

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the data and the research findings. The data presented in this study were obtained from preliminary study and the implementation KWL (Know, Want, and Learned) technique in the reading comprehension ability in recount text.

#### **A. Research Findings**

The classroom action research carried out in 2 cycles, and the procedures in this study cover four stages: planning, implementing, observing, and reflecting. Before presenting the procedures, it is imitated by presenting the preliminary study. Preliminary study was done before the action research was conducted. It was done to know the students' problems in the process of teaching and learning reading in the English subject.

The preliminary study was conducted on February, 15<sup>th</sup>, 2014. Based on interviewing the English teacher, she explains about the difficulties IN teaching reading of the eight grade students at SMPN 1 Durenan Trenggalek. The first was about the limitation of students' vocabularies. The impact of this condition was that they depended too much on their dictionary. The problem of this activity was time-consuming. And then, when the students attempt to look up the meaning of

difficulties word, usually it will have different meaning when it is applied, and then, they feel bored to read the text and they often forget some materials that the teacher has explained, because they don't understand the language content used in teaching and learning process. Then it was about the classroom situation. The large number of students made the teacher feels difficult to control and give attention to each student.

And then, based on the result of interviewing the students, they said that they wanted to have a good comprehending a reading text, but when they felt that is was difficult, they become lazy to learn it. Most of the students reading without understand the meaning of the text. It is known when the researcher give the students a text and ask them to answer the questions in the pre-test, most of them can't answer the questions that given by the researcher

The data of the students' score in the pre-test showed that only 11 students who passed the test and 23 students others were failed. For detail score in pre-test see in table 4.1.

**Table 4.1. Students' Reading Comprehension Score in Pre-Test**

No.	Name	Score	Result	
			Passing	Fail
1.	AIM	55		✓
2.	AAN	55		✓
3.	APA	75	✓	
4.	AAAS	30		✓
5.	ADS	75	✓	
6.	BAM	30		✓
7.	BFH	45		✓

8.	CYK	80	✓	
9.	DRY	45		✓
10.	DSP	50		✓
11.	DAS	40		✓
12.	DS	70		✓
13.	DAF	80	✓	
14.	ESH	60		✓
15.	FRIJ	75	✓	
16.	FO	60		✓
17.	FW	40		✓
18.	GAP	55		✓
19.	IRN	75	✓	
20.	IN	50		✓
21.	KAF	75	✓	
22.	MSB	70		✓
23.	MI	55		✓
24.	NMY	50		✓
25.	NA	40		✓
26.	PCA	55		✓
27.	RI	60		✓
28.	SA	45		✓
29.	SLW	75	✓	
30.	SR	80	✓	
31.	UK	85	✓	
32.	VDN	55		✓
33.	WBNS	95	✓	
34.	WM	65		✓
<b>Total Score</b>		<b>2045</b>	<b>11</b>	<b>23</b>
<b>Percentage</b>			$100 \times \frac{11}{34} = 32\%$	<b>48%</b>
<b>Means' Score</b>			<b>60</b>	

The percentage was calculated using the following formula:

$$\frac{\text{Total of all passed students}}{\text{Number of students}} \times 100\%$$

Thus, it obtained that the students who passed the pre-test were less than 75%, it is only 32% (11 students) students were pass in the pre-test and the other 64% (23 students) who failed. The result of means score in pre-test that was still 60. It is still far from the passing score minimum which is 75. Therefore, from the students' score in reading test above, it can be concluded that the criteria of success had not been achieved yet. According to the students, it was quite difficult to comprehend the reading of recount text. Most of them were confused to answer the question of the text. Besides, they seemed not interested to do it.

The implementation was carried out it two cycles and the descriptions of each cycle are discussed separately to show development of each cycle as follows:

### **1. Cycle 1**

The data presented in this study are data collected from planning, implementing, observing, and reflecting. In this phase, the researcher conducted three meetings. The meeting was conducted on February, 22<sup>nd</sup>, February, 26<sup>th</sup> and on March, 1<sup>st</sup> 2014.

### **a. Planning**

In this phase, the researcher shared with the collaborator to prepare all things to teach reading text by using KWL (Know, Want, and Learn) technique in the classroom action research. These preparations of those conducted several days before the researcher conducted the implementation of the KWL (Know, Want, and Learned). The researcher conducted planning in every meeting in every cycle.

#### 1) Preparing the lesson plan

The researcher determined standard competence, basic competence, indicator, aim of teaching and learning process, and assessment. (*For detail Lesson Plan of cycle 1 can be seen in appendix 1*). When designed the Lesson Plan, the researcher and the collaborator also forming the students' group because this method will applied by group work discussion for make easier the process of teaching and learning. Since there were 34 students, they were divided into 8 groups in which one group consisted of 4 or 5 students. The members of the group were mixed between the students who have a good ability in English and the students who were considered lack in English. The purpose was to make the students help each other, so that process of teaching learning could run as it was hoped. (*For detail students' name in each group, can be seen in appendix 3*).

## 2) Preparing Instructional Materials

The researcher taken the instructional materials from the English Work Book for the Eight Grade of Junior High School and SMART STEPS An English Text Book for Junior High School Grade VIII which given by English teacher, and also from the internet. The materials were recount text. The topic for treatment in cycle 1 is about "*Funeral in Toraja*". And then the topic for post-test in cycle 1 is about "*Vacation to London*".

## 3) Preparing Teaching Media

The researcher used media to convey the materials. The media was picture. The researcher preparing the pictures that related to the topic in the slides on power point. The topic for treatment in cycle 1 is about "*Funeral in Toraja*" so, the pictures that showed in the slide are a kind of funeral in Toraja, the place of funeral, the ceremony of funeral, etc. And then, the topic for post-test in cycle 1 is about "*Vacation to London*" so, the pictures that showed are the plane, the place in the London, the four star hotel, restaurant in the London, and etc. This media was used to support the technique which the researcher applied which was KWL (Know, Want, and Learned). (*For the detail pictures that used for post-test in cycle 1 can be seen in appendix 11*).

#### 4) Preparing Research Instrument

The researcher also used some instrument to collect the data there were, the first is observation checklist. The observation will check by the collaborator which is always joining to the class while the teaching and learning process happening. The second was interview. Interview was used to know the information and the real condition in the teaching and learning of reading process. The researcher interview the English teacher and also the students in the before and after applying KWL (Know, Want and Learned) technique in cycle 1. And the third is test is for students.

Observation checklist used to collect data during the instruction process that will check by the collaborator which is always joining to the class while the teaching and learning process happening. The observation checklist contains about the researcher and the students activities when implemented of KWL (Know, Want, and Learned) in the classroom. And then, Interview used to get information about real condition of the class including the teacher's technique used in the process of teaching and learning, the student's problem and their performance in learning and also the teacher's problem in doing activities in the classroom. The last is test, the tests were used to measure the student's achievement on comprehending reading a recount text.

## **b. Implementing**

The implementing was done on February, 22<sup>nd</sup>, February, 26<sup>th</sup> and on March, 1<sup>st</sup> 2014. The implementation on the first cycle covers three meetings:

### **1) Meeting 1**

The first meeting was conducted on Saturday, 22<sup>st</sup> February 2014 in third and fourth period (08.30-10.00). The researcher greeted the students and checked the attendance list by calling each student's name. All students were present that day. She prepared all the media and learning sources. She turned on the LCD and plugged in to her notebook.

In pre-reading activity, the researcher divided the students into 8 groups. Each group consisted of 4 or 5 students. After every student sat in their groups, she stimulating the students to be ready in learning English, then she explained the instructional objectives of the lesson. Then, the researcher explained about recount text and gives an example of recount text. After that, she explained about the KWL technique by showing the chart on the slide. She explained every column to the students and what they should do in every column. Since it was the first time for the students to use the technique, she explained the step was very carefully to make sure that all students understood.

Then, the researcher showed some pictures of the ethnic Toraja, funeral in Toraja, peoples in Toraja which use the traditional clothes from that ethnic. The students still seems confused, because it is new topic for



them. In this case, she helped them by give some little story by saying “*that is Toraja ethnic, what do you feel about people who attendance the funeral and also what do you know based on the pictures?*” they were says “*Oooo*” so the students can filled the chart by seeing the pictures that showed on the slides. She asked the students to fill the *K* column, and then filled *W* column based on the picture and their knowledge about that topic. She walked around the class to control and the collaborator also helped them and for monitoring the students.

In whilst- reading activity the researcher gave the students the reading text under title “*A Funeral in Toraja*”. She asked them to read the text and find the answer for the questions that they had made on the *W* column. All the answers and new information should be written in *L* column. She was monitoring while the students were discussing the text. Sometimes she explained the text to a group.

The time was at 10.00 A.M, the bell rang so the time was over for the first meeting in cycle 1. Finally, she closed the class by praying and saying goodbye to the students. The time allotment in this meeting was 2 x 45 minutes.

## **2) Meeting 2**

The second meeting was conducted on Wednesday, February 26<sup>th</sup>, 2014 in third and fourth period (08.30-10.00) .The researcher greeted the students and checked the attendance list by calling each student’s

name. All 34 students were presents that day. After that, the researcher prepared all the media and learning sources. She turned on the LCD and plugged in to his note book. Then, she showed a KWL chart on the slide.

The researcher previewed the material of teaching and learning process that they have to learn in the previous meeting. The previous meeting arrived at the activity whilst-reading when the all of the groups work finished to filled the KWL chart and begun to read and discussed the reading text. Each group read the KWL chart that their filled then discussed the reading text and all information's from the students that they had written in the chart of KWL. The researcher also gave additional information about the text that they have to read to answer the question that the students could not find the answer in the text.

The researcher asked the students to convey their difficulties in the process of learning reading that they have to learn that day. The bell rang. It was 10.00 A.M. Finally, she closed the class by praying and saying goodbye to the students. The time allotment in this meeting was 2 x 45 minutes.

### **3) Meeting 3**

The third meeting was conducted on Saturday, March 1<sup>st</sup> 2014 in third and fourth period (08.30-10.00). The researcher greeted the students and checked the attendance list by calling each student's name. All 34 students were presents that day. After that, she prepared all the media and

learning sources. She turned on the LCD and plugged in to his note book. Then, she showed a KWL chart on the slide.

In pre-reading activity, the researcher didn't ask the students to sit in their group work. She asked to the students to sit in their own chair like as before. The researcher said to the students if that day they had to do the post-test. They will do the task by individually work. She stimulating the students to be ready in learning English then she explained the instructional objectives of the lesson. Seeing the students was ready to learn, the researcher gave the students paper of KWL chart of. The researcher begins to show the picture for the topic today. She show the picture of *London* and some of place the in the *London*. She also asked to the students "*What do you know about how did the people feel when going to vacation? Do you ever go London?*" Nobody answered the researchers' question, then she showed slide "*London*" and she asked the students to write what they know about the topic in the *K* column and also the researcher showed some of picture that related about "*Vacation to London*", after the *K* column was filled then she asked to the students to fill the *W* column. She walked around to monitor the students' work.

In whilst-reading activity, the researcher gave the students the reading text about "*Vacation to London*". She asked them to read the text and find the answer for the questions that they had made on the *W* column. All the answer and new information should be written in *L* column. She gave time to the students to complete filled their KWL chart.

In post-reading activity, the researcher gave the students an assessment and they were given 30 minutes to finish. After they were finished the assignment, then she asked the students to convey their difficulties in the process of learning reading and also make a conclusion about the reading text that they have to learn that day. The bell rang. It was 10.00 A.M. Finally, she closed the class by praying and saying goodbye to the students. The time allotment in this meeting was 2 x 45 minutes.

### **c. Observing**

The observation of implementation process of cycle 1 was conducted the first using observation checklist, interview, and test. Observation checklist used to evaluate the technique applied by the researcher and to observe the researcher as a teacher and the students' activities in the instructional process. Observation was conducted at the meeting 1, 2, and 3. The second is interview. Interview was used to get information of the English teacher and the students. And the third is test, the tests were used to measure the student's achievement on comprehending reading a recount text.

The result of observations checklist in the cycle 1 showed that the teacher followed the step completely, but some of the students didn't learned seriously and some of them learned enthusiastically. Then result of interviewed English teacher about her opinion about KWL (Know, Want and Learned) technique she said that it is good technique but students' still difficult to follow step by step from this technique. And then, based on the

interviewed of students, they said that they have good motivation to learn reading by KWL (Know, Want and Learned) technique but they were still having some problems to follow this technique. And then, the results the detail score in post test cycle 1 can see table 4.2.

**Table 4.2. Students' Students' Reading Comprehension Score in Post-Test Cycle 1**

No.	Name	Score	Result	
			Passing	Fail
1.	AIM	60		✓
2.	AAN	62,5		✓
3.	APA	80	✓	
4.	AAAS	45		✓
5.	ADS	82,5	✓	
6.	BAM	50		✓
7.	BFH	62,5		✓
8.	CYK	75	✓	
9.	DRY	75	✓	
10.	DSP	55		✓
11.	DAS	62,5		✓
12.	DR	80	✓	
13.	DAF	75	✓	
14.	ESH	75	✓	
15.	FRIJ	70		✓
16.	FO	60		✓
17.	FM	75	✓	
18.	GAP	62,5		✓
19.	IRN	82,5	✓	
20.	IN	60		✓
21.	KAF	75	✓	
22.	MSB	82,5	✓	
23.	MI	75	✓	
24.	NMY	62,5		✓
25.	NA	75	✓	
26.	PCA	45		✓
27.	RI	75	✓	
28.	SA	55		✓

29.	SLW	75	✓	
30.	SR	75	✓	
31.	UK	82.5	✓	
32.	VDR	60		✓
33.	WBNS	82,5	✓	
34.	WM	75	✓	
<b>Total</b>		<b>2345</b>	<b>19</b>	<b>15</b>
<b>Percentage</b>			$\frac{19}{100} \times 100 = 19\%$ $\frac{34}{100} \times 100 = 34\%$	<b>41%</b>
<b>Means' Score</b>			<b>69</b>	

The result of the students' scores in the pre-test the means of score that was still 60. It is still far from the passing score minimum which is 75. The students who passed the pre-test were less than 75%, it is only 32% (11 students) students were pass in the pre-test and the other 64% (23 students) who failed.

And in the post-test cycle 1 the means of score also that was still 69. It is still far from the passing score minimum which is 75. The students who passed in the post-test cycle 1 were less than 75%. It is only 56% (19 students) were pass in the post test of cycle 1 and the other 44% (15 students) who failed. So, the researcher needs to conduct the next. Therefore, the researcher and the collaborator decided to revise the planning in the cycle 1 and the implementation strategy in the cycle 1 to conduct the next cycle or the cycle 2.

#### **d. Reflecting**

From all of the process from meeting 1 until meeting 3, it can be concluded that there were 11 students or 32 % of the total students who could get the score  $\geq 75$ . It did not yet meet with the predetermined criteria of success that was 75% who get score  $\geq 75$  for reading comprehension test. It could be concluded that the action in the first cycle did not run unsuccessfully. Although the result was not too good, it was still better than the result of reading comprehension in pre-test that conducted before. It means the KWL (Know, Want, and Learned) technique can improve students' reading comprehension although it was not maximally. By analyzing the results of observation checklist, interviewed and the reading comprehension test, the researcher and the English teacher found some problems that caused the failure. The first, the students were difficult to comprehend the text given. The second, the students still confused to give statement because they were afraid to make mistake when write. Also, after the researcher gave students to do the work individually, each student needed different time to finish their individual work. They also thought that the time allotment is not enough. It was because each student had difference ability in English.

## 2. Cycle 2

This cycle covers revised planning, implementing, observing, and reflecting. There are three meeting in this phase.

### a. Revised planning

The implementation in cycle 1 had not given a significant change to the reading skill of the students at SMPN 1 Durenan Trenggalek. The result of test in cycle the researcher was not satisfying yet. So, some revisions on the planning were made. The planning of the implementing in cycle 2 was similar with cycle 1. But the researcher applied new strategy in KWL (Know, Want, and Learned) technique. The differences strategy can be seen in the table below:

**Table 4.3 The differences strategy between cycle 1 and cycle 2**

Cycle 1	Cycle 2
The member in every group who give statements in every column only who knows about the topics.	Every member in every group must give statement in the every column.
The students used Indonesian language when they didn't know some words in English	The students could ask the researcher/collaborator when they didn't some word in English.
The topic was unfamiliar and the researcher only showed one or two pictures.	The topic was familiar and the researcher showed many pictures so they could be motivated in filling the column.



The researcher and the students discuss some question from assessments.	The researcher and the students discuss all of the questions from assessments.
There is no vocabulary meaning for difficult word in under text.	There is any vocabulary meaning for difficult word in under text.

### 1) Preparing the lesson plan

The researcher determined standard competence, basic competence, indicator, aim of the teaching and learning process, and assessment (*for detail lesson plan in the cycle 2 can be seen in appendix 2*).

### 2) Preparing the instructional materials

The researcher discussed with the English teacher decided to choose more familiar topics to the students in order to make easy to be described. The topic for treatment in cycle 2 is about “*Wonderful Beach, Parangtritis Beach*”. And then the topic for post-test in cycle 2 is about “*Vacation to Bali*”.

### 3) Preparing Teaching Media

In this cycle the researcher still use picture as media in applying KWL technique. But the researcher adds more pictures and more interesting picture as media. The topic for treatment in cycle 2 is about “*Wonderful Beach, Parangtritis Beach*” so, the pictures that showed in slide are a Parangtritis beach, wave, some people who in the beach, etc.

And then, the topic for post-test cycle 2 is about “*Vacation to Bali*” so, the pictures that showed in slide are Bali Island, the beach, people in beach, people in Bali, and etc. (*For the detail pictures that used for post-test in cycle 2 can be seen in appendix 13*).

#### 4) Preparing Research Instrument

The researcher also used some instrument to collect the data there were, the first is observation checklist. The observation will check by the collaborator which is always joining to the class while the teaching and learning process happening. The second is questionnaire sheet. Questionnaire sheet is for the students. The students filled the questionnaire sheet in the last meeting of cycle 2 after they were doing post-test in cycle 2. And the third is test for the students. The test comprehends reading a recount text by using KWL (Know, Want, and Learned) technique.

Observation checklist used to collect data during the instruction process that checked by the collaborator which is always joining to the class while the teaching and learning process happening. The observation checklist contains about the researcher and the students activities when implemented of KWL (Know, Want, and Learned) in the classroom. And then, is questionnaire. It is used for the students. The questionnaire used to know about the students’ respond in teaching and learning comprehending reading a recount text by using KWL (Know, Want, and

Learned) technique. And the last is test for the students, the tests were used to measure the student's achievement on comprehending reading a recount text.

### **b. Implementing**

The implementation was done on 5<sup>th</sup> March, 8<sup>th</sup> March, and 12<sup>nd</sup> March, 2014. The implementation on the second cycle covers three meetings:

#### **1) Meeting 1**

The first meeting was conducted on Wednesday, March 5<sup>th</sup> 2014 in third and fourth period (08.30-10.00). The researcher greeted the students and checked the attendance list by calling each student's name. All 34 students were presents that day. After that, the researcher prepared all the media and learning sources. She turned on the LCD and plugged in to her notebook. Then, she showed a KWL chart on the slide.

Having been sure that all the students understood the technique, the researcher then showed the picture of " *Parangtritis Beach*". The topic is about experience someone when had vacation at the Parangtritis Beach. The researcher gives the chart of KWL for every group. Then the researcher asked to the students, " *What is that?*", she got many answer from the students that most of them answer "*that is beach*".

Then the researcher showed another slide with the name of the beach, *Parangtritis Beach*. Some students said, " *Ooo*". It indicated that

they knew the place. Then she asked the students, “*What do you feel when you in the beach?*” she asked the students to discuss in groups and shared ideas about the places. And then the researcher showed other picture in the slide. She showed the picture of *Nyi Roro Kidul*. The researcher said to the students if in the story that will they learned also any story about *Nyi Roro Kidul*. Then the researcher asked, “*Who is she and also what do you know about her?*” They were answer “*she is Nyi roro kidul, she is the master of the beach*”.

The researcher asked to write all things they knew about the topic on the K column. She asked them to discuss it with their friend in groups. It could be in the form of a sentence or a word. She helped the students by listing some information in the K column. After filling the K column, the students were asked to fill the W column with the things they wanted to know about the topics. Because the text is recount text, the researcher helped the students by saying “*you can fill who they went to the beach, when he or she goes to the beach with whom and etc.*” She walked around the class to control the work of each group and the collaborator also helped him. The students seemed made a lot of questions in W column

In whilst-reading activity, the researcher gave the students the reading text with title *Wonderful Beach, Parangtritis Beach*. She asked them to read and find the answer for the questions that they had made on the W column. All the answer and new information should be written in L

column. She was monitoring while the students were discussing the text. Sometimes she explained the text to a group.

The researcher asked the students to convey their difficulties in the process of learning reading that they have to learn that day. The bell rang. It was 10.00 A.M. Finally, she closed the class by praying and saying goodbye to the students. The time allotment in this meeting was 2 x 45 minutes.

## **2) Meeting 2**

The second meeting was conducted on Saturday, March 8<sup>th</sup> 2014 in third and fourth period (08.30-10.00). The researcher greeted the students and checked the attendance list by calling each student's name. All 32 students were presents that day. Two students were absent that day they are *Sugeng Romadhoni* and *Maharani Setya Budi*. After that, the researcher prepared all the media and learning sources. She turned on the LCD and plugged in to her notebook. Then, she showed a KWL chart on the slide.

The researcher previewed the material of teaching and learning process that they have to learn in the previous meeting. The previous meeting arrived at the activity whilst-reading when the all of the group work finished to filled the KWL chart and begun to read and discussed the reading text. One by one of the group work read the chart that their filled then discussed the reading text and all information the students had written

in the chart of KWL. She also gave additional information about the text that they have to read and to answer the question that the students could not find the answer in the text. In this meeting, all the steps could be done in a good way as it was hoped and all of questions written in the W column could be answered.

And then, in the post-reading activity, the researcher gave the students the assessment and they were given 30 minutes to finish. The assessments are doing by group working. Next, the researcher with the students did a reflection from teaching and learning process of reading they are discussed the assessment that they have done. The researcher and the students discuss one by one question in the assessment. It was done so the students can comprehend a reading of recount text very well. They can understand about the topics of reading text and also could answer all of the questions that the teacher have to done.

Then the researcher asked the students to convey their difficulties in the process of learning reading and also make a conclusion about the reading text that they have to learn that day. The bell rang. It was 10.00 A.M. Finally, she closed the class by praying and saying goodbye to the students. The time allotment in this meeting was 2 x 45 minutes.

### **3) Meeting 3**

The third meeting was conducted on Wednesday, March 12<sup>th</sup> 2014 in third and fourth period (08.30-10.00). The third meeting is the time for

post-test. The researcher greeted the students and checked the attendance list by calling each student's name. All 34 students were presents that day. After that, she prepared all the media and learning sources. She turned on the LCD and plugged in to her notebook. Then, she showed a KWL chart on the slide.

In pre-reading activity, the researcher didn't ask the students to sit in their group work. She asked to the students to sit in their own chair like as before. She said to the students if that day they had to do the post-test of cycle 2. They will do the task by individually work. She stimulating the students to be ready in learning English then she explained the instructional objectives of the lesson. Seeing the students was ready to learn, she gave the students paper of KWL chart of. She begins to show the picture for the topic today. She show the picture of Bali Island and some of place the in the Bali Island. She asked to the students "*What do you know about this place? Do you ever go there? and, how do you feel when in this place?*" The students' answered "*That is Bali Island that is beautiful place*" She asked the students to write what they know about the topic in the *K* column, after the *K* column was filled then she asked to the students to filled the *W* column. She walked around to monitoring the students work.

In whilst-reading activity, the researcher gave the students the reading text about *Vacation to Bali Island*. She asked them to read the text and find the answer for the questions that they had made on the *W* column.

All the answer and new information should be written in *L* column. She gave time to the students to complete filled their KWL chart.

In post-reading activity, the researcher gave the students the assessment and they were given 30 minutes to finish. After they doing the assessment that the researcher was give, the researcher asked them to convey their difficulties in the process of learning reading and also make a conclusion about the reading text that they have to learn that day. The bell rang. It was 10.00 A.M. Finally, she closed the class by praying and saying goodbye to the students. The time allotment in this meeting was 2 x 45 minutes.

### **c. Observing**

The observation of the implementation process of cycle 2 was conducted that used the first is observation checklist, it is to evaluate the technique applied by the teacher, to observe the researcher as a teacher and the students' activities in the instructional process. Observation was conducted at the same time like as cycle 1 there was conduct at the meeting 1, 2, and 3. Beside observation checklist, the second the researcher also used questionnaire and test, the questionnaire was used to know students' respond in teaching and learning comprehending reading a recount text by using KWL (Know, Want, and Learned) technique. The third is test for the students.



The result of observations in the cycle 1 showed that the teacher followed the step completely, and the students learned enthusiastically. The students' attention and interest had improved and it caused positive effect to the students in the instructional process. In addition, the observer found that the students' attitude toward the teacher explanation and instructions was good. Then, from the questionnaire the researcher knew that the students' like and enjoy learning by using KWL (Know, Want and Learned) technique. And then, for the result of test it showed that the students' reading comprehension mastery significant improvement. For detail score in post test cycle 2 can see table 4.3.

**Table 4.4. Students' Students' Reading Comprehension Score in Post-Test Cycle 2**

No.	Name	Score	Result	
			Passing	Fail
1.	AIM	75	✓	
2.	AAN	62,5		✓
3.	APA	82,5	✓	
4.	AAAS	65		✓
5.	ADS	80	✓	
6.	BAM	75	✓	
7.	BFH	82,5	✓	
8.	CYK	85	✓	
9.	DRY	75	✓	
10.	DSP	85	✓	
11.	DAS	82,5	✓	
12.	DR	75	✓	
13.	DAF	85	✓	
14.	ESH	80	✓	
15.	FRIJ	82,5	✓	

16.	FO	82,5	✓	
17.	FM	75	✓	
18.	GAP	65		✓
19.	IRN	92	✓	
20.	IN	82,5	✓	
21.	KAF	80	✓	
22.	MSB	85	✓	
23.	MI	82,5	✓	
24.	NMY	75	✓	
25.	NA	92,5	✓	
26.	PCA	72,5		✓
27.	RI	80	✓	
28.	SA	75	✓	
29.	SLW	85	✓	
30.	SR	80	✓	
31.	UK	95	✓	
32.	VDN	70		✓
33.	WBNS	97,5	✓	
34.	WM	85	✓	
<b>Total</b>		<b>2722</b>	<b>29</b>	<b>5</b>
<b>Percentage</b>			$\frac{29}{100} = \frac{x}{100}$ $x = 29\%$	<b>15%</b>
<b>Means' Score</b>			<b>80</b>	

The results of the students' score in the Post-test of cycle 2 the means score that were 80. It can be concluded that students' reading comprehension mastery has improved. In addition, the students who passed in the Post-test of cycle 2 were 85% (29 students) and the other 15% (5 students) who failed. So, the criteria of success were achieved because the percentage of the students' score was more than 75%.

#### **d. Reflecting**

Based on the findings in the cycle 2, the result of observation checklist showed that the teacher's performance in the instructional process was good. The students' were also more active in the teaching learning process by using KWL (Know, Want, and Learned), and enjoyed this technique. Then, most of students were able to pass the reading comprehension test after learning by using KWL (Know, Want, and Learned) technique.

Based on the analysis of the students' score in cycle 2, the mean score of test in cycle 2 was 80. It is higher than in pre-test and the post-test of cycle 1. In addition, the criteria of success which was 75% could be achieved by students in cycle 2 because there were 85% of students (29 students) who passed the test in cycle 2. It means that the implementation of KWL (Know Want, and Learned) was successful in this research and this technique is good to improve the students' reading comprehension mastery. As a result, the action research was successful so that the researcher stopped the research in this cycle.

### **3. The Result of Interviewed in Cycle 1**

The researcher had interviewed the students after implementing the strategy. The interviewed was conduct on the cycle 1 after meeting 3. The interviewed was applied based on the guided interview and questions which were made before by the researcher (*for the information of result interviewed from English teacher and students after doing classroom action research in*

*cycle 1 specifically can be see in appendix 5 and 7*). The questions were about teaching and learning reading of recount text, and its problems. Generally, the students had the same problems which they felt that English was difficult to learn because of they could not comprehending to read a text very well. Fortunately, after the researcher applied KWL (Know, Want, and Learned) technique the students were fun to learn and comprehending to read a text.

#### **4. The Result of Questionnaire in Cycle 2**

The questionnaire was conduct on the cycle 2 after meeting 3. There were 5 items that should be answered by the students according their feeling about the implementation of KWL (Know, Want, and Learning) technique.

Total of the students who like to learn reading by using KWL (Know, Want, and Learned) is 31 students. It means that most of the students feel fun and happy joining reading class by using KWL (Know, Want, and Learned) technique. And only 3 students who dislike to learned reading by using KWL (Know, Want, and Learned) technique.

Total of the students who felt easier to understand and find the detail information the text is 29 students. It means that almost all of the students are easier and understand for find the detail information in the text by using KWL (Know, Want, and Learned) technique.

Total of the students who discussed with their friends to answer the questions correctly is 4 students. It means just little of the students who answer

the question with discuss with their friend most them or 30 students answer the question by their own self.

Total of the students who enjoyed the teaching and learning process by using KWL (Know, Want, and Learned) is 30 students. It means most of the students very enjoying when teaching and learning process by using KWL (Know, Want, and Learned). Only 4 students who didn't enjoy when the teaching and learning process by using KWL (Know, Want, and Learned)

Total of the students who improved their interest to studying English after using KWL (Know, Want, and Learned) is 32 students. It means that most of the students want to learn more the English after they are studying by KWL (Know, Want, and Learned). And only 2 students who didn't improved their interest to studying English after using KWL (Know, Want, and Learned)

## **B. Discussions**

The objective of this study was to know how the KWL (Know, Want, and Learned) technique can improved the students' reading comprehension mastery in the eight grade students of SMPN 1 Durenan Trenggalek in the academic year 2013/2014.

The KWL (Know, Want, and Learned) technique will be successful to improve the students' mastery in reading comprehension in the eight grade year students, if the scores of the students have achieved the criteria of success which

is 75% among the whole member of the students in the class. Then the standard value is 75. Thus students who get score at 75 or more classified into passing the test, and the students who get score less than 75 are considered failed See on the table 4.4. For detail differences score in Pre-test, Post-test Cycle 1 and Post-test Cycle 2.

**Table 4.5. Students Score in Preliminary study (Pre-test), Post-test Cycle 1 and Post-test Cycle 2**

No.	Criteria	Score		
		Pre-test	Post-test Cycle 1	Post-test Cycle 2
1.	<b>Total Score</b>	2045	2345	2722
2.	<b>Mean Score</b>	60	69	80
3.	<b>Passing</b>	32% (11 students)	59% (19 students)	85% (29 students)
4.	<b>Failed</b>	64% (23 students)	41% (14 students)	15% (5 students)

From the data above, in the preliminary study, the students' mean score of the pre-test was 60. In addition, there were 32% of the students (11 students) who passed in the test and 64% of the students (23 students) who failed in the test. It showed that the students' reading comprehension is still low.

In the cycle 1, the students' mean score of reading comprehension test was 69. Then there were 56 % of the students (19 students) of the students who passed in the test and 44% of the students (15 students) of the students who failed

in the test. The criteria of success had not been achieved because there were only 44% of the students who passed in the test and it was less than 75% of criteria of success. Therefore, the researcher needed to conduct in the cycle 2. However, the number of students who passed the test in cycle 1 was greater than the number of students who passed the test (56% > 32%). It means that the KWL (Know, Want, and Learned) technique could improve the students' reading comprehension mastery although it was not maximally.

In the cycle 2, the students' means score was 80. In addition, the criteria of success which was 75% could be achieved by students in cycle 2 because there were 85% of the students (29 students) who passed the test in cycle 2, and there were only 15% of students (5 students) who failed. It means that the action research was successful so that the researcher stopped the research.

Based on the data which were gathered from observation, interview, and questionnaire, the result of them could be inferred that the students were interested in learning reading comprehension by using KWL (Know, Want, and Learned) technique and the problems of learning reading comprehension could be decreased as much as possible. In addition, the students' reading comprehension mastery has improved well.

When the researcher conducted the research using KWL (Know, Want, and Learned) technique, she found the students seem enjoyable in learning reading comprehension, and also they seemed easy to understand material. In addition, their reading comprehension mastery improved well. Therefore, it can be

said that the students received the advantages of KWL (Know, Want, and Learned) technique.

From the discussion above, it could be inferred that the implementation KWL (Know, Want, and Learned) technique was successful in this research, and the technique was good to improve the students' reading comprehension mastery.