

**IMPROVING STUDENTS' READING COMPREHENSION
ABILITY IN RECOUNT TEXT BY USING KWL (KNOW,
WANT, AND LEARNED) OF THE EIGHT GRADE AT SMPN 1
DURENAN TRENGGALEK IN THE ACADEMIC YEAR
2013/2014**

THESIS

Presented to

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**In partial fulfillment of the requirements for the degree of
Sarjana Pendidikan Islam in English Education Program**



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ADVISOR'S APPROVAL SHEET

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ACADEMIC YEAR 2013/2014**

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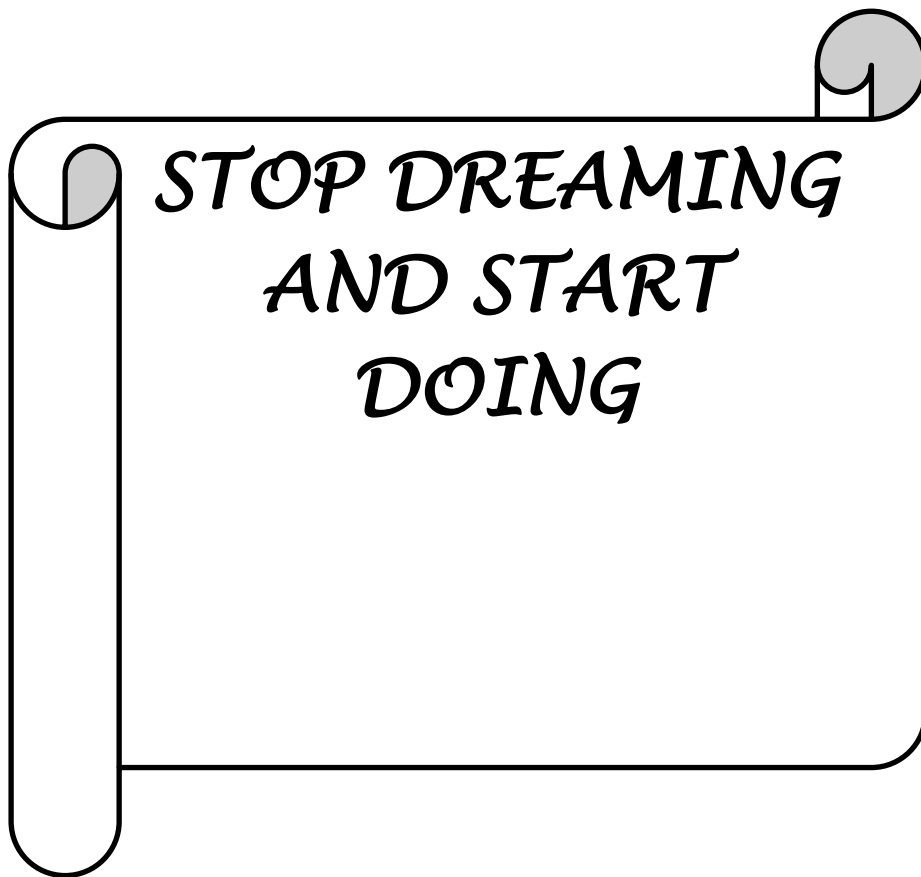
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MOTTO



DEDICATION

*With all of my love I
dedicate my thesis to*

- ❖ Thanks for God, who has given blessing and mercing.
- ❖ My beloved parents Mrs.Samiati and Mr.Suyadi .Who have given full of love, motivations, and pray along of my life.
- ❖ My brother Edi Setiono and my nice nephew Nizham Al-Fakhry Izzudin who given me motivation and prays.
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States that her thesis is entitled “Improving Students’ Reading Comprehension Ability in Recount Text by Using KWL (Know, Want, and Learned) of the Eight Grade at SMPN 1 Durenan Trenggalek in the Academic Year 2013/2014” is truly my original work. It does not incorporate any materials previously written or published by another person except those indicated in quotation and references. Due to the fact, I am the person who is responsible for the thesis if there are any claims for others.

Tulungagung, June 2nd, 2014

The writer,

Duwi Wahyuni

ABSTRACT

Wahyuni, Duwi. Registered Number Students. 3213103056. 2014. *Improving Students' Reading Comprehension Ability in Recount Text by Using KWL (Know, Want, and Learned) of the Eight Grade at SMPN 1 Durenan Trenggalek in the Academic Year 2013/2014*. Thesis. English Education Program, Faculty of Tarbiyah and Teacher Training, State Islamic Institute Tulungagung (IAIN). Advisor Emmi Naja, M.Pd.

Keywords: improving, reading comprehension, recount text, KWL (Know, Want, and Learned).

Reading is one of the important skills in English and it gives many benefits for us. The ability to read opens up new words and gives opportunities for us. It enables for us to gain information and enjoy any kinds of literature that can make us rich of knowledge. It enables us to gain information and enjoy any kinds of literature that can make us rich of knowledge. Reading comprehension is an instrument that can facilitate. The eight grades students of SMPN 1 Durenan Trenggalek face some problems in reading. Most of them found difficulties in comprehending text, especially recount text. Therefore, the researcher uses KWL (Know, Want, and Learned) technique to solve the problems. By using this technique, the students are expected to be interested in learning reading and active in the class. As a result, their reading comprehension ability can improve well.

The formulation of the study problem is how the modified of KWL (Know, Want and Learned) can improve the ability in reading comprehension recount text at the eight grade students of SMPN 1 Durenan Trenggalek? And then the purpose of the study is to know whether students 'ability of a reading comprehension recount text by using KWL (Know, Want, and Learned) technique in teaching and learning process at the eight grade students of SMPN 1 Durenan Trenggalek.

Research Method: 1) the research design in this study was classroom action research model from Kemmis and Taggart especially collaborative action research design, 2) the subjects of this study was eight grades students of SMPN 1 Durenan Trenggalek, and the setting of this study was at SMPN 1 Durenan Trenggalek, 3) the research was conduct in two cycles, every cycle had three meeting ,the research procedure of every cycle consisted of four steps which were planning, implementing, observing and reflecting, 4) the criteria of success of this study is 75% of the students were able to answer reading comprehension' questions in the recount text with score ≥ 75 (equal or above KKM score) which were known using reading comprehension test, 5) the research instruments were observation checklist, interview, and reading comprehension test, 6) because the data of this research were not only in the form of numbers but also in the form of words or sentences, the data analysis was done by studying the whole data from many sources which were observation checklist, interview, questionnaire, and reading comprehensions test.

The result of the study showed that the students' mean score of reading comprehension test in the preliminary study (pre-test) was 60. Then the students' mean score of reading comprehension test in cycle 1 was 69 and in cycle 2 was 80. In addition, in the preliminary study, there were 32% of the students who passed the test and 68% of the students who failed in the test. Then, in cycle 1, there were 59% of the students who passed the test and 41% of the students who failed in the test. As a result, the criteria of success had not been achieved yet because the students who passed the test were less than 75% of criteria of success so that cycle 2 was needed to be conducted.

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

Based on the result of the study above, it could be inferred that the implementation of KWL (Know, Want, and Learned) technique was successful in this research, and the KWL (Know, Want, and Learned) technique could be an alternative to improve the students' reading comprehension especially recount text.

ABSTRAK

Wahyuni, Duwi. Nomor Induk Mahasiswa. 3213103056. 2014. *Improving Students' Reading Comprehension Ability in Recount Text by Using KWL (Know, Want, and Learned) of the Eight Grade at SMPN 1 Durenan Trenggalek in the Academic Year 2013/2014*. Skripsi. Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institute Agama Islam Negeri Tulungagung (IAIN). Pembimbing Emmi Naja, M.Pd.

Kata-Kata Kunci: meningkatkan, kemampuan memahami bacaan, text recount, KWL (Know, Want, and Learned).

Membaca adalah salah satu kemampuan yang penting dalam Bahasa Inggris dan itu juga memberikan banyak manfaat untuk kita. Kemampuan membaca dapat membuka kita pada kata – kata yang baru dan manfaat-manfaat. Kita bisa mendapatkan informasi dan menikmati berbagai macam kesusastraan yang dapat menambah pengetahuan kita. Pemahaman membaca adalah sebuah sarana yang dapat memfasilitasi kita. Siswa – siwa di kelas delapan SMPN 1 Durenan Trenggalek menghadapi beberapa masalah pada membaca. Sebagian besar dari mereka mengalami kesulitan pada pemahaman membaca, khususnya pada tekt recount. Untuk itu, peneliti menggunakan KWL(Know, Want and Learned) untuk mengatasi masalah yang dihadapi oleh para siswa. Dengan menggunakan teknik ini, students diharapkan menjadi tertarik untuk belajar membaca dan aktif di kelas. Sebagai hasilnya, kemampuan mereka dalam memahami bacaan dapat meningkat dengan baik.

Rumusan masalah dalam penelitian ini yaitu: Bagaimana ‘KWL (Know, Want, and Learned) digunakan untuk meningkatkan motivasi siswa dalam memahami membaca text recount siswa kelas delapan di SMPN 1 Durenan Trenggalek. Dan tujuan dari penelitian ini yaitu : untuk mengetahui bagaimana ‘KWL (Know, Want, and Learned) technique’ dapat meningkatkan kemampuan memahami membaca siswa kelas delapan delapan di SMPN 1 Durenan Trenggalek.

Metode penelitian: 1) desain penelitian pada penelitian ini yaitu penelitian tindakan kelas model dari Kemmert and Taggart khususnya dengan desain kolaboratife tindakan kelas, 2) subjek penelitian yaitu siswa kelas delapan di SMPN 1 Durenan Trenggalek, dan tempat penelitiannya adalah di SMPN 1 Durenan Trenggalek, 3) penelitian ini dilakukan dalam 2 siklus, setiap siklus terdiri dari 3 pertemuan, procedure penelitian dalam setiap siklus yang diaplikasikan terdiri dari empat proses yaitu perencanaan, pelaksanaa, pengamatan dan refleksi, 4) kriteria keberhasilan dalam penelitian ini adalah jika 75% siswa mampu menjawab pertanyaan dari bacaan text recount dengan nilai ≥ 75 yang diketahui dari text memahami membaca, 5) instrument-instrumen penelitian yang digunakan meliputi daftar cek observasi, wawancara, dan test, 6) karena data penelitian yang dihasilkan tidak hanya berupa angka – angka tetapi juga berupa berupa kata ataupun kalimat, maka analisis data dilakukan dengan mempelajari

semua data dari banyak sumber yang dihasilkan melalui proses pengumpulan data yang meliputi daftar cek observasi, wawancara, angket, dan test.

Hasil dari penelitian menunjukkan bahwa nilai rata – rata siswa pada test yang diberikan di studi pendahuluan adalah 60. Kemudian rata – rata siswa pada siklus 1 yaitu 69 dan pada siklus 2 adalah 80. Selanjutnya, pada studi pendahuluan ada 32% siswa yang lulus test dan 68% siswa gagal tes. Kemudian pada siklus 1, ada 59% siswa yang lulus tes dan 41% siswa yang gagal tes. Hasilnya, kriteria keberhasilan belum tercapai karena siswa yang lulus tes kurang dari 75% sehingga siklus 2 perlu dilakukan.

Pada siklus 2, kriteria keberhasilan yaitu 75% dapat dicapai siswa karena ada 85% siswa yang lulus tes dan 25% siswa gagal dalam tes. Itu berarti penelitian tindakan kelas berhasil sehingga peneliti menghentikan penelitian pada siklus ini.

Berdasarkan hasil penelitian di atas, dapat disimpulkan bahwa implementasi ‘KWL (Know, Want, and Learned) berhasil dalam penelitian ini, dan ‘KWL (Know, Want, and Learned) dapat menjadi alternative untuk meningkatkan kemampuan memahami membaca siswa khususnya dalam text recount.

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The writer realizes that this thesis is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Tulungagung, June 2nd, 2014

The writer,

Duwi Wahyuni

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