IMPROVING READING SKILL THROUGH KNOW, WANT, LEARNED (KWL) TECHNIQUE AT XI GRADE OF MAN PALOPO

A THESIS

Submitted to the English Study Program of S1 Tarbiyah Department of State Collage for Islamic Studies of Palopo in Partial fulfillment of Requirement for S.Pd Degree in English Education Study Program

By,

JUMASRI
NIM 08.16.3.0015

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

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IAIN PALOPO

ACKNOWLEDGEMENT

بســـــم الله الرحمن الرحيـــــم

All praise is due to Allah, the researcher express her gratitude to the almighty God, Allah swt., That has given his guidance, inspiration, blessing and good health so that the researcher could finish this thesis, peace and salutation be upon to our prophet of Islam, Muhammad Saw., along with his family, his intimate and his followers.

The researcher realizes that this thesis cannot be accomplished without help, guidance, suggestion and motivation from the other. Therefore in this chance the researcher would like to express respect and thankful to:

1. Prof. Dr.H.Nihayah M., M.Hum as chief of STAIN Palopo

2. Drs. Hasri, MA., the chief of Tarbiyah Departement of STAIN Palopo

3. Dr. Masruddin Asmid, S.S., M.Hum., the head of English Study Program, and all of the lectures and staff of STAIN Palopo.

4. Dr. Dahlan, M.Hum., as my first consultant and Jufriadi, S.S., M.Pd. as my second consultant, who have given the researcher guidance, explanation, suggestion and correction to the improvement of this thesis until finish.

5. All of the staff of ENDEPT library STAIN Palopo who always provided good service during writing this thesis.

6. Special thanks to my beloved parents; Kateni and Paijah (your dream has come true). Who have given the researcher help, supporting, blessing, and always pray for her success so the researcher can finish her thesis and her study at STAIN Palopo. Then, for my beloved brothers Suharsono who as my motivation to do the best.

7. To my niece (Dicky, Alan, Irwan, Nata, Ririn, Bordi, and Princess Ima, Tia) and my best friend Riska Rusva.

8. All of the researcher's brothers and sisters (IMMawan and IMMawati) in IMM (Muhammadiyah Students Association) that haves given the researcher chance to learn many things and special thanks to my beloved sisters IMMawati Darna, Harmawati, Hasnidiah and Dasmah (our sisterhood never ending) and beloved brother IMMawan Asrullah and Alimuddin and also the cheif of IMM Palopo Muh. Akbar you are rainbow in my live .

9. All of my friends in STAIN Palopo, especially for academic year two thousand and seven (Jumria, Amin Sumiarsih, Juliarsih Jufri, Nurul Quida, Muh. Saiful Anwar and etc), that the researcher cannot mention their name one by one. *You are the real best friends.*

10. The teacher of English, Bebet Rusmasari K. And XI Grade IPA1 of MAN Palopo for their contribution.

Finally, the researcher prays to God, and may Allah gives reward to all of the people, who have helped the researcher. The researcher hopes this thesis can be useful for the other.

May God always bless us, amin. ***Billahi Fii Sabilil Haq, Fastabiqu khairat***

Palopo , february 28rd 2013

The Researcher

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ABSTRACT

JUMASRI, 2013. "Improving Reading Skill Through Know, Want, Learned (KWL) technique at XI Grade of MAN Palopo". Thesis, English Study Program of Tarbiyah Departement of State Collage for Islamic Studies. Under the Supervisors (I) Dr. Dahlan, M.Hum. (II) Jufriadi, S.S., M.Pd

Key Words: Reading Skill, KWL technique.

The purpose of this thesis is to find out the approriate procedures in using KWL technique in teaching reading skill at the XI grade of MAN Palopo.

The subject of this research is grade XI of IPA1 of academic year 2012/2013, in which the total of students are 26. This research is Classroom Action Research in which the implementation consisted of 2 cycles. In every cycle there were planning, action, observation and reflecting. In collecting data, the researcher used instrument namely interview, test, observation and camera. The data were analyzed in 2 ways namely quantitative and qualitative. Quantitative data were used to find out students score and students mean score and qualitative were used to find out students participation.

The result of this research showed that in cycle 1 meeting 1, the students' mean score is 52,88 and in meeting 2 is 61,01 and students were still less active in learning reading skill. And in cycle 2 meeting 1 students mean score is 69,23 and second meeting is 74,03, and students were more active in learning reading skill than cycle 1.This thesis showed that the appropriate procedure in using KWL technique in teaching reading skill are as follow: (a) The teacher prepares facilities like sheet of KWL columns and reading material, (b) The teacher gives the students some motivation and let the students ready to study, (c) the teacher explains clearly the way of how to learn reading comprehension using KWL technique and how to fill the columns of KWL, (d) the teacher asks the students to read the text loud in order that the other students give more attention and be more motivated and active learning reading skill using KWL technique.

ABSTRAK

JUMASRI, 2013. "Meningkatkan Kemampuan Membaca Melalui Know, Want, Learned (KWL) tehnik kelas 12 Madrasah Aliyah Negeri (MAN) Palopo". Skripsi, Jurusan Tarbiyah Program Study Bahasa Inggris Sekolah Tinggi Agama Islam Negeri (STAIN Palopo). Dibawah Pengawasan (I) Dr. Dahlan, M.Hum. (II) Jufriadi, S.S., M.Pd

Key Words: Kemampuan Membaca, KWL tehnik.

Tujuan skripsi ini adalah untuk menemukan prosedur utama dalam pengunaan KWL tehnik pada pembelajaran kemampuan membaca kelas 12 Madrasah Aliyah Negeri (MAN) Palopo.

Subjek penelitian ini adalah kelas 12 IPA 1 tahun ajaran 2012/2013, dengan jumlah siswa 26 orang. Penelitian ini adalah penelitian tindakan kelas yang dalam penerapanya terdiri dari 2 siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan (observasi) dan refleksi. Dalam pengumpulan data peneliti mengunakan instrumen yakni wawancara, test, pengamatan dan kamera. Data dianalisis mengunakan 2 cara yaitu kuantitatif dan kualitatif. Kuantitatif data digunakan untuk menemukan skor siswa dan skor rata-rata siswa dan kuantitative digunakan untuk menemukan partisipasi siswa.

Hasil penelitian ini menunjukan bahwa dalam siklus 1 pertemuan ke-1, skor rata-rata siswa adalah 52,88 dan di pertemuan ke-2 adalah 61,01 dan keaktifan siwa masih kurang dalam pembelajaran membaca siswa. Dan di siklus 2 pertemuan ke-1 skor rata-rata siswa adalah 69,23 dan di pertemuan ke-2 74,03, dan keaktifan siswa meningkat dibandingkan siklus 1. Skripsi ini menunjukan bahwa prosedur utama pada pengunaan KWL tehnik dalam pembelajaran membaca yakni: (a) guru mempersiapkan fasilitas seperti lembar kolom KWL dan materi bacaan, (b) guru memberikan motivasi kepada siswa dan menganjurkan siswa untuk mempersiapkan diri dalam menerima materi, (c) guru menjelaskan bagaimana cara belajar membaca melalui KWL tehnik dan cara untuk mengisi kolom KWL, (d) guru menganjurkan siswa untuk membaca text bacaan dengan membaca keras agar siswa yang lainnya memperhatikan dan lebih termotivasi serta aktif dalam pembelajaran membaca mengunakan KWL tehnik.

CHAPTER I

INTRODUCTION

A. *Background*

Language is an instrument for expressing the idea, opinion, and feeling. When we talk we use language.[1] Hardly no moment in our live without talking. Therefore language is absolutety used in our activities. So language has an important role in communication process. And the most important things that should be mastered by the young generation in Indonesia nowadays is English, because English is the first foreign language in Indonesia, which is needed to observe and develop science and technology.

In addition reading is the most important thing develop everything in our life. Therefore before mastering English, one should master reading first. Reading is one of the important skill to get much information such as about education, culture, and economy, politic and so on. By reading we can make sense out of anything for increasing our knowledge, skill etcetera.

Reading is the important skill for the students because by reading they can improve their vocabulary, grammar, understanding and some aspect. In English

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[1]Ac Gimson, *An Introduction to the Pronounciation of English, Edward Arnold,* (third Edition, London: 1980),p.23

learning there are four skill namely listening, speaking, writing and reading and for improving all of them we need reading or to master reading first.[2]

To improve our language especially English language we must have good competence in reading comprehension because through such a competence we can get information, by reading comprehension we can develop our English learning and it is needed very much by learner although to be Master English is one of the difficulties. Today one of the students at XI grade IPA1 of MAN Palopo problem in mastering English that is most of the students do not realize the important of reading in improving our skill, and they are lazy to read though they know that reading has many benefit.

Reading without comprehension or understanding is not reading. Many students can pronounce words fluently but when asked what they have just read, they are unable to respond. Although they may have score high in terms of reading rate or fluency, they are not really good readers.[3] It is one of the teachers' obligations to give most attention for the learner. For solving the students at XI grade IPA1 of MAN Palopo problem many efforts are needed to create interesting situation of learning and teaching process. This situation can be created by creative teaching. The creative teaching that made by teacher will produce the optimal achievement for the learners.

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[2] Pius Lan Tapi. *Applied Linguistic and learning and teaching of foreign language* (palopo 2004),p.47

[3] http://www.readingtutors.com/tips/TH tipsCompstrat.pdf.accessed january 2012

During last decade, teachers have been implementated several techniques or method to improve students reading comprehension like scanning, and skimming skill, and also reading aloud. But those are not enough to increase student's ability; surely the students still need another way to touch their memory or mind. In this case, the researcher offers to conduct a researcher by using Know, Want to know, Learned (KWL strategy) as another alternative or solution the students problems. Know, what the students Know about the topic, Want, what the students want to know about the topic, and Learned, what was the students learned after reading about the topic. The KWL strategy is designed for teachers to effectively respond to students' knowledge when they read expository material, can also encourages students to become involved in active thinking and more understand what the topic mean.

The researcher uses alternative that KWL technique is suitable with them by reason that KWL is easy to make understand the topic.

B. *Problem Statement*

Based on the explanation above the researcher formulates the researcher question as follows:

What are the approriate procedure in using KWL technique to improve students reading skill at the twelfth of IPA$_1$ MAN Palopo in academic year 2012/2013?

C. *Objective of the Research*

Objective of the researcher is to find out approriate procedure in using KWL technique in teaching reading skill at the Madrasah Aliyah Negeri Palopo.

D. *Significance of the Research*

The significances of this research are as follows:

1. Practically

The result of this study is expected to be useful contribution in reading skill field. By knowing of the students' ability in reading skill through KWL technique. They will be used this way in reading skill activity, they are hoped to have good ability in reading skill.

2. Theoretically

The result is also expected to be save well information for all teachers and the students in teaching reading. In addition, it will be useful as a feed back for the students and teacher about their competence in teaching reading skill through KWL technique.

E. *Scope of The Research*

The scope of this research is focused on teaching reading skill through KWL technique. The skill is limited on understanding the content of reading. The subject of research is limited to the twelfth year students of MAN palopo. This limitation is based on the consideration that they have learned reading subject. The story that used in this research is essay story.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Review of Related Literature*

1. St. Daoliah Khalik 2005 in his research, The practical way of increasing vocabulary is means of reading. By reading the students will understand how each word is used in context. In other words we can choose which one is easier and better for expressing our idea as much as possible.[1]

2. Asdiani 2010 in his research, English teacher in teaching process should pay attention to choose a method or technique because every skill (listening, writing, speaking, and reading) has different method and technique in learning process. To get the purpose of learning the teacher should choose a method which has correlation between material and the purpose of teaching. [2]

3. Asdiani 2010 in his research, The students should be active thoroughly and fully in the teaching learning process of reading comprehension.[3]

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[1] St. Daoliah Khalik.*The ability of the second year students of SMP 3 Palopo in comprehension reading text through picture.*Palopo.2005.p.5

[2].Asdiani.*The use story book in improving students reading comprehension at the fifth grade in SDN442Kambo.palopo.2010.p.5*

[3] Ibid.p.5

Based of literature it mean that reading is one of the way to increasing vocabulary because to understand reading text we need vocabulary and toimprov reading comprehension need a technique because technique is a good solution to solve the problem in teaching and learning reading comprehension every skill especially reading skill. The most important to improve reading comprehension is the students should be active in teaching and learning reading comprehension.

Based previous related findings above the researcher concluded that used KWL as a strategy to improving reading skill which correlation students ability. This technique could make students easier to understanding reading text.

B. Concept of reading comprehension

1. Definition of Reading

Reading is a complex skill that involves a whole series of lesser skills, where skills means relate the ability to recognize stylized shapes which are figure on a ground, curves and lines and dots in patterned.[4]

In Oxford Learner's Pocket Dictionary explains that reading is act of reading something and way in which something is understood.[5]Reading a second language is a skill that each language teacher has to try schooling, which is generally reading

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[4] Wahyuni, "*factors affecting the reading comprehension achievement of the second year students of MAN model makassar,*(makassar:2005),p.8

[5] Oxford Lerner's Pocket Dictionary (Oxford University Press. New York.2005) p.357

based especially at secondary school and beyond if a student is poor in the target language. He will find it very difficult to understand a text written in that languange

Reading is acting of read something, books, articles, etc.[6] Reading is ussualy conceived as a solitary activity in which the reader interacts with the text in isolation.[7]

Reading is a mean of language acquisition, of communication, and of sharing information and ideas. Like a language, it is a complex interaction between text and the reader which is shaped by the reader prior knowledge, experience, attitude, and language community which is culturally and socially situated. The reading process requires continuous practices, development, and refinements.

From the explanation above, the writer wants to try or does an classroom action research to do a research about how to improving students' reading skill.

2. Definition of Reading Comprehension

Comprehension is ability to understand something.[8]besides, comprehension also defined as the capacity of the mind to perceive and understand the power, act or process of grasping with a intellect; perception, understanding; as a comprehension of can be interpreted as an exercise consisting of a previously unseen passage of text

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[6] Rahma Indriani, "*Some Difficulties Faced By the second year students of SMA Palopo in Reading English Text."(*Palopo : 2008),p.35

[7] David Nunan,*language Teaching Methodology a text for teacher* (Macquarie University,Sidney : 1991),p.73

[8] Ibid.p83

with related question, designed to test a student's understanding esp. of a foreign language[9].

Reading comprehension essentially the ability to understand what has been read. There is little point in being able to pronounce the words on a page if the words mean nothing to you. You can probably read "snip tops are fin bugle" because you can decode the sounds in the words, but you cannot comprehend it because two of the words are nonsense. People worth good reading comprehension use several strategies that help them understand the text[10].

3. Reason for Reading

a) Reading in different ways for different purpose.

b) Reading for meaning.

c) Getting a massage from a text.[11]

One obvious but bus answer to the question "why do we read" we read in order to obtain information which is presented I written form, but by nature of the information so obtained requires more explicit definition. He further explains "by referential (factual), affective or emotional, so then:

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[9] http: wwwthefreedictionary.com.comprehension. accessed 11 january 2010

[10] http://www.ehow.co.uk/about_defenition-reading-comprehension. html. acceeed 19 october

[11] Nuttal Christine 1996. *Teaching reading skill in foreign language*.(Britain: Reed education and professional),p.2

a)   Answer we can give to our question of way we read is that we read referential material in order to obtain factual information with operating on our environment, e.g a set of instructions or how to use a piece of equipment.

b)   We read material as way developing our own intellectual skills, so that we can more effectively manipulate ideas, possibly with the aim of influencing the behavior of others of determining the outcome of a series of operations, e.g making proposal for project.

c)   We read for emotional gratification or spiritual enlightenment, e.g for pleasure or self environment.

These reasons for reading are essentially practical. That is to say, reading is carried out for purposes other than the reading of language are self. Basically, the purpose why some reads is for pleasure, reference, or information. In most learning situation, the third reason (reading for information) our related either to learner's or his/her profession or job.[12]

From the definition above, we can see that reading is one of the important skill to get much information such as about education, culture, and economy, politic and so on. By reading we can make sense out of anything for increasing our knowledge, skill etcetera.

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[12] Yasmir Asin, the students Ability in Reading English Text, (A case study at Barbara English Course),(Makassar: UNHAS,2005) p.9

4. Kinds of reading

    Categorizes reading into some categorized, which are:

1) Reading aloud

    Reading aloud involves understanding the black marks first and then production of the right noises. Most people, if they are asked to read something aloud. Like have an opportunity to "glance over" what it is they are being asked to read. In the actual process of reading aloud to they usually find their eyes are several words if not lines ahead of their tongues. Aloud of unfamiliar material is however another question in many class it is common practice to demand this of the students, the reading than being followed by question on what is been read aloud in drawing coherent meaning from a text. The process is something like A-B-C. [13]

2) Silent Reading

    Silent reading is the interpretation which is most likely for the reading term. This is perhaps the nearest approach to the essence of reading, the A-C of it. It is obvious that by far the greatest amount of reading that is done in world is silent.

3) Extensive Reading

    Extensive reading is carried out to achievement a general understanding of a usually somewhat longer text (book, long article, or essay etc) most extensive.

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[13]geoffrey broughton *A-B-C is reading skills according* et al,(1995)p.91

Extensive reading can be checked in various ways. The most important things about these ways are they do not much of the learners' time away from reading, and that they do not ask for a detailed knowledge of the contents of the book.

4) Intensive Reading

Intensive reading is studying accurately, studying carefully. The aim of intensive reading is to arrive at profound and detailed understand of the text, not only of what it means, but also how is as important as for intensive reading in order to understand under whole. We must be able to understand the parts with the text which is make up.

Intensive reading is a reading for recall or total actually. It is in a class way in using reading intensive reading involves approaching of text under the close guidance of the teacher.[14]

From the kinds of reading above the reseacher in this reseach used silent reading and reading aloud for implementation KWL technique. Students step to understand reading text should reading first and the reseacher used silent reading and reading aloud.

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[14] Ibid.94

5. Kinds of reading comprehension

Devide reading comprehension into four large groups[15], such as:

a. Imperative reading

The imperative reading involves reading between the lines or making is not directly stated in the text but suggested or implied. Interpretative levels of reading comprehension go beyond literal comprehension.

b. Creative reading

The creative reading involves reading going beyond the material presented by the author creative require the students to think as they read and to use their imagination. In creative reading the reader try to come up with a new or alternative solution to those presented by authors.

c. Critical reading

The essential reading is reading is evaluating writer company the ideas in the material with known standard and deeming conclusion about accurary. Critical reading deepends on literal a reader must be collected interpret, apply, analyze, and synthesize

d. Literal reading

Reading for literal comprehension involves acquiring information that is directly state in selection. Answer to literal question simply demands the students from

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[15]Mark .A. Clark, k. *Dobson*, Barbara. And Sandra Silberstein, *Choice Readings* (USA :The University of Michigan Press, 1996),

memory what the text book say. Literal comprehension is the lowest level type of understanding.

6. Types of Reading

Good reader read diferently dipending on what they are reading and their pupose. There are four basic types of reading behavior skills namely:

a. Skimming

Skimming is quick reading or general ideas. When you skim you move your eyes. Quick to acquire a basic understanding of the text you do not need to read everything and you do not read carefully you read quickly such things as the title and suitable and topic sentence. You also look at pictures, charts, graphic, etc. for clues to what the text is about.

b. Scanning

Scanning is also quick reading, but when you scan, you or looking for information about a question you work to answer you are usually looking for a number or a word or the name of something.[16]

7. Six Rule for Faster Comprehension

1) Read more

If you are also reader you very likely do little more than go through the daily papers and a few light magazines. You read whenever you happen to have a few

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[16] Ibid.p.11

spare minutes, you read merely to pass time. Or perhaps you hardly ever read at all unless you absolutely have to.

2) Learn to read for main ideas

Stop wasting time and effort on details. When you read an article, push through efficiently for a quick recognition of the main idea that the details support and illustrate: be more interested in writers' basic thinking than in his minor points.

3) Challenge your comprehension

Fast readers are good readers. They are fast because they have learned to understand print quickly because they give themselves constant practice in understood. To this and they read challenging material; and you must do the same.

4) Budget your time

Good readers always have feeling and going fast for they have develop fast habits. Indeed, adults and college students who have trained themselves to read rapidly would find their original slow pace uncomfortable and unpleasant.

5) Pace yourself

Keep to the rate you have set for yourself in pages on hour. In this way you will learn to devise personal tricks that will speed you up and that will at the same time, sharpen your comprehension skill. But you must practice every day, or needy every day.

6) Develop habits of immediate concentration

The brightest persons in the class are not always the best students. If the work is too easy from them, they think of more interesting things, they daydream, they stop paying attention. This analogy explains why a slow reader picks up a book or magazine, goes through a few pages, and finding that attention is wondering, puts it down and turns to something else.[17]

8. Some Reading techniques

Technique is method of doing or performing something. Basically everything needs technique we can order a technique to get the best from what we do. Reading a book also needs technique to understand what we read. Introducing nine techniques in reading. They are:

1) KW-L *(what I know, what I want to learn, what I learned).* It is developed by D. Ogle on 1986. It is a teaching mode designed help students learn from nonfiction text in any content area. It is consist of brainstorming, purpose setting through questioning and then examining answer to those questions.

2) REAP technique, (read, encode annotate and ponder). It is developed by Eanet and manzo on 1976. Designed to help students analyze reading material indifferent ways.

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[17] ibid.p.22

3) Survey technique, it is developed by Aukernan in 1972 designed as spine of the SQ3R technique of study, offer the teacher and the students an opportunity "to walk show" they chapter together.

4) SQ3R technique. Survey, question, read, revise, review. It the grandfather of study strategies. The found in 1946. It attends the provide students with a systematic approach to reading and learning form text.

5) PORTE (Predict, organize, rehears, practice, evaluate). It is developed by Snit in 1986. It is a study strategy designed to help students prepare for essay exam.

6) Note peaking system for learning. It is developed by Palmatier in 1973. It provides a systematic mean to organize and review class note.

7) HERRINGBONE technique. It is developed by Herber in 1978. A strategy best sweated for the history classroom. It is suggests that the important information can be opined by asking six very basic comprehension question, *who, what, when, where, how, and why*. [18]
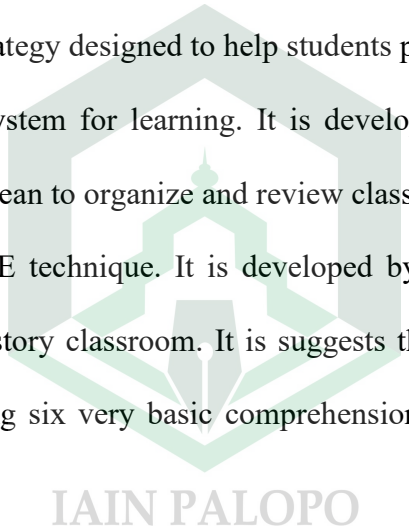
9. Kinds of Text in Reading Comprehension

There are some kinds of text in reading comprehension, namely:

1). Narrative text. This text is focused to amuse/entertain the readers and to tell a story.

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[18] . Afia Malik, *The Study of the Students' Ability In Reading Comprehension by using SQ3R Technique* (a case study), (Makassar : UNHAS 2005),p.19

2). Recount text is the kinds of text to retell something that happened in the past and to tell a series of past event.

3). Descriptif text. This text is to describe a particular person, place or thing in detail.

4). Report text is to presents information about something, as it is.

5). Explanation text is To explain the processes involved in the formation or working of natural or socio-cultural phenomena.[19]

The reseacher in this reseach will take explanation text and narrative as a text to using tools in KWL strategy. The reseacher used are kinds text because to make suitable students cabability in MAN palopo.

C. Story

1. Definition of Story

Story is account of past or imaginary event.[20] story is the express who spread how something, event, incident or matter happen arragement that narrated behavior, experience, and suffering of someone, example legend, short story.[21]

As with other types of language events, discourse analysis have sough to describe what all narrative in common. Mention some of a model we have referred to

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[19]Carr. http://id.scribd.com/kinds English text.accede octeber 2012

[20] Martin H Manser, *Oxford Learners Pocket Dictionary,*(New Edition, Oxfort University Press, 1991)p.135

[21] Ibid,p.215

various points. Specific elements that are commonly found in normal narrative they are :

a. Abstracts; are short statements of what the story is going to be about:

b. Orientation; set out the time, place, and character or reader and listener.

c. Complicating; are how the events sort themselves out, and the moment of telling.[22]

2. The Main Type of Story

The are many different of stories with different labels. The mostgenerally used terms include:

a. Story; the telling happeningor connected series of happenings, whether true or fictions, account and narration.

b. Narrative; the broodiest sense is anything told or recounted, more narrowly, something told or recounted in form of a story, account, and late.

c. Springboard story; is astory that enables a leap in understanding by the audienceto grasp how an organization of community or complex system may change.

d. Anti-Story; an anti-story as a story that arises in apposition to another. Any story that has a significance impact in a group or organization will giveraises it is similar story ("that remainds me...") as well as anto-stories.

3. Stories in Written Literature

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[22] Mc Carthy, *Discourse Analysis For Language Teacher,* (New York:Cambrige University, 1991),p.137

a. Short story: a fictions literary long fictional composition in prose or poetry, shorter than a nove, narrative, tale.

b. Novella; a relativaly long fictional prose narrative with a more or less complex plot or pattern of events about actions, fellings, motives of a group of characters.

c. Epic; a long narrative poem in dignified style about the deeds of traditional or historical hero of heroes; such as Homers Iliad or the odysey, with certain formal characteristics (biginning in medias rest, catalog passages, invocations of the muse, etc) (called clasical epic).

d. Drama; a literary coposition taht tells story, usually of human conflict, by means of dialogue and action, tobe perfomed by actors; play; now often any play that is not a comedy.

e. Tragedy; a serious play or drama typically dealing with the problems of cenrtal character, dealing to an unhappy or disastrous ending brought on, as in ancient drama, by fate and a tragic flaw in this character, or in modern drama, usually by moral weakness, psychological maladjustment, or social pressures (often seen as requiring catharsis, and a tragic flaw).

f. Comedy; originally, a drama or narrative with a happy ending or not tragic theme, for example Dante's Divine Comedy; more recently, any of various types of play or motion picture with a more or less humorous treatment of characters and situation and a happy ending.

g. High Comedy; comedy appealing to, and reflecting the life and problems of, the upper social classes, characterized by a witty, sardonic treatment.

h.   Low Comedy; a comedy that gets its effect mainly from action and situation, as burlesque, farce, slapstict, and horseplay, rather than from witty dialogue and characterization.

i.   Farce; an exaggerated comedy based on broadly humorous or highly unlike situations.

j.   Parody; a literary or musical work imitating the characteristic style of some other work or of an inappropriate subject.

k.   Satire; a literary work in which vices, follies, stupidities or abuses, are held up to ridicule and contempt.[23]

D. Media

1. Definition of Media

Media is all the form that utilized to the process of information channeling.[24] Media is thing that can be manipulated, seen read, hear, or the instrument that use in learning process, can influence the effectiveness of instructional program.[25] Media is each person, matter, tools, or event that placed the condition in order the learner can get knowledge, skills, and attitude. In this case teacher, textbooks, and school is media.[26]

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[23]Stephen Denning, *The Springboard: How Storytelling Ignites Action in Knowledge-EraOrganizations.*Boston,London,ButterworthHeinemann,October2000.Onlinettp://www.stevedenning.com/Business-Narrative/types-of-story.aspx. Accessed on September 24th, 2011.

[24] Basyiruddin Usman, *media Pembalajaran,* (jakarta: Ciputat Pers, 2002), p. 11

[25] ibid

[26] ibid

2. The Important of Using Media

Media in learning process has urgencies as follows :

a. Media can overcome the limited experience had by learners.

b. Media can get students interest.

c. Media can overcome the classroom.

d. Media can give direct interaction between learner and their surroundings.

e. Media can result the homogeneous observation.

f. Media can give right base concept, concrete and real.

g. Media can improve new interest and desire.

h. Media can motivate and stimulate learners.

i. Media can give the integral experience from the concrete to the abstract.[27]

10. Kind of Media

a. Visual, visual aids are things that just can be seen. For example strip, transparencies, micro projection, blackboard and picture.

b. Audio visual. Audio visual aids can be listened and sighted, example film and TV.

c. Dramatize, for example: role play, socio drama, pantomime, and so on.

d. Audio. Audio aids just can be listened, for example: photograph, recorder, tranpalasi electronic, radio, and so on.[28]

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[27] *Ibid.* P.14-15

[28] Azhar Arsyad, *Media Pembelajaran* (Jakarta: PT. Raja Grafindo Persada, 2000) p.4

E. *The concept of KWL technique*

1. Definition of KWL technique

KWL is instructional technique used to improve reading comprehensionand a students' ability to remember the material. KWL is most often used with expository reading materials such as classroom, textbooks, research, articles and journalistic pieces.[29]

KWL is needed intended to be and exercise for study group or class that can guide you in reading and understand a text. You can adapt it to working alone, but disscussions definitely help. It is composed of only three stages that reflect a work sheet of three columns with three letters.[30]

KWL recently, an instructional technique known as K-W-L was introduce into classrooms. Teachers active students prior knowledge by asking them what they already **K**now; the students set goals specifying what thay Want to learn; and after reading students discuss what they have Learned.[31]

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[29] Ann Logsdon.http: Lerningdisabilities.com/od/Readingstrategyes/qt/KWL-what-is-KWL.htmlaccsessed on february 2013.

[30] Huffman,L.E.(1998)journal of adolescent and adultliretacy.accssed on february 2013.

[31] Olge,D.M.(1986 february). KWL: a teaching model that develops active reading of expository text. Accessed on february 2013.

2. Criteria for assessing a KWL technique

Table 1.1

Criteria for assessing a KWL technique

	Inference	Purposes for reading	Connecting prior knowledge	Comprehension
4	(a)Students accurately infers answer to 4 of his/her question	(a)Students correctly chose purpose for reading and selected approriate information to answer all of my queation. (b)Students listed 4 or more question in the "W" part of the chart.	(a)Students listed more than 4 things he/she knows about the topic.	(a)Students correctly listed 4 or more answer in the "L" part of the chart,.
3	(a)Students accurately infers answer to 3 of his /her question.	(a)Students ussually correctly chose purpose for reading and selected	(a)students listed 3 things he/she know about the topic.	(a)Students correctly listed 3 answer in the "L" part of the chart

		approriate information to answer 3 question. (b)Students listed 3question in the "W" part of chart.		
2	(a)Students accurately infers answer to 2 of his /her question.	(a)Students sometimes correctly chose purpose for reading and selected approriate information to answer 3 question. (b)Students listed 3 question in the "W" part of chart.	(a)students listed 2 things he/she know about the topic.	(a)Students correctly listed 2 answer in the "L" part of the chart
1	(a)Students accurately infers answer to 1 of his /her question.	(a)Students seldom correctly chose purpose for reading and selected	(a)students listed 1 things he/she know about the topic.	(a)Students correctly listed 1 or no answer in the "L" part of the chart

		approriate information to answer 2 question. (b)Students listed 1 question or no in the "W" part of chart.		
Score				

32

E. *Classroom Action Research*

1. Definition of classroom action research

CAR or classroom action research is an action research which does for mend quality of education practice in classroom. Classroom action research focus in classroom or teaching learning process which happen in classroom not yet in input classroom or output. Classroom action research concerns everything in classroom.[33]

Action research as form of self inquiry undertaken by participants in a social (including educational) situation in order to improve the rationality and justice of, (a) there on social on educational practices, (b) their understanding of these practices, and (c) the situation in which practices carried out. [34]

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[32] Houghton Mifflin,*invitation to Literacy, Level 3.2.*Boston.1997,p.129
[33] Suhardjono,*penelitian tindakan kelas.*Jakarta .p.58
[34] Kemmis and McTaggart.*The Action Research Planner.Dekain University.1994.p.97*

Action research is a term which refer to a practical way of looking at your own work to check that it is you would like it to be. Because action research is done by you, the practitioner, it is often referred to as practitioner based research; and because it involves you thinking about and reflection on your work, it can also be called a form of self-reflective practice. [35]

2. Objective of classroom Action Research

a) Increase content quality, input, process, result of education and learning in school.

b) Helping teacher and other staff for solving learning problem and education inside or outside classroom.

c) Increase professional attitude educator and other staff.

d) Growing to develop academic culture in school environment so create attitude proactive in mend education quality and learning sustainable manner. [36]

3. Characteristic classroom action research

a) Characteristics of classroom action research, among others: an inquiry on practice From Within The first characteristic of CAR is that its 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.

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[35] McNiff.*action reseach principle and action.1992.p.102*
[36]Supardi.*Classroom Action Reseach.jakarta.2006.*p.107

The role of lecturers CAR in the early stages is to be a sounding board (reflecting the idea) for teachers who deal with problems in day-to-day execution of their duties.

b)   A collaborative effort of school Between Teachers and teacher educators. Because lecturers CAR not have direct access, then the CAR held collaborative with her class teacher who became the arena of CAR. Because who has scene so that the lectures are teachers who are interested in doing CAR not have access to the scene in the roles of practitioners. Therefore must be consistent feature of collaborative cooperation shown as in the overall implementation of CAR stages, ranging from problem identification and diagnosis of the situation, the design of corrective action, up to the collection and analysis of data and reflects about the findings in addition to preparing the report.

c)   Reflective practice made public. Faculty involvement in CAR not as a center of education experts assumed the function as supervisors or middle school teachers 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 performance. In this connection, teachers who collaborated in the CAR must assume multiple roles as practitioners in the implementation of daily management tasks at the same time also systematically examine the praxis itself. If this accomplished well then will educate researching culture among teachers, and is a strategic step in professionalism professorship. This

professional harassment in the form of wholesale service providers' weeks to make a list of numbers in the process of promotion credit functionally implicated teachers lately may be terminated.[37]

4. Procedure of Classroom Action Research

The procedures CAR consist of four activities which do in repeatedly cycle. Four principle activities which there are in every activity are: planning, acting, observing and reflecting. The following picture: [38]

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[37]Ibid.p.111
[38] Ibid.p.74

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Problems  →  Planning I  →  Acting I
                                  ↓
Cycle I    Reflecting I ←  Observing I
              ↓
New problems  →  Planning II  →  Acting II
result of reflecting                 ↓
Cycle II   Reflecting II ←  Observing II
              ↓
If problems no yet  →  Continue to the
been finished          next cycle
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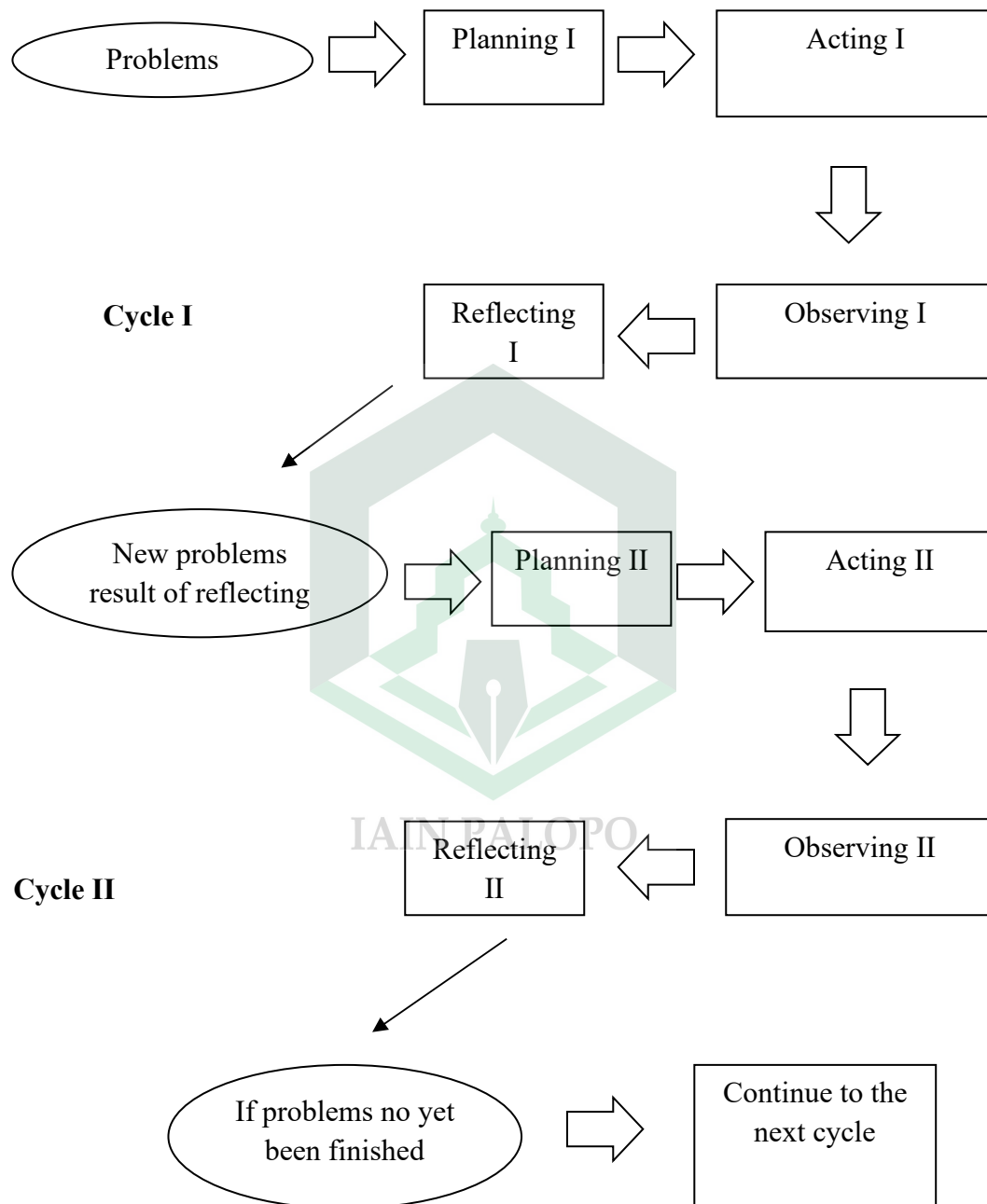
In procedure of classroom action research the researcher plan two cycles. The first cycle consist of four activities. If the researcher has known success and obstacle from action which was implement in first cycle. And in the second cycle there are repair additions from first cycle. In every cycle there are minimal three meeting and in every last meeting the researcher give test for students to know how far this KWL technique implement in teaching learning to improve students reading comprehension at the twelfth IPA_1 MAN Palopo. For the detail procedure classroom action research in implement KWL strategy will be describe in chapter III.

BAB III

METHOD OF THE RESEACH

A. *Research of Method*

1. Time and place of the Research

This research was conducted at XI grade IPA$_1$ of MAN Palopo, in academic year 2012/2013.

2. Object of Research

The object of research was the implementation of KWL technique in improving students reading skill. The research was conducted in the form of cycles namely: planning, acting, observing and reflecting.

3. Subject of Research

This research will be carried out at MAN Palopo. The subject will take from the XI grade of IPA$_1$ in academic year 2012/2013. The total number of students were 26 students.

4. Procedure of Research

a. Cycle 1

The first cycle of this classroom based research consisted of planning, acting, and observation and reflecting.

1) Planning

a) The reseacher make lesson plan based on the curiculum and arranged the material of lesson plan and it should be reading skill oriented.

b) Making the observation checklist for observing the condition of learning process.

c) Prepare facilities which will be used at learning process in classroom action research.

d) Selecting the reading material which are approriate with conduct of classroom.

2) Acting

a. Opening

1) Teacher open teaching learning proces and then explain what will we do for this metting

2) Teacher explain KWL technique and students pay attentio to teacher's explanation

3) Teacher give example from the text how to fill KWL chart.

b. Practice

1) Teacher give each students sheet text and then ask students to read by theirselves short story 10-15 minutes.

2) Teacher give sheet blank of KWL chart and ask to fill it for easy column .

3) Teacher give 5-8 minute for fill the KWL chart.

4) Teacher give suggest that KWL sheet must be filled by their self.

c. Closing

1) Teacher ask students to return their KWL sheet which have been filled.

2) Teacher close meeting.

3) Observing

This is implementing since in learning process and use observation sheet which have prepared and write everything in learning process from the teacher performance in opening until closing learning process, and the students' activity in learning process. The result of this observation then collected and analyzed to be a matter of reflection.

4) Reflecting

In this stage the researcher, teacher or other observer each collaboration other and do evaluation for to know strength and weakness which have been given from implement action in the first cycle which was used as a consideration learning plan in the next cycle?

b. The second cycle

1) planning

In this step, the teacher did the next action based on the value of cycle 1 reflection namely:

a) Continued the activities that had been done in cycle 1.

b) Repaired the weakness in the cycle 1

c) Making lesson plan again in learning process from the result of cycle 1 reflection.

2) acting

In this step, action was done to upgrade the result based on the cycle 1 reflection. The step were the same with the previous cycle to encourage the students reading skill by KWL technique.

3) observing

In doing observation at cycle 2 was almost same with the observation at cycle

4) reflecting

Reflection was done to see the result of cycle 2 action process, to analyze, understand and make conclusion activity. Researcher analyzed cycle 1 to know whether the action of this cycle reaches success criteria based on the result of action. The action research would make success

5. Techniques of Collecting Data

a. Observation

In this research there are two kinds observation, observation students' activity and observation implemented learning. Observation students activity was focus at students active in learning process.and observation implement learning was focus at teacher activity or students in learning process. And observation not yet in observation sheet was writed in field note

.

b. Test

  Used test individual which the function to know students understanding after learned reading skill through KWL technique.

 6. Instrument of Collecting Data

a. Interviw list

  The reseacher used interview list as a intrument to collecting data. The reseacher interview the English teacher to know the students capability and then make suitable what the reseacher want to give to students like a test.

b. test

  The reseacher used test as a intrument to collecting data. The reseacher purpose in this research is to improve the students reading skill. So the reseacher do test to know the students capability and this is can improve the students capability.

c. observation list

The reseacher used test as a intrument to collecting data. In learning reading skill process the reseacher do observation to know the students pay attention or interest in this reseach or not.

d. Camera

   The reseacher used camera as a intrument to collecting data, like take a picture in learning reading skill process, as a proof this reseach process.

7. Method of Analyzing Data

   In this stage the reseacher analyze the collecting data. The data taken from the test was analyze by using the following formula, namely:

a. Quantitative data students test score which can be analyzed in a descriptive manner.

$$Score = \frac{Total\ Correct\ answer}{Total\ Students}\ X\ 100$$

   To get mean score, the formula is:

$$Md = \frac{\sum x}{N}$$

Where:

   Md = Mean Score

   $\sum x$ = Total Raw Score

   N = Total Sample [1]

b. The qualitative data that was taken by observation and interview were then analyze qualitatively.

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[1] Mangkuatmodjo,*Pengantar Statistik,*(Cet.1,Jakarta:rineka cipta 2003),p.58

B. *Working Indicators*

The using of KWL technique succeeded if students' average score was ≥70. The quality of learning and teaching process increased from first cycle to second cycle. This quality could be seen from the students' behavior emerge during learning and teaching process.[2]

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[2] Suhardjono,*penelitian tindakan kelas.*Jakarta .p.58

BAB IV

FINDING AND DISCUSSION

A. Findings

1. Condition of the class

The first step before reseach, the reseacher did observation and got some data about the students condition in the class, which students' problem. The reseacher got information which they are difficulties to be a good reader. Most of them had a good score in pronouncing the sentebces but not all of them understand or comprehen the text. The teacher often gave them text and got the students to make them comprehen and most of them can not do it. The data was analyzed to overcome the problem. It means that the students need new technique how to be a good reader. The reseacher gave a technique, namely Know, Want, Learn (KWL) technique which this strategy can help them to understand or comprehen text or to be a good a reader.

Figure 1. The first condition of the class

2. Explanation Of The First Cycle

a. Planning

In this step, the researcher prepared to carry out the action research class that required different tools which had been created previously, namely: Lesson Plan (RPP) , the supporting instruments: observation sheet, interview sheet, camera and tests. In this step, the reseacher prepares what have to do in the action step.

In this step, the preparations which were prepared by the researcher before acting in the cycle I are:

1. The material I made based on the material that had been given teacher at school. To got the data about the study and the program at school. I did interview with the teacher.

2. The reseacher prepare facilities and reading material which used at learning process in classroom action research.

3. The reseacher introduced to the students about KWL technique.

4. The reseacher told the students that they would like to practice KWL technique in reading skill.

5. The researcher and collaborator discussed about the students' problem and activity since they teach in the Classroom.

b. Action

In this step consist of two meeting. In the first meeting, the reseacher explain to the student about purpose of reading skill and introduce about one of

technique to improve our reading skill is KWL technique. And then applied of KWL technique in learning process and gave them evaluation test. In the seccond meeting, the reseacher remaind again about KWL technique and applied of KWL technique in learning process and gave them evaluation test.

1) The First Meeting

In the first meeting, the reseacher told the students the importants of learn reading skill and then introduce about KWL technique. For make clear from the KWL explanation the reseacher gave blank example of KWL chart and then showed how to fill from the text. And then gave to them sheet text and researcher give 10-15 minute for read.

The next step researcher gave sheet blank of KWL chart and to filled it for each Colum which suitable from the short story. 8-10 minute the students must fill the KWL chart. And then researcher suggested to students that KWL sheet must be filled by their self.

2) The second meeting

In this step, the reseacher reexplained again about KWL technique after that gave student the different short story and then did test like inn the first cycle.

c. Observation

In this step about observation data which made by reseacher and collabolator in the first cycle, the data as follows:

1. In the first cycle of learning, the students had a good anthusiasm for understanding the concept of learning but lack dicipline. And learning situation

was lack interesting because some of students still confused with their new lesson especially about KWL technique.

2. The condition of the class was noisy after the reseacher gave explanation and distributed the blank sheet of KWL chart.

3. Most of students did not understand short story given by the resacher.

4. The studetns did not understand how to fill in blank of KWL chart, especially in K and W column.

5. There were some students cheat their friends because they were still confused to fill in K and W column.

6. Evaluation on students reading showed that the students mastery on reading skill were mostly in low score.

a) The first meeting
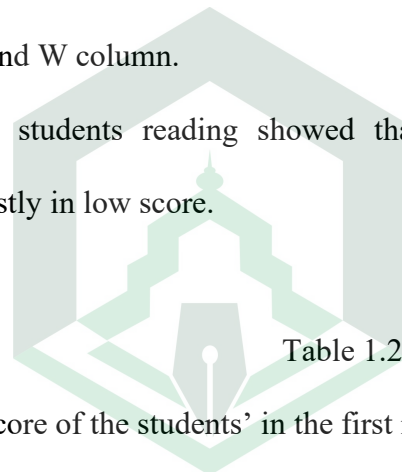
Table 1.2

Score of the students' in the first meeting of second cycle

No.	Students	Students correct answer	Score
1	S01	2	50
2	S02	3	75
3	S03	2	50
4	S04	2	50
5	S05	2	50
6	S06	2	50
7	S07	2	50
8	S08	2	50
9	S09	2	50
10	S10	2	50
11	S11	2	50
12	S12	2	50
13	S13	2	50

14	S14	3	75
15	S15	3	75
16	S16	2	50
17	S17	2	50
18	S18	2	50
19	S19	2	50
20	S20	2	50
21	S21	2	50
22	S22	2	50
23	S23	2	50
24	S24	2	50
25	S25	2	50
26	S26	2	50
27	Total score		1375
28	Mean score		52,88

First Meeting Score (Cycle 1)
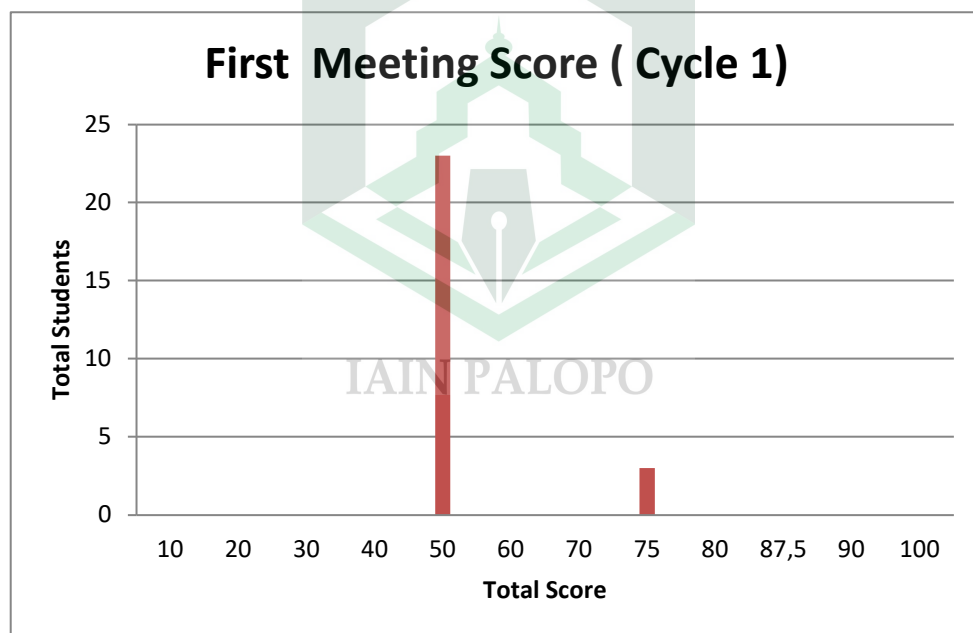
From the table above , it can be seen that the highest score is 75 and lowest score is 50. 23 students who got score of 50, 3 students who got score of 75.

b) The second meeting

Table 1.3

Score of the students' in the second meeting of first cycle

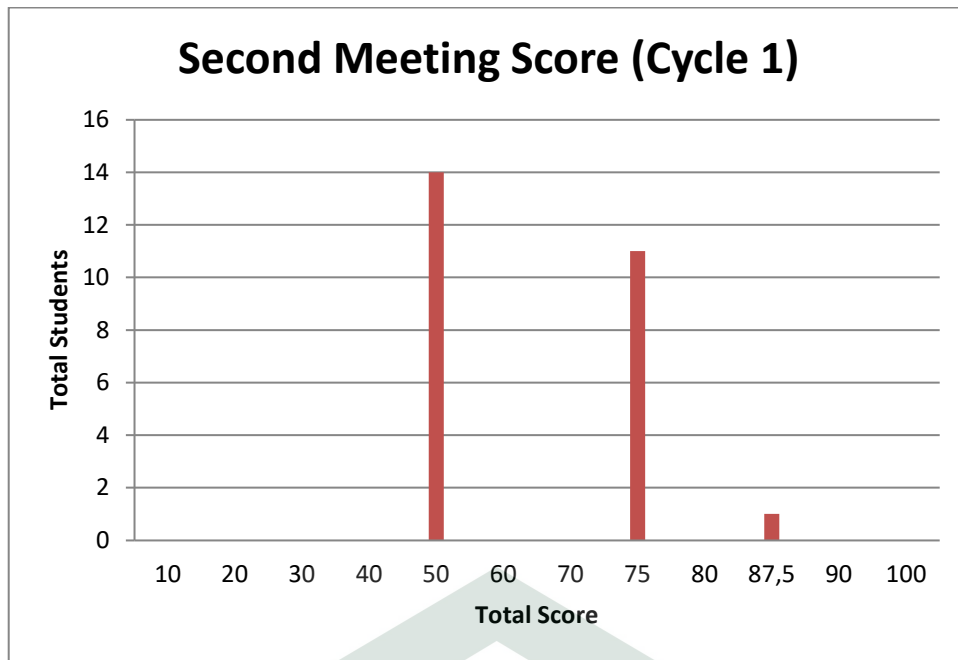| No.	students	Students correct answer	Score
1	S01	3	75
2	S02	3	75
3	S03	3	75
4	S04	3	75
5	S05	2	50
6	S06	3,5	87,5
7	S07	3	75
8	S08	2	50
9	S09	3	75
10	S10	2	50
11	S11	2	50
12	S12	3	75
13	S13	3	75
14	S14	3	75
15	S15	3	75
16	S16	2	50
17	S17	2	50
18	S18	2	50
19	S19	3	75
20	S20	2	50
21	S21	2	50
22	S22	2	50
24	S23	2	50
25	S24	2	50
26	S25	2	50
27	Total score		1612,5
28	Mean score		61,01

Second Meeting Score (Cycle 1)

From the table above , it can be seen that the highest score is 87,5 and lowest score is 50. 14 students who got score of 50, 11 students who got score of 75, 1 students who got score 87,5.

7. The participation of students during the teaching and learning process can be seen in table below:

Table 1.4

Students Participation in the first cycle

No.	Students	Indicators			
		Very Active	Active	Less Active	Not Active
1	S01		▧		
2	S02		▧		
3	S03		▧		
4	S04	▧			
5	S05		▧		
6	S06	▧			
7	S07			▧	
8	S08				▧

9	S09				
10	S10				
11	S11				
12	S12				
13	S13				
14	S14				
15	S15				
16	S16				
17	S17				
18	S18				
19	S19				
20	S20				
21	S21				
22	S22				
23	S23				
24	S24				
25	S25				
26	S26				
27	Total	2	7	12	5
28	Precentage	7,69 %	26,97 %	46,15	19,27

Students Activities
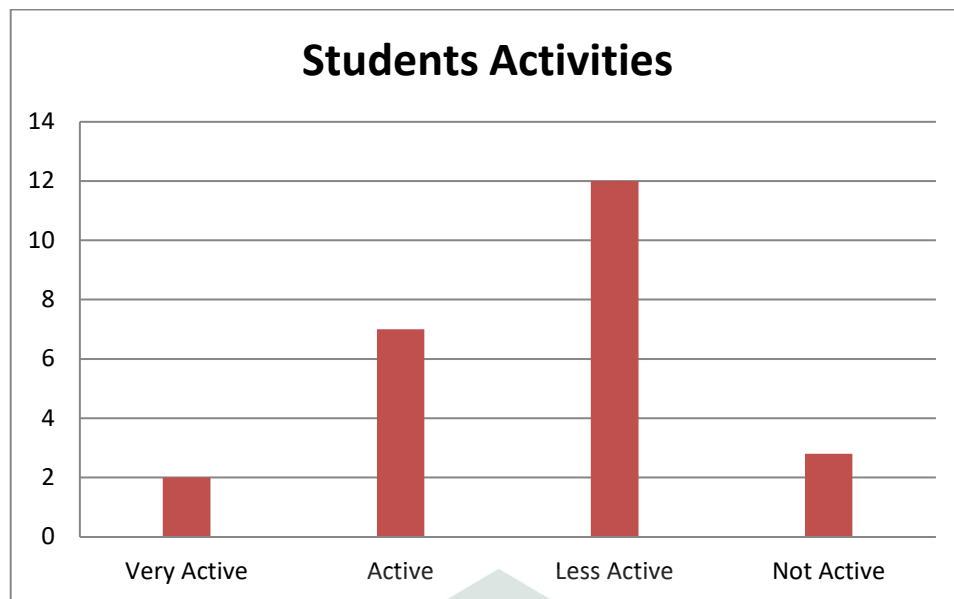
d.   Reflection

There were some significant weaknesses in the first cycle:

1. The students were still lack dicipline in learning process

2. The condition of class was noisy in learning process

3. KWL technique was still not familiar for students because most of them were not interested.

4. Most of student were still confused to fill in the blank of KWL chart.

5. Most of them have less self esteem.

6.   Most of them have do not understand meaning of difficult word so most of them dificult for understand text.

To improve the weakness and to keep the successful in the first cycle, then the secound cycle was planned as follow:

1.   Gave more motivation to the students to be active in learning process and gave pressure to students for believe their self in work assegment

2. The reseacher give the diferent text it mean that the students have many choice to be used as the alternative.

3. The reseacher give more intensive guidance about how ti be understand the text.

4. Detail explain each column and change step like the reseacher ask students to understanding text first and then fill the KWL blank in a series of each column.

5. The reseacher gave a value from result assigment.

3. Explanation Of The Second Cycle

a. Planning

The reseacher hoped students more active and reseacher effort the students got good value in this cycle. This plan like in the first cycle, but thre was litle different from the first cycle such as : (a.) the reseacher helped students to understand text like poin out one of students to reading aloud, (b.) and then shared with students to understand the dificult word, (c.) the reseacher give the different text more easy to understant than before,

b. Acting

1.) The first meeting

Actions first meeting in this cycle were based on the revised plan. At the beginning of the meeting of this cycle, the researcher did apperception such as asking some questions related to the previous material then gave the students some motivational words be active in learning process and how important the English reading skill. When the students were ready to study the reseacher repeated again about KWL technique in learning reading skill. Then reseacher

help student to understand the text like give text first, and point out one of students to reading aloud and then share to understand the dificult word after that like the first cycle devide sheet KWL blank chart.

   2.) The second meeting

This meeting same with the first meeting in second cycle, which made diferent is the reseacher give the diferent text.

c. Observation

   1. The students interested the short story better than in the cycle 1 because they know the meaning of dificult word.

   2. The students understand how to fill the blank of KWL chart better because they they have understand the text

   3. The students more active in this cycle because they are interest in learning process.

   4.   Evaluation on students reading skill showed that the students master on reading skill were increase. The mean mean score in the first meeting reached 69,23 and the mean score in the second meeting reached 74,03

Table 1.5

Score of the students' in the first meeting of second cycle

No.	Students	Students correct answer	Score
1	S01	3,5	87,5
2	S02	3	75
3	S03	3,5	87,5
4	S04	3,5	87,5
5	S05	3	75
6	S06	3,5	87,5
7	S07	3	75
8	S08	3	75

| 9	S09	3	75
10	S10	3	75
11	S11	3	75
12	S12	3	75
13	S13	3	75
14	S14	3	75
15	S15	3	75
16	S16	3	75
17	S17	3	75
18	S18	3	75
19	S19	2	50
20	S20	2	50
21	S21	2	50
22	S22	2	50
23	S23	2	50
24	S24	2	50
25	S25	2	50
26	S26	2	50
27	Total score		1800
28	Mean score		69,23

First Meeting Score (second cycle)
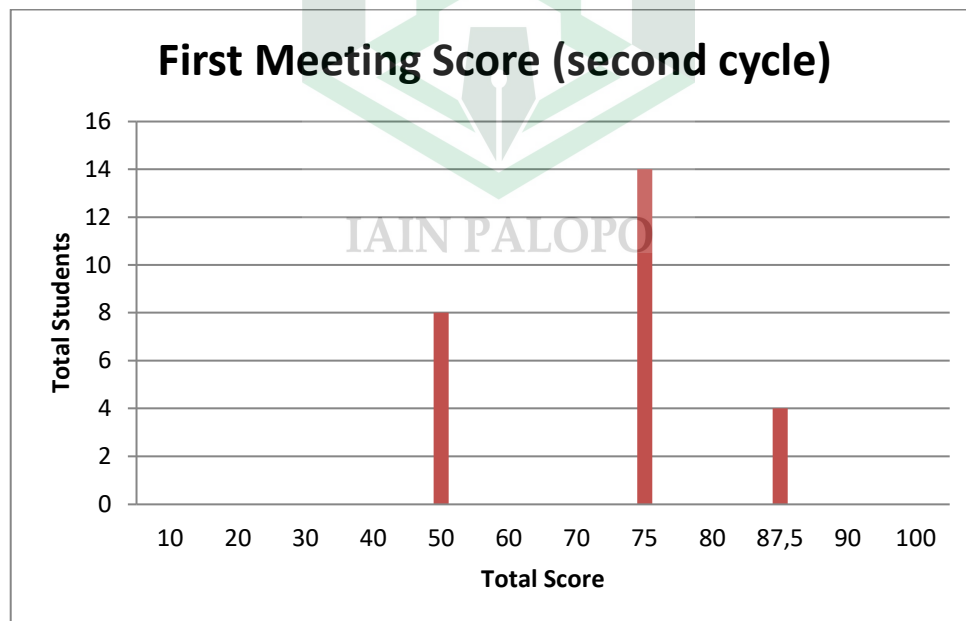
From the table above , it can be seen that the highest score is 87,5 and lowest score is 50. Eight students who got score of 50, 14 students who got score of 75, 4 students who got score 87,5.

Table 1.6

Score of the students' in the first meeting of the second cycle

| No.	Students	Students correct answer	Score
1	S01	3	75
2	S02	3	75
3	S03	3,5	87,5
4	S04	4	100
5	S05	3	75
6	S06	4	100
7	S07	3,5	87,5
8	S08	2	50
9	S09	3	75
10	S10	3	75
11	S11	2	50
12	S12	3	75
13	S13	3	75
14	S14	3	75
15	S15	3	75
16	S16	2	50
17	S17	3,5	87,5
18	S18	2	50
19	S19	3	75
20	S20	2	50
21	S21	3,5	87,5
22	S22	2	50
23	S23	2	50
24	S24	2	50
25	S25	2	50
26	S26	3,5	87,5
27	Total score		1925
28	Mean score		74,03

Second Meeting Score (Cycle 2)
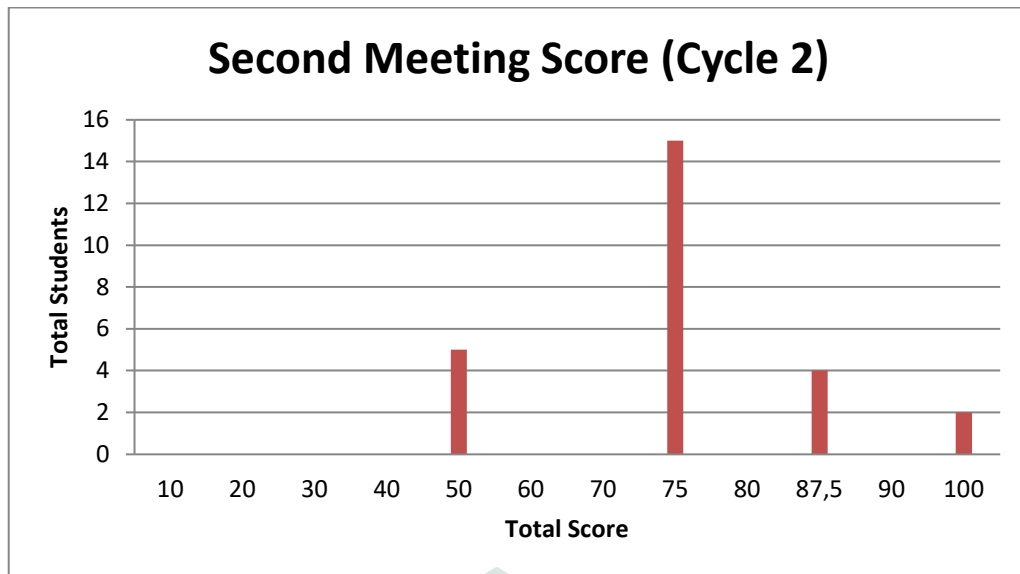
From the table above , it can be seen that the highest score is 100 and lowest score is 50. Five students who got score of 50, 15 students who got score of 75, 4 students who got score 87,5 and 2 students got 100.

Table 1.7

Students Participantion in the second cycle

No.	Students	Indicators			
		Very Active	Active	Less Active	Not Active
1	S01	███			
2	S02	███			
3	S03	███			
4	S04	███			
5	S05	███			
6	S06	███			
7	S07		███		
8	S08			███	
9	S09		███		
10	S10		███		
11	S11			███	
12	S12		███		
13	S13		███		
14	S14		███		

15	S15				
16	S16				
17	S17				
18	S18				
19	S19				
20	S20				
21	S21				
22	S22				
23	S23				
24	S24				
25	S25				
26	S26				
27	Total	6	15	5	
28	Precentage	23,07%	57%	19,23%	0%

Students Activities
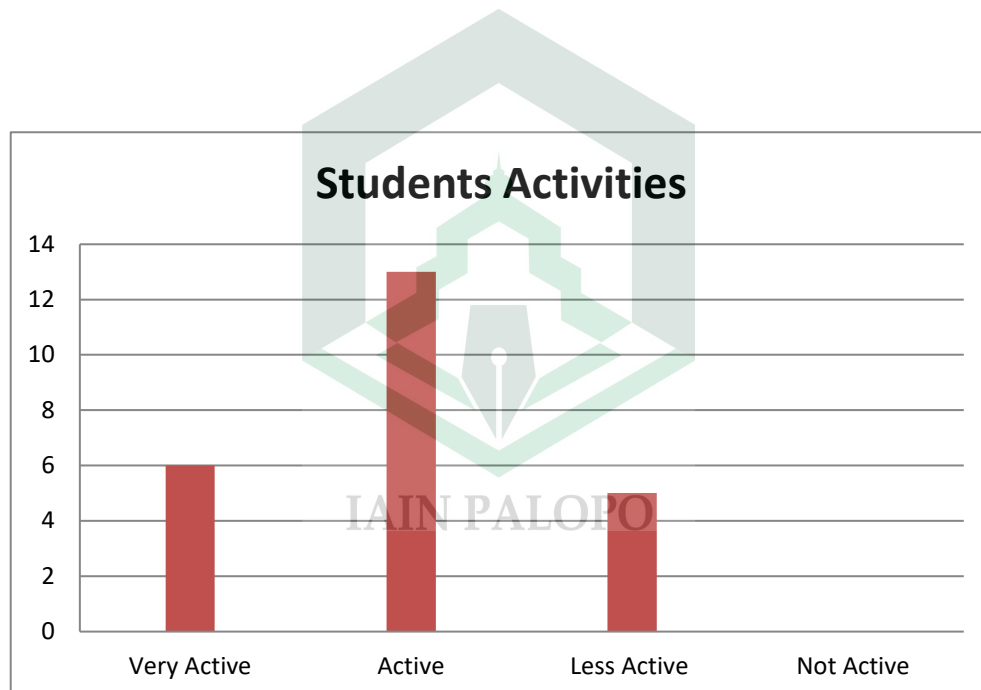
d. Reflection

Based on the result of the observation and score of the best still good in second cycle, the reseacher needed to do reflection to know weakness action in the second cycle they are:

1. The ideal mean score have achieved, in the first cycle (meeting 1) 52,88 and (meeting 2) 62,01 then in the second cycle was (meeting 1) 69,23 (metting 2) 74,03 this is showed that the students have increasing in understand reading skill by KWL technique.

2. Most of students were more active in learning reading skill in this cycle that is showed the students were undertstand to implemetation of KWL technique in reading skill.

Based the students result score and observation result in first cycle and second cycle was fulfilled pass standard and was increasing so improving reading skill through KWL technique was good.

The reseacher use the last ways look at lesson plan in improving reading skill by using KWL technique are:

1. Give some motivational words be active in learning process, and how important the English reading skill.

2. Give opportunity the students to reading aloud.

3. Give the students opportunity to understand difficult word to make easy text comprehension.

In the last meeting reseacher have done interview the teacher and students to prove the success of the learning and teaching activity. Both the teacher and students supported that the use of KWL was good to improve reading skill, share:

Interview result with the teacher
....
R: what your opinion about KWL technique?
T: this technique give good motivation to the students to understand text in learning english

R: for you, what the students more easy to understand reading through KWL technique?

T: of course, more understand reading text

......

Interview result with the students:

......

R: are you more easy to understand reading through KWL technique?

S1: yes, easy to understand

R: are you fell fun in study reading skill through kWL technique?

S1: yes
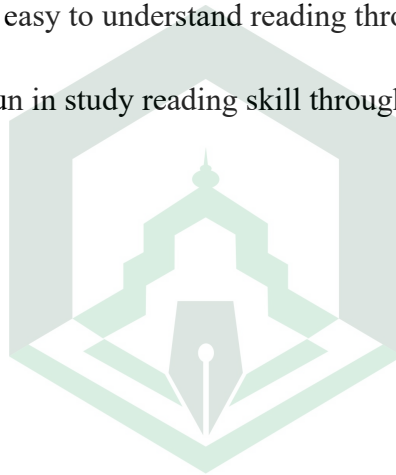
....

....

R: are you more easy to understand reading through KWL technique?

S2: yes

R: are you fell fun in study reading skill through kWL technique?

S2:yes

....

B. Discusion

Based on the result of the previous findings, the reseacher presented the discussion of data some students of MAN Palopo, will expalin below:

The pupose reseacher observation in teaching learning process is to improve the students reading skill. The reseacher ask to students that they will practice as they prepare for carry out a text in reading skill. The explanation and procedure text was using as reseacher use as a text to impove reading skill. The reseacher choose narative as text because the reseacher adjust with school material in reading skill. The reseacher gave material and test and also time about situation class during 30-45 minute. The reseacher take enough time to test because to understand the text is not easy. The students need prior knowleadge and familiar word to know the meaning of text if the students did not know the meaning otpomaticly they do not to understand text in reading skill and then need a dictionary to find out the dificult word.

The reseacher short story as a media there are some reason which suitable with the previos related finding, namely (1) Media can overcome the limited experience had by learners, (2) Media can get students interest, (3) Media can overcome the classroom, (4) Media can give direct interaction between learner and their surroundings, (5) Media can result the homogeneous observation, (6) Media can give right base concept, concrete and real, (7) Media can improve new interest and desire, (8)Media can motivate and stimulate learners, (9)Media can give the integral experience from the concrete to the abstract.[1]

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[1] Basyiruddin Usman, *media Pembalajaran,* (jakarta: Ciputat Pers, 2002), p. 14-15

The reseacher use explanation and procedure text. The title of text are (1) how does rain happen? This title was used at the first cycle in first metting, (2) how does season happen? This title was used at first cycle in second meeting, (3) how day and night happen? This title was use at second cycle in first meeting, and the last (4) how is a kite flying? This title Was used at second meeting.

The reseacher ask students to understand text used the different kind of reading comprehension namely, (1) "Silent reading is the interpretation which is most likely for the reading term. This is perhaps the nearest approach to the essence of reading, the A-C of it. It is obvious that by far the greatest amount of reading that is done in world is silent". This kinds of reading comprehension was used in the first cycle which suitable in review of related literature in this thesis. (2) "Reading aloud involves understanding the black marks first and then production of the right noises. Most people, if they are asked to read something aloud. Like have an opportunity to "glance over" what it is they are being asked to read. In the actual process of reading aloud to they usually find their eyes are several words if not lines ahead of their tongues. Aloud of unfamiliar material is however another question in many class it is common practice to demand this of the students, the reading than being followed by question on what is been read aloud in drawing coherent meaning from a text. The process is something like A-B-C.[2] This kinds of reading comprehension was used in the second cycle which suitable in review of related literature in this thesis.

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[2] Yasmir Asin, the students Ability in Reading English Text, (A case study at Barbara English Course),(Makassar: UNHAS,2005) p.10

Asdiani 2010 in his research, English teacher in teaching process should pay attention to choose a method or technique because every skill listening, writing, speaking, and reading has different method and technique in learning process. To get the purpose of learning the teacher should choose a method which has correlation between material and the purpose of teaching.[3] Based on Asdiani reseacher the reseacher use K (Know) W (Want) L (Learned) as a technique to improve reading skill students in MAN Palopo.

The reseacher in classroom action reseach was used two cycle, namely :

1. First cycle

Based on the analysis from the students test in cycle 1, the mean score at the first cycle in first meeting is 52,88 is the low score by the standard score. The students got a low score because KWL technique still new material in reading skill. The students need habit to know the new technique and the imprortant thing to understants KWL technique is How the students understand text. If the most students have understood the meaning text otomaticly they know KWL technique and know how fill in the KWL chart. But back in student attention if the reseacher explain KWL technique material and they do not pay attention automaticly they do not understand.

At first cycle of second meeting 62,01 is the increasing score then the first meeting but still low score by the standard score. This is increasing score than before which showed that the students need habitual to understand a new technique. Understanding short story need a prior knowledge it is have proof, that

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[3] Daoliah Khalik.*The ability of the second year students of SMP 3 Palopo in comprehension reading text through picture.*Palopo.2005.p.5

in first meeting students got new knowledge and much new vocabulary. So at second meeting they got increasing score although did not reach standard score.

Based on observation activities made by reseacher and observer in the first cycle was found some weakness in learning process, they are: (1)The students still lack dicipline in learning process, (2)The condition of class was noising in learning process, (3)KWL technique still not familiar for studetns caused most of them not interested, (4) Most of student still confuse to fill in thr blank of KWL chart, (5)Most of them have less self esteem, (6)Most of them have do not understand meaning of difficult word so most of them dificult for understand text.

The students attitude in learning reading skill process by classroom observation technique relating to data analysis based on the test, the reseacher present the students attitude in learning process in first cycle is low interest. It was found that there were 2 students very active, 7 students active, 12 students less active, 5 not active.

2. The second cycle

Based on the analysis from the students test in cycle 2, the mean score in the second cycle of first meeting is 69,93 is the icreasing score than first cycle but still low the standard score. But this is the increasing score than in the first cycle. The different score in second cycle of second meeting 74,03 is the increasing score then the first meeting in second cycle and first cycle, but the score was reaching the standard score it means thet this is a good score.

Based on observation activities made by reseacher and observer in the first cycle the reseacher used ways in learning process, they are:Give some

motivational words be active in learning process, and how important the English reading skill, give opportunity the students to reading aloud it meant that to made students more pay attentio and made understand, give the students opportunity to understand difficult word to make easy text comprehension. This is showed that this ways in second cycle made students got increasing score. It means that the students have good undertand the text in learning reading skill.

The students attitude in learning reading skill process by classroom observation technique relating to data analysis based on the test, the reseacher present the students attitude in learning process in second cycle is food interest. It was found that there were 6 students very active, 15 students active, 5 students less active, none students not active. This is showed that the students more active than before cycle and showed that the students have understand to implementation KWL technique.

The other proof are in the result of interview by the teacher and students. The teacher opinion namely: although the teacher have other technique or method which can implementation in the teaching learning the teacher gives good opinion in implementation KWL technique in improving reading skill. We can look at interview the reseacher and students:

....
R: what your opinion about KWL technique?
T: this technique give good motivation to the students to understand text in learning english
R: for you, what the students more easy to understand reading through KWL technique?
T: of course, more understand reading text
......

The students give good respons in implementation procedure of KWL technique. It means proof that the students like to study reading through KWL technique because they more easy to understand text. We can look at interview the reseacher and students:

> ......
> Interview result with the students:
> ......
> R: are you more easy to understand reading through KWL technique?
> S1: yes, easy to understand
> R: are you fell fun in study reading skill through kWL technique?
> S1: yes
> ....

The procedure in teaching learning reading skill we can look at reseacher result picture below.

Figure 2. The teacher expalin KWL technique as a technique in teaching reading skill
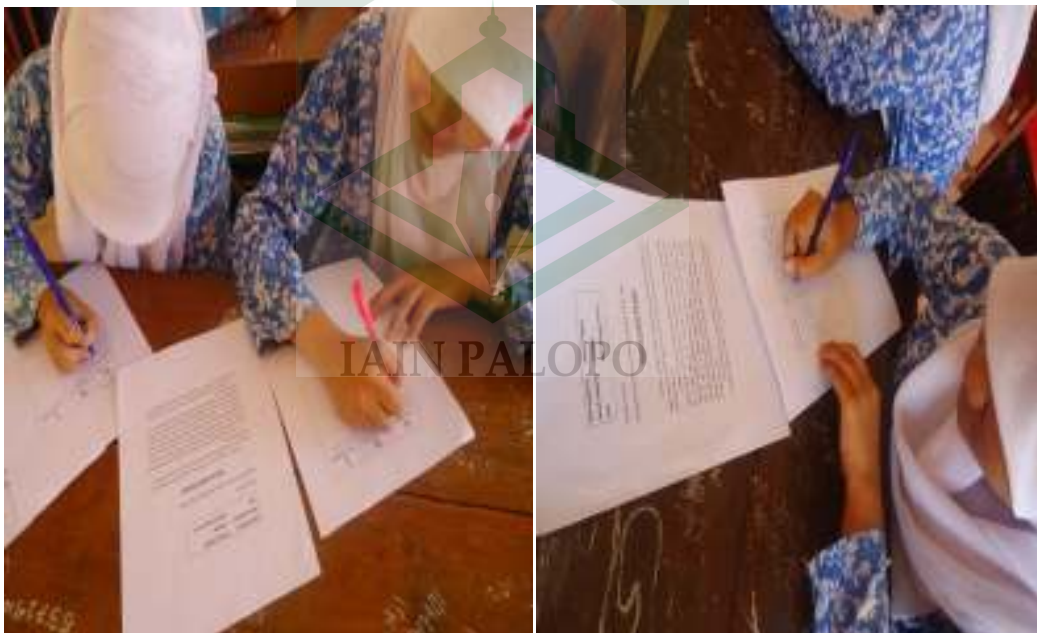
Figure 3. the students are reading text

Figure 4. the students fill the columns of KWL sheet namely column K and W

Figure 5. the students fill W column and the teacher give guidance

CHAPTER V

CONCLUSION AND SUGGESTION

A. *Conclusions*

Based on result reseach data which got are qualitative data so can taken a conclusions, are:

1. The increasing students reading skill at XI Grade IPA$_1$ of MAN Palopo by using K (Know), W (Want), L (Learned) or KWL technique consist of (a) students test in cycle 1, the mean score at the first cycle in first meeting is 52,88 is the low score by the standard score, but the different score in second cycle of second meeting 62,01 is the increasing score although still low by the standard score, (b) in cycle 2, the mean score in the second cycle of first meeting is 69,93 is the icreasing score than first cycle but still low the standard score. But this is the increasing score than in the first cycle. The different score in second cycle of second meeting 74,03 is the increasing score and have reach score standard. This is showed that there is improving students reading skill through using KWL technique. And KWL technique is a approriate ways improving students reading skill.

2. Based the result of reseacher observation in learning reading skill process the data showed: (a) in the first cycle is low interest. It was found that there were 2 students very active, 7 students active, 12 students less active, and 5 not active, (b) in the second cycle were 6 students very active, 15 students active, 5 students

less active, none students not active. This is showed that the students more active in learning reading skill through using KWL technique.

    3. This research suggested some procedures that should be followed when the teacher uses KWL technique in teaching reading skill, consist of:

a. The teacher prepares facilities like sheet of KWL columns and reading material.

b. The teacher gives the students some motivation and let the students ready to study.

c. Explained clearly the way of how to learn reading skill using KWL technique and how to fill the columns of KWL.

d. One of the students should read the text loud in order that the other students give more attention and be more motivated and active learning reading skill using KWL technique.

B. *Suggestions*

      Based findings the result of the study, the reseacher offers some suggestions consist of:

    1.   The teacher are suggested to use the appropriate procedures when using KWL technique to teaching reading skill as has been concluded by this research.

    2.   The students are suggested to understand more about KWL when they use KWL technique to improve their reading skill.

The Picture of Reseacher Result

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