



**THE USE OF KNOW-WANT-LEARN TECHNIQUE
TO IMPROVE STUDENTS' READING COMPREHENSION OF
DESCRIPTIVE TEXT**

A Case of the Eight Grade Students of SMP N 32 Semarang in the
Academic Year of 2018/2019

a final project
submitted in partial fulfillment of the requirements
for the degree of *sarjana pendidikan*
in English

by
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DECLARATION OF ORIGINALITY

I am Winda Aditya Puspitasari hereby declare that this final project titled The Use of Know-Want-Learn (KWL) Technique to Improve Students' Reading Comprehension of Descriptive Text (A case of Eight Grade Students of SMPN 32 Semarang in the Academic Year of 2018/2019) is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, August 2019



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MOTTO AND DEDICATION

“The pessimist sees difficulty in every opportunity. The optimist sees the opportunity in every difficulty.”

(Winston Churchill)

“Don’t worry about failures, worry about the chances you miss when you don’t even try”

(Jack Canfield)

“Make your own destiny. Don’t wait for it to come to you, life is not a rehearsal.”

(Anonymous)

To my beloved Parents

To my sisters, Hani

To all my best friends

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ABSTRACT

Winda, Aditya Puspitasari. *The Use of Know-Want-Learn Technique to Improve Students' Reading Comprehension of Descriptive Text (A case of Eight Grade Students of SMPN 32 Semarang in the Academic Year of 2018/2019)*. Final Project. English Department, Faculty of Languages and Arts, Universitas Negeri Semarang. Advisor I: Prof. Dr. Abdurrachman Faridi, M.Pd. Advisor II: Sri Wahyuni, S.Pd., M.Pd..

Keywords: Reading, Descriptive Text, *Know-Want-Learn Technique*.

This final project is based on a study which attempts to examine the effectiveness of using *Know-Want-Learn Technique* for teaching reading descriptive text. The objectives of the study were; 1) To find out whether there is significant difference between the students who were taught by using KWL technique and those who were taught by using DRA strategy in reading descriptive text, 2) To explain the effectiveness of *Know-Want-Learn* technique for teaching reading in descriptive text at eight grade students of SMP N 32 Semarang in the academic year of 2018/2019.

This research was conducted by using a quasi-experimental design. This research design comprised try-out, pre-test, treatment, post-test and questionnaire. The students in class VIII A, VIII D and VIII E were chosen to be the participants of the study. Class VIII D was the tryout participant. Meanwhile, class VIII E was chosen to be the control group and class VIII A was chosen to be the experimental group. The control group was taught by using DRA strategy and the experimental group was taught by *Know-Want-Learn Technique*.

The result of the study indicated that the group taught by *Know-Want-Learn Technique* has better score in the test than the group taught by *Direct Reading Activity Strategy*. In the pretest, the mean score of the control group was (73.67) and the experimental group was (74.30). The mean of post-test of experimental group (82.30) was higher than control group (77.37).

In conclusion, *Know-Want-Learn Technique* is effective for teaching reading descriptive text and there was a significant difference in students' reading achievement of reading test between those who taught using *Know Want Learn Technique* and those who taught *Direct Reading Activity Strategy*. It can be a helpful strategy for summarizing ideas from students about topic given. Moreover, it can encourages students to be critical and think by using the steps given

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CHAPTER 1

INTRODUCTION

This introduction chapter consists of background of the study, reasons for choosing the topic, statement of the problem, objectives of the study, significances of the study, limitation of the study, definition of key terms, and outline of the report.

1.1 Background of the Study

English is one of the international languages which is used by most people around the world. In the global era, people are expected to master English so that they can communicate with other people who live in other countries. As a tool of an international communication, it should be learned by people who live in a country which uses English as a foreign language, including Indonesia. To support Indonesian people in order to be able to communicate with other people around the globe, Indonesian government incorporates English into its educational curriculum as one of its compulsory subjects starting from junior high school to senior high school. Hence, it is hoped that there will be a great chance for Indonesian learners to improve their English communication competence.

One of the aspects that should be improved in learning language is reading. It is important to get information from every reading passage, especially in learning English. Reading is one of the basic skills in English which is not simply translated word by word but need to be acquired during language course. Reading skills are necessary for students in acquiring knowledge and new information. As mentioned by Brown (2007:185) that reading is the most essential skill in the educational

context as it can be the assessments for students' general language ability. This skill allows students to have access to ideas that is communicated by people in different locations and eras, gives them the opportunity to broaden their horizons and increases their knowledge.

As a foreign language in Indonesia, English is seriously learned by many people to have a good prospect. Learners are called competent in English if they can master the four English skills. Those four skills are listening, speaking, reading, and writing. The schools prepare the graduates to enter the global era that has challenged them.

Indonesia has developed the newest curriculum namely the Curriculum 2013. According to Kemendikbud (2014: 4) the development of the Curriculum 2013 is the next step of developing of curriculum based on the competency that is started since 2004 and KTSP 2006 that arrange the competency of attitude, knowledge, and skill integrally. Curriculum 2013 is arranged and developed by seeing the potential students, the developing of era, and the students' needs. And the important thing is curriculum 2013 offer some models of teaching. Assessment changing in 2013 curriculum is intended from assessment through tests (measuring the competence of knowledge based on the results), towards authentic assessment (measure all of the attitudes, skills, and knowledge competency based on the process and outcome). It will be helpful for teachers so that they do not use false assessment since in curriculum 2013, they will also assess the affective aspect. The

former curriculum does not give the way how to assess the affective, but the curriculum 2013 has been existed the way how to assess it.

From the preliminary observation and some interviews with the English teacher and some students at eight graders of SMP N 32 Semarang, the researcher found a problem in the English teaching and learning process. The problem was related to the students' reading comprehension. The students found that understanding English texts was the most difficult subject for them. They know the meaning and message of single word in the text but they are unsuccessful to comprehend the meaning of the word combined with others to be a sentence and larger element such as texts. Also, the students don't have sufficient vocabularies and it makes them spent much time just to read texts.

Based on the problem above it is necessary to apply the method or strategies to solve students from reading problem in English in order students can read and understand meaning of every reading passage. KWL Strategy is chosen to solve this problem because students can develop independent skills in comprehending, composing and learning the text through KWL technique. It helps students engage with texts in deliberate and purposeful (strategic) ways.

Based on the reason above, the writer intends to do the research entitled: "The Use of Know-Want-Learn Technique to Improve Students' Reading Comprehension in Descriptive Text" (A Case of the Eight Grade Students of SMP N 32 Semarang in the Academic Year of 2018/2019)."

1.2 Reasons for Choosing the Topic

The researcher chose this topic because of some considerations.

Firstly, the teaching technique that was used in the classroom was monotonous. The teacher read a text loudly and students must repeat their teacher's words. After that, the students are expected to answer the questions related to the text individually. The reading lesson is also a teacher-centered lesson.

Secondly is the material, the students need suitable and relevant content material for their grade, it is not only the grammar which is taught but also aspects of reading. The teacher has to be able to choose the material which can build students' motivation.

Lack of vocabulary is also one of the problems of the English teaching and learning process in SMP N 32 Semarang. They got difficulties in understanding meanings of some words and how to pronounce them. When they did not understand about the meanings of particular words, they were reluctant to look up in the dictionary or ask the meanings of those words to the teacher. They preferred asking their friends to asking their teacher.

The next problem is there were no interactions between the teacher and the students. In the teaching and learning process, the teacher just gave them the text and asked them to answer the questions of the text. The teacher let the students do what they wanted instead of paying attention to her. This made the students bored and lazy to participate in the teaching and learning process, so they were usually

busy with their own activities such as chatting with their friends, drawing something in their book, or reading another book.

1.3 Statement of the Problem

This study is intended to answer the following questions:

1. Is there any significant difference between the students who were taught by using KWL technique and those who were taught by using Directed Reading Activity (DRA) strategy in reading descriptive text?
2. How effective does *Know-Want-Learn Technique* give contribution to improve students' reading achievement in descriptive text at eight grade students of SMP N 32 Semarang in the academic year of 2018/2019 ?

1.4 Objectives of the Study

The objectives of this study are as follows:

1. To find out whether there is significant difference between the students who were taught by using KWL technique and those who were taught by using DRA strategy in reading descriptive text.
2. To explain the effectiveness of Know-Want-Learn technique for teaching reading in descriptive text at eight grade students of SMP N 32 Semarang in the academic year of 2018/2019.

1.5 Significances of the Study

To answer the first objective that there is significant difference between the students who were taught by using KWL technique and those who were taught

by using DRA strategy in reading descriptive text. Theoretically, KWL technique is expected to be a solution in improving reading descriptive text. Practically, KWL technique is expected to be an effective strategy to improve students' reading comprehension than using DRA strategy. Pedagogically, KWL technique hopefully can be useful as a source of reference in learning process.

To answer the second objective that this study explores the use of Know-Want-Learn technique for teaching reading in descriptive text at eight grade students of SMP N 32 Semarang in the academic year of 2018/2019. Theoretically, this research is expected to be used for the teaching reading and can be used to give us evidence about the implementation theory based on problems investigated in this research. Practically, it is hoped to be useful to get the opportunities to improve their readings specifically in understanding, developing, and answering the questions of the text. Pedagogically, this study is expected to be a good reference to the next researcher in conducting such research.

1.6 Limitations of the Study

This research was conducted to find out the effectiveness of Using Know-Want-Learn technique for teaching reading descriptive text. KWL technique is one of the reading strategies that can be used to teach students in Junior High School. This strategy is suitable for all kinds of text, but the researcher only focuses on descriptive text which is suitable in the syllabus for eight grade. Based on this

reason, the researcher conducted a research that applied KWL technique to teach reading descriptive text in eight grade.

1.7 Definition of Key Terms

The researcher will explain the definition of key terms that can help the readers understand this study clearly.

1.7.1 Know-Want-Learn Technique

According to Ogle (1986:564-570) K-W-L is an instructional reading strategy that is used to guide students through a text. Shelly (1997:234) asserts that the K-W-L strategy is designed in a three-column format, requires students first to list what they have already known about a topic (calling attention to prior knowledge) second, to write what they would like to know about a topic (tapping student interest and providing purpose for reading) and third, after reading and discussion, to list what they learned and would still like to learn (making connections between questions asked and information encountered). Know-Want-Learn technique is a technique which has well-organized steps for identifying prior knowledge and encouraging students to monitor their own progress. KWL technique is one method of teaching reading that emphasizes the importance of background knowledge of the reader.

1.7.2 Reading Comprehension

Klingner (2007:2) stated reading comprehension is “the process of constructing meaning by coordinating a number of complex processes including

word reading, word and world knowledge, and fluency”. Grellet (1991), as cited in Omaggio (1986:53), defines reading comprehension as “understanding a written text by means of extracting the required information from it as efficiently as possible”. Based on Oxford dictionary, reading comprehension is a process to understand written text completely. Reading comprehension is a process of understanding written text that involves both perception and thought. Reading comprehension is a complex activity where the reader can get knowledge from the text both of information or message and new vocabularies; furthermore, to understand text the reader need to find out the meaning or the correlation between the sentences that establish in the whole text.

1.7.3 Descriptive Text

Murphy (2009:230) states that descriptive text is the type of text that provides information on a topic through descriptive facts and details or characteristics and traits. According to Yudiantoro (2010:7), descriptive text is a text that has purpose to describe a particular person, place or thing. Furthermore, Jackson and Stockwell (2011:84) defines that descriptive text is a text that explains something is likes, to give is characteristic, uses, and so on. Based on Oxford dictionary descriptive text is a text that describing or classifying in an objective and non-judgmental way. Descriptive text is a text to describe information about a specific thing.

1.7.4. Directed Reading Activity (DRA) Strategy

Based on Crawford (2005), Directed reading activity (DRA) strategy is a reading comprehension/critical thinking activity for the Building Knowledge part of a reading lesson with either narrative or informational text. The teacher directs the students' silent reading with giving the questions. They will read with stop, pausing to discuss every few paragraphs (Crawford, 2005). It means that DRA strategy is the teacher-centered lesson which the teacher takes an active role in preparing students to read the text.

1.8 Outline of the Study

This study is divided into five chapters. It will be explained below

Chapter I is introduction. This chapter discusses background of the study, reasons for choosing the topic, research problems, purposes of the study, significance of the study, limitation of the study, and outline of the study. This chapter will discuss about background of the study which explain about the background that related with my research. Then, it will explain my reasons why I wrote this final project and why I choose this topic. In addition, it explains about the research problems and purposes of the study what will I get after I write this final project. The last, outline of the study which summarizes of each chapters.

Chapter II is review of related literature. This chapter describes review of previous studies, review of theoretical study, and theoretical framework. First, this chapter will describe the review of previous studies which is related with my topic

and many references to help me write this final project. Second, this chapter will describe the review of theoretical study, some theories which support the implementation of the study such as the definition of reading according to experts, teaching reading, general concept of reading, explanation about descriptive text, and Know-Want-Learn (KWL) technique. The last is about the figure of theoretical framework of the research.

Chapter III is research methodologies. This chapter explains the methods of study which include research design (the research method used), population (subject of research), sample (small proportion from population selected for observation) and sampling technique (the method that I used to take sample), research variables (independent and dependent variable of research) and hypotheses (the tentative statement about the outcome), instrument for collecting the data (the test), method of collecting the data (try out, pre-test, treatment, post-test), and method of analyzing the data (validity, reliability, normality, homogeneity and t-test analysis).

Chapter IV is data analysis and discussion. This chapter concerns with the result of the study based on data analysis and discussion of research findings such as the analysis of Try Out Test, validity, reliability, normality test of pre-test, homogeneity of pre-test, descriptive statistics of both group, mean score differences between both group, paired sample t-test of experimental group result and paired sample t-test of control group result.

Chapter V explains about conclusions and suggestions. This chapter describes the conclusions and suggestions of my research. It gives the conclusion of the study and suggestion for me, the students, English teacher, and further researcher.

CHAPTER II

REVIEW OF RELATED LITERATURE

Chapter II is the review of related literature; it presents previous studies, review of the theoretical background, and review of the theoretical framework.

2.1 Review of the Previous Study

This chapter consist of previous studies related to the topic. They can be used as references in this study. I group the previous studies into two.

2.1.1 Studies on Teaching Reading in Junior High School

Masruroh (2009) carried out an experimental research of eight grade students of junior high school and it was conducted SMP N 1 Prembun, Kebumen in the academic year of 2009/2010. The purpose of his study was to improve students' reading comprehension by used Pre, Whilst and Post Strategy. The result of this study was more effective to improve the students' reading comprehension than small group discussion. Muthiah (2013) investigated whether there is significant difference between students' reading achievement before and after the implementation of self-questioning strategy and to found out the students' response in the class of reading comprehension. In the same year, the research on using jigsaw technique for eleventh grade students which done by Setianingrum (2013) showed that there was improvement in mastering reading comprehension. The

objectives of the research was to find out whether using jigsaw technique can increase students' ability in mastering reading comprehension. Aprilia (2015) carried out an action research to improve reading comprehension of the eight grade students at SMPN 6 Yogyakarta through POSSE strategy. The steps of this research were reconnaissance, planning, conducting action, observation, and reflection. The subjects of the research were 34 students of grade VIII A at SMPN 6 Yogyakarta. There were two kinds of the data in this research. They were qualitative and quantitative data. The qualitative data were obtained by doing observation, interviewing both students and collaborator, making field notes, and having discussion with the collaborator as the observer. The quantitative data were obtained from the pre-test and post-test. Alfajar (2015) conducted a study in SMP Kartika III - I Semarang. The objectives of this study are to know how is DRAW strategy applied in teaching reading comprehension of narrative text and in what ways are students' achievement improved after being taught by this strategy. The writer collected the data by using classroom action research. The action research was carried out in some steps. Those steps were pre-elimination test, spiraling the cycle of planning, acting, observing and reflecting. The instruments that were used are tests, observation sheets and questionnaires. Yunitasari (2015) applied Classroom Action Research (CAR) to improve reading comprehension of the eighth grade students at SMP NN 15 Yogyakarta. The strategy implemented was RAP (Read-Ask-Put) strategy. The data were collected through classroom observation, interviews and tests. The types of the data were quantitative and qualitative data. The quantitative data were obtained from tests and they were in the form of

students' scores. The qualitative data were collected through classroom observation and interviews. Kurniadi (2016) attempted to find out whether there is improvement in students' reading comprehension of narrative text and which aspects of reading that improved the most. The result of the research showed that there was improvement in the students' narrative text reading comprehension after being taught using comic. It could be seen from the increase from the result of the pretest and posttest, the gain 23.8, from 55.3 to 79.1. Aziz (2016) applied three techniques; experimental teaching, test, and questionnaire in his research. This research is aimed to answer the questions whether prediction strategy improve students' ability in reading comprehension, and to know students' responses after learning reading through prediction strategy. The researcher conducted this study at SMPN 1 Indrapuri, Aceh Besar. This study was a true experimental study that entails random technique sampling. The results of the research were analyzed by using several statistic formulas. Albantany (2018) carried out a research to find out the improvement of the students' reading comprehension through gist strategy. The subject of this research is eighth graders of MTs. Al-Jam'iyatul Washliyah Tembung. This research uses a classroom action research. Two kinds of data are collected: quantitative and qualitative data. The quantitative data is gathered by using a reading comprehension test. And qualitative data is collected by using observation, interview, and photograph. The quantitative data is analyzed by using t-test, while the qualitative data is analyzed by using Miles and Huberman technique: data reduction, data display, conclusion drawing and verification. In the same year, Hamid conducted a research which aimed to use of crazy professor

reading game to improve reading comprehension. The subject of this research was seventh grade in SMP Neg. 4 Tanjung Tiram the academic year 2017/2018. The objective was to discover the improvement of students' in reading comprehension after taught by crazy professor reading game. The research was conducted by using Classroom Action Research. The subject of this study was students on the second semester of SMP Neg. 4 Tanjung Tiram the academic year of 2017/2018. To collect the data, the instruments used were quantitative data and qualitative data (documentation and observation sheet and interview sheet). ((Masruroh (2009)), (Muthiah (2013)), (Setianingrum (2013)), (Aprilia (2015)), (Yunitasari (2015)), (Safitri (2016)), (Kurniadi (2016)), (Aziz (2016)), (Albantany (2018)), (Hamid (2018)))

2.1.2 Studies on Using KWL Technique for Teaching Language's Skill

Yanti (2017) conducted a study to find out the impacts of the use of Know-Want Learn strategy in improving the reading comprehension among eight grade students of SMP Muhammadiyah 2 Medan in the academic year of 2016/2017. This research was conducted by using classroom action research. The result of data analysis showed that there was an improvement on the students' improvement in reading comprehension from each cycle. Agustina (2015) investigated the implementation of KWL (Know, want, learn) technique to improve listening skill through an action research at MA NU Raden Umar Said Kudus in academic year 2014/2015. The objective of this research were (1) to find out if KWL (Know, Want, Learn) technique can improve students' listening skill of the eleventh graders of MA NU Raden Umar Said Kudus in the academic year 2014/2015, (2) to describe

how the implementation of KWL (Know, Want, Learn) technique improve students' listening skill of the eleventh graders of MA NU Raden Umar Said Kudus in the academic year 2014/2015. This study carried out in two cycles. The data gathered in this study through interview, field notes, and test. Those are some instruments which were used to collect data in order to know the implementation of K-W-L Technique to develop students' listening skill. Nikmaturrahmah (2016) who had done a study using KWL strategy in teaching reading at the second grade of MTS N 2 Tanggamus. The result of the implementation of K-W-L strategy in teaching reading showed that there was a significant difference on students' reading comprehension. Mantra (2016) conducted a study to attempt at improving Speaking skill through Know, Want, and Learned (KWL) strategy to the students of English Study Program, Faculty of Teacher Training and Education, Mahasaraswati Denpasar. The present classroom action study was basically triggered by the fact that the subjects under study still faced problem in speaking skill. The present classroom action study made use of pre-test and post-test research design with descriptive and quantitative analysis. ((Agustina (2015)), (Nikmaturrahmah (2016)), (Yanti (2017)), (Mantra (2016)))

2.1.3 The Novelty of the Project

Based on the previous studies, I try to conduct the research with the different research design. Most of the previous studies above used action research and pre-experimental design as the methodology of the research but in this study, I use a quasi experimental design. While there is a students' perception in this study in formed of a questionnaire, but there is no questionnaire in the previous studies. This

study has three classes as the participants; a try-out class, an experimental group, and a control group. I also provides different statement of the problem. The statement of the problem is “Is there any significant difference between the students who were taught by using KWL technique and those who were taught by using Directed Reading Activity (DRA) strategy in reading descriptive text?”

2.2 Review of the Theoretical Study

This section consists of some key term which important in this study. The researcher took some theories related to the topic from many sources.

2.2.1 The General Concepts of Know-Want-Learn (KWL) Technique

There are four important concepts of *Know-Want-Learn* (KWL) technique are used. Firstly, Know-Want-Learn (KWL) is an instructional reading technique to aid the teaching of reading. It uses graphic organizer namely KWL chart to help the students record their thinking process before, during, and after reading. Secondly, *Know-Want-Learn* (KWL) technique is designed to activate students’ background knowledge. By using *Know-Want-Learn* (KWL) technique, the teacher can help the students recall the information stored in their mind which is related to the topic. Thirdly, *Know-Want-Learn* (KWL) technique can assist students in setting purposes for reading. By the use of Know-Want-Learn technique, the teacher can encourage the students to determine why they are reading a specific text. Fourthly, it helps the students to monitor their own comprehension. Here, the readers can reject or confirm the information stored in their mind with the information they find in the text.

2.2.2 The Characteristics of KWL Technique

Know-want-learn (KWL) has characteristics that are different from other. Instructional reading technique. Below, two characteristics of Know-Want-Learn (KWL) are presented.

a. Using Chart

KWL chart consist of three columns. They are What are I know (K) column, what I want to know (W) column, and What I learned (L) column (Fengzuan, 2010). The chart presents a before during-after strategy that must be completed by the students during the thinking reading process. The first two sections of the chart are to be filled out prior the lesson while the last column is to be filled out after the lesson. KWL chart helps students to be active thinkers while they read, gives them specific things to look for, and get them reflect on what they have learned. It can be used as a short introduction to a lesson to stimulate prior knowledge and assist the teacher's instruction during the teaching and learning process below is the example of KWL chart.

Table 2.1 KWL Chart

K (What I Know)	W (What I Want to Know)	L (What I Learned)

b. Involving three basic stages

Know-want-learn (KWL) consist of three basic stages they are K stage, W stage, and L stage. In the K stage: what I know, students access their background

knowledge to the text by listing what they already know about a specific topic. Then in the W stage: what I want to know, students determine what they want to know by making question related to the topic, and finally recall what they learn in the L stage: what I learn. Below is the illustration of the use of KWL chart.

Table 2.2 KWL Instructional Scheme

K (What I Know)	W (What I Want to Know)	L (What I Learned)
Students list everything they think they know about the topic of study.	Students tell what they want to know about the topic.	After students have finished reading or studying a topic, they list what they have learned. They can also check the W column to see which questions were answered and which were left unanswered

2.2.2 The Purposes of Reading

The central purpose of reading is to understand a text. The readers who have certain purposes in reading will determine what is important in the text, what is remembered, and what comprehension strategy they use to enhance meaning. The main purpose of reading is to find and get information, exploring the content, and understand the meaning of a reading. Furthermore, Alderson et al. (2000) via Grabe (2009) explains that there are certainly other ways to classify purposes for reading aside from the six listed:

- a. Reading to search information
- b. Reading for quick understanding
- c. Reading to learn
- d. Reading to integrate information
- e. Reading to evaluate, critique, and use information
- f. Reading for general comprehension

Finally, reading has many benefits in human's life. Through reading they can catch the meaning of written language and also get enjoyment. They can do some daily activities like finding certain information from the text by reading. It means that reading can be purposed for many things depending on people's need.

2.2.3 Types of Reading Skill

In accordance to Andrew (1989:159), there are four types of reading skills. They are can be explained as follow:

- 1) Skimming, which is quickly glancing through an article to see if it interests us, so we can focus our full attention on an item if it interests us
- 2) Scanning, which is to locate specific information in a directory
- 3) Intensive reading, where the reader is trying to absorb all the information given.
- 4) Extensive reading, where the reader deals with a longer text as a whole, which requires the ability to understand the component parts and their contribution to the overall meaning.

2.2.4 The General Concept of Reading Comprehension

Reading comprehension is not only to get information but it is the process of understanding and constructing meaning from a piece of text. When the readers read a text, they should make a connection with the text. The readers will make a connection, they will understand what they read, get the meaning and get the information from the text. In reading comprehension, a learner should know not only what each letter of alphabet stands for and the meaning of words, but also knows how to catch the ideas of the text whether it is stated explicitly or not, and should be involving the power of understanding.

2.2.2.1 The Process of Comprehension

At the core of comprehension is our ability to mentally interconnect different events in the text and form a coherent representation of what the text is about (Kendeou et al., 2007:28-29). However, Koda (2005:4) cited in Grabe (2009:14) explained that comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known.

Comprehension skill can be classified into three process according to Duffy, Sherman and Roeheler (1977: 61). They are:

- 1) Comprehension as an informational process

This process suggests that the reader is trying to learn the factual content of the message. To accomplish this, they must have meaning for all words read and a recognition of and memory for the facts they convey.

- 2) Comprehension as a thinking or manipulative process

This process suggests that once the informational process is secure, the reader can be expected to “think about” this information, exploring its deeper implications and inferences.

3) Comprehension as an evaluative process

This action might consist of accepting the message and committing it to memory, rejecting the messages or searching out more information to clarify or understand a position

2.2.5 Teaching Reading

Classroom reading activities are generally seen as the main part of language teaching and learning. The success of second language abilities is influenced and depends upon reading. The teacher must be able to motivate students by selecting material and choosing appropriate technique. In English language teaching, the teaching of reading should be the main priority for the teacher to be considered when the students begin their schooling. Harmer (1998) says that the important part of the teacher’s job is getting students to read English. Being able to understand the English texts are important for the students either for their study purpose, their careers or simply for their pleasure. From that statement, it can be assumed that the teachings of reading especially to read English texts are better to start earlier. The amount of time given to teach reading will depend on the needs and wants of the students as specified in the syllabus.

Celce-Murcia (2001) states that the learner will achieve learning goal when the act of learning reading is the main of the learning and the main of reading instruction is the set of tasks. Teaching reading, then, requires reading tasks to be

done by students to improve the reading skills in order to achieve their learning goals including academic goals and real life goals. Hence, the teaching of reading covers the students' learning goals. In other words, not only for the academic goals, reading instruction also plays a role for giving students experiences to use their skills in real life activities.

Harmer (2010:101) suggests six principles in teaching reading. They are as follows.

- 1) Encourage students to read as often and as much as possible.
- 2) Students need to be engaged in what they are reading.
- 3) Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.
- 4) Prediction is a major factor in reading.
- 5) Match the task to the topic when using intensive reading texts.
- 6) Good teachers exploit reading texts to the full.

2.2.6 Teaching Reading in Junior High Schools

Teaching reading in junior high schools is one of the important subjects that have to be done and taught well because English is one of the compulsory subjects. In the relation to the teaching of English for junior high school students, the curriculum takes part in supporting the success of the teaching and learning process. It covers the guidance of teaching English that is aimed to make students reach the functional level including spoken and written communication skills to solve the possible problems in daily life.

In SMP N 32 Semarang, the curriculum that is used is called *2013 Curriculum*. This curriculum is not the same as the previous curriculum called KTSP (Kurikulum Tingkat Satuan Pendidikan) especially for the language learning steps in teaching learning process. The competences in 2013 curriculum named Core and Basic Competence. The core competence is an operationalization of competency standards. Then, the core competence is broken down into basic competence. There are four core competences in 2013 curriculum, core competence 1 as religious domain, core competence 2 as affective domain, core competence three as cognitive domain, and core competence four as psychomotor domain (Priyatni: 2014:17).

The standards of teaching reading in descriptive text based on curriculum 2013 for eight grade students are shown on the table below:

Table 2.3 The Core and Basic Competence of Teaching Reading in Descriptive Text for Seventh Graders of Junior High School based on Curriculum 2013

CORE COMPETENCE	BASIC COMPETENCE
1. Appreciate and comprehend fully the followed religion doctrine.	1.1 Be grateful for the chance of studying English as international communication language which is proved by study seriously

<p>2. Appreciate and comprehend the honesty, discipline, responsibility, care (tolerance, cooperative), and confidence behaviour in effective interaction with the social and natural environment.</p>	<p>2.1 Show the well-mannered in doing interpersonal communication with teacher and friends.</p> <p>2.2 Show the honesty, discipline, confidence, and responsibility behaviour in doing transactional conversation with teacher and friends.</p> <p>2.3 Show the responsibility, care, cooperative, and peaceful behaviour in doing functional communication</p>
<p>3. Appreciate and comprehend knowledge (factual, conceptual, and procedural) according to the learner's curiosity of science, technology, arts, and culture related to the visible phenomena.</p>	<p>Descriptive text:</p> <p>3.7 Apply the text structure and language feature to implement the social function of short descriptive text by stating and asking about the description of people, animal, and things according to context.</p>

<p>4. Process, present, and reason in concrete domain (use, break, arrange, modify, and make) and abstract domain (write, read, count, draw, and compose) according to the materials taken from the school or other sources which have similar point of view/theory.</p>	<p>Descriptive text:</p> <p>4.7.1 Understanding the meaning contextually related to social function, text structure, and language feature of short and simple spoken and written descriptive text about people, animal, and things.</p> <p>4.7.2 Compose short and simple spoken and written descriptive text about people, animal, and things by notice on the right social function, text structure, and language feature according to context.</p>
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In the curriculum of 2013, teachers were asked to be creative, teachers should develop their teaching materials from the book. Teachers should let the students more active in the teaching and learning process and it would not become teacher-centered again. There are so many ways and strategies that can be used by teachers in teaching learning process. They can freely select the appropriate teaching strategy according to the students' characteristics and also depending on

the materials being taught. It is only teachers who know the appropriate teaching methods that are going to be used in delivering the teaching material.

2.2.7 The Concepts of Descriptive Text

There are some kinds of text that should be comprehended by the junior high school's students. They are narrative, report, recount, descriptive, and procedure. In this research, I will use descriptive text. There are several reasons why the researcher uses descriptive text in this research. Firstly, the example of descriptive text is easily found in song, internet, literature, and book so that it will help the researcher to match the example of descriptive text with the students' interest. Secondly, descriptive text contains some difficult words that require the students to comprehend it carefully. Thirdly, descriptive text is already known by the students because they have studied it from seventh grade of junior high school.

Descriptive text is a text which say what a person or a thing looks like. Its purpose is to describe and reveal a particular person, thing or place. According to Wren and Watts (2002:33), descriptive text defines as a painting pictures with words. By looking at pictures, we can define how it looks like and describe it into words. While the readers feel that they see the description just like they see pictures by reading a descriptive text.

2.2.7.1 The Structure of Descriptive Text

According to Sudarwati and Grace (2007: 172), descriptive text has certain characteristics, as follows:

1. Social function/ purpose

The purpose of descriptive text as social function is to describe a particular person or thing.

2. Generic structure/ text organization

In descriptive text, there are some generic structure organizations that can be listed as follows:

- Identification (mention the special participant).
- Description (mention the part, quality, and characteristics of the subject being described)

3. Language features

In descriptive text, there are some language features, as follows:

- The use of adjective and compound adjectives.
- The use of linking verb/ relating verbs.
- The use of Simple Present Tense.
- The use of degree of comparison

Hence, it can be stated that the concept of descriptive text focused on describing information about specific thing in the text. The specific thing possibly deals with describing a physical performance of different objects such as personality, places, event or any other things that one who admirers.

2.3 Theoretical Framework

In this research I focused on reading comprehension of descriptive text of eight graders and I used KWL technique to overcome the difficulties on it. Here is the simple shceme of the study.

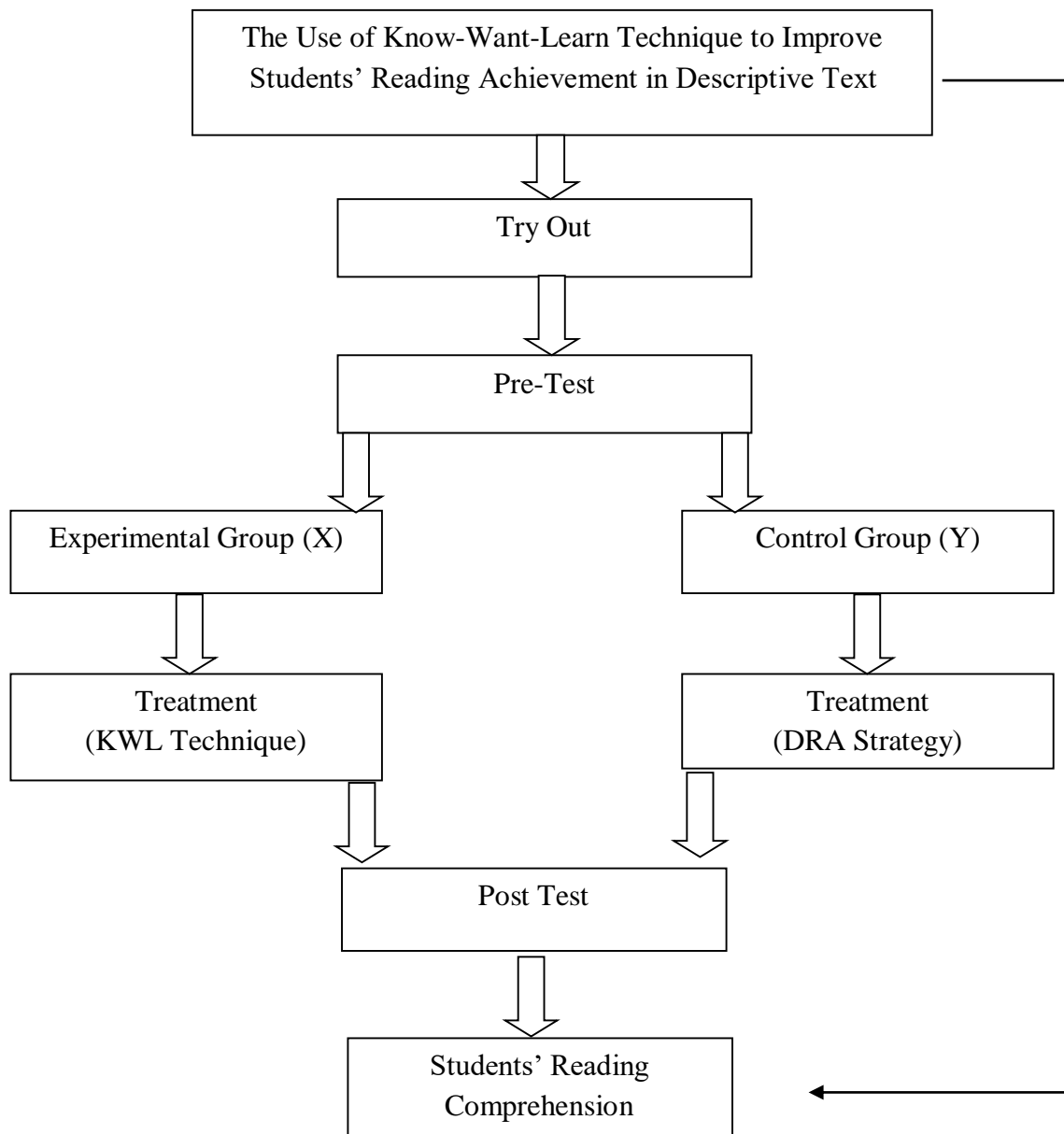


Figure 2.1 The Theoretical Framework of the Present Study

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this final chapter, conclusions and suggestions are presented on the basis of the results and findings of the data analysis that have been discussed in the previous chapter.

5.1 Conclusions

According to the result of the study that has been discussed in the previous chapter, I will convey some conclusions about this study. The conclusions of the research are drawn in accordance with the result of the data analysis in the previous chapter.

Firstly, KWL technique improves students' reading comprehension. The improvement can be identified from their reading comprehension achievement. The students' score of reading test after the implementation of the treatment increased. The improvement involves the students' ability in finding the main idea, finding the meaning of words, finding detail information, and making inference. KWL technique helps the students to have a better achievement of reading descriptive text

Second, Direct Reading Activity (DRA) strategy is effective to teach reading comprehension or not. There is still less effective in conducting the strategy in reading comprehension activity. Since the students could read the text well, but they did not understand the content of the text. The technique also made the students get bored easily and the result of the learning is not maximum.

Therefore, DRA strategy is less effective for reading comprehension on descriptive text.

Third, based on the data analysis, I concluded that there is a significant difference between the experimental group's and the control group's scores. The average scores for the experimental group were 74.30 for the pre-test and 82.30 for the post test, while the average scores for the control group were 73.67 for the pre-test and 77.37 for the post-test. The experimental group's average increase was 8, while the control group's average increase was only 3.7. Each group had different achievement. The achievement of experimental group was higher than the control group. Based on the calculation of the average of both groups, there is an improvement of students' achievement in reading comprehension of descriptive text. Meanwhile, from the calculation of *t*-test analysis showed that *sig(2-tailed)*: 0.019 and *r_{table}* for $\alpha = 5\%$ was 0.05. It meant that *r_{table}* was higher than *sig(2-tailed)* ($0.05 > 0.019$). The results of this research showed that there is significance difference of average score between experimental group and control group and it could be concluded that the implementation of KWL technique was successful to improve the students' ability in reading descriptive texts. It could be said that using KWL technique is more effective than DRA strategy to teach students' reading comprehension of the eight graders of SMPN 32 Semarang in the academic year of 2018/ 2019.

5.2 Suggestions

Based on the result of the study, there are some suggestions for the students, English teachers, and further researchers. They are as follows:

In order to improve students' abilities in comprehending the English text types, the researcher suggests the students to pay more attention and obey teacher's instruction during the class especially English. The students also should keep improving their vocabulary because they still lack of vocabulary. Moreover, they should not be reluctant to consult their difficulty to the teachers or related expert in order to prevent of getting the false comprehension

For English teachers, I suggest the to improve their creativity in teaching English especially in teaching reading. It is necessary for them to use the appropriate technique in teaching reading comprehension. As the result of the research, it was found that Know-Want-Learn (KWL) technique could be appropriate technique in teaching reading comprehension of descriptive text which implicitly as some questions are provided before the students read the whole text, in order to build the students' interest and motivation. It makes the students more active in the classroom and understand the content of the text.

Finally, these suggestions also will be helpful for further researchers. Other researcher can develop further study in the area of KWL technique in order to improve students' achievement in reading comprehension by focusing on the way to explain the steps of KWL technique.

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