed By,

Rusni Sardin

NIM 09.16.3.0098

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
OF STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO
2013**

ACKNOWLEDGEMENT



Alhamdulillah Rabbil Alamin, all praise for Allah SWT, the Almighty God, for His blessings and mercies upon me, the researcher is able to finish her study. Salam and salawat are addressed to the highly chosen prophet Muhammad SAW, his families, companies, and upon all who follows his teaching until the judgment Day.

The researcher realizes that this thesis would never been completed yet without the assistance of a number of people. Therefore, the researcher would so much like to express her deepest appreciation and thanks to those people who have helped and those who accomplish in completing her thesis.

First, the researcher greatest thanks to Prof. Dr. Nihayah M.,Hum, as a head of STAIN Palopo, Drs. Hasri, M.A as a head of Tarbiyah department and the head of English Education Study Program Jufriadi,S.S.,M.Pd for their encouragement. Also to all lecturers and adminiatrative staffs who helped the researcher from the beginning up to the end of her study.

The researcher's deepest appreciation and unlimited thanks to her first consultant Dr. Dahlan, M. Hum, and the second consultant, Jufriadi, S.S.,M.Pd, who

have given some improvement over researcher's thesis for their support, advices, guidance, corrections, and patience so that the thesis can be completed.

The researcher would also say many thanks to the Headmaster of MTs. Batusitanduk, Mr. H. Muh. Salwin.G, S.Pd, who has given the permission to her research at his school, the English teacher of eight class, Mr. Khaerul Takdir, S.Pd, for his kindly and enthusiastically participation in her research.

The researcher wish to extent her special and heartfelt attitude to her beloved mother Nuhria and father Sardin, for their endless love, sacrifices, advices, patience, and sincere prayers, for her safety and success. And thanks to her aunt Nursida and uncle Kapt. Inf. Sukardi for their support, and all facilities. And also her sisters and brother, for their love and support.

Finally, thanks to the researcher's best friends; Wardah, Maris, Ancy, Intan, Indri, Risma, Yuli, Novi, Risda, Hasna, all class B 2009, and specially thanks to Syamsidar and Mina Muliani for their helped and the others whose names could not be mentioned one by one, for their friendship and togetherness.

May Allah SWT always bless us all.Amien.

Palopo, October 24th 2013

The Researcher

TABLE OF CONTENTS

CONSULTANT APPROVAL.....	i
ABSTRACT.....	ii
PRONOUNCEMENT.....	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS.....	vi
LIST OF TABLE.....	viii
LIST OF CHART.....	ix
LIST OF FIGURE.....	x
CHAPTER 1 INTRODUCTION.....	1
A. Background	1
B. Problem Statements	3
C. Objectives of the Research	3
D. Significances of the Research	3
E. Scope of the Research.....	4
F. Definition of Terms.....	4
CHAPTER II REVIEW OF RELATED LITERATURE.....	5
A. Previous Related Research Findings.....	5
B. The Concept of Reading Comprehension.....	6
1. The Definition of Reading.....	6
2. Kinds of Reading.....	7
C. Definition of Reading Comprehension.....	8
D. Types of Reading Comprehension.....	11
E. Strategies for Reading Comprehension.....	13
F. Skill in Reading Comprehension.....	14
G. The Concept of K-W-L-H Teaching Technique.....	15
1. Definition of K-W-L-H Technique.....	15
2. Sample of K-W-L-H Technique	17
3. Procedures / Steps in Teaching K-W-L-H Technique.....	18
4. The Goals for Using K-W-L-H Technique.....	18
5. Directions of K-W-L-H Technique in Teaching Reading.....	19
6. Assessment.....	21

H. Conceptual Framework.....	21
I. The Concept of Class Action Research.....	23
1. Definition.....	23
2. Design of Class Action Research.....	23
3. Characteristic of Class Action Research.....	24
CHAPTER 111 METHOD OF THE RESEARCH.....	26
A. Research Setting	26
B. Research Subject... ..	27
C. Research Participant.....	27
D. Research Procedure.....	27
E. The Technique of Collecting Data.....	29
F. Technique of Data Analysis.....	30
G. Research Location and Time.....	32
CHAPTER IV FINDING AND DISCUSSIONS	33
A. Findings.....	33
B. Discussion.....	75
CHAPTER V CONCLUSION AND SUGGESTION.....	79
A. Conclusion.....	79
B. Suggestion.....	80
BIBLIOGRAPHY	
APPENDIXES.....	

LIST OF TABLES

TABLES

Table 1 The assessment of attitude.....	28
Table 2. List of cycle 1 scores.....	33
Table 3. Observation sheet cycle 1 in the first meeting.....	34
Table 4. Observation sheet cycle 1 in the second meeting	36
Table 5. Observation sheet cycle 1 in the third meeting	38
Table 6. Observation sheet cycle 1 in the fourth meeting	40
Table 7. List of cycle II scores	45
Table 8. Observation sheet cycle II in the first meeting	46
Table 9. Observation sheet cycle II in the second meeting	48
Table 10. Observation sheet cycle II in the third meeting	50
Table 11. Observation sheet cycle II in the fourth meeting	52

LIST OF CHARTS

The charts of the result student's activities at the cycle I

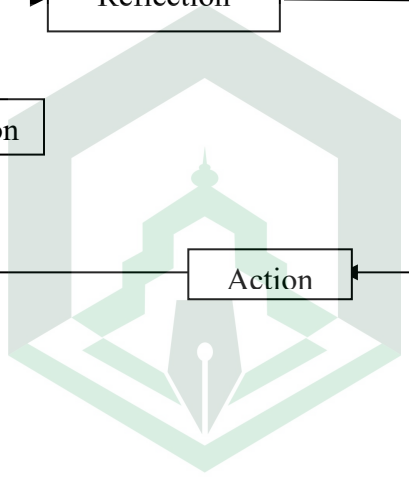
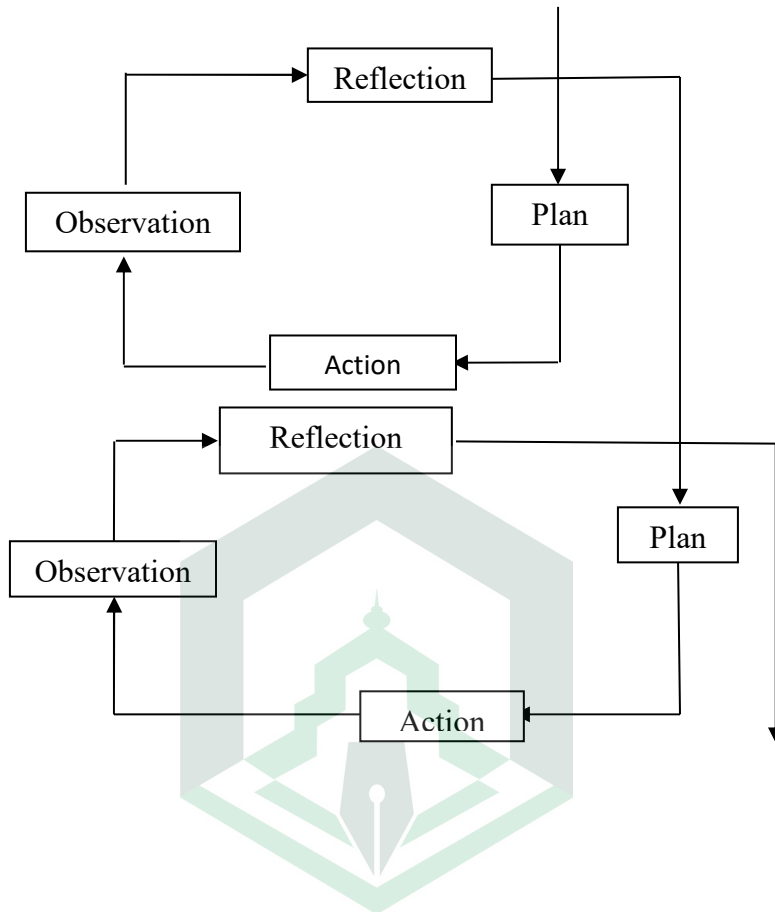
Chart 1. First meeting.....	35
Chart 2. Second meeting.....	37
Chart 3. Third meeting.....	39
Chart 4. Fourth meeting.....	41

The charts of the result student's activities at the cycle II

Chart 5. First meeting	47
Chart 6. Second meeting	49
Chart 7. Third meeting	51
Chart 8. Fourth meeting.....	53

The result of Questionnaire in the Cycle II

Chart 9. Questionnaire no.1.....	54
Chart 10. Questionnaire no.2.....	55
Chart 11. Questionnaire no.3.....	55
Chart 12. Questionnaire no.4.....	56
Chart 13. Questionnaire no.5.....	57
Chart 14. Questionnaire no.6.....	57
Chart 15. Questionnaire no.7.....	58



IAIN PALOPO

ABSTRACT

Name : Rusni Sardin
Reg. Num : 09.16.3.0098
Title : Improving Reading Comprehension Skill at the Eighth Year of Madrasah Tsanawiyah Batusitanduk Through K-W-L-H Technique.

The objectives of this research are to know the effective way in teaching reading comprehension skill and the student's attitude toward in K-W-L-H Technique.

This research used Class Action Research (CAR), consists of two cycles. The subject of the research consists of 37 students in Class VIII C at Madrasah Tsanawiyah Batusitanduk in 2012/2013 academic year.

In conducting this reseach, the researcher formed the research in cycle I and cycle II. Every cycle was conducted four meetings then, in the end of every cycle the researcher gave test to know the students' literal comprehension and interpretative comprehension.

The research findings indicate that, using K-W-L-H technique can improve the students' comprehension skill. In the cycle I students obtained the mean score only 61.95 or they obtained around 43.24% in terms of correct number. In cycle II students obtained the mean score in 70.67 or they obtained around 64.86%. The result of students' activities in cycle I was increase in the cycle II. And then having analyzed the result of questionnaire of the student's attitude toward the technique applied by the researcher in this research, it was found that most of the students interested in learning reading using K-W-L-H technique. (a) The researcher then formulates the effective ways in improving reading comprehension skill at the eighth year of Madrasah Tsanawiyah Batusitanduk Through K-W-L-H Technique are: (a) Give students motivations, so the students have self confidence in learning process. (b) Observe the students' activities in the classroom more intense. (c) The teaching reading make more interact and fun, so the students can express their opinion easily. (d) Giving understanding or explanation to the students about this technique intensively.(e) Prepare interesting material so that the students enjoy to share their own opinion. (f) K-W-L-H technique is more effective taught individually to the students.

CHAPTER I

INTRODUCTION

A. Background

English language consists of four components of the ability namely speaking, reading, writing, and listening. Reading is the most important skill, because it is one of the activity used by someone to extend their knowledge. This wise decision since reading is the easiest and fastest way to access science and technology. Through reading, student will gain new experience exploring beyond space and time. Facts, knowledge, information, dreams, and desires can be revealed.

Reading will also give comforting benefit for students to grow and develop in their society without losing any chance to enjoy the pleasure of reading itself. This individual need will lead to learning society symbolizing the knowledge society.

However, reading is more just a visual process or saying the words out loud with good pronunciation. Reading process is related to the development of learning and thinking process. In other word, reading must always be a meaning getting process.

When teaching how to read English texts, the main goal is comprehension of reading materials. Yet, the majority of the students do not have any competence in English well. Khaerul Takdir, Spd, as the teacher of MTs. Batusitanduk said

that “most students encounter the problem in comprehending an English text. They are at frustration level although they have been learning English for years”.¹ He said again that the students will be success in comprehending English text if the students with standard score 65 or if the percentage in 62%.

Specially, based on the information from the teacher of eighth grade students of MTs. Batusitanduk, the student reading comprehension is generally still low. It stated by the mean score of the student’s achievement in reading is very low.

One of the problems that students face is the lack of motivation in comprehending English text. They think that reading is boring activity because teacher just ask student to read the text then the student have to answer the questions relating the text.

Based on such a fact, a teacher should give variations of teaching technique. K-W-L-H technique is one of method which can assist students to activate their prior knowledge. K-W-L-H Technique is one way in teaching learning process to facilitate the students in reading comprehension which consists of a group instruction activity.² This technique is used to make students interested in learning reading comprehension. This possibility motivates the writer to conduct a research under the title ***Improving Reading Comprehension Skill at the Eighth year of Madrasah Tsanawiyah Batusitanduk through K-W-L-H Technique.***

¹Khaerul Takdir Syahri, *Oral Statement*, (Batusitanduk, February 21st 2013).

²Anonym, *KWLH Teaching Technique*, <http://www.writedesigonline./organizers>. (Accessed on February 12nd 2013).

B. Problem Statement

Base on the background above, the writer would like to formulate the problems in two questions as follows:

1. What are the effective ways in teaching reading comprehension by using K-W-L-H Technique at the eighth year at Madrasah Tsanawiyah Batusitanduk ?
2. How is the students' attitude toward in K-W-L-H Technique?

C. Objectives of the Research

The objectives of the research as follows:

1. To find out the effective way in teaching reading comprehension skill by using K-W-L-H Technique at the eighth year of Madrasah Tsanawiyah Batusitanduk .
2. To find out the students' attitude toward in K-W-L-H Technique.

D. Significance of the Research

1. To give new information to the English teacher especially at MTs. Batusitanduk as an effort to motivate the students in improving their reading skill.
2. To give alternative solution and contribution to the learners of English especially the students at Mts. Batusitanduk and to know the way in improving English in reading comprehension skill.

E. Scope of the Research

This research intends to present the effective way in teaching reading comprehension skill by using K-W-L-H Technique with Class Action Research approach at the eighth year of Madrasah Tsanawiyah Batusitanduk. The researcher uses variation of topics in reading text such as; animal, country, history, and general knowledge.

F. Definition of Terms

1. Reading is a way of getting the meaning or knowledge from the printed page such as textbooks, newspapers, magazines, and novels and also from the media by using internet.
2. Comprehension is regarded as an active process of constructing mental representations of meaning by anticipating message contents.
3. The K-W-L-H teaching technique is a good method to help students activate prior knowledge. It is a group of instruction activity that serves as a model for activate thinking during reading where: (a) K – Stands for helping students *recall* what they KNOW about subject. (b) W – Stands for helping students *determine* what they WANT to learn. (c) L – Stands for helping students *identify* what they LEARN as they read. (d) H – Stands for HOW the students can learn more.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

The writer finds some researches which make the writer eager to hold this research. These are:

1. Suparman in his thesis under the title of Improving Reading Skill through Scanning and Skimming at the second year of MAN Palopo. He studied that teaching reading skill through skimming and scanning can stimulate the student interest and improve student achievement of the students in academic 2007-2008.³

2. Andi Marwiyah in her thesis said that teaching reading comprehension skill through silent reading technique can stimulate the students' interest, the student more concentration in reading activity and can improve students' achievement of the eleventh year students' of MA- Al Jihad (2010/2011) academic year.⁴

3. Asdiani in her thesis the use of story book in improving student reading comprehension of the fifth grade in SDN 442 Kambo said that based the

³Suparman, "*Improving Student Reading Skill through Scanning and Skimming at the Second Year Students of MAN Palopo*," (Skripsi Sarjana, Program Study Bahasa Inggris STAIN Palopo, 2008), p. 55. td.

⁴Andi Marwiyah, "*The Effectiveness of Silent Reading in Improving Reading Comprehension to the Eleventh Year Students of MA Al- Jihad, Sabbang*," (Skripsi Sarjana, Program Study Bahasa Inggris STAIN Palopo, 2010), p. 55. td.

questioner answered by the students, learning English for reading comprehension, the student really need a method that can touch their mind set.⁵

From researchs above, the writer makes a conclusion that K-W-L-H technique can improve the students reading comprehension skill at the eighth year students of Madrasah Tsanawiyah Batuditanduk in academic year 2012/2013.

B. The Concept of Reading Comprehension

1. Definition of Reading

In Oxford Learner's Pocket Dictionary explain that reading is act of reading something and way in which something is understood.⁶ Reading is a way of getting the meaning or knowledge from the printed page such as textbooks, newspapers, magazines, and novels and also from the media by using internet.⁷ Reading ability will be developed best in association with writing, speaking and listening activities.

Reading is a complex activity that involves a wide variety of skill. The student ability to understand and remember what their read depends in large parts on their ability to apply this skill to their reading. Reading is not simply a matter

⁵Asdiani, "The Use of Story Book in Improving Reading Comprehension of the Fifth Grade in SDN 442 Kambo," (Skripsi Sarjana, Program Study Bahasa Inggris STAIN Palopo, 2010), p. 55. td.

⁶ Victoria Bull, *Oxford Learner's Pocket Dictionary*, Fourth edition; Oxford University Press, p. 366.

⁷Team of Five, *Improving Reading Skill in English for University Student, Book 3 + Workbook 3*, (Jakarta: Kencana 2006), p. 51.

of correlating words as they occur in context with their dictionary signification but of creating value by the process of active interpreting.⁸

According to Harmer, reading is an exercise dominated by eyes and brain. The eyes receive message and the brain then has to work out the significance of these message.⁹ Reading also maybe stated as a part of communication where the writer communicated his or her idea through written text.

Reading to learn involves less well-known skills that must be learned and can be thought in order for individuals to be able to have the reading skill necessary to learn through reading. These are:

1. Silent Reading fluently, individuals must learn to transition from Oral Reading Skills to Silent Reading Skills, i.e., to read more than one word at a time without vocalizing.
2. Vocabulary, - 90% of one's vocabulary development comes from reading after the 4th grade.
3. Prior knowledge, - Readers use their background knowledge automatically. The more one's prior knowledge is applied to what is read, the more effective and efficient will be their comprehension generating and answering questions is a form of reciprocal teaching that improves the levels of comprehension.

⁸H.G. Widdowson, *Teaching Language as Communication*, (Oxford University Press, 1983), p. 85.

⁹Jeremy Harmer, *Practice English Language Teaching*, (London: Longman, 1991), p.190.

4. Generating and answering questions is a form of reciprocal teaching that improves the levels of comprehension.¹⁰

2. Kinds of Reading

There are kinds of reading:

a. Reading aloud

Reading aloud is an important thing to do in reading process where the students who are known as readers are required to read aloud to practice their tongue about how to pronounce every word found in a passage. The main points of focus in reading aloud is not catching their ideas, but practicing how to sound every word in sentences.

b. Silent reading

A reader who wants to comprehend the passage in reading comprehension process frequently practices silent reading. Silent reading means that reading by heart where there is not voice is expressed. This type of reading aims to find out the meaning given in the passage not to practice the pronunciation of the words and how to express the word as in reading aloud. Reading silently needs a reader much attention to what he is reading because to gain the meaning given in the passage, the reader should have a full concentration.

c. Reading fast

It is used to improve the speed and the comprehension in reading. This skill must run inside with the main purpose of reader that is comprehension It depends on the kind of reading materials. The speed rate is needed, if reads a story

¹⁰The Literacy Company, “*Understanding Reading Comprehension,*” <http://www.readfaster.com/products>, (Accessed on March 2nd 2013).

or narrative on will be different from reading specific material. Recalling is ability to recall the specific information for example the name of capitals, formula.

C. Definition of Reading Comprehension

The following are some definition of reading comprehension which having been proposal by some experts:

a. Smith defines that comprehension is a big blanket term that cover a whole area of thought- getting processes in reading.¹¹

b. Comprehension is regarded as an active process of constructing mental representations of meaning by anticipating message contents.¹²

c. Comprehensibility according to Scott Thornbury is the ability to understand quite well to the topic nomination with considerable repetition and rephrasing.¹³ Comprehension is a learning process. It is the ability to understand and gain meaning from what has been read and being able to communicate this information to others.

IAIN PALOPO

Reading comprehension is understanding a text that is read, or the process of constructing meaning from a text. According to Arsyad and Buhari, comprehension is an essential factor in a good reading. However, the perfect

¹¹ *Analysis of the Real Situation of teaching Reading Comprehension*, <http://www.cesnet.org/./10754>, (Accessed on November 2013).

¹² David Nunan, *Collaborative Language Learning and Teaching*, (Cambridge University Press 1992), p. 20.

¹³ Scott Thornbury, *How to Teach Speaking*, (England: Pearson Education Limited. 2005), p. 6.

comprehension is not the ideal of good reading as a perfect comprehension would be almost synonymous with memorization of the material.¹⁴

In addition, the degree of understanding is measured more commonly in terms of understanding of the main ideas basic facts expressed in the reading. Therefore, comprehension should be flexible and adjusted to the type of the material read and the purpose of reading.¹⁵

Reading Comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.¹⁶

Comprehension also defined as the capacity of the mind to perceive and understand; the power of act, or process of grasping what the intellect; perception; understanding; as a comprehension of abstract principle. Comprehending what you read is more than just recognizing and understanding word. True comprehension means making sense of what we read and connecting the idea in the text to what we already know. It also means remembering what you have read. And the other words, comprehending means thinking while we read.

John Langan identifies five categories of skill through comprehension passage, namely:

1. The ability to summarize a selection in a several word little or heading

¹⁴ Azhar Arsyad and Buhari, *English for Students of Islamic Studies*, (Ujung Pandang : AMA Press 1993), p. 2.

¹⁵*Ibid.*

¹⁶ Anonym, *Defining Comprehension*, <http://www.read.org/..MR1465.ch2.pdf>, (Accessed on March 2013).

2. The ability to determine the main idea of selection
3. The ability to recognize key supporting details
4. The ability to identify vocabulary on concept.¹⁷

The ability to make inferences and draw reasonable conclusion based upon information presented.

Many students do not read well because of prior reading comprehension habits. But these are five tips to increase your reading speed:

1. Improve your reading posture and adjust your attitude.
2. Improve your concentration.
3. Improve your reading rhythm.
4. Improve your eye movement.
5. Improve your Interactivity.

D. Types of Reading Comprehension

Dr. M.R. Patel and Pravin M. Join said that there are four types of reading comprehension, such as: intensive reading, extensive reading, reading aloud and silent reading.

1. Intensive reading;

Intensive reading is a text or passage reading. In reading the learner read the text to get knowledge or analysis.¹⁸ Intensive reading is a reading for recall or

¹⁷ En.wikipedia, *Reading Comprehension*, En.wikipedia.org/wiki/Reading_comp, (Accessed on March 5th 2013).

¹⁸ Beatrice S. Mikulecky and Linda Jeffries, *Advance Reading Power*, (Pearson Longman, 2007), p. 3.

total accuracy. It is an activity in class way in using reading. It deals with the detailed content study and linguistic study.

The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Intensive reading will provide a basis for explain difficulties of structure and for extending knowledge of vocabulary and idioms it will also provide material for developing greater control of the language in speech and writing.

2. Extensive reading

According to Carrel and Carson, extensive reading...generally involves rapid reading of large quantities of material or longer reading (e.g., whole books) for general understanding, with the focus generally on the meaning of what is being read than on the language.¹⁹

The purpose the extensive reading will be train the students to read directly and fluently in the target language for enjoyment, without the aid of the teacher.

3. Reading aloud

Reading aloud also very important in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of word pronunciation.

4. Silent reading

Silent reading is very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is

¹⁹Jack C. Richard and Willy A, Renandya, *Methodology in Language Teaching, An Anthology Of Current Practice*, (Cambrige University Press, 2002), p. 296.

done to enquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties.

Silent reading is kind of reading that requires that reader to find out the meaning of words or sentences and the ideas written in the text. During silent reading, the teacher asks the student to draw the conclusion because through silent reading every student can pay attention to the next they are reading.

E. Strategies for Reading Comprehension

Reading comprehension is primarily a matter of developing appropriate, efficient, comprehension strategies. These are 10 strategies each of which can be practically applied in the classroom

1. Identify the purpose of reading
2. Use the grapheme rules and patterns to aid in button up decoding.
3. Use efficient silent reading techniques for improving fluency.
4. Skim the text for main ideas.
5. Scan the text for specific information.
6. Use semantic mapping or clustering.
7. Guess when you are not certain.
8. Analyze vocabulary.
9. Distinguish between literal and implied meaning.
10. Capitalize on discourse makers to process relationships.²⁰

²⁰H. Douglas Brown, *Teaching By Principles*, (San Francisco State University; Pearson Longman), p. 366-370.

F. Skill in Reading Comprehension.

These are many skills in improving your reading comprehension;

1. Skimming

Skimming is a form of rapid reading for finding the general idea-or-gist- of passage or a book.²¹ Skimming is helpful when you want to find out quickly about the writer.

Skimming is reading a text superficially and apidly in order to You may have a lot of to read, but not much time. For this kind of reading you usually do not want to know and remember everything. You only want to find out something about it. Obtain the gist or main idea. It is a skill that requires concentration.

There are three basic aims in skimming, namely:

- a. To get impression from a book of articles or short story
- b. To find specific cases from a reading material
- c. To look for material what we need in library

2. Scanning

Scanning is a way to read very fast. The students do not read all the words. You need only the words you are looking for.

Scanning is reading a text quickly in order to locate a specific item of information. We simply have or eyes through the text until we find what we are looking for, whether it is a name, or less of specific information. In addition there are some procedure for scanning, they are:

- Keep in mind only the specific information to be located.

²¹Beatrice S. Mikulecky and Linda Jeffries, *op.cit.*, p. 170.

- Read the section containing the clues to get information needed.

3. Looking for topics

A topic tells what something is about. Good reader always looks for the topic when they read. Then they can understand and remember what they read.

4. Understanding and building sentences

When you read English, you must understand English sentences. You can learn how to find the important parts of sentences. And you can learn the right words order.

5. Understanding paragraph

Paragraph is a group of sentences about one topic. There is usually one sentence that tells the topic. And all the other sentences tell more about the topic.

G. The Concept of K-W-L-H Teaching Technique

1. Definition of K-W-L-H technique

A K-W-L-H table/chart is a form of graphical organizer, first introduced in the middle 80's by researcher named Donna Ogle. It's usually counted among instructional techniques, it sets out to answer the following four important questions (1) what I know, (2) what I want to know, (3) what I've learned, and (4) how I can learn more.

By systematizing previous knowledge in such a fashion it become easier for teacher or a student for that matter to keep track on what has been done previously and what needs to be done in the future. K-W-L-H technique is the simple procedure helps teachers become more responsive to students' knowledge

and interest when reading expository material, and it models for students' the active thinking involved in reading information.²²

The K-W-L-H teaching technique is a good method to help students activate prior knowledge. Prior knowledge is extremely important in influencing how we interpret what we read and what we learn from reading.²³ It is a group of instruction activity that serves as a model for activate thinking during reading where:

- a. K – Stands for helping students *recall* what they KNOW about subject.
- b. W – Stands for helping students *determine* what they WANT to learn.
- c. L – Stands for helping students *identify* what they LEARN as they read.
- d. H – Stands for HOW the students can learn more.²⁴

The letter K-W-L-H techniques are an acronym for what we Know, what we Want to know, what we want to Learn, and How can we learn more. It is showed into four columns title; Know, Want, Learn, and How.

The first column “K” is what student already knows about the topic. It is supposed that this step completed before reading. The next column “W” is for student to list that questions what they want to learn about the topic during the reading. This step is also to be completed before the reading. The third column “L” is for what students' learned from reading. This step is done after finishing

²²Donna M Ogle, *The Reading Teacher*, (International Reading Association, 1986), p. 56.<http://jstor.org>. (Accessed on March 4th 2013).

²³*Ibid.*

²⁴ Anonym, *KWLH Technique*, [http://www.Msu.edu/course/Cep/886/Read % 20 Comp/7learn.scr.proj.kwl.html](http://www.Msu.edu/course/Cep/886/Read%20Comp/7learn.scr.proj.kwl.html), (Accessed on November 2013).

the reading. And the last column “H” is how students’ can learn more the reading. This step is done finishing the reading.

2. Sample of K-W-L-H Technique

Table 2.1
DINOSAURS

What we know	What we want to find out	What we learn	How can we learn more
Dinosaurs are large	How long ago did they live?	An archeologist has an exciting life	Researches
Dinosaurs are dead	Why did they die?	Dinosaurs eat plant and some eat meat.	Museum Field Trips
They lived a long time ago	How do we know what they looked like ?	Some dinosaurs were gigantic, but had small brain.	Archeological digs
There is a movie about dinosaurs	Who are the people who study dinosaurs	Fossil uncover dinosaurs traits	Video Internet computer Search

Categories of information we expect to use:

1. Size
2. Career
3. Eating habits
4. Etc.....

The K-W-L-H technique can be used to drive instruction in the class room and useful in increases the motivation and attitude of student then enables the teacher to understand student’s knowledge and interest in the material.

3. Procedures / steps in teaching K-W-L-H technique

a. Know

Step; initiate discussion with the students about what they already know about the topic of the text. Start by using a brainstorm procedure. Ask the student to provide information about where and how they learned the information. Help them organize the brainstormed idiom into general categories.

b. Want to learn

Step; discuss with the students what they want to learn from reading an article. Ask them to drive the specific questions in which they are more interested.

c. What I learned

Step; ask the student to write down what they learned from the reading. Ask them to check the questions they had guess in “Want to learn.”

d. How can we learn more

Step; ask the students to write down where they get the information. This activity can be used individually, in a small group and with whole class activities. This strategy allows students’ to share what they learn with others, learn that there are many sources where information can be found, and to summarize their findings.

4. The goals for using K-W-L-H technique

There are many reasons for using K-W-L-H technique in the classroom;

a. A K-W-L-H technique activates student’s prior knowledge of the topic by asking students what they know about the topic, and operates students thinking and restores their experience about the topic.

- b. It provides the opportunity for students participate and engage in the topic by asking them what they want to learn.
- c. It is very important because it allow the students to expand their knowledge and know their needs and interest; in addition, the teacher has a clear picture about his/her students to prepare subject plan that they enjoy.

Conner identifies the purpose of using K-W-L-H techniques with shows as follow;

- a. Elicits student's prior knowledge the topic of the text.
- b. Sets a purpose for reading.
- c. Help students to monitor their comprehension.
- d. Allow students to access their comprehension of the text.
- e. Provides an opportunity to expand ideas beyond the text.²⁵

5. Directions of K-W-L-H technique in teaching reading

- a. Introduce the strategy; the teacher introduces the K-W-L-H technique with a new topic. The teacher places a K-W-L-H chart on the board where all the class can see. Explain that before we study a topic or read a book. It is important to find out what we know about a topic. After we organize what we know, we can generate questions that will help us to focus our reading on what we want to find out. If new questions occur as we read, these can be written down on this chart as well.
- b. List what is known; questions and probe to create a list on the chart. Brainstorming with the class to see what is known about the topic. Record all

²⁵Nova, *KWLH Teaching Technique*, <http://www.nova.pdf.com>. (Accessed on March 8th 2013).

responses, even incorrect assumptions or misconceptions to encourage risk-taking behavior and to encourage a broad variety of statements. If there are challenges to information, tell students' that they will come back to this chart after reading to confirm facts.

c. List what they want to learn; generate a list of student's questions. Begin by asking "what do you want to know more about, or what questions do you have about this topic?" List all the responses that are given on your chart. Model questioning techniques and probe until a list seems complete. Remember that many students' will not volunteer information at this point.

d. Students generate their own questions; Allow time for students to work individually or in a small group. Pass out individual charts to students. Leave the chart visible that was created by the class.

Each student has decides which questions they want to research personally. Give student a few minutes to generate additional questions that they want to research.

e. Discuss how to find answer to questions; as a class, list possible sources where answer to the questions that where generate could be found. Guide students to sources other than just the primary text or the encyclopedia.

f. Read to find out; allow time to read the selection or to do further research to find answers to as many of the question as possible. Tell students that some of their question may not have easy answers. Encourage them to note on their charts any new things they want to learn or questions that come up during their reading.

g. Share answers; invite students to share what they have found and record these on the chart. Share the fact that real live learning is ongoing and invite student to submit additional statements about things that they want to learn as well as questions that they know have about the topic. Record and discuss the additional responses.

h. Follow up activities; use the K-W-L-H result to create further learning activities including graphic organizer, maps, outlines, reports, and writer summaries.

6. Assessment

The K-W-L-H technique allows the teacher to pre-assess what students already know about a given topic. At the conclusion of the K-W-L-H activity, a teacher can assess what was learned and what may still need to be taught. The chart should be posted in the classroom. So that information can be added to in it following weeks. As learning is ongoing, student's need to see that as we find out more or come up with additional questions, we can add this to our chart.

H. Conceptual Framework

Base on theoretical description and result of the relevant study, the writer arrives at theoretical framework of this study.

In teaching and learning process, especially in English, many problems activities face by the students and also the teacher. But, mostly the success of the students in learning the English should be determined by themselves. Beside the students study the English at the school, they should hard at home, that is by

repeating again what they getting at the school from the teacher to recognize or memorize the material.

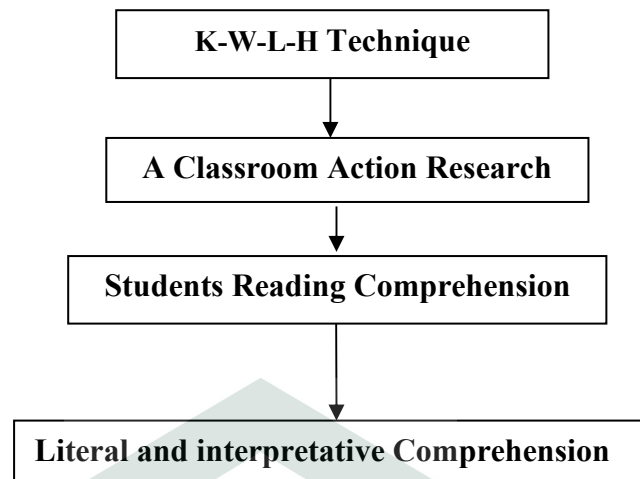
The English language teaching in Indonesia, reading is placed in high priority. We can see it from the curriculum. Senior high school curriculum, junior high school curriculums, even at elementary school emphasizes the English language teaching on the reading comprehensibility.

Therefore, reading is the most important language skill for students. By reading, the knowledge of students will gradually increase, besides develop their ability in other language skill. But reading without comprehension means nothing because reading comprehension is an active process to get the information from the text.

There are some ways to develop students reading comprehension, such as using K-W-L-H technique in teaching reading. In connection with the importance of reading expository in the students in beginner learner study as English teacher should look for some effective way in teaching reading. One way for effective learning teaching is considered to be useful if students-teacher create a good situation and corporation. With used K-W-L-H technique in learning process make good situation effective teaching reading, and can improve the students comprehension as literal and interpretative in learning process.

The theoretical framework of this is illustrated as follows:

Figure 2.1



I. The Concept of Class Action Research

1. Definition

Class Action Research (CAR) is one type of research that have reflective character with do certain action in classroom to repair and to increase the teaching and learning process.

According to Hopkins action research is a form of self-reflective inquiry undertaken by participant in social (including educational) situation in order to improve the rationality and justice of: (1) their own social or educational practices. (2) Their understanding of these practices, and (3) the situation in which practices are carried out.²⁶

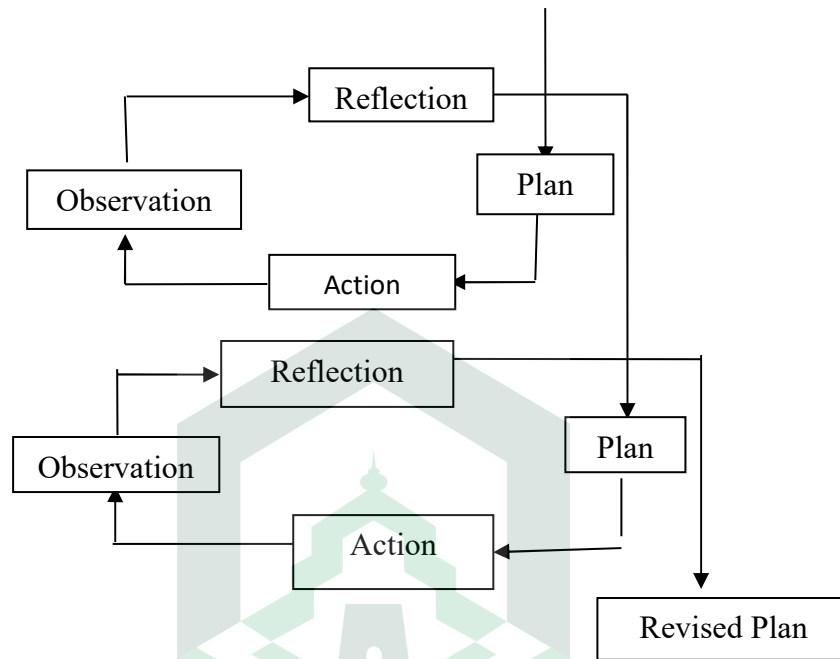
2. Design of Class Action Research

The researcher would like to present a model of action research by Kemmis and Taggard where there four stages in the procedure namely; planning,

²⁶ Sukidin, Busrowi, and Suranto, *Manajemen Penelitian Tindakan Kelas*, (Insan Cendikia 2010), p.16.

action, observation and reflection. For more detail information about the model Kemmis and Taggard we can look the figure 1.²⁷

Figure 2.2
The action Research spiral



3. Characteristic of Class Action Research

Characteristic of Class Action Research, among others:

- a. An inquiry on practice from within the first characteristic of CAR is the activity is triggered by practical problems that lived in the teacher teaching in class. Therefore, CAR is practice-driven and action- driven. In the sense of CAR goal to improve practical' direct-here-now often referred to as research or practical (practical inquiry), this means CAR focuses on specific issues contextual.

²⁷ Sukidin, Busrowi, Suranto, *op.cit.*, p. 9.

b. A collaborative effort of school between teacher and teacher educators, because lectures not have direct access, then the CAR held collaborative with her class teacher who become the arena of CAR because who has a scene so that the lectures are teacher who are interested in doing CAR not have access to the scene in the role of practitioners.

c. Reflective practice made public. Faculty involvement in CAR not as a center of education experts assumed the function as supervisors or middle school teacher as the developer of education (missionary approach). But as colleagues, as well as prospective teacher educators should have the need to learn in order to improve the quality of the field their own performing.



IAIN PALOPO

CHAPTER III

METHOD OF THE RESEARCH

A. Research Setting

The setting of the research would collaborative classroom action research (CAR). CAR's is systematic inquiry with the goal of informing practice in a particular situation. It means that when doing the research, the researcher would collaborate with one classroom English teacher of Mts. Batusitanduk. The role of the researcher was as a person who inspired the classroom teacher in applying the reading comprehension through K-W-L-H technique as the actual action in the teaching process. It would focus on a particular classroom or group of students. In other words, this classroom action research, the collaborator would act as a practitioner and the researcher would act as an observer. It would be done because students who are accustomed to be taught by their own classroom teacher would act and behave naturally. IAIN PALOPO

In conducting the study, the collaborator and the researcher would do the action in the form of cycle which consisted of four steps: they were: planning, implementation of the action, observation and reflection. It means that if the first cycle failed, the design should continue to the next cycle.

B. Research Subject

The subject of the research is the students of Mts. Batusitanduk 2012/2013 in one class of VIII C. The number of the subject consisted of 37 students.

C. Research Participant

1. English teacher

English teacher is a collaboration of the researcher in the research, where the English teacher does observation when the researcher teaches in class.

2. Students

The position of the students in the research as object of research, where the research hope after researching, the students can improving their reading skill.

D. Research Procedure

This research would be held around two cycles. They are first and second cycle and each cycle is the series of activity which has close relation. Where the realization of the second cycle is continuing and repairing from the first cycle.

1. Planning

In this section, the researcher prepare the material would give to the students and the researcher makes the lesson plan on the curriculum, and arrange material of lesson planning and it should on the K-W-L-H technique in learning reading. After that the researcher makes the observation paper for observe the condition of learning process, and the last in this section would arrange the test to

know the increasing of the result study after they studied through K-W-L-H technique.

2. Action

In this section, the researcher would give material and practice reading material by applying K-W-L-H technique. The researcher would conduct two cycles where each cycle consisted of four meetings.

3. Observation

In this section, identification and make note all the problems that we needed when teaching and learning process based on observation paper that has arrange. Do the evaluation which used the result of the study to know how far they have improvement. And give the students' chance for give suggestion in action research.

4. Reflection

The result of data have been done it would be continue in the analysis until can be reflection after action research. The reflection it would be discuss as well as a guidance lecturer while teacher and should make research planning for the next cycle.

E. Technique of Collecting Data

The collecting data that is the researcher got the data from students of MTs. Batusitanduk 2012/2013 in one class would VIII/C. There are some methods of collecting data. There are observation, questionnaire, and test. In this case the technique of data collection would be used in this research is as follows;

1. Observation

The observation form in this research is used to know the activities during the teaching learning process, such as; how the teacher carried out the material, what the teacher do to manage the classroom and the students' response.

2. Questionnaire

The researcher made a list of questions. It aims at finding out the students' attitude during the teaching and learning process by using K-W-L-H technique.

3. Test

Test is important part of every teaching and learning experience. Test is a set of question that is used to measure the skill knowledge, intelligence, and talent of an individual or a group. The researcher used an achievement test to measure the students' progress in learning process by using K-W-L-H technique. The researcher gave the reading text consisted about literal comprehension (the students knowledge after reading text) and the questions about interpretative comprehension (students prior knowledge about topics of reading text).

F. Technique of Data Analysis

The data analysis in cycle 1 and cycle 2 would be collected through the following steps as follow:

1. Scoring students' reading test.

$$\text{Score} = \frac{\text{total correct answer}}{\text{total number of item}} \times 100$$

2. Calculating the mean score by using the following formula:

$$X = \frac{\sum X}{N}$$

Where:

X = Mean Score

$\sum X$ = Total Score

N = Number of students²⁸



²⁸ Suharsimi Arikunto, *Prosedur Penelitian*, (Cet. XII, Jakarta, PT. Rineka Cipta, 1997), p. 307.

3. Scoring attitude

To interpret the students' attitude the researcher used the following classification.

Table: 3.1
The Assessment of Attitude

Alphabet	Numbers 0 - 4	Numbers 0 – 100	Numbers 0 - 10	Intensities of attitude
A	4	85 -- 100	8,5 – 10	High interest
B	3	70 – 84	7,0 – 8,4	Very interest
C	2	55 – 69	5,5 – 8,9	Average interest
D	1	40 – 54	4,0 – 5,4	Low interest
E	0	0 – 39	0,0 – 3,9	Very low interest ²⁹

The criteria efficacy of action in this research measure based on the students' comprehensibility. According to Khaerul Takdir S.Pd, as an English teacher in Madrasah Tsanawiyah Batusitanduk efficacy the action if 62% students' success with standard scores 65. To know change of the students' attitude and motivation students' based on observation in learning process and also from questionnaire give in last activity. The questionnaire consists of 7 items. All items is positive statement. For answer, (SS) the score is 4 for positive statement, (S) the score is 3 for positive statement, (TS) the score is 2 for positive statement, and (STS) the score is 1 for positive statement.

²⁹Oemar Hamalik, *Teknik Pengukuran dan Evaloasi Pendidikan*, (Bandung: Mandar Maju, 1989), p. 122

4. The observer would analyze the research by applying percentage technique through the following formula:

$$P = \frac{FQ}{N} \times 100$$

Where:

P = Rate percentage

FQ = The frequency of items

N = Total numbers of students

G. Research Location and Time

This research was conducted in 2012/2013. It was conducted two weeks, started from the fourth week in 25 September until the second week in 9 November 2013 and this research was conducted at the eighth year of Madrasah Tsanawiyah Batusitanduk.



IAIN PALOPO

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented two parts: the findings of the research and discussion related to the actions. The findings of the research covered the result of the data cycle I and cycle II about the students' reading achievement and observation result.

A. Findings

The findings of classroom action research deal with the answers to the problem statements. Teaching reading through K-W-L-H Technique can improve the students' reading comprehension in class VIII C of Madrasah Tsanawiyah Batusitanduk. The findings consist of students' achievement in reading comprehension and observation result about students' attitude. Description the result in the first cycle:

a. Planning

To carry out the action research class required different tools that have been created and developed previously, namely: lesson plan (RPP) the supporting instruments: guidelines for questionnaire, observation sheet, and test. In this step, the researcher prepares what have to do in the action step, paper work students and text reading article.

b. Acting

Action learning of the cycle 1, the process of learning divided become three stages, such as; the first activity, the core activity, and the last activity.

1. The first activity

The activity cycle 1, the teacher greeting and ask to students, then the teacher invited them to pray together to started lesson. After that, the researcher organized class so that students were ready to accept the lesson and call roll students, the next the researcher prepared tools and matter should be used to learn. After that, the researcher instructs the purpose and steps to do in learning.

2. The core activity

The core activity, the researcher explains the matter learning to the students, to give attention to the students about the K-W-L-H teaching technique. The researcher placed a K-W-L-H table on the white board, where the first column is K acronym by what we know, second column is W acronym by what we want to know, the third column is L acronym by what we learned and the last column is H acronym by how we can learn more. Column K and W are filled before reading article/text and column L and H are filled after reading article/text. The next step, the researcher introduced the topic of reading text that will have to do. The action each meeting would be describing as follow:

The first meeting

- The researcher introduced the reading text about *Octopus*. In this section, the students divided into 8 groups which consist of 4-5 students.

- The researcher guided the students for brainstorming what they know about *Octopus* and gave chance for about 20 minutes and 15 minutes to think what they want to know more about octopus.
- The researcher recorded and wrote all information from the students on column K and W.
- The researcher guided the students to read the reading text and asked every group to read aloud this text then answer all questions of text.
- The researcher asked the students to write on column L what they have found about new information from the text and filled on column H how the students gather further information about this text.

The second meeting

- The researcher introduced the reading text about *The Leaning of Pisa Tower*. In this section, the students divided into 8 groups which consist of 4-5 students.
- The researcher asked the students for brainstorming what they know about *The Leaning of Pisa Tower* and gave chance for about 20 minutes and 15 minutes to think what they want to know more about Pisa Tower.
- The researcher recorded and wrote all information from the students on column K and W.
- The researcher guided the students to read the reading text and asked every group to read this text then answer all questions of text.

- The researcher asked the students to write on column L what they have found about new information from the text and filled on column H how the students gather further information about this text.

The third meeting

- The researcher introduced the reading text about *The Sea Eagle*. In this section, the researcher asked students to work in pairs.
- The researcher asked the students for brainstorming what they know about *The Sea Eagle* and gave chance for about 20 minutes and 15 minutes to think what they want to know more about *The Sea Eagle*.
- The researcher recorded and wrote all information from the students on column K and W.
- The researcher invited students to read aloud this text in front of their class and guided the students if there are any mistakes in reading text and asked every student should pay attention in it then answer all the reading questions.
- The researcher asked the students to write on column L what they have found about new information from the text and filled on column H how the students gather further information about this text.

The fourth meeting

- The researcher introduced the reading text about *Gorilla*. In this section, the researcher asked students to work in pairs.

- The researcher asked the students for brainstorming what they know about *Gorilla* and gave chance for about 10 minutes and 15 minutes to think what they want to know more about *Gorilla*.
- The researcher recorded and wrote all information from the students on column K and W.
- The researcher invited students to read aloud this text in front of their class and guided the students if there are any mistakes in reading text and asked every student should pay attention in it then answer all the reading questions.
- The researcher asked the students to write on column L what they have found about new information from the text and filled on column H how the students gather further information about this text.
- The students scores in this meeting is used to analyze their improvement in reading comprehension until cycle I.

3. The last action

The teacher gave instruction to students to reflections in learning. At the last action, the researcher gave conclusions based on the learning. Before ending the process of learning, the teacher gave the morally suggestions that can motivate students in the learning process, and the last, the teacher closed the learning process by reciting prayer together.

c. Observation

Based on observation activities made by researcher and collaborator in the first cycle, the researcher and observer observed the learning activity about

condition class and students' activity in learning reading through K-W-L-H technique. Observation the students activities in the first cycle many students confused with the K-W-L-H technique especially to application before reading process that was new strategy for them.

Figure 4.1: The students still look confused.



Condition VIII C class was learning shown that (a) the condition class was noising when the researcher gave instruction to make group (b) they was confused how to brainstorming the topic that they have to learn using their prior knowledge (c) the students still lack active (d) the students seemed not to be discipline (e) learning process not interest that same students just silence although they confused or they do not understand with the material (f) the students were not focused when the researcher explained the material. (g) there were some students cheat their friend when answered the questions of reading text. The observation about activities researcher made by observer when explained the material using K-W-L-H technique was unfavorable that less explained the aimed of technique.

d. Reflection

Evaluation to students reading ability showed that students mastery in reading where mostly in low scores. The mean score was only 61.95. It shows up that highly percentage was only 43.24%. It means that the students still lack motivation in learning reading.

List of cycle 1 scores

Table 4.2

No	Students' name	Score
1	Aditri Harianto	64.2
2	Akwan	57
3	Anita	42
4	Anhar	42
5	Aprilia	71
6	Dewi azhari	57
7	Dimas Taufiq	28
8	Emriana Sibiti	42
9	Erwin	57
10	Erbiansya	50
11	Fikram	85
12	Firdayanti	71
13	Hardianti	64.2
14	Hapsari	42
15	Hasman	71
16	Iksan	71
17	Indira susan	71
18	Indah	64.5

19	Jusripa	57
20	Kasmirani	42
21	Lismawati	42
22	Manti	42
23	Mega yanti	71
24	Meri	85
25	M. Rijal	85
26	M. Sulpandi	85
27	Nasrah	71
28	Nurhaisa	57
29	Nurul	64.5
30	Nurmi	64.5
31	Nasma	50
32	Ramda	50
33	Rabbil Sare	71
34	Rista	78.5
35	Ririn	71
36	Surdiono	85
37	Wahab	71
	Total	2292.4

The mean score of students in the cycle I the researcher using the following formula: $X = \frac{\sum X}{N}$

$$X = \frac{2292,4}{37} = 61,95$$

The results of the observation sheet on students' activities during the teaching and learning process. It can be seen in the table below:

1. Description of the students' activities at the first meeting in cycle 1

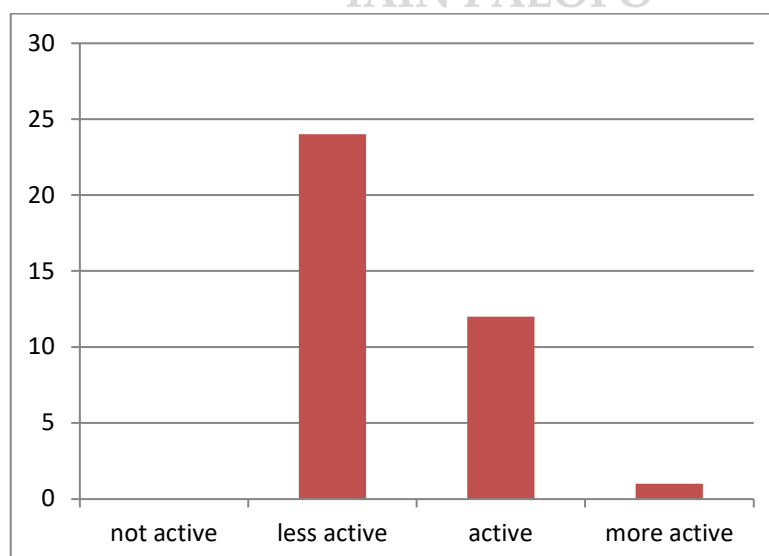
Table 4.3
Observation sheet at cycle 1

No.	Students' name	More active	Active	Less active	Not active
1.	Aditri Harianto				
2.	Akwan				
3.	Anita				
4.	Anhar				
5.	Aprilia				
6.	Dewi azhari				
7.	Dimas Taufiq				
8.	Emriana Sibiti				
9.	Erwin				
10.	Erbiansya				
11.	Fikram				
12.	Firdayanti				
13.	Hardianti				
14.	Hapsari				
15.	Hasman				
16.	Iksan				
17.	Indira susan				
18.	Indah				
19.	Jusripa				
20.	Kasmirani				
21.	Lismawati				
22.	Manti				
23.	Mega yanti				
24.	Meri				
25.	M. Rijal				
26.	M. Sulpandi				
27.	Nasrah				

28.	Nurhaisa				
29.	Nurul				
30.	Nurmi				
31.	Nasma				
32.	Ramda				
33.	Rabbil Sare				
34.	Rista				
35.	Ririn				
36.	Surdiono				
37.	Wahab				
	frequently	1	12	24	

The result of the students' activities in the first meeting in cycle I can be seen on chart below, where 1 student look more active, 12 students look active, 24 students look less active, and no one student look not active. The high percentage is the students less active, where they still reached 64.86%. It means that the students still low interested in learning English.

Chart 4.1
Students' activities in the first meeting at cycle I



Based on research of data analysis of observation sheet at the first meeting in cycle 1 can be known that from 37 students. There is 1 student looks more active in learning activity or the percentage 2.70%, the students look active are 12 students or the percentage was only 32.43%, the students look less active are 24 or the percentage 64.86%, and no one look not active or the percentage 0.00%. Based on chart above the researcher to find out that the students at Mts. Batusitanduk in class VIII C still low competence in learning reading, because their scores are very low.

2. Description of the students activities at the second meeting in cycle 1

Table 4.4
Observation sheet at cycle 1

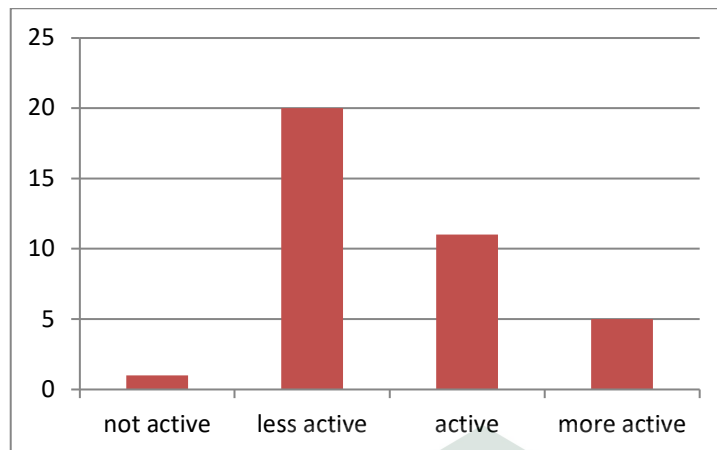
No.	Students' name	More Active	Active	Less Active	Not active
1.	Aditri Harianto			Yellow	
2.	Akwan		Green		
3.	Anita			Yellow	
4.	Anhar			Yellow	
5.	Aprilia			Yellow	
6.	Dewi azhari			Yellow	
7.	Dimas Taufiq				Red
8.	Emriana Sibiti		Green		
9.	Erwin			Yellow	
10.	Erbiansya			Yellow	
11	Fikram		Green		
12.	Firdayanti			Yellow	
13.	Hardianti			Yellow	
14.	Hapsari			Yellow	
15.	Hasman			Yellow	
16.	Iksan			Yellow	
17.	Indira susan			Yellow	

18.	Indah				
19.	Jusripa				
20.	Kasmirani				
21.	Lismawati				
22.	Manti				
23.	Mega yanti				
24.	Meri				
25.	M. Rijal				
26.	M. Sulpandi				
27.	Nasrah				
28.	Nurhaisa				
29.	Nurul				
30.	Nurmi				
31.	Nasma				
32.	Ramda				
33.	Rabbil Sare				
34.	Rista				
35.	Ririn				
36.	Surdiono				
37.	Wahab				
frequently		5	11	20	1

The result of the students' activities in the first meeting in cycle I can be seen on chart below, where 5 student look more active, 11 students look active, 20 students look less active, and 1 student look not active. The high percentage the students still less active, where they reached 54.05%. It means that the students still low interested in learning English.

Chart 4.2

Students activities in the second meeting at cycle I



Based on research of data analysis of observation sheet at the second meeting in cycle 1 can be known that from 37 students. There is 5 students look more active in learning activity or the percentage 13.51%, the students look active are 11 students or the percentage was only 29.72%, the students look less active are 20 or the percentage 54.05%, and there is 1 student looks not active or the percentage 2.70%. Based on chart above to find out that the students at MTs. Batusitanduk in class VIII C still low competence in learning reading.

3. Description of the students' activities at the third meeting in cycle 1

Table 4.5
Observation sheet at cycle 1

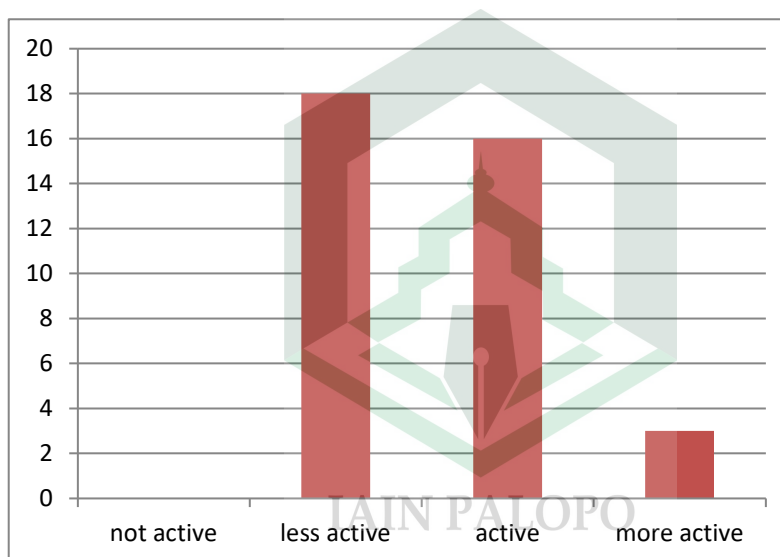
No.	Students' name	More active	Active	Less active	Not active
1.	Aditri Harianto				
2.	Akwan				
3.	Anita				

4.	Anhar				
5.	Aprilia				
6.	Dewi azhari				
7.	Dimas Taufiq				
8.	Emriana Sibiti				
9.	Erwin				
10.	Erbiansya				
11.	Fikram				
12.	Firdayanti				
13.	Hardianti				
14.	Hapsari				
15.	Hasman				
16.	Iksan				
17.	Indira susan				
18.	Indah				
19.	Jusripa				
20.	Kasmirani				
21.	Lismawati				
22.	Manti				
23.	Mega yanti				
24.	Meri				
25.	M. Rijal				
26.	M. Sulpandi				
27.	Nasrah				
28.	Nurhaisa				
29.	Nurul				
30.	Nurmi				
31.	Nasma				
32.	Ramda				
33.	Rabbil Sare				
34.	Rista				
35.	Ririn				
36.	Surdiono				
37.	Wahab				
	frequently	3	16	18	

The result of the students' activities in the first meeting in cycle I can be seen on chart below, where 3 students look more active, 16 students look active, 18 students look less active, and no one student look not active. The high percentage the students still less active, where they reached 48.64%. It means that the students still low interested in learning English.

Chart 4.3

Students activities in the third meeting at cycle I



Based on research of data analysis of observation sheet at the third meeting in cycle 1 can be known that from 37 students. There is 3 students look more active in learning activity or the percentage 8.10%, the students look active are 16 students or the percentage was only 43.24%, the students look less active are 18 or the percentage 48.64%, and there is no one student look not active or the percentage 0.00%. Based on chart above the researcher to find out that the

students at Mts. Batusitanduk in class VIII C still low interesting in learning reading.

4. Description of the students' activities at the fourth meeting in cycle 1.

Table 4.6
Observation sheet at cycle 1

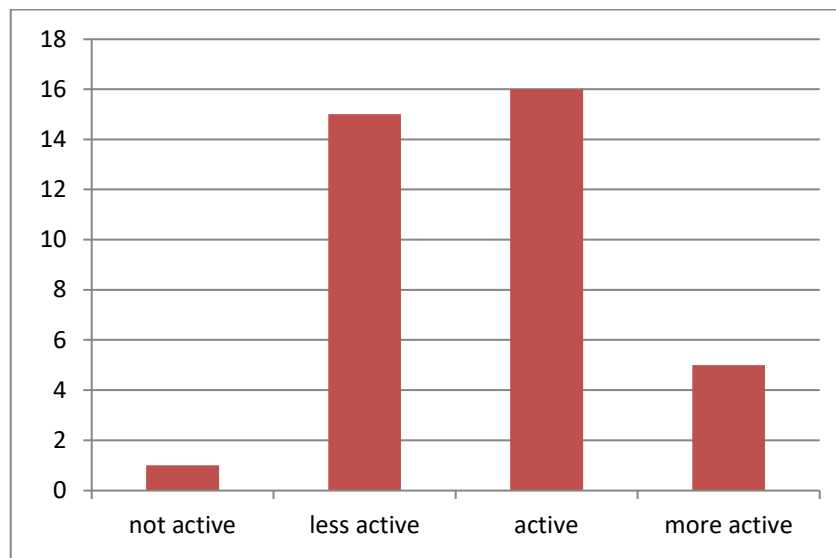
No.	Students' name	More active	Active	Less active	Not active
1.	Aditri Harianto		Green		
2.	Akwan			Yellow	
3.	Anita			Yellow	
4.	Anhar			Yellow	
5.	Aprilia		Green		
6.	Dewi azhari			Yellow	
7.	Dimas Taufiq				Red
8.	Emriana Sibiti			Yellow	
9.	Erwin			Yellow	
10.	Erbiansya			Yellow	
11.	Fikram	Blue			
12.	Firdayanti		Green		
13.	Hardianti		Green		
14.	Hapsari			Yellow	
15.	Hasman		Green		
16.	Iksan		Green		
17.	Indira susan		Green		
18.	Indah		Green		
19.	Jusripa			Yellow	
20.	Kasmirani			Yellow	
21.	Lismawati			Yellow	
22.	Manti			Yellow	
23.	Mega yanti		Green		
24.	Meri	Blue			
25.	M. Rijal	Blue			
26.	M. Sulpandi	Blue			
27.	Nasrah		Green		

28.	Nurhaisa			Yellow	
29.	Nurul		Green		
30.	Nurmi		Green		
31.	Nasma			Yellow	
32.	Ramda			Yellow	
33.	Rabbil Sare		Green		
34.	Rista		Green		
35.	Ririn		Green		
36.	Surdiono	Blue			
37.	Wahab		Green		
frequently		5	16	15	1

The result of the students' activities in the first meeting in cycle I can be seen on chart below, where 5 students look more active, 16 students look active, 15 students look less active, and 1 student looks not active. The high percentage was the students active, but they only reached 43.24%. It means that the students still low interested in learning English because the efficacy of the mean standard if they can reach 62%.

Chart 4.4

Student's activities in the fourth meeting at cycle I



Based on research of data analysis of observation sheet at the third meeting in cycle 1 can be known that from 37 students. There is 5 student looks more active in learning activity or the percentage 13.51%, the students look active are 16 students or the percentage was only 43.24%, the students look less active are 15 or the percentage 40.54%, and there is 1 student look not active or the percentage 2.70%. Based on chart above, the researcher to find out that the students at Mts. Batusitanduk in class VIII C still low interest in learning reading through K-W-L-H technique.

The result of the observation sheets and the score of the test still disappointed in the first cycle, the researcher needed to do reflection to know the weakness action in cycle 1 they are (1) the mean score the result of the students' test in the cycle 1 the was only 61.85 or the percentage 43.24% where 5 students got 85 score, 10 students got 71 score and 1 student got 78.5 score. It means under low standard, so the students' score of test in cycle II must be increase (2) based

on result the observation activities made by researcher execution learning reading comprehension skill through K-W-L-H technique shown not good, must increase some aspect in the next cycle, especially the students' ability in learning reading text. The solution of the problem, the researcher would do some way in the next cycle they are:

1. The researcher would observe the students more intensively.
2. The researcher would more explain the material using K-W-L-H technique.
3. The researcher would guide the students that cannot understand the aim of reading text and cannot answer these questions until they can do it.
4. The researcher would forbid the students, if they cheat their friend.

Description the result in the second cycle:

a. Planning

The researcher hoped in cycle II the students more active in the class than before. Plan in the second cycle same the first cycle. In the second cycle was made students to be active in the class when reading process, not just silence if they confused with the material and reflection in the first cycle used to plan the second cycle.

In finally activities in the second cycle, the students gave questionnaire to measure students' attitude in learning reading through K-W-L-H technique. The researcher hoped in the second cycle will be success.

b. Acting

Action learning of the cycle II, the process of learning divided become three stages, such as; the first activity, the core activity, and the last activity.

1. The first activity

The activity cycle II, the teacher greeting and ask to students, then the teacher invited students to pray together to started lesson. After that, the researcher organized class so that students were ready to accept the lesson and call roll students, the next the researcher prepared tools and matter should be used to learn. After that, the researcher instructs the purpose and steps to do in learning.

2. The core activity

The core activity, the researcher explained the matter learning to the students, gave explanation more about K-W-L-H teaching technique. Then the researcher placed a K-W-L-H table on the white board. The next step, the researcher introduced the topic of reading text that will have to do. The action each meeting would be describing as follow:

The first meeting

- The researcher introduced the reading topic about *ASEAN*, and then asked the students to make the table on paper just like in the picture on the white board.
- The researcher asked the student for brainstorming what they know about *ASEAN* then think what they want to know more about it. The researcher gave chance for about 35 minutes.
- Allowed time for students to work individually.

- Invited students to share what they have found one by one and write all this information on table in the white board.

- The researcher read this text and repeated until the students understand the text, then asked the students to write down a list of new vocabularies that they have found in reading text then translated it. It aimed the students will understand the reading text easily.

- Asked the students to answer the reading questions.

- Asked the students to write down the new knowledge that they have learned on column L, and write on column H how they can gather further information about it.

The second meeting

- The researcher introduced the reading topic about *Borobudur*, and asked the students to make the table on paper just like in the picture on the white board.

- The researcher asked the student for brainstorming what they know about Borobudur then think what they want to know more about it. The researcher gave chance the students for about 35 minutes.

- Allowed time for students to work individually.

- Invited students to share what they have found one by one and write all this information on table in the white board.

- The researcher read this text and repeated until the students understand the text, then asked the students to write down a list of new vocabularies that they

have found in reading text then translated it. It aimed the students will understand the reading text easily.

- Asked the students to answer the reading questions.
- Asked the students to write down the new knowledge that they have learned on column L, and then write on column H how they can gather further information about it.

The third meeting

- The researcher introduced the reading topic about *Rain*, and asked the students to make the table on paper just like in the picture on the white board.
- The researcher asked the student for brainstorming what they know about Rain then think what they want to know more about it. The researcher gave chance the students for about 35 minutes.
- Allowed time for students to work individually.
- Invited students to share what they have found one by one and wrote all information on table in the white board.
- Asked the students to read well this text and wrote down a list of new vocabularies that they have found in reading text then translated it. It aimed the students will understand the reading text easily.
- Asked the students to answer the reading questions.

- Asked the students to write down the new knowledge that they have learned on column L, and then write on column H how they can gather further information about it.

The fourth meeting

- The researcher introduced the reading topic about *Brazil*, and asked the students to make the table on paper just like in the picture on the white board.
- The researcher asked the student for brainstorming what they know about Brazil, then think what they want to know more about it. The researcher gave chance the students for about 35 minutes.
- Allowed time for students to work individually.
- Invited students to share what they have found one by one and write all information on table in the white board.
- Asked the students to read well this text and write down a list of new vocabularies that they have found in reading text then translated it. It aimed the students will understand the reading text easily.
- Asked the students answered the reading questions.
- Asked the students to write down the new knowledge that they have learned on column L, and then write on column H how they can gather further information about it.
- The students scores in this meeting is used to analyze their improvement in reading comprehension until cycle II.

3. The last action

The teacher gave instruction to students and reflections in learning. At the last action, the researcher gave conclusions based on the learning. Before ending the process of learning, the teacher gave the morally suggestions that can motivate students in the learning process, and the last, the teacher closed the learning process by reciting prayer together.

c. Observation

Based on observation activities made by researcher and collaborator in the second cycle, the researcher and observer observed the learning activity about condition class and students' activity in learning reading through K-W-L-H technique. Observation the students activities in the second cycle, many students to be active in learning class, then the condition in class more conducive . The students' more active in learning process.

Figure 4.2: The students look serious and be more active.



The observation about activities researcher made by observer was satisfied because more student success finished their task. The condition in class more conducive than cycle I, and the students' reading skill improve in the second cycle.

d. Reflection

Evaluation to students reading ability showed that students mastery in reading was improve. The mean score was 70.67. It shows up that highly percentage was 64.86%. It means that the students interested in learning reading.

List of cycle II scores
Table 4.7

No	Students' name	Score
1	Aditri Harianto	78.5
2	Akwan	64.2
3	Anita	64.2
4	Anhar	85
5	Aprilia	57
6	Dewi azhari	71
7	Dimas Taufiq	78.5
8	Emriana Sibiti	85
9	Erwin	85
10	Erbiansya	85
11	Fikram	71
12	Firdayanti	64.5
13	Hardianti	78.5
14	Hapsari	85
15	Hasman	64.2
16	Iksan	64.2
17	Indira susan	71
18	Indah	71
19	Jusripa	71
20	Kasmirani	78.5
21	Lismawati	85

22	Manti	42
23	Mega yanti	42
24	Meri	71
25	M. Rijal	71
26	M. Sulpandi	71
27	Nasrah	57
28	Nurhaisa	85
29	Nurul	85
30	Nurmi	42
31	Nasma	71
32	Ramda	71
33	Rabbil Sare	85
34	Rista	78.5
35	Ririn	57
36	Surdiono	64.2
37	Wahab	64.2
	Total	2614.8

The mean score of students in the cycle II the researcher using the following formula: $X = \frac{\sum X}{N}$

$$X = \frac{2614,8}{37} = 70,67$$

IAIN PALOPO

The results of the observation sheet on students' activities during the teaching and learning process. It can be seen in the table below:

1. Description of the students' activities at the first meeting in cycle II.

Table 4.8
Observation sheet at cycle II

No.	Students' name	More active	Active	Less active	Not active
1.	Aditri Harianto				
2.	Akwan				

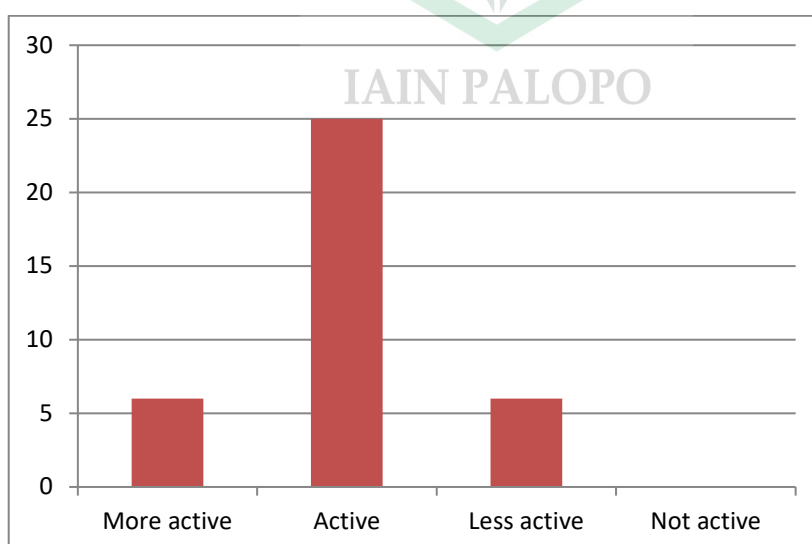
3.	Anita		Green		
4.	Anhar		Green		
5.	Aprilia		Green		
6.	Dewi azhari	Blue			
7.	Dimas Taufiq	Blue			
8.	Emriana Sibiti	Blue			
9.	Erwin			Yellow	
10.	Erbiansya		Green		
11.	Fikram		Green		
12.	Firdayanti		Green		
13.	Hardianti		Green		
14.	Hapsari	Blue			
15.	Hasman	Blue			
16.	Iksan		Green		
17.	Indira susan		Green		
18.	Indah		Green		
19.	Jusripa		Green		
20.	Kasmirani	Blue			
21.	Lismawati		Green		
22.	Manti			Yellow	
23.	Mega yanti		Green		
24.	Meri			Yellow	
25.	M. Rijal		Green		
26.	M. Sulpandi		Green		
27.	Nasrah		Green		
28.	Nurhaisa		Green		
29.	Nurul			Yellow	
30.	Nurmi		Green		
31.	Nasma		Green		
32.	Ramda		Green		

33.	Rabbil Sare				
34.	Rista				
35.	Ririn				
36.	Surdiono				
37.	Wahab				
	frequently	6	26	6	

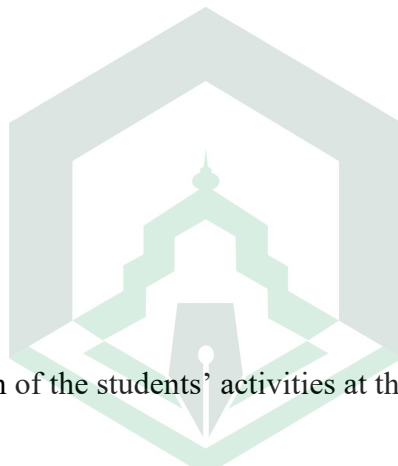
The result of the students' activities in the first meeting in cycle II can be seen on chart below, where 6 students look more active, 26 students look active, 6 students look less active, and no one student looks not active. The high percentage was the students active, where they can reach 67.56%. It means that the students begin interested in learning English through K-W-L-H technique.

Chart 4.5

Students activities in the third meeting at cycle I



Based on research of data analysis of observation sheet at the first meeting in cycle II can be known that from 37 students. There are 6 students look more active in learning activity or the percentage 16.21%, the students look active are 25 students or the percentage was 67.56%, the students look less active are 6 or the percentage 16.21%, and no one look not active or the percentage 0.00%. Based on chart above the researcher to find out that the students at MTs. Batusitanduk in class VIII C got highly competence in learning reading, because their scores are very increase.



2. Description of the students' activities at the second meeting in cycle II

Table 4.9
Observation sheet at cycle II

No.	Students' name	More Active	Active	Less Active	Not active
1.	Aditri Harianto				
2.	Akwan				
3.	Anita				
4.	Anhar				
5.	Aprilia				
6.	Dewi azhari				
7.	Dimas Taufiq				
8.	Emriana Sibiti				

9.	Erwin				
10.	Erbiansya				
11.	Fikram				
12.	Firdayanti				
13.	Hardianti				
14.	Hapsari				
15.	Hasman				
16.	Iksan				
17.	Indira susan				
18.	Indah				
19.	Jusripa				
20.	Kasmirani				
21.	Lismawati				
22.	Manti				
23.	Mega yanti				
24.	Meri				
25.	M. Rijal				
26.	M. Sulpandi				
27.	Nasrah				
28.	Nurhaisa				
29.	Nurul				
30.	Nurmi				
31.	Nasma				
32.	Ramda				
33.	Rabbil Sare				
34.	Rista				
35.	Ririn				
36.	Surdiono				
37.	Wahab				
frequently		6	27	4	

The result of the students' activities in the second meeting in cycle II can be seen on chart below, where 6 students look more active, 27 students look active, 4 students look less active, and no one student looks not active. The high percentage was the students active, where they can reach 72.97%. It means that the students more attractive and interested in learning English through K-W-L-H technique.

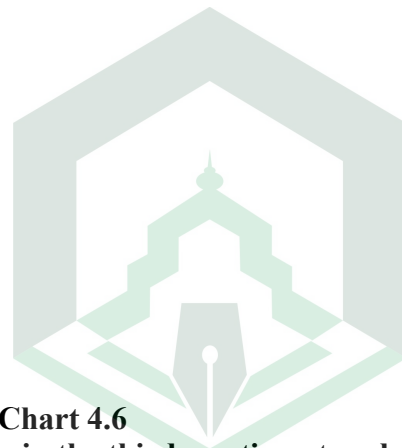
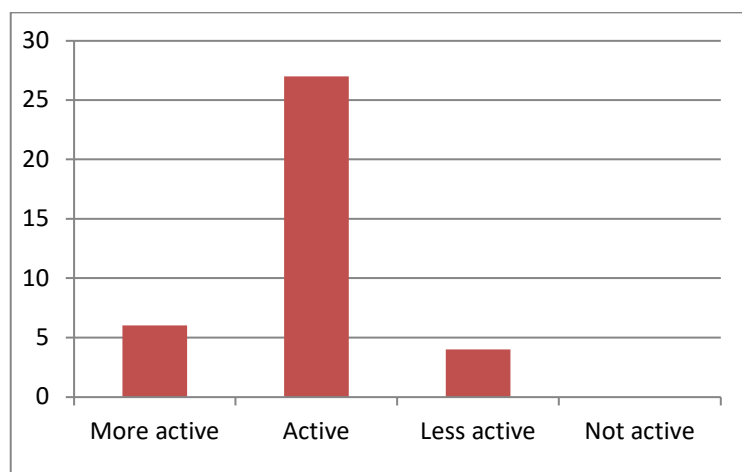


Chart 4.6
Students activities in the third meeting at cycle II

IAIN PALOPO



Based on research of data analysis of observation sheet at the second meeting in cycle II can be known that from 37 students. There are 6 students look more active in learning activity or the percentage 16.21%, the students look active are 27 students or the percentage was 72.97%, the students look less active are 4 or the percentage 10.81%, and no one student look not active or the percentage 0.00%. Based on chart above to find out that the students activities at Mts. Batusitanduk in class VIII C increase in learning reading.

3. Description of the students activities at the third meeting in cycle II

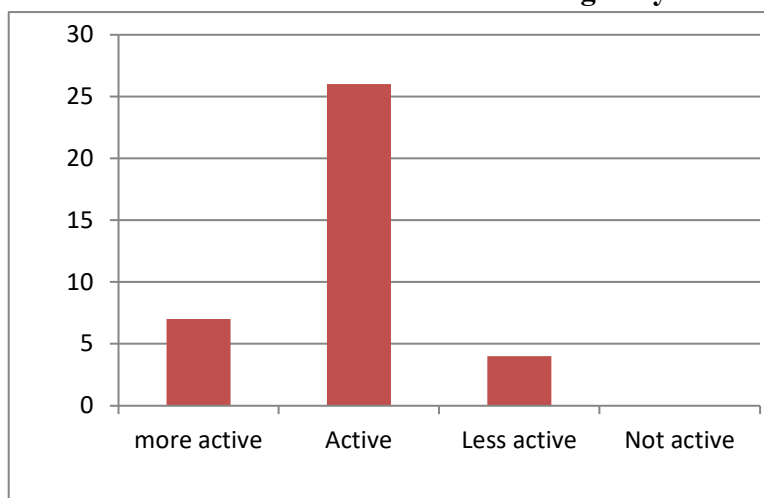
Table 4.10
Observation sheet at cycle II

No.	Students' name	More active	Active	Less active	Not active
1.	Aditri Harianto				
2.	Akwan				
3.	Anita				
4.	Anhar				
5.	Aprilia				
6.	Dewi azhari				
7.	Dimas Taufiq				
8.	Emriana Sibiti				
9.	Erwin				
10.	Erbiansya				
11	Fikram				
12.	Firdayanti				
13.	Hardianti				
14.	Hapsari				
15.	Hasman				
16.	Iksan				
17.	Indira susan				
18.	Indah				

19.	Jusripa				
20.	Kasmirani				
21.	Lismawati				
22.	Manti				
23.	Mega yanti				
24.	Meri				
25.	M. Rijal				
26.	M. Sulpandi				
27.	Nasrah				
28.	Nurhaisa				
29.	Nurul				
30.	Nurmi				
31.	Nasma				
32.	Ramda				
33.	Rabbil Sare				
34.	Rista				
35.	Ririn				
36.	Surdiono				
37.	Wahab				
frequently		7	26	4	

The result of the students' activities in the third meeting in cycle II can be seen on chart below, where 7 students look more active, 26 students look active, 4 students look less active, and no one student looks not active. The high percentage was the students' active, where they can reached 70.27%. It means that the students more attractive and interested in learning English through K-W-L-H technique.

Chart 4.7

Students activities in the third meeting at cycle II

Based on research of data analysis of observation sheet at the third meeting in cycle 1 can be known that from 37 students. There are 7 students look more active in learning activity or the percentage 18.91%, the students look active are 26 students or the percentage was 70.27%, the students look less active are 4 or the percentage 10.81%, and there is no one student look not active or the percentage 0.00%. Based on chart above to find out that the students' activities at Mts. Batusitanduk in class VIII C increase in learning reading.

4. Description of the students' activities at the fourth meeting in cycle II

Table 4.11
Observation sheet at cycle II

No.	Students' name	More active	Active	Less active	Not active
1.	Aditri Harianto				
2.	Akwan				
3.	Anita				
4.	Anhar				
5.	Aprilia				

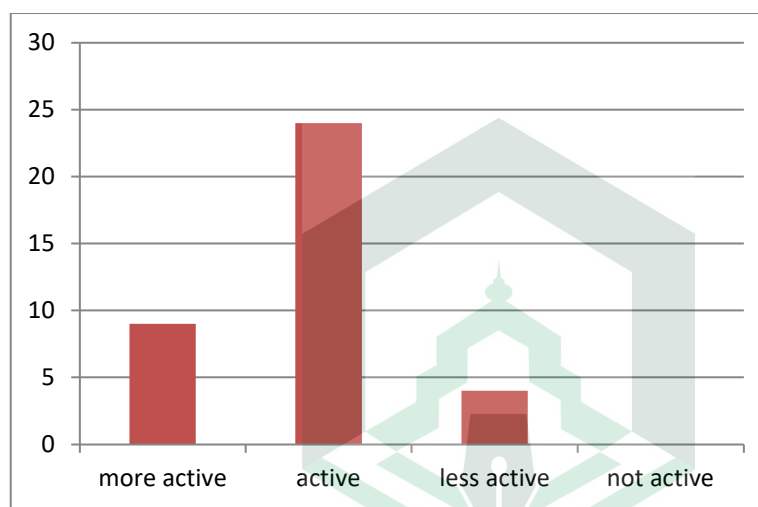
6.	Dewi azhari		■		
7.	Dimas Taufiq		■		
8.	Emriana Sibiti	■			
9.	Erwin	■	■		
10.	Erbiansya	■	■		
11.	Fikram		■		
12.	Firdayanti		■		
13.	Hardianti		■		
14.	Hapsari	■			
15.	Hasman		■		
16.	Iksan		■		
17.	Indira susan		■		
18.	Indah		■		
19.	Jusripa		■		
20.	Kasmirani		■		
21.	Lismawati	■			
22.	Manti		■		
23.	Mega yanti			■	
24.	Meri		■		
25.	M. Rijal		■		
26.	M. Sulpandi		■		
27.	Nasrah			■	
28.	Nurhaisa	■			
29.	Nurul				
30.	Nurmi			■	
31.	Nasma		■		
32.	Ramda		■		
33.	Rabbil Sare	■			
34.	Rista		■		
35.	Ririn			■	
36.	Surdiono		■		
37.	Wahab		■		
frequently		9	24	4	

The result of the students' activities in the last meeting in cycle II can be seen on chart below, where 9 student look more active, 24 students look active, 4

students look less active, and no one student looks not active. The high percentage was the students active, where they can reach 64.86%. It means that the students more attractive and interested in learning English through K-W-L-H technique.

Chart 4.8

Students activities in the third meeting at cycle II



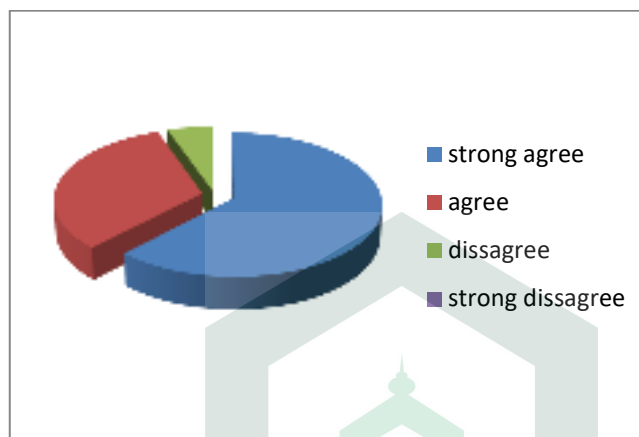
Based on research of data analysis of observation sheet at the third meeting in cycle II can be known that from 37 students. There are 9 students look more active in learning activity or the percentage 24.32%, the students look active are 24 students or the percentage was 64.86%, the students look less active are 4 or the percentage 10.81%, and no one student looks not active or the percentage 0.00%. Based on chart above to find out that the students activities at MTs. Batusitanduk in class VIII C increase in learning reading.

The Data through the Questionnaire Cycle II

The data was used to find out the students' attitude in reading skill through questioning strategy in the second cycle, they are:

1. I am interested in studying English reading through K-W-L-H technique.

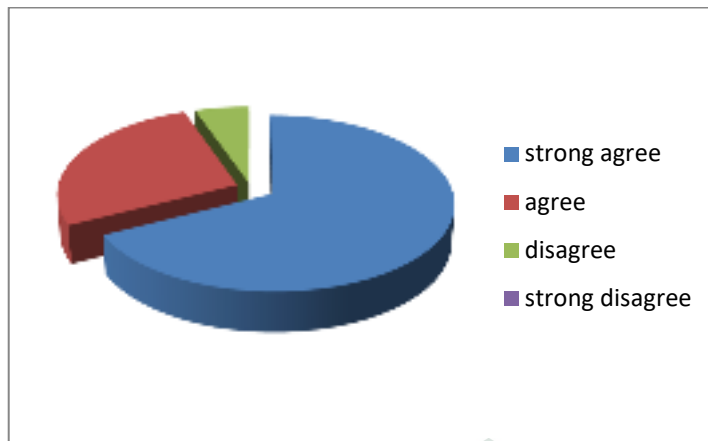
Chart 4.9
Questionnaire 1



Based on the research of data analysis can get known that from 37 students. There are 23 students said that strongly agree to follow in English learning activity or the percentage 62.16%, the students said they were agree 12 students or percentage reach 32.43%, the students said that disagree 2 students' or percentage 5.40%, and students said that strongly disagree is 0.00% or there is no one. Based on chart 9 above to find out that the students' attitude is average interest to study English reading through K-W-L-H technique at the eighth year of Madrasah Tsanawiyah Batusitanduk in cycle II. It show up highly percentage to reach 62.16% students to choose strong agree.

2. Study English reading through K-W-L-H technique can improve my reading skill.

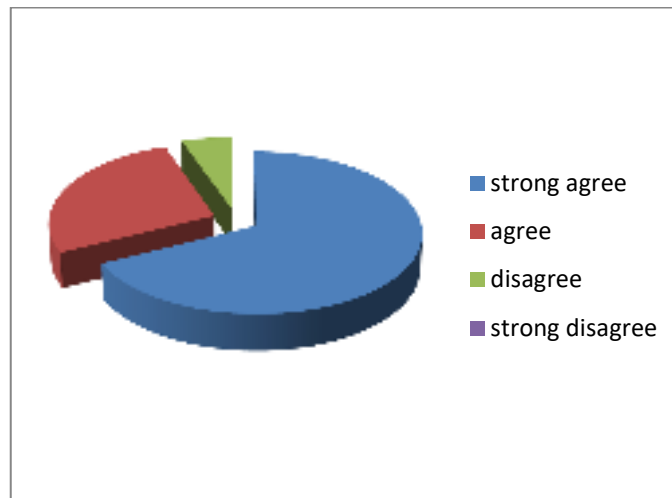
Chart 4.10
Questionnaire 2



Based on the research of data analysis can get known that from 37 students. There are 25 students said that strongly agree to follow in English learning activity or the percentage 67.56%, the students said they were agree 10 students or percentage reach 27.02%, the students said that disagree 2 students or percentage 5.40%, and students said that strongly disagree is 0.00% or there is no one. Based on chart 10 above to find out that the students' attitude is strongly interest to study English reading through K-W-L-H technique at the eighth year of Madrasah Tsanawiyah Batusitanduk in cycle II. It show up highly percentage to reach 67.56% students to choose strong agree.

3. It is easy to understand the material in learning English reading through K-W-L-H technique.

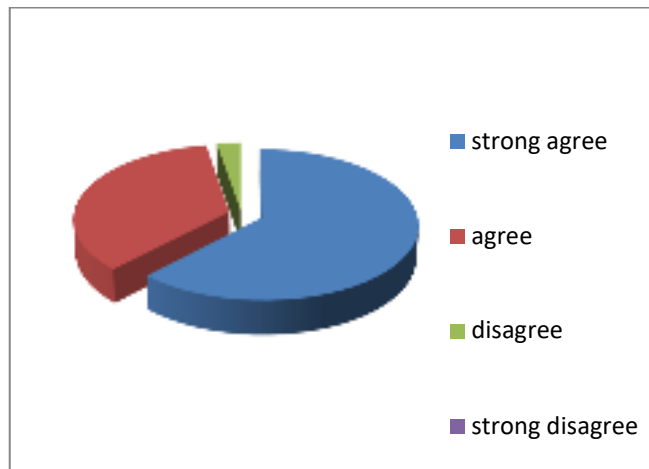
Chart 4.11
Questionnaire 3



Based on the research of data analysis can get known that from 37 students. There are 25 students said that strongly agree to follow in English learning activity or the percentage 67.56%, the students said they were agree 10 students. or percentage reach 27.02%, the students said that disagree 2 students or percentage 5.40%, and students said that strongly disagree is 0.00% or there is no one. Based on chart 11 above to find out that the students' attitude is strongly interest to study English reading through K-W-L-H technique at the eighth year of Madrasah Tsanawiyah Batusitanduk in cycle II. It show up highly percentage to reach 67.56% students to choose strong agree.

4. K-W-L-H technique can be used to practice my reading skill in answering question

Chart 4.12
Questionnaire 4

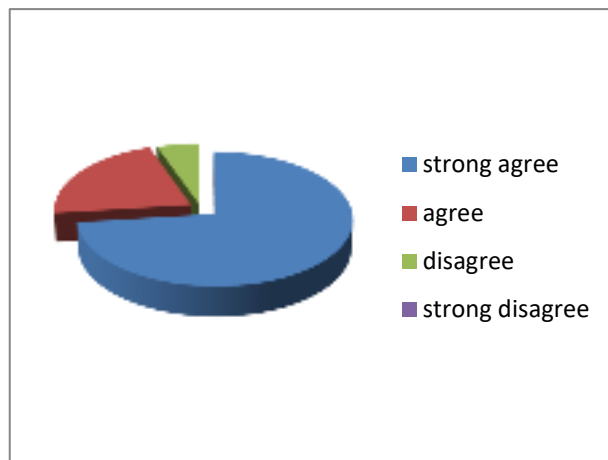


Based on the research of data analysis can get known that from 37 students. There are 23 students said that strongly agree to follow in English learning activity or the percentage 62.16%, the students said they were agree 13 students or percentage reach 35.13%, the students said that disagree 1 student or percentage 2.70%, and students said that strongly disagree is 0.00% or there is no one. Based on chart 12 above to find out that the students' attitude is average interest to study English reading through K-W-L-H technique at the eighth year of Madrasah Tsanawiyah Batusitanduk in cycle II. It show up highly percentage to reach 62.16% students to choose strong agree.

5. K-W-L-H technique can increase my knowledge in learning reading.

Chart 4.13

Questionnaire.5

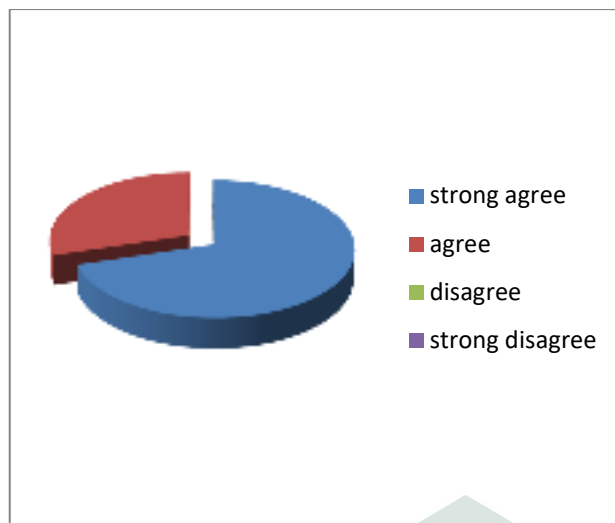


Based on the research of data analysis can get known that from 37 students. There are 27 students said that strongly agree to follow in English learning activity or the percentage 72.97%, the students said they were agree 8 students or percentage reach 21.62%, the students said that disagree 2 student or percentage 5.40%, and students said that strongly disagree is 0.00% or there is no one. Based on chart 13 above to find out that the students' attitude is strongly interest to study English reading through K-W-L-H technique at the eighth year of Madrasah Tsanawiyah Batusitanduk in cycle II. It show up highly percentage to reach 72.97% students to choose strong agree.

6. I'm fun and happy studying English reading through K-W-L-H technique.

Chart 4.14

Questionnaire 6

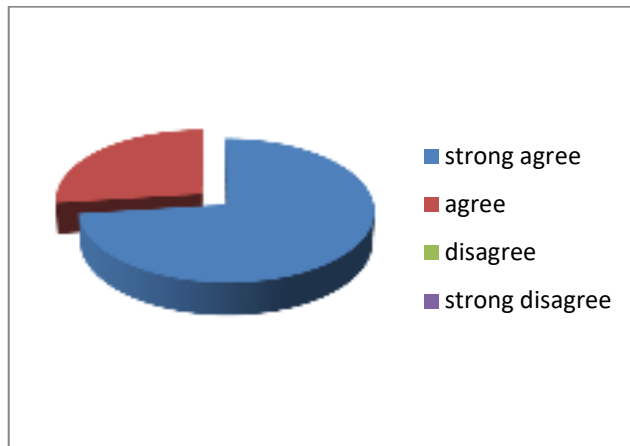


Based on the research of data analysis can get known that from 37 students. There are 26 students said that strongly agree to follow in English learning activity or the percentage 70.27%, the students said they were agree 11 students or percentage reach 29.72%, no one students said that disagree or 0.00%, and students said that strongly disagree is 0.00% or there is no one. Based on chart 14 above to find out that the students' attitude is strongly interest to study English reading through K-W-L-H technique at the eighth year of Madrasah Tsanawiyah Batusitanduk in cycle II. It show up highly percentage to reach 70.27% students to choose strong agree.

7. I encourage study English reading through K-W-L-H technique.

Chart 4.15

Questionnaire 7



Based on the research of data analysis can get known that from 37 students. There are 27 students said that strongly agree to follow in English learning activity or the percentage 72.97%, the students said they were agree 10 students or percentage reach 27.92%, no one students said that disagree or 0.00%, and students said that strongly disagree is 0.00% or there is no one.

Based on chart 15 above to find out that the students' attitude is strongly interest to study English reading through K-W-L-H technique at the eighth year of Madrasah Tsanawiyah Batusitanduk in cycle II. It show up highly percentage to reach 72.97% students to choose strong agree.

The result of the observation and score of the test still good in the second cycle, the researcher needed to do reflection to know weakness action in the cycle II they are (1) the mean score the result of the students' test in cycle II is 70.67 or the percentage 64.86%, where 9 students got 85 score, 5 students got 78.5 score, 10 students got 71 score, 1 student got 64.5 score, 6 students got 64.2 score, 2

students got 57 score and 3 students got 42 score. It means fulfilling pass standard, so the students' score of test in cycle II was increasing.

The researcher concluded the alternative ways in teaching reading by using K-W-L-H technique are:

1. Give students motivation, so the students have self confidence.
2. Give more opportunities to students to improve their knowledge during the time allocated.
3. Observe the students' activities in the classroom more intensively.
4. The teaching reading make more interact and fun, so the students can express their idea easily.

B. Discussion

In this part, the researcher described the teaching and learning process in the classroom. The students learning about reading text and improve their comprehension and interpretation in learning material. In this case, the researcher used K-W-L-H technique in teaching and learning process to improve students reading comprehension skill.

The researcher finding indicated that the students' achievement in reading comprehension by using K-W-L-H technique showed the improvement of the students' literal and interpretative of text in reading comprehension. From this improvement showed the process from the cycle I to cycle II. The process covered about their achievement from low to high mean score.

The teacher has change the activity more interesting in cycle II so that students could show the improvement, in the first cycle the teacher gave less explanation about K-W-L-H technique to students seemed like confused. But in cycle II the students really enjoyed the method because the teacher gave explanation intensively and motivation when teaching and learning process.

At the first the teacher found that the students difficult to answer the questions. So the method could so the improvement by doing some interesting efforts from cycles I to cycle II. The teacher prepared well before did the second cycle. The teacher knew what the weakness and the strengths, because the teacher did reflection.

The process that could be explained from cycle 1 to cycle 2 as follow:

- a. At the beginning of the implementation of the first cycle has not been suitable with the planning yet. This matter was caused by:
 - 1) Some of students still passive in learning process.
 - 2) Some students were difficult to understand about the reading text.
 - 3) The students still confused did not know how to extend their knowledge using K-W-L-H technique.
- b. At the end of the second cycle could be concluded:
 - 1) Some students very active in learning process.
 - 2) Students already understood the method.
 - 3) The students shared their own opinion easily.
 - 4) The students answered the questions easily.

To change the process from cycle 1 to cycle 2 the researcher did some efforts such as:

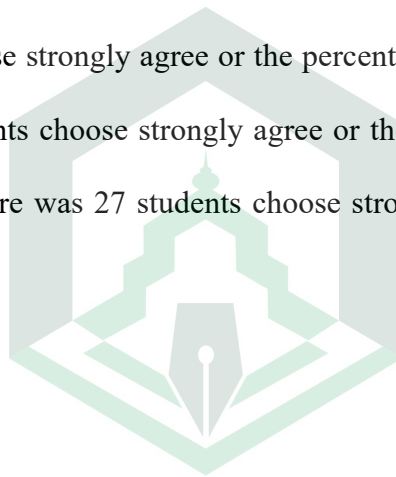
- a. The researcher intensively gave understanding or explanation to the students about the technique.
- b. The researcher helped the students who did not know what to do in learning process.
- c. The research prepared interesting material so that the students enjoy shared their own opinion.

The description of data analysis through the test as explain in previous finding section showed that the students' ability about improvement literal and interpretative reading comprehension by using K-W-L-H technique is significant. It is supported by result of the test value in cycle II was higher than test value of cycle I.

After final text cycle I and cycle 2, the researcher could know how this research succeeds, and how the students mean score improved significance from low to high. This research showed the significance improvement. Where, the mean score in second cycle higher than the first cycle.

This score was taken from students' correct answer and calculating by using mean score in data analysis. After that, the research used the score of cycle I and cycle II to find out the students' improvement percentage. It means that the students' achievement in reading comprehension improved after using K-W-L-H technique.

After giving the questionnaire to the students of Madrasah Tsanawiyah Batusitanduk class VIII C which consists of 7 items the researcher concluded that the students interested in learning reading through K-W-L-H technique. It proved in 37 students in there, 23 students choose strongly agree in questionnaire 1 or the percentage 62.16%, in questionnaire 2, there was 25 students choose strongly agree or the percentage 67.56%, in questionnaire 3, there was 25 students choose strongly agree or the percentage 67.56%, in questionnaire 4, there was 23 students choose strongly agree or the percentage 62.16%, in questionnaire 5, there was 27 students choose strongly agree or the percentage 72.97%, in questionnaire 6, there was 26 students choose strongly agree or the percentage 70.27% and the last questionnaire, there was 27 students choose strongly agree or the percentage 72.97%.



IAIN PALOPO

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data of the students' learning achievement in Cycle I and Cycle II, observation sheet of the students' activities, and the students' attitude through questionnaire, the researcher concluded:

1. The effective ways in using K-W-L-H technique in teaching reading at MTs. Batusitanduk are:

- a) Give students motivations, so the students have self confidence in learning process.
- b) Observe the students' activities in the classroom more intense.
- c) The teaching reading make more interact and fun, so the students can express their opinion easily.
- d) Giving understanding or explanation to the students about this technique intensively.
- e) Prepare interesting material so that the students enjoy share their own opinion.
- f) K-W-L-H technique is more effective to teach in individual to the students of Madrasah Tsanawiyah Batusitanduk. When the teacher work with individual students, special need can be accommodated, questions can be clarified, and students' understanding of the content can be demonstrated.

2. Having analyzed the result of the student's attitude toward the technique applied by the researcher in this research, it was found that most of students interested in learning reading through K-W-L-H technique.

B. Suggestions

Based on the conclusion above, the researcher formulated some suggestion as follows:

1. The teachers should teach reading strategies to students in improving their reading comprehension ability.
2. The teachers of MTs. Batusitanduk should be more creative in finding strategies to improve their students' interest in reading and their reading comprehension ability.
3. The students should use K-W-L-H Technique to understand reading English passages easily.
4. Based on the result of this research, the researcher recommended that teachers and students should use K-W-L-H as a good alternative technique in reaching good reading comprehension.

A

P

P

E

N

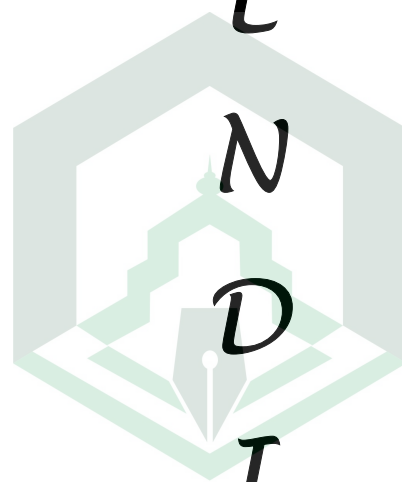
D

I

X

E

S



IAIN PALOPO



IAIN PALOPO

BIBLIOGRAPHY

- Analysis of the Real Situation of teaching Reading Comprehension*, <http://www.ccsnet.org/./10754>, (Accessed on November 2013).
- Anonym, *Defining Comprehension*, <http://www.read.org/./MR1465.ch2.pdf>, (Accessed on March 2013).
- Anonym, *KWLH Teaching Technique*, <http://www.writedesigonline./organizers>, (Accessed on February 2013).
- Asdiani, "The Use of Story Book in Improving Reading Comprehension of the Fifth grade in SDN 442 Kambo," Skripsi Sarjana, Program Study Bahasa Inggris STAIN Palopo, 2010, td.
- Arsyad, Azhar and Buhari, *English for Students of Islamic studies*, Ujung Pandang: AMA Press, 1993.
- Arikunto, Suharsimi, *Prosedur Penelitian*, Cet. XII. Jakarta, PT. Rineka Cipta, 1997.
- Brown, H.Douglas, *Teaching by Principles*. San Francisco State University: Pearson Longman, 2007.
- Busrowi, Sukidin, Suranto, *Manajemen Penelitian Tindakan Kelas*, Insan Cendikia, 2010.
- En.wikipedia, *Reading Comprehension*, <http://Wikipedia.org/wiki>, (Accessed on March 2013).
- Harmer, Jeremy, *Practice English Language Teaching*, London: Longman, 1991.
- Hamalik, Oemar, *Teknik Pengukuran dan Evaloasi Pendidikan*, (Bandung: Mandar Maju, 1989).
- KWLH Technique*, [http://www.Msu.edu/course/Cep/886/Read % 20 Comp/7learn.scr.proj.kwl.html](http://www.Msu.edu/course/Cep/886/Read%20Comp/7learn.scr.proj.kwl.html), (Accessed on November 2013).
- Mikulecky, S. Beatrice and Linda Jeffries, *Advance Reading Power*, Pearson Longman, 2007.

- Marwiyah, Andi, “*The Effectiveness of Silent Reading in Improving Reading Comprehension to the Eleventh Year Students of MA Al- Jihad, Sabbang,*” Skripsi Sarjana, Program Study Bahasa Inggris STAIN Palopo, 2010, td.
- Nova, *KWLH Teaching Technique*, <http://www.nova.pdf.com>, (Accessed on March 2013).
- Nunan, David, *Collaborative Language Learning and Teaching*, Cambridge University Press, 1992.
- Ogle, M. Donna, *The Reading Teacher*, International Reading Association, 1986, p. 56.<http://jstor.org>, (Accessed on March 2013).
- Richard, C. Jack and Willy A. Renandya, *Methodology in Language Teaching, An Anthology Of Current Practice*, Cambridge University Press, 2002.
- Syahri, Khairul Takdir, *Oral Statement*, Batusitanduk, 2013.
- Suparman, “*Improving Student Reading Skill through Scanning and Skimming at the Second Year Students’ of MAN Palopo,*” Skripsi Sarjana, Program Study Bahasa Inggris STAIN Palopo, 2008, td.
- Thornbury, Scott, *How to Teach Speaking*, England: Pearson Education Limited, 2005.
- Team of Five, *Improving Reading Skill in English for University Student, Book 3 + Workbook 3*, Jakarta: Kencana, 2006.
- The Literacy Company, “*Understanding Reading Comprehension,*” <http://www.readfaster.com/products>, (Accessed on March 2nd 2013).
- Victoria Bull, *Oxford Learner’s Pocket Dictionary*, Fourth edition: Oxford University Press, 2011.
- Wardi, Risma Thesis, *Teaching the Eleventh Year Students’ English Speaking Skill Through Self Talk Strategy at SMA Negeri 4 Palopo*, (Skripsi Sarjana, Program Study Bahasa Inggris STAIN Palopo, 2011)
- Widdowson, H. G, *Teaching Language as Communication*, Oxford University Press, 1983.

SIKLUS I

LEMBAR PENGAMATAN AKTIVITAS SISWA DALAM PROSES PEMBELAJARAN READING MELALUI TEKHNIK K-W-L-H

Nama Siswa :
No. Urut :
Nis :
Pertemuan :

NO	ASPEK YANG DIAMATI	PENILAIAN			
		1	2	3	4
1	Perhatian siswa saat menerima instruksi pada awal kegiatan pembelajaran.				
2	Pusat perhatian siswa dalam menerima materi.				
3	Ketekunan siswa dalam menanggapi materi.				
4	Semangat siswa dalam menerima materi menggunakan tekhnik K-W-L-H.				
5	Ketertiban siswa selama proses pembelajaran berlangsung.				
6	Kemampuan siswa dalam memahami materi yang diberikan.				
7	Keaktifan siswa dalam kelas.				
8	Tingkat kemampuan siswa dalam menjawab pertanyaan.				

Ket : 1. Tidak baik 2. Kurang baik 3. Cukup baik 4. Baik

Catatan:

.....

Pengamat

SIKLUS II

LEMBAR PENGAMATAN AKTIVITAS GURU DALAM PROSES
 PEMBELAJARAN READING MELALUI TEKHNIK K-W-L-H

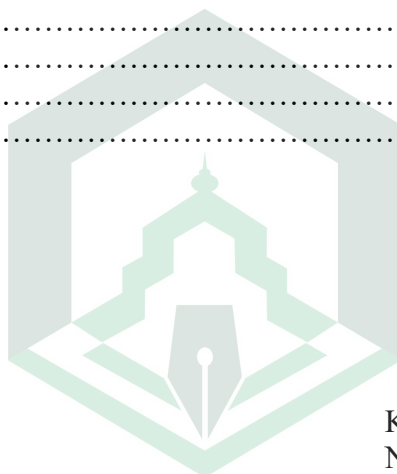
Nama peneliti : Rusni Sardin
 Tanggal :
 Pukul :
 Pembahasan :
 Pertemuan ke- :

NO	ASPEK YANG DIAMATI	PENILAIAN			
		1	2	3	4
I	PERSIAPAN (secara keseluruhan)				
II	PELAKSANAAN				
	A. Pendahuluan				
	1. Membuka kelas				
	2. Memotivasi siswa				
	B. Kegiatan inti				
	1. Menjelaskan tentang tehnik K-W-L-H.				
	2. Menjelaskan tentang topik yang akan dibahas.				
	3. Melatih siswa dalam mengaplikasikan tehnik K-W-L-H.				
	4. Mengawasi siswa dalam menerima materi.				
	5. Memberi tugas menjawab pertanyaan tentang materi reading secara berkelompok.				
	6. Memberi bantuan kepada siswa yang mengalami kesulitan.				
	7. Feedback dari guru				
	C. Penutup				
	Menyimpulkan materi pada akhir pembelajaran.				
III	PENGELOLAAN WAKTU				
IV	PENUASAAN KELAS				

Ket : 1. Tidak baik 2. Kurang baik 3. Cukup baik 4. Baik

Catatan:

.....
.....
.....
.....
.....
.....
.....
.....
.....



Pengamat

Khaerul Takdir Syahri, S.Pd
NIP 19860221 201001 1 006

IAIN PALOPO

SIKLUS II

LEMBAR PENGAMATAN AKTIVITAS GURU DALAM PROSES PEMBELAJARAN READING MELALUI TEKHNIK K-W-L-H

Nama peneliti : Rusni Sardin
 Tanggal :
 Pukul :
 Pembahasan :
 Pertemuan ke- :

NO	ASPEK YANG DIAMATI	PENILAIAN			
		1	2	3	4
I	PERSIAPAN (secara keseluruhan)				
II	PELAKSANAAN				
	A. Pendahuluan				
	3. Membuka kelas				
	4. Memotivasi siswa				
	B. Kegiatan inti				
	8. Menjelaskan tentang tekhnik K-W-L-H.				
	9. Menjelaskan tentang topik yang akan dibahas.				
	10. Melatih siswa dalam mengaplikasikan tekhnik K-W-L-H.				
	11. Mengawasi siswa dalam menerima materi.				
	12. Memberi tugas menjawab pertanyaan tentang materi reading secara berkelompok.				
	13. Memberi bantuan kepada siswa yang mengalami kesulitan.				
	14. Feedback dari guru				
	C. Penutup				
	Menyimpulkan materi pada akhir pembelajaran.				
III	PENGELOLAAN WAKTU				
IV	PENUASAAN KELAS				

Ket : 1. Tidak baik 2. Kurang baik 3. Cukup baik 4. Baik

Catatan:

.....
.....
.....
.....
.....
.....
.....
.....



Pengamat

Khaerul Takdir Syahri, S.Pd
NIP 19860221 201001 1 006

IAIN PALOPO

