CHAPTER I

INTRODUCTION

1.1 The Background of The Study

Learning English in several countries become subject material in the recent years because of the globalization impact and everyone should be master and comprehend English language to adapt with globalization era. As we know that English is one of International languages to communicate with people between the various countries or groups of people in the world, it also used by almost every people in the world. English has function as an instrument to communicate in the daily communication, to get knowledge, to make interpersonal communication, to share information and to enjoy language lesson in English culture. In Indonesia, English language has an important role in educational world. So it puts English in curriculum of their education.

English language skills are divided into the four basic skills, they are: listening, speaking, reading and writing. Reading is one of the language skills that should be developed by students. Reading has an important part in teaching learning process, every reader has his/her own reason when reading something, such as for entertainment, information, and knowledge. Some people are entertained by reading comic and novel, because it can give creativity and imagination. As for getting information and knowledge, people read newspapers and books. The chief goal is to derive some understanding of what the writer is trying to convey and make use of that information. That is why reading comprehension skills are so significant. Reading is an important skill which has an important contribution to the success of learning language.

According to Grabe (2010:4) "Reading is something many of us take for granted." It means that when people read as much as possible, they are get knowledge to delivered by the

others. In addition, reading can opens up new words, it can make us rich of knowledge. There are various genres of text, but commonly, it known well as: narrative text, report text, descriptive text, analytical exposition text, and etc. One of the most popular genre of text is Analytical exposition text, Analytical exposition text exists to provide facts in way that is educational and purposeful. Analytical exposition text is the one of the text types taught at Senior High School.

According Anderson (1998:22) analytical exposition text is a piece of text that presents one side of an issue. It is used to persuade the reader or listener that something is in case or there is a case to concern and pay attention. It consists of three main parts: thesis which introduces topic and indicate the writer position and outlines the main arguments to be presented (preview), arguments which restate main arguments outlines in preview and give reason to support the thesis (points), develop and support each arguments (elaboration) and reiteration which is used to restate the writer's position. This type of text is written in a syllabus to be taught in the eleventh grade of senior high school in the second semester. In reading analytical exposition text, there is a need to comprehend the text. One of the comprehensions in reading analytical exposition text is in finding the main idea, knowing and finding the details information of the text, finding reference and the difficulties vocabulary. The objectives of teaching reading in analytical exposition text is the students are be able to get the knowledge and comprehend the context from that has been explained in the text.

From preliminary observation of researcher with the students at grade XI of SMK Negeri 5 Medan, and also, the researcher found that there were some problems of Students in analytical exposition text reading ability, the students can not comprehend the whole reading text, and it is make some problem such as ; the student can not find out the main idea, the students can not understand what is the content of the text, and also the students can not answer the questions that

related to the text. these problem exist because of some factors, the first one is the student were lazy to read the text, because there are some paragraph that contain of the unfamiliar vocabularies that they must read, the second one is the lack of motivation to learn English, as we know English is foreign language for Indonesia, so that the motivation to learn English is still low, the third factor is the students only focus on translate the text, without understand the meaning of the whole text itself. The fourth is the lack of tools in teaching process which is useful to make the students interested to learn analytical exposition text. The last one is the students felt really bored because of the Teacher use the conventional strategy and method.

Those factors proved with their scores of reading. The table below are the result and the data of my preliminary observation, and the standard score (KKM) of this test is 75.

Table 1.1

Students' Score on Preliminary Observation Eleventh grade of SMK Negeri 5 Medan in Control Class (Eleventh Grade of Electrical Engineering-4)

NO	Name of the Students	Number of Questions	Number of Correct Answer	Score
1	ANGGA ARSANDA	20	9	45
2	ARDIANSYAH PUTRA	20	8	40
3	ARIF BUDIMAN ISMA	20	13	65
4	AZRUL AZWAD	20	4	20
5	DISYA KHAIRIDWAN	20	15	65
6	FRANDDI APUDAN	20	13	65
7	GILANG WEZA SEPTIAN	20	7	35
8	IQBAL MAULANA	20	7	35
9	JIMMY CRISTMAN	20	5	25
10	JOSUA ORLANDO	20	9	45
11	JUANDA SAPUTRA SIRAIT	20	10	50
12	MUHAMMAD RAFSANJANI	20	4	20

13	MUHAMMAD SURYA	20	4	20
14	PRAYOGA DANUARTA	20	10	50
15	QAWIZUL VIRANDA	20	16	80
16	RAVI ANDIKA	20	4	20
17	RICO SYAHPUTRA	20	6	30
18	RISKI WAHYU PERMADI	20	5	25
19	RIZA MAULANA	20	6	30
20	RUBEN HUTAPEA	20	10	50
	TOTAL			∑=930
	MEAN			X=42

The students' mean score

In the test, the total score of the students was 930 and the number of the students who took the test was 24, so mean score was :

X $= \sum x / N$

$= 930 / 22$

$= 42$

Note   : X = Mean

$\sum x$ = All total students score

N = The number of the Students

Table 1.1.2

Students' Score on Preliminary Observation Eleventh grade of SMK Negeri 5 Medan in

Experimental Class (Eleventh Grade of Electrical Engineering-1)

NO	Name of the Students	Number of Questions	Number of Correct Answer	Score
1	AULIA ARIF	20	8	40
2	ALDHO DIENATA	20	11	55
3	AIDUL FARHANSYAH	20	13	65
4	DENDY ARIANTO	20	4	20
5	GABRIEL SITORUS	20	15	75
6	IMAM AULIA	20	13	65
7	ILHAM IRAWAN	20	7	35
8	KHAIRUL DHUHA	20	7	35

9	KELVIN NIMBROT	20	5	25
10	MUHAMMAD FAHREZI	20	13	65
11	MUHAMMAD FAHRUL	20	10	50
12	MUHAMMAD FARHAN	20	4	20
13	MUHAMMAD ILAL	20	5	25
14	MUHAMMAD SUHENDRI	20	10	50
15	PAULUS LAHAGU	20	14	70
16	RIZKY DWI SAPUTRA	20	4	20
17	REZNI KALVARI	20	7	35
18	SAUT PRANATA	20	5	25
19	TULUS MARULAK	20	10	50
20	WILLIAM JACOB	20	4	20
	TOTAL			$\sum$=831
	MEAN			X=41

The students' mean score

In the test, the total score of the students was 831 and the number of the students who took the test was 20, so mean score was :

X $\quad = \sum x / N$

$\qquad = 831 / 20$

$\qquad = 41$

Note $\quad : X \; = $ Mean

$\qquad \sum x = $ All total students score

$\qquad N \; = $ The number of the Students

To increase the students' reading comprehension on analytical exposition text, we can start from the strategy that can help the students as the solution for their problem. There are many strategies that can be implied to improving student's reading ability in reading analytical exposition text including K-W-L (Know-Want-Learned). KWL strategy is a good strategy to

improve students' reading comprehension. Strickland and Mandel (2000:145) stated KWL can engaged children in making personal connections between the text and prior knowledge, support the development of higher level thinking skills. Hana et al (2015) stated that KWL strategy has some benefits. It encouraged students to read actively through the learning events individually, the students directed to activate their background knowledge related to the text, provided students with opportunity to brainstorming.

There are some steps that should consider in used KWL strategy: 1. Choose a text (analytical exposition text), 2. Create a KWL chart. The teacher should create a chart on the blackboard or whiteboard. In addition, the students should have their own chart on which to record information, 3. Asked students to brainstorm words, terms, or phrases they associated with a topic. The teacher and students record these associations in the K column of their charts. This is done until students run out of ideas. Asked students what they want to learn about the topic. 4. The teacher and students recorded these questions in the W column of their charts. This was done until students run out of ideas for questions. If students responded with statements, turn them into questions before recording them in the W column. 5. Students read the text and filled out the L column of their charts. Students should look for the answers to the questions in their W column while they were reading. Students could fill out their L columns either during or after reading. 6. Discussed the information that students recorded in the L column. 7. Encouraged students to research any questions in the W column that were not answered by the text. K-W-L is one of strategy that suitable to improve student's reading ability.

Based on explanation above, the writer is interested in conducting or having a research which focuses in Know Want Learned strategy with title "The Effect of Using K-W-L (Know-Want-Learned) Strategy on Students' Reading Achievement In Analytical Exposition Text".

1.2 The Problem of the Study

Based on the explanation of background of the study above, the researcher problems on this research can be formulated as:

"Does Know-Want-Learned strategy significantly affect on students' reading achievement in Analytical Exposition text?"

1.3 The Objective of the Study

Based on research problem above, the objectives of the research is to find out:

"To know whether there is any significant effect of Know-Want-Learned strategy for students' achievement in reading comprehension".

1.4   The Scope of the Study

The main purpose of this study is to know the significant of students' achievement on reading comprehension in reading analytical exposition text by using KWL strategy. According (Fengjuan 2010:79) The K-W-L strategy works as an instructional reading strategy. As a reading strategy, it helps new teachers engage students from the beginning of a reading lesson by activating prior knowledge.

This research only focuses on the influence of the students' achievement in reading comprehension on analytical exposition text by using Know-Wanted-Learned Strategy, consist of social function and generic structure of text itself. Analytical exposition text has generic structure namely; Thesis (introduction of the topic), Arguments, and the last Reiteration. For the strategy that related to improve students'

reading ability, the researcher take the terms of finding out the specific information helped by using KWL strategy. Know-Wanted-Learned strategy has three Advance Organizer (KWL Chart) they are: Know, Want, and Learned.

1.5 The Significances of the Study

Theoretically this research is expected to be of use for the teaching reading and can be used to give us evidence about implementation theory based on problem that faced above. And also the results of this study are expected to enrich theories and can be a reference for future studies related to KWL strategy in improving students reading ability.

Practically this study has benefit for the teachers, the students and the institution. The result will be help teachers especially for those who teaches student in improving their reading skill. For the students it will be useful to get the opportunities to improve their readings specifically in understanding, developing, and answer the question of the text.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting a research, there are some theories that needed to explained and clarified which has relation to the research design This study also uses some concern terms that need to explained theoretically. The theoretical elaboration on the concepts and term will be presented in the following.

2.2 Reading

Reading is an essential part of the language learning which should be mastered by EFL learners. Reading is an activity that gives more information to the reader. Reading is not passive activity but an active process in which readers relate information in the text to what they already know.

According to Linda (2005) reading is a complex process involving a network of cognitive actions that work together to construct meaning. Reading is an interactive process that goes on between the reader and the text. A reader in reading term will use his knowledge, skills, and strategies to determine what the texts is. It means, the reader tries to

recognize the words he meets in print and finds the meaning of the written text. So, reading brings a maximum of understanding to the authors' message. Understanding is very essential in reading because the purpose of reading is the students are able to comprehend what they read and get the information of the text.

According Nunan (2003) reading is a fluent process of readers combining information from a text and their own background knowledge to build mean and the goal of reading is comprehension.

In reading, comprehension is essential part because without comprehension the reader cannot get the information and feel difficult to understand the massage from what they read. Comprehension is a process, like Anderson states in Klinger (2007) reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.

Klinger (2007) also said Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). The true comprehension means how reader struggle making sense of what the readers read and the connecting the ideas in the text to what readers already know.

According to the researcher, reading is an activity of readers to delve an information and knowledge from a text. Reading is the best source that gives more information to the readers, from reading some text, the readers become active because when the readers read some text, the readers get the information which is related to their knowledge about some text or about some topic, and also from reading activities, the readers expected to get

something which is useful to add their knowledge. Comprehend the whole text is very important in reading some text types, the readers can understand and get the whole information if they comprehend some text types, so the writer conclude that reading comprehension is the process of constructing meaning from some text types use in reading .

2.2.1 Types of Reading

There are identifiable skills in reading; skimming, intensive reading, and extensive reading. They are presented as follows:

1) Skimming: being able to look over material rapidly for given purpose without reading every phrase. Skimming enables people to select content they want to read.

2) Scanning: reading to locate specific information, e.g. locating telephone number in directory. Scanning enables people to locate specific information without reading all material around it.

3) Intensive reading: in intensive reading, the reader tries to absorb all the information given by the author. E.g. reading dosage instruction for medicine.

4) Extensive reading: the reader deals with longer text as whole, which requires the ability to understand the component parts and their contribution to the overall meaning. E.g. reading newspaper, article, and novel.

2.2.2 Models of Reading

Brown (1994) said that the process of reading should focus on bottom up and top down, for processing separate letters, words and phrases. Then the reader must develop appropriate

content and schemata (background knowledge) and also cultural experience to carry out the interpretation effectively. Linse (2007) stated in the process of reading, he divides three categories of reading models, they are:

a. Bottom up models

Bottom up models typically consist of lower-level reading process. Students start with the fundamental basic of the letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structure, sentences and longer text.

b. Top down models

Top down models begin with the idea that comprehension resides the reader. The reader uses background knowledge, make predictions, and searches the text to confirm or reject the predictions that are made. A passage can thus be understood even if all of the individual words are not understood.

c. Interactive models

This models combines elements of both bottom up and top down models. The readers synthesized based on information provided simultaneously from several knowledge.

In reading, comprehension is essential part because without comprehension the reader cannot get the information and feel difficult to understand the massage from what they read. Comprehension is a process, like Anderson states in Klinger (2007) reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.

Based on the definitions above, the researcher concludes that when the readers read a text, they make the connection with the texts. The readers will communicate with the text,

they will understand what they read, get the meaning and get the information from the text. In reading comprehension, a learner should know no 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.

2.2.3 Purposes of Reading

Grabe and Stoller (2002:13) state the purpose of reading as follow:

1. Reading to search for simple information

In reading to search, we typically scan the text for a specific piece of information or a specific word. We typically scan the text for a specific piece of information or a specific word.

2. Reading to skim quickly

Reading to skim (i.e. sampling segments of the text for a general understanding) is a common part of many reading task and a useful skill it is own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

3. Reading to learn from texts

Reading to learn typically occurs in academic and professional contexts in which a person need to learn a considerable amount of information from a text.

4. Reading to integrate information, write and critiques texts.

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal.

5. Reading for general comprehension.

The nation of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose of reading, underlying and supporting most other purpose for reading. Second, general reading comprehension is actually more complex than commonly assumed.

From the several purposes of reading above, the researcher concluded that each the readers have different purposes before they read something, every text types also has the special purpose, It depends on the text which the readers have read. Having the purposes of reading can make them easier to understand the passage what they read, comprehend the text, even integrated the information that the readers had known with the new information.

2.3 Text Types Used in Reading

According to Gramley and Patzold (1992), there are five major text types used in reading text: descriptive, directive (also known as instructive), analytical exposition text, argumentative, and narrative.

a. Descriptive

Descriptive text is concerned with the location of person and thing in space. The text tells what lies to the right or left, in the background or foreground, or it provides background information. Once again it is immaterial whether a description is more technical objective or more impressionistic-subjective. State or positional verbs plus the appropriate adverbial expressions of location are employed in descriptions (e.g.: the operation panel is located on the right-hand side at the rear; New Orleans lies on the Mississippi). Perfect and progressive forms typically give background information (e.g.: he was peacefully dreaming when the fire broke out; as the cabinet has agreed on the principles, an inter ministerial committee will work out the details) (Gramley & Patzold, 1992).

b. Directive (Instructive)

Directive or also called instructive text is concerned with concrete future activity. Central to such texts are imperatives (e.g.: hand me the paper) or forms which substitute for them, such as polite questions (e.g.: would you hand me the paper?) or suggestive remarks (e.g.: I wonder what the paper says about the weather). Stage directions, though phrased in the simple forms are normative statements and for this reason, have the effect of directives (e.g.: the maid enters, opens the door and admits a visitor). Assembly and operation instructions use sequences of imperatives (e.g.: Disconnect the 15-pin D-shell connector and secure the signal cable firmly ; Shake well before using. Do not ingest with alcohol). Each of the type just discussed, are centered around concrete events and things (Gramley & Patzold, 1992).

c. Argumentative

Argumentative text starts from the assumption that the reader' beliefs must be changed. A writer might therefore begin with the negation of a statement which attributes a quality or characteristic activity to something. Even when a scholarly text provides positive support for a particular hypothesis there is almost always at least implicit negation of previous assumptions. Advertising text, often at the extreme opposite pole of academic text in terms of style, also try to persuade their readers that a particular product is somehow better than others, at least implicitly Gramley & Patzold, 1992).

d. Narrative

Narrative text has to do with real world events in time. It is immaterial whether a narrative is fictional (as in a fairy tale or novel) or non-fictional (as in a newspaper report). Thus, they may be fictional (fairy tales and novels) and they may be non-fictional (newspaper report). What is characteristic is the sequencing of events in which dynamic verbs occur in the simple form and in which sequencing adverbials such as and then or first, second, third provide the basic narrative structure, (e.g. First we packed our bags and then we called a taxi. After that we . etc.) (Gramley & Patzold, 1992). The essential purpose of narrative is to tell a story, but the detailed purpose may vary according to genre. For example, the purpose of a myth is often to explain a natural phenomenon and a legend is often intended to pass on cultural traditions or beliefs (Directorate for Children and Young People, 2008). All of the text types have its own characteristics and features. Being able to recognize these various text types has a number of advantages. For instance, it helps the reader to know the purpose of the text and it also ease the readers to locate the information he or she is searching for Each type of the text often used with different strategies in different teaching reading activities.

From the explanations above, the researcher concludes that there are several kind of text that used in reading, and those text types has their own function, disadvantages, and advantages. Not only that, every kind of text types used in reading has their own characteristic.

2.4 Analytical Exposition Text

There are some kinds of texts that should be comprehended by the senior high school students. In this research, the researcher will use analytical exposition text. Analytical exposition text is one of the text types that taught at Senior High School.

According Anderson (1998:22) analytical exposition text is a piece of text that presents one side of an issue. It is used to persuade the reader or listener that something is in case or there is a case to concern and pay attention. It consists of three main parts: thesis which introduces topic and indicate the writer position and outlines the main arguments to be presented (preview), arguments which restate main arguments outlines in previews and give reason to support the thesis (points), develop and support each arguments (elaboration) and reiteration which is used to restate the writer's position. This type of text is written in a syllabus to be taught in the eleventh grade of senior high school in the second semester. In reading analytical exposition text, there is a need to comprehend the text. One of the comprehensions in reading analytical exposition text is in finding the main idea, knowing and finding the details information of the text, finding reference and the difficulties vocabulary.

a. Generic structure of Analytical Exposition Text

1). Thesis : In this section thesis, the author introduces the topic or main idea that will be discussed. Thesis has always located in the first paragraph .

2). Arguments : The topic discussed by the author is a very important topic or need attention. In this section, the author presents the arguments or the opinions that support idea of the author, usually in a text. At least there will be more than two arguments.

3). Reiteration : This section, is always located at the end of paragraph. Reiteration contains rewriting or replacement of ideas that contained in the first paragraph. Reiteration is also well known as conclusion.

Example of Analytical Exposition Text

Thesis : Most of teenagers need to go to school and there are a lot of schools over there. Nowadays, schools grow to offer plenty of choice; private and state ones. However it is a hard choice since there are many factor which need to be considered before making selection. Some will be influenced by friends, because some friend got to certain school because of the closer distance. In fact, the primary decisive matter for selecting school is whether the school has been accredited or not.

Arguments :Why is important to choose an accredited school? Well, accredited schools have an edge over the unaccredited school. This label of accredited school has an impact in employment opportunities. As result, if there are two or more students with similar qualifications, the student who comes from the accredited school will have an edge over the other candidate. Student from an accredited school has more open door then student with unaccredited school. Many student select certain school

depending more on short term factors like friend influence and short distance from home. It is not bad since commuting actually need much cost. Choosing school which is closer to home will save time, energy and money. However if that school is not accredited, the time and money spent along studying seems to be waste in the long term because it could become a limiting factor in gaining future opportunities.

Reiteration : Accredited school is not the only factor which will drive student's success. Personality and characterization are very important too. However a student with good personality who comes from an accredited school is better than the others.

b. Language feature of Analytical Exposition text

1. Focus on generic human and non-human participants, (e.g.: car, pollution, leaded petrol car)

2. Use abstract noun, (e.g.: policy, government)

3. Use of relational processes, (e.g.: It is important)

4. Modal verbs, (e.g.: we must preserve)

5. Connective or Use of internal conjunction to state argument, (e.g.: first, secondly, then)

6. Evaluative language, (e.g.: important, valuable, trustworthy, etc.)

7. Giving reasons through causal conjunction

   e.g. so, thus, therefore, hence)

8. Use of present tense

Based on the explanation above, the researcher concludes that analytical exposition text is a kind of text that is used to persuade someone to think about something to be a case. There are three characteristics in analytical exposition text. They are social function/ purpose, and language features.

2.5 Know Want Learned Strategy

a. Definition of KWL Strategy

KWL are the acronym, for what students already Know, Want to know, and Learned. K-W-L for the three basic cognitive steps required: accessing what I Know, determining what I Want to learn, and recalling what I did learn as a result of reading. To facilitate both the group process and to instill in students the concreteness of the steps, we developed a worksheet that each child uses during the thinking reading process. KWL charts help students to be active thinkers while they read, giving them specific things to look for and having them reflect on what they learned when they are finished reading.

K-W-L 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. KWL represents a three-stage instructional process for understanding texts: what students know, what they want to know, and what they have learned (Grabe 2010:231).

According (Fengjuan 2010:79) The K-W-L strategy works as an instructional reading strategy. As a reading strategy, it helps new teachers engage students from the beginning of a reading lesson by activating prior knowledge. K-W-L also helps teachers keep students interested as they think about what they want to know and what they have learned.

Besides, Kathrine (2001) stated KWL also helps students' active prior knowledge and gives them a chance to reflect on and organize what they have learned from reading about a topic from one several sources. They focus on what is important in the text to develop comprehension. It means KWL strategy facilitates to make connection between what students already know and what the text is about that students will be reading, encourage students to write what they want to know about the topic and from what they know and the students will learn about the topic and summarize what the student have read. Accessing prior knowledge and engaging students' interest before beginning reading activity can improve students' ability to make associations, clarify understanding, and increase comprehension.

In addition, KWL strategy is used with small groups. While using the strategy, probing question is essential to motivate students. The information on the organizer can be used as a basis for mapping summaries. KWL can be used with students any grade level and with verifying abilities. The strategy using three-column where each column has category. It makes students easy to make summary from what they read.

Table 2.5

Chart of KWL

TOPIC		
K **(what we already know)**	**W** **(what we want to find out)**	**L** **(What we learned** **and still to learn)**

KWL consists of three basic stage. 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 questions related to the topic, and finally assess what they learn in the L stage: What I learn. From the definition, KWL technique can be concluded as a technique which has well-organized steps to be followed by the students. The technique combines the use of reading strategies in the effort to improve reading ability.

Based on the definition above, the researcher concludes that Know Want Leaned strategy is the strategy in reading that help the readers to understand the whole text in reading in the short time ,because there are 3 chart that help student to make it possible, the first one is K- Know chart, in this section, the readers start to give an idea about what they already know from some topic. The second section is W-Want to know, while the readers read text reading about some topic, the readers inform about what they want to learn or what they want to find out in text reading. The last chart is L-Learned, after finished read the reading text, the readers inform or tell information about what they have learned from the text.

2.5.1 The Use of K-W-L Strategy in Teaching Reading

KWL is an instructional scheme that develops active reading of expository texts by activating learners background knowledge (Ogle, 1987). It provides a structure for recalling what learners know about a topic, noting what they want to know, and finally listing what has been learned and is yet to be learned. Learners begin by brainstorming everything they Know about the topic. The relevant information is recorded in the K column of the KWL scheme. Learners then generate a list of questions about what they Want to know about the topic. These questions are listed in the W column. During or after reading, learners answer these questions. What they have learned is recorded in the L column.

Purpose of The KWL (Know, Want, Learn) strategy provides a structure for activating and building prior knowledge, establishing a purpose for reading and for summarizing what was learned. The strategy can help students reflect a'nd evaluate their learning experience, as well as serve as a useful assessment tool for teachers.

When students set their own purposes for reading, they are more motivated and active as readers. Each student has a schema, or a framework for how they view the world. Accessing a student's prior knowledge is the first step in integrating new concepts into their existing schema. KWL charts help activate background knowledge and provide an opportunity for students to set their own learning objectives.

From several explanations about the use of K-W-L strategy above, the researcher conclude that the use of K-W-L strategy is to help the readers to make the new integrated schema (K-Step, W-step, L-step) which is also a simple schema that is very useful to get the whole information from some text of reading without make the readers confused.

2.5.2 Principle of KWL Strategy

This principle from website Untung S Drajat). The principle of KWL strategy, There are:(1) Accustom children to reading structurally. (2) Reading Process divided to 3 steps, there are: digging knowledge before reading, the aim while reading, and get benefit after reading. (3) The system tabulation will facilitate process of activities by this strategy

a. Design of KWL Strategy

KWL is an instructional reading technique that is used to activate students' background knowledge, assist students in setting purposes for reading, and help students to monitor reading comprehension by using graphic organizer. In this definition, four important concepts of KWL technique are used.

Firstly, 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, KWL technique is designed to activate students' background knowledge. By using KWL technique, the teacher can help the students recall the information stored in their mind which is related to the topic.

Thirdly, KWL technique can assist students in setting purposes for reading. By the use of KWL technique, the teacher can encourage the students to determine why they are reading a specific text. Fourthly, KWL technique 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.

b. Procedure of KWL Strategy

According to Ogle, the process of KWL in reading can be explained as follows:

Step K-What I know: This opening step has two levels of accessing prior knowledge. The first is a straight forward brainstorming of what the students knows about the topic for reading. During this step the teacher's role is to record whatever the students know about the topic on the board or an overhead projector. The critical component here is to select a key concept for the brainstorming that is specific enough to generate the kinds of information that will be pertinent to the reading.

The Procedure of KWL strategies include three steps. First, provide students with the opportunity to brainstorm and list the ideas in the K items and details that they already know about a topic. Second, they review the topic again and consider what they still want to know. They list these items in the W section of the chart. Items should be listed as questions. Third, as they read or after they read, students add details that they have learned while reading. They list these items in the L section of the chart.

1. K (What I Know)

Prepare questions in advance to help students brainstorm their ideas. Prompt students what they already know. Require that students explain their associations. Explaining associations helps students provide specific details and requires them to put some thought into their answers. Teacher might ask them, what they think of that.

2. W (What I Want to Learn)

Explain that want is best defined as what they need to know or learn. Ask alternate questions in order to prompt student responses. Questions may include what the

students want to learn about the topic. Refer back to the K section of the chart. The teacher asks students what the students want learn about the topic.

3. L (What I Learned)

Remind students that they should try to answer their W questions as they fill in the L column. Encourage students to write any new and interesting in formation that they learned. Suggest students search in other sources for the answers to questions that were left unanswered in the text.

Successful learners link prior knowledge to new information, then reorganize it to create own meaning and learning. KWL strategy helps students do this. It provides a framework that students can use to construct meaning from new material. It is a literacy strategy that teachers can easily modify to meet students learning needs at any level and in any content area.

The chart below is an example of a completed K-W-L chart that students might complete if they were reading a text about Whales.

Table 2.5.2

Topic : The Whales		
Know-Want-Learned Strategy		
Know (What I want to know)	Want (What I want to know)	Learned (What I have learned)
1. Whales are very big. 2. Their blubber keeps them warm in the ocean.	1. How much do they weigh? 2. How do whales breathe? 3. How many babies at one time they can have?	1. They can weight up to 180 tons 2. Whales have lungs and must come to the surface to breathe. 3. They can have one baby at one time

Based on explanations above, K-W-L strategy is designed to make the readers get the best and simple way to understand the whole text of reading by using prior concept or scheme, that is what we called K-W-L. K for Know, W for want, and L for Learned. In other hand, if we talk about procedure of K-W-L strategy, in the first chart, that is about K (What I know), this section help students brainstorms their ideas, they expected to tell what they already know about some topic. The second one is W (What I Want to Learn), here the teacher will ask the student about what they want to learn from some topic. The last one is L (What I Learned) here, the students expected to tell about what they have learned about the same topic before.

2.6 Previous Research

There are some previous research that related with this study. It will be the references for the writer to help in completed the topic of this research. The detail are explained as follow

The first research which is relevant to this study is research conducted by Riswanto in thesis with the tittle "The Effect of Using KWL (Know, Want, Learned) Strategy on EFL Students" Reading Comprehension Achievement". The main objective of this study was to see whether the use of KWL (Know, Want, Learned) strategy was effective in improving the students" reading comprehension achievement in learning English as a Foreign Language. This study is quasi experimental design with Non-equivalent groups" pretest-posttest design. The population was the eight the grade students of SMPN 4 Palembang in academic year of 2011/2012 with a total number of

254 students. Out of this population, 40 students were taken as sample. There were two groups, each of which consisted of 20 students. The data were collected by using multiple choices reading comprehension test. The data obtained were analyzed by using t-test formula. The finding showed that KWL strategy was effective in improving the students" reading comprehension achievement. The effectiveness was indicated by the result of the Stepwise Regression formula that the contribution of KWL strategy on students" reading comprehension achievement was 70.5%. The result of this study also showed that KWL strategy was effective in enhancing the students" reading comprehension achievement.

Another research relevant of this study is research conducted by Novita Husna Nasution. 2012. The tittle of the thesis is "Improving student's achievement in reading comprehension by using Know-Want-Learn (K-W-L) technique at SMP Negeri 29 Medan". English Department Faculty of Language and Arts State University of Medan. The result of the data analysis showed that the mean of the first cycle was 43,33. The mean of second cycle was 93,33. The percentage of students who got point up 65 also grew up. In the pre test there is no students who got up 65 (%). In the post test of cycle I, students who got up 65 there were 13 of 30 students (43,33%). In the post test of cycle II, students who got up 65 there were 28 of 30 students (93,33%). It indicated that the application of K-W-L was effective as it could increase students' ability in reading comprehension.

2.7 Conceptual Framework

Reading is the activity to get the meaning from the text. When the person does reading comprehension, it means that he or she tries to understand what the author has

written the text. And then, the main purpose about the reading narrative text is finding the meaning of the text, and understand what the writer means and her writing.

K-W-L strategy is an instructional reading that is used to guide students to comprehend a text. After the teacher introduces the topic in a general way, students are instructed to complete the first column. The teacher then leads a class discussion on what do students think they already know about the topic and write down their responses in the first or in the 'k' column. After the brainstorming session is completed, the teacher then leads them to write down what do they want to find out about the topic chosen in the second or 'W' column. Students then read the text with a big curiosity and interest because they have activated their prior knowledge, and they want to find out what the answers to their questions are in the second column. After reading the text, the students write down the answers to their questions in third or 'L' column.
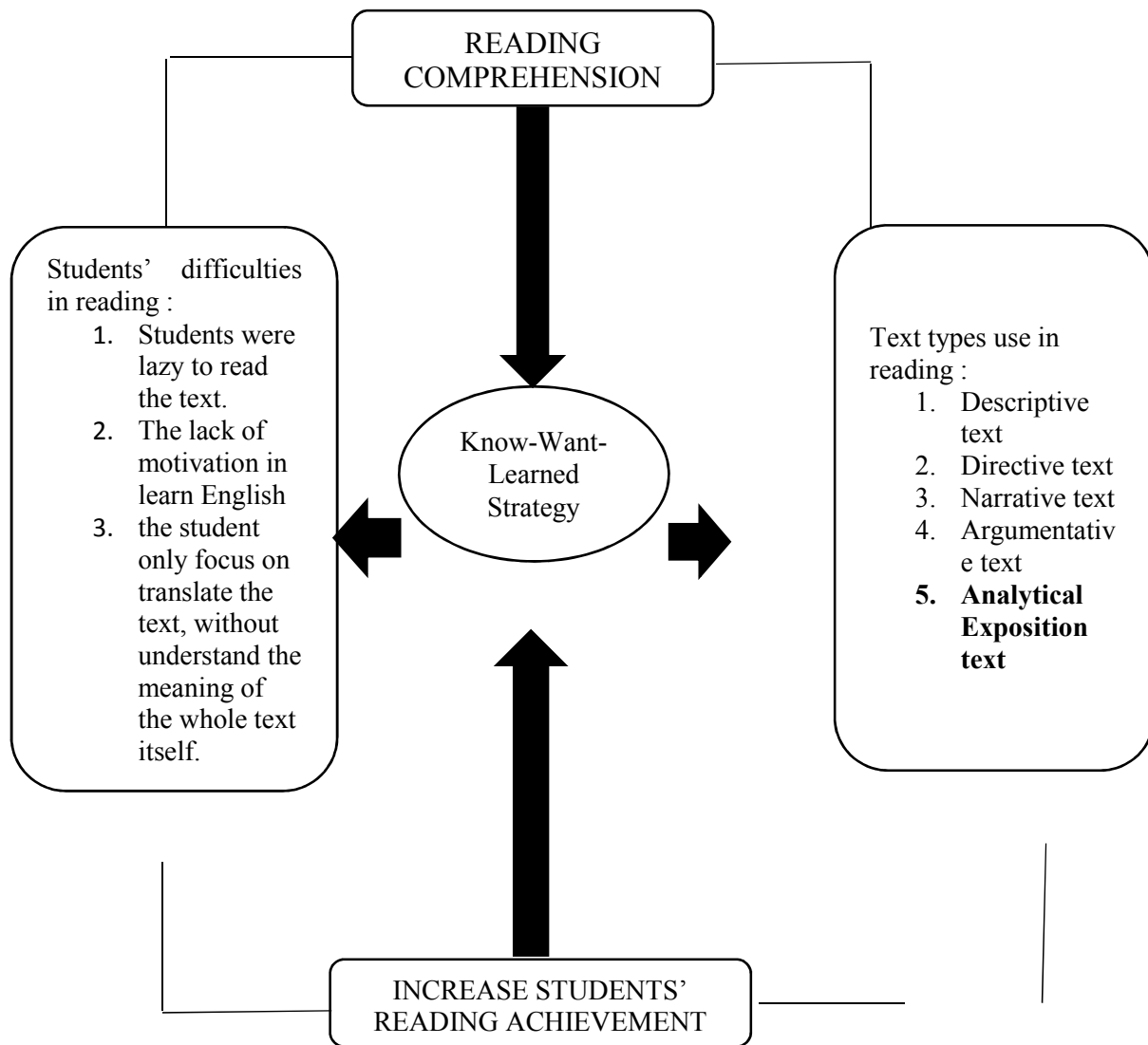
```
                    ┌─────────────────────┐
                    │      READING        │
                    │   COMPREHENSION     │
                    └─────────────────────┘
```

Students' difficulties in reading :
1. Students were lazy to read the text.
2. The lack of motivation in learn English
3. the student only focus on translate the text, without understand the meaning of the whole text itself.

Know-Want-Learned Strategy

Text types use in reading :
1. Descriptive text
2. Directive text
3. Narrative text
4. Argumentative text
5. **Analytical Exposition text**

INCREASE STUDENTS' READING ACHIEVEMENT

Figure 2.1

Conceptual Framework of the Effect of Using K-W-L Strategy.

CHAPTER III

METHODOLOGY OF RESEARCH

3.1 The Research Design

This study is experimental quantitative. To collect the data, two groups of students will be involved. The experimental group is the group that will teach by using the KWL strategy. While the control group is the group teach by using the conventional method, it open a dictionary on the students' reading comprehension.

The design in this research was one group pretest-posttest design. The research design which is stated by Setiyadi (2006:132) could be presented as follow:

T1 X T2

T1   : Pre-test

T2   : Post-test

X   : Treatment (teaching writing using collaborative writing strategy)

3.2 The Population and Sample

This research will be conducted at the school of SMK Swasta Jambi Medan, and the research will be implemented in the eleventh grade of marketing class in the first semester academic year of 2019/2020.

3.2.1 Population

The population of this research is eleventh grade students of electrical engineering class of SMK Negeri 5 Medan. There are four classes of electrical engineering class in the eleventh grade, each class consist of 24 students. The total numbers of populations are 96 students. Therefore, the population of this research are 24 students.

3.2.2 Sample

As the sample, the writer will select two class of electrical engineering class as sample randomly. Because of the limitation of time and each of classes consist of the students that has the same qualifications, from four classes only two class will be selected randomly, in the first class selected, There are 20 students, and in the second class selected, there are 24 students.

3.3 The Instrument of Data Collection

The researcher will explain about the instrument to gain the data in this research.

The researcher will find out the students' reading achievement by giving two reading tests to the students. The writing tests are pre test and posttest. The kind of test is multiple choice, the pretest will use to investigate students reading achievement before treatment. Besides, the post test will use to evaluate how far the students' reading comprehension after treatments applied.

3.4 The Technique of Collecting Data

In this particular part, the writer will give the test, the kind of the test is multiple choice, which is consist of 50 items of multiple choice. The maximum point or value is 100, and each correct answer will give 2 score. The type of this test is an T-test. The test will be held before and after treatment applied.

3.5 The Technique of Analyzing Data

To know the difference between the two groups, the writer will use t-test using the formula:

$$t = \frac{M_X - M_Y}{\sqrt{\left[\frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2}\right]\left[\frac{1}{N_x} + \frac{1}{N_y}\right]}}$$

In Which: M_x: mean of the experimental group

M_y: mean of the control group

X: the deviation square of the experimental group

Y: the deviation square of the control group

N_x: the total number of samples of the experimental

group

N_Y: the total number of samples of the control group

3.6 The Scoring of Reading

To know the score of the student and see the influence of the students reading comprehension, the writer will use score ranging 0-100 by counting the correct answer and will be apply this formula:

$$S = \frac{R}{N} \text{ x } 100\%$$

Where: S = Score of the test

R = Number of the correct answer

N = Number of the test items

3.7   Validity and Reliability of the Test

3.7.1   Validity of the Test

A test is said to be valid if it measures accurately what is intended to measure. There are some types of validity; content validity, constructs validity, and face validity a. Content Validity

Heaton (1988: 160) mentions that content validity depends on a careful analysis of the language being tested and the particular course objectives. This research used an analytical exposition text that was supposed to be comprehended by the second year of senior high school students. The test is considered as valid in content validity since the test of reading constituted a representative sample of the language skill and structure and also the material used were chosen based on 2013 English Curriculum for second year of senior high school.

Table 3.7

The table of the specification of Analytical Exposition text

Analytical Exposition text (Generic Structure)		Items of the test	Score	Kind of test
Thesis		5	10	Multiple choice
Arguments	Argument 1	13	26	Multiple choice
	Argument 2	9	18	Multiple choice
Reiteration		23	46	Multiple choice
Total		50	100	

3.7.2. Reliability

According to Arikunto (2010:178), reability shows as instrument that can be trusted use as a tool of collecting the data because it has already a good enough. A good instrument is tendencies to lead the respondent in choosing certain answer. If the data approriate to the fact, the result will be the same althought it's exercise many times. So the reability is the way of to collect data and find out whether the test is realible or not.

$$(KR21) = \frac{K}{K-1}\left(1 - \left(\frac{M(K-M)}{KS^2}\right)\right)$$

Where :

R : Reability of instrument

K: The number of items in the test

M: The mean of the test score

S: Standard deviation of the test score.

The calculation of the reability:

0.0-0.20   : Very Low

0.20-0.40   : Low

0.40-0.60   : Fair

0.60-0.80   : High

0.80-1.0   : Very high