IMPROVING STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT THROUGH KWL (KNOW-WANT-LEARNED) STRATEGY

(A Collaborative Action Research of the Tenth Grade Students
of MAN 2 Kota Semarang)

A FINAL PROJECT

Presented as Partial Fulfillment of The Requirements

to Obtain the *Sarjana Pendidikan* Degree

in English Education

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STATEMENT OF WORK'S ORIGINALITY

STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declare that the undergraduate thesis I wrote does not contain the work or part of the work of other people, except those which were cited in the quotations and references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accpect an academic sanction in the form of revocation of my paper and my degree obtained from that paper.

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Researcher

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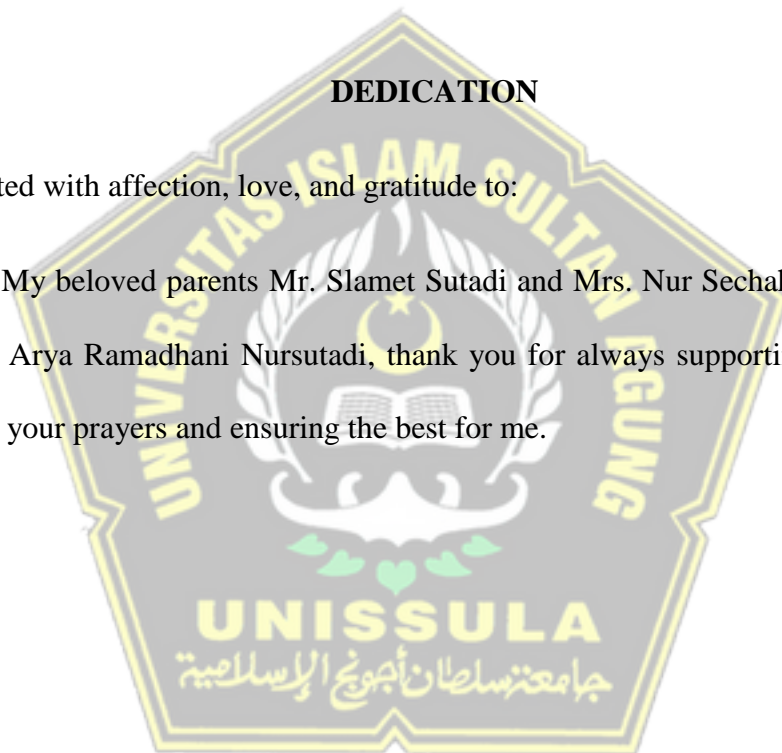31801900041

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MOTTO AND DEDICATION

MOTTO

"So verily with every difficulty there is relief"

(QS. Al-Insyirah, 94:5)

DEDICATION

Dedicated with affection, love, and gratitude to:

My beloved parents Mr. Slamet Sutadi and Mrs. Nur Sechah, my beloved brother Arya Ramadhani Nursutadi, thank you for always supporting me. Thank you for your prayers and ensuring the best for me.

ACKNOWLEDGEMENT

And to all of the people who helped the writer in this study, thank you so much. The researcher recognizes that there are still weaknesses and mistakes. However, the researcher hopes this research will conribute to the improvement of knowledge.

Semarang, August 10th, 2023

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ABSTRACT

Sutadi, Riza Nurcahyani. 2023. Improving Students' Reading Comprehension Of Descriptive Text Through KWL (Know-Want-Learned) Strategy. A final project, English Language Education Study Program. Faculty of Languages and Communication Science. Universitas Islam Sultan Agung.

Advisor: Mega Mulianing Maharani, S.Pd., M.Pd

This study focused on the KWL (Know-Want-Learned) strategy in reading comprehension of descriptive text. The objective of this study was to find out how the KWL strategy could improve students' reading comprehension of descriptive text. The design of the research was collaborative classroom action research. This research was conducted in two cycles; each cycle consisted of planning, action, observation, and reflection. By using the purposive sampling technique, the students in XD were selected as the sample of this study. The sample consisted of 30 students, 20 females and 10 males. The researcher used an observation sheet and a test to collect the data. The result showed that the KWL strategy was a way of teaching reading comprehension of descriptive text. Based on the test score, in cycle one, there were 50% students who achieved a minimum standard score, and in cycle two, 90% students achieved a minimum standard score. Thus, it could be concluded that the KWL strategy significantly improved students' reading comprehension of descriptive text.

Keywords: Descriptive Text, KWL Strategy, Reading Comprehension

INTI SARI

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Penelitian ini berfokus pada penggunaan strategi KWL *(Know-Want-Learned)* dalam pemahaman membaca teks deskriptif. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana strategi KWL dapat meningkatkan pemahaman membaca teks deskriptif siswa. Desain penelitian ini adalah penelitian tindakan kelas kolaboratif. Penelitian ini dilakukan dalam dua siklus; setiap siklus terdiri dari perencanaan, tindakan, observasi, dan refleksi. Dengan menggunakan teknik purposive sampling, siswa kelas XD dipilih sebagai sampel penelitian ini. Sampel terdiri dari 30 siswa, 20 perempuan dan 10 laki-laki. Peneliti menggunakan lembar observasi dan tes untuk mengumpulkan data. Hasil penelitian menunjukkan bahwa strategi KWL dapat meningkatkan kemampuan membaca pemahaman teks deskriptif. Berdasarkan nilai tes, pada siklus pertama ada 50% siswa yang mencapai nilai standar minimum, dan pada siklus kedua ada 90% siswa yang mencapai nilai standar minimum. Dengan demikian, dapat disimpulkan bahwa strategi KWL secara signifikan meningkatkan pemahaman membaca teks deskriptif siswa.

Kata kunci: teks dekriptif, strategi KWL, pemahaman membaca

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INTRODUCTION

This chapter includes introduction of the study. It consisted of the Background of the Study, the Reasons for Choosing the Topic, the Statement of the Problem, the Objective of the Study, the Limitation of the Study, the Significance of the Study, the Definition of the Study, and the Organization of the Study.

1.1 Background of the Study

English was the universal language that provides an important role in the world. It is used not only used to communication but also to receive information. Indonesia is a country that used English as a foreign language. Reading is one of the language skills that Indonesian students acquire. Sholeh et al (2020) states that the goal of reading is to achieve an optimal level of meaningful comprehension. According to Nurmiftah et al (2021), reading comprehension is the process of building ideas to understand the text. Reading comprehension has also been shown to benefical for teaching students how to communicate their own ideas, become familiar with language patterns, and learning to use language effectively.

Reading comprehension is fundamental for high school students. According to the School-Based Competency Curriculum, reading is essential to understanding the meaning of written expression formally or informally included in procedure, narrative, recount, or descriptive texts. In this study, the focus was

on using descriptive text as the material to improve students' reading comprehension. According to Mandasari et al (2022), descriptive text is one of the functional texts that students must understand. Descriptive text is text that describes someone, something, or a particular place. Descriptive text includes an introduction and a description.

According to the school teacher's experience, she noticed that the students' have problems in reading and understanding text, especially in descriptive texts. Most students have difficulty understanding the main idea and purpose of the text. Students do not know how to find main idea and purpose of the text. In addition, another problem in reading is students' lack of vocabulary. This makes it difficult for students to understand the material and understand it correctly, especially when they encounter unfamiliar words. Therefore, students do not understand the text. Then, because of the problems explained above, students become passive when the teacher helps them explain the text. Finally, teachers seem to have difficulty finding strategies for delivering material that helps students understand what is being taught.

For students' problems, a suitable technique or strategy is needed to help students develop reading comprehension and the KWL strategy was chosen to solve the problem. KWL stands for Know, Want and Learned. According to Lismayanti, (2014), the KWL strategy includes what I know, what I want to learn, and what I have learned. Sholeh et al, (2020) state that KWL strategy helps students interact with text through reflective behavior and motivation. Starting with K (what they know), this step speaks to what the learner thinks about the

learning topic. Next is W (what they want to learn), this step is for learners to communicate what they want to learn about the topic. And finally L (what they learned), this step talks about what the learner needs to learn about the learning topic. The KWL strategy can help teachers engage students from the beginning of a reading session by activating knowledge and increasing engagement with the material, which is essential as students reflect on the material they have learned.

Based on the explanation above, the researcher was interested in conducting a study entitled "Improving Students' Reading Comprehension of Descriptive Text Through KWL (Know-Want-Learned) Strategy".

1.2 Reasons for Choosing the Topic

There are three reasons why the researcher chose the title "Improving Students' Reading Comprehension of Descriptive Text Through KWL (Know-Want-Learned) Strategy".

The first reason, the researcher chose reading comprehension because reading comprehension is very important in learning English of tenth grade students. The second reason, the researcher chose reading comprehension of descriptive text because the tenth grade students of MAN 2 Kota Semarang still found difficult in reading comprehension, especially on descriptive text . The third reason, the researcher chose KWL (Know-Want-Learned) strategy because the teachers had not applied KWL, so it could be an alternative teaching strategy.

1.3 Statement of the Problem

The statement of the problem of this study was "How can KWL strategy improve students' reading comprehension of descriptive text for the tenth grade students of MAN 2 Kota Semarang?"

1.4 Objective of the Study

The objective of this study was to find out how KWL strategy can improve students' reading comprehension of descriptive text for the tenth grade students of MAN 2 Kota Semarang.

1.5 Statement of the Study

This research concerns on the improving students' reading comprehension of descriptive text through KWL strategy. This research had limitation on reading comprehension as the skill. Descriptive text as the material. KWL as the strategy. The tenth grade students of MAN 2 Kota Semarang as the sample.

1.6 Significance of the Study

The results of this study are expected to bring advantages for English teachers, students, and all readers.

a. Pedagogical Significance

This study may contribute some benefits as follow:

1. English teacher

    The KWL strategy is expected to provide English teachers' contribution and innovation in students learning English, particularly in reading skill.

2. Students

    It is hoped that will encourage students to become more active in class and to improve their reading comprehension.

a. Practical Significance

This study may contribute some benefits as follow:

1. English Teacher

    It is expected to improve the teacher to change his ways in reading comprehension through KWL strategy. This method also help the teacher to explain the material.

2. Students

    It is expected that the KWL strategy will improve students' reading comprehension.

3. All readers

    It is expected that the result of this study can be a reference for those who want to conduct the similar research topic.

1.7 Definitions of the Study

A brief definition of key terms of this study is to provide clear terms in order to avoid ambiguity and misunderstanding. The researcher makes the definition of the key terms into reding comprehension, descriptive text, and KWL strategy.

a. **Reading Comprehension**

According to Nanda et al (2021), reading comprehension is a way of teaching reading in where students comprehend the content and meaning expressed in the text.

b. **Descriptive Text**

According to Siahaan (2013), descriptive text is a text that describes place, people, and things physically by their appearance. The generic structure of descriptive text are identification and description.

c. **KWL (Know-Want-Learned) Strategy**

According to Usman et al., (2019), KWL is an activity where teachers lead active readers to engage with reading texts.

1.8 Organization of the Study

The study consists of five chapters. Chapter I was an introduction. This chapter discusses about the Background of the Study, the Reasons for Choosing the Topic, the Statement of the Problem, the Objective of Study, the Limitation of the Study, the Significances of the Study, the Definition of the Key Terms, and the Organization of the Study.

Chapter II was a review of related literature. It consists of theoritical study and previous studies.

Chapter III was method of the study. It consists of research design, the subject of the study, the variable of the study, the instrument of the study,validity, reability, technique for collecting data, and technique of data analysis

Chapter IV was result and discussion. It discussed the observation result of cycle one, the observation result of cycle two, the result of test, and the discussion of the study.

Chapter V was conclusion and suggestion. It contained the conclusion of the study and suggestions for teachers, students, and readers.
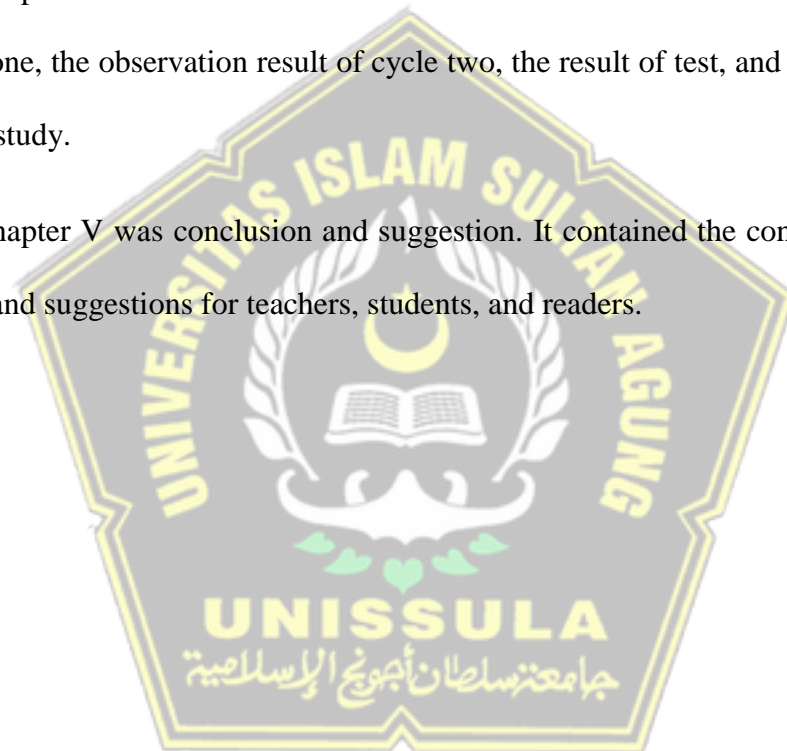
CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents review of related literature of the study. It consists of Reading Comprehension, KWL (Know-Want-Learned) Strategy, Descriptive Text and Review of Previous Studies.

2.1 Reading Comprehension

Many people define reading comprehension in many different ways. In this sub chapter, the researcher describes the definition of reading comprehension and types of reading.

2.1.1 Definition of Reading Comprehension

Reading comprehension is the most important aspect of reading. Indeed, reading comprehension is the ability to understand what has been read and reading comprehension can determine the success of the reading process. According to Laoli, (2021), reading comprehension is a method that allows readers to understand text to find its meaning. Furthermore, according to Gilakjani et al, (2016), reading comprehension is a process that requires word recognition skills, vocabulary knowledge, fluency, and prior knowledge so that readers can quickly understand be text. In short, reading comprehension is a complex activity in which the reader can learn from the text both information or messages and new vocabulary, and at the same time understanding the text also requires the reader to

determine meanings or relationships. Relationships between sentences are established throughout the text.

Saini et al (2021) states that reading comprehension is a crucial factor in reading. Reading comprehension is a process that allows you to discover yourself and be able to understand and apply the information contained in the text. Reading comprehension is also known as reading comprehension quality. According to the above definition, reading comprehension is the process of understanding and interpreting text to absorb information or the content of the text.

2.1.2 Types of Reading

According to Brown (2004), there are four different types of reading. They are perceptive, selective, interactive, and extensive.

1. Perceptive

   The basic stage of reading is perceptive reading. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation marks and other graphemic symbols. Therefore, students are expected to be good speakers in native speakers and speakers in the language they have learned. By doing this activity, they will get many benefits, they can write and read better.

2. Selective

   Reading selectively is a little more expansive. A selective task is the process to find out reading recognition of lexical, grammatical, or discourse features of language within a very short extend of language items, usually used in

tasks like: picture-cued tasks, multiple choice, true or false, etc. Therefore, students are expected to understand the text they read in more detail in the language they have learned.

3. Interactive

Interactive reading requires somes actions or involvements on the part of the reader and encourages the reader to interact more with the text. Reading is the process of understanding the meaning of a text which done by the reader.

4. Extensive

Extensive reading is reading as much as possible and applies to text of more than one page. Reading is the process of understanding the entire text they have read and they can answer questions based on the text. The texts are usually in the form of stories.

It can be concluded that the researcher used extensive reading. By using this type, the researcher wants the students to understand the content of the text, and they can answer questions based on the text. The researcher used a type of reading material in the from of stories about places.

2.2 KWL (Know-Want-Learned) Strategy

Many people define KWL strategy in many different ways. In this sub chapter, the writer describes the definition of KWL strategy, steps of KWL strategy and the advantages and disadvantages of KWL strategy.

2.2.1 Definition of KWL Strategy

KWL is an acronym for Know-Want-Learned which was created by Dona Ogle in (1986). According to Usman et al. (2019), KWL strategy is one of the strategies that that teachers employ in reading classes when it helps them manage students' background knowledge and interests in this topic. Usman et al (2019) also state that KWL strategy benefits students by providing prior knowledge based on the information in the text, organizing the reading purpose, checking the students' comprehension of the text, assessing the students ability to learn the text more, and developing thoughts based on the text. Furthermore, the KWL method can help students comprehend and evaluate their learning process. It can be used as an assessment tool by teachers.

According to Laoli. (2021), KWL strategy affects students' thinking by asking challenging inquiries, stimulating imaginative thinking, and developing objectives that lead to achievement. KWL strategy is clear to boost students' reading comprehension achievement because it can help students overcome various challenges. Furthermore, according to Hastomo et al. (2022), KWL is helpful for teaching and developing reading comprehension because it encourages students to engage in other aspects of their reading. As a result, the activity includes not just reading the text but also textual, active learning, and prior knowledge.

According to Heriyawati et al. (2021), KWL strategy is fundamentally a student-activity-based because students are encouraged to be active before, during and after reading. The strategy is separated into three steps: K represents for what

they already Know, W must decide what they want to learn and represents what they learned from what they read. However, Sholeh et al (2020) state that KWL strategy helps students engage with the material in thinking and motivational behaviors. Students be active readers who analyze in three steps of KWL strategy. For the first step was with K (what I Know). This step included about what the students think about the topic. Then, the second step was with W (what I Want to learn). This step involved allowing students to communicate what they want to learn about the topic. And the last steps is with L (what I Learned). The last step focused on what the students need to learn about the topic.

Table 2.1 KWL (Know-Want-Learned) Strategy Sheet

K (What I Know)	W (What I Want to Learn)	L (What I Learned)
Students create a list of what they think and understand about the topic.	Students show an interest in this topic.	Students can acquire more information about what they read after they complete reading. They can then look at the W column to see which questions were answered and which were not.

Sholeh et al, (2020)

2.2.2 Steps of KWL Strategy

According to Heriyawati et al (2021), there are three steps in doing the KWL strategy. The procedures of using the KWL strategy are divided into three.

a. The first step is to engage pre-reading activities. In pre-reading activities, teacher engages students to brainstrom by giving questions. To connect the students' prior knowledge of a topic, teacher must be aware of the students' cultures. This brainstorming activity is designed to assists students to use their prior knowledge to a better understanding of a text. The responses of the students are written down on the board or on worksheets in column K.

b. The second step involves the teacher' activity to assess the results of the activity what they learn. Students make questions according to the topic from the reading text they are learn. Each student writes the questions in the worksheet in column W with the questions they are most interested about the topic. Even though this stage is mainly a group activity, students' personal interests can guide and motivate their reading.

c. During the last step of KWL process, the students record their results on their worksheets. They have the option to write the information either as they read or immediately after they finish reading. The teacher's guidance and assistance help to the students to assess their questions. When the students need or want the additional information about the topic, they should be guided to other sources of information in column L.

Based on the explanation, there are three steps to KWL strategy. The first step is to engage in pre-reading activities. The second step was while the activity

was involved, the teacher's activity to assess the results of the activity and what they learned. The last step was the post-activity, which asked the students to record their results on their worksheet to create meaning from new information. Teachers are able to easily modify this reading strategy to meet the requirements of students at any level.

2.2.3 Advantages and Disadvantages of KWL Strategy

Each strategy definitely has its advantages and disadvantages when used in teaching and learning process. According to Rahmawati (2018), KWL strategy has several advantages including the fact that it can help students perform an active role before, during, and after reading. KWL strategy can help students when they have difficulty understanding information from the text. KWL strategy can improve students' ability to create questions about the topic of reading.

However, the disadvantages of KWL strategy, according to Rahmasari et al. (2014), are that if it is implemented individually, students get bored, cannot share information with their friends, and also take too much time. The other disadvantage of KWL strategy is that students who do not have reading skills will have difficulty achieving comprehension.

2.3 Descriptive Text

In this sub chapter, the researcher provided the definition of descriptive text, the purposes of descriptive text, the generic structure of descriptive text, language features of descriptive text and the example of descriptive text.

2.3.1 Definition of Descriptive Text

According to Sipayung. (2018), descriptive text is very important for students. Descriptive text is the ability to describe a person, something, place, or object. It can be imaginative, or objective description. Furthermore, according to Faliyanti. (2015), descriptive text is text that explains something, such as a person, an animal, a place, or an object. The general structure of descriptive text is also identification and description. Additionally, Bari et al. (2021) say that descriptive text is text that describes someone, something, an animal or an object. The purpose of descriptive text is to describe someone, something, an animal or an object.

Based on the definition above, descriptive text is a text that describes a particular person, something, place, animal, or thing. It consisted of two generic structures of descriptive text is identification and description. Descriptive text is to describe about a particular person, place, animal, something, or thing. This is the purpose of descriptive text.

2.3.2 The Purpose of Descriptive Text

According to Harmenita. (2013), describing a person, place, or thing in with enough detail so that readers can imagine the description is the purpose of descriptive text.

Based on the statment the purpose of descriptive text. It could be concluded that the purpose of descriptive text is to describe a person, place, animal, or thing.

2.3.3 The Generic Structure of Descriptive Text

According to Sulasno et al. (2022), the descriptive text's general structure is divided into two parts.

1. Identification

   It introduces or identifies the subject or the description.

2. Description

   It describes a character's components, qualities, or features.

Based on the reasoning that there are two generic structures of descriptive text is identification and description.

2.3.4 Language Features of Descriptive Text

Mendale et al. (2019) say that descriptive text language features into five parts.

a. Using simple present tense

b. Using lingking verbs

c. Using action verbs

d. Using adjectives

e. Using adverbs

It could be concluded that there are five language features of descriptive text based on the following: using simple present tense, using linking verbs, using action verbs, using adjectives, and using adverbs.

2.3.5 Example of Descriptive Text

Examples of descriptive text include personality descriptive text, event descriptive text, something or object descriptive text, and place. This is an example of descriptive text about a place.

Taj Mahal

Taj Mahal, an epitome of love, is actually a mausoleum. Standing majestically on the banks of River Yamuna, the Taj Mahal is synonymous to love and romance. Taj Mahal was constructed by Mughal Emperor Shah Jahan in the memory of his beloved wife and queen. The name "Taj Mahal" was derived from the name of Shah Jahan's wife, Mumtaz Mahal, which means crown of palaces.

Taj Mahal represents the finest architectural and artistic achievement. The mausoleum was constructed of pure white marble. The white marble is inlaid with semi-precious stones (including jade, crystal, lapis lazuli, amethyst and turquoise) that form the intricate designs. Its central dome reaches a height of 240 feet (73 meters). The dome is surrounded by four smaller domes. Four slender towers, or minarets, stand at the corners. Inside the mausoleum, an octagonal marble chamber adorned with carvings and semi-precious stones house the false tomb of Mumtaz Mahal. Her actual remains lie below, at garden level.

Taj Mahal shows shades of magnificent beauty at different time during the day. At dawn when the first rays of the sun hits the dome of this epic monument, it radiates like a heavenly pinkish palace. At daytime, when the sky is bright and clear, the Taj looks milky white. At a moonlit night when the full moon rays fall on the glistening white marble, the cool moon rays reflect back from the white marble and give the Taj Mahal a tinge of blue color. It's simply breathtaking! With such beauty, no wonder that Taj Mahal becomes one of the Seven Wonders of the World.

Adopted from: *Buku Bahasa Inggris Kemendikbud,* Widiati et al. (2016)

Based on the explanation, the researcher chose the text about place because it related to the tenth grade senior high school teaching and learning syllabus.

2.4 Review of the Previous Studies

There are three previous studies that explained in this chapter. The first study was conducted by Hamdan. (2014) entitled "Kwl-Plus Effectiveness on Improving Reading Comprehension of Tenth Graders of Jordanian Male Students." The purpose of this study was to test the effectiveness of the KWL-Plus strategy on the reading comprehension outcomes of Jordanian Tenth Grade male students. The research design used in this study was quasi-experimental consisting of two groups, which are the experimental group and the control group. The data collection was pre-test and post-test. The sample for this study included from all the tenth graders of Jordanian public and private schools for boys. The sample was 50 tenth grade students (25 students from each school). Both the public school named "Al-Omarieh" and the private school named "Philadelphia - International". The reading material used was general text. The researcher concluded that this strategy was effective in improving reading comprehension performance and recommended that it be integrated into the English curriculum in Jordanian schools.

The second study was conducted by Antoni (2018) with the title "Improving Students' Reading Comprehension of Narrative Text Through KWL at Eight Grade of SMP Negeri 8 Rambah." The purpose of this study was to investigate an existing problem in the area and see whether the KWL strategy may increase students' reading comprehension in Narrative Text. The study's research design was action research. The data collecting instrument, observation checklist, field notes, and interview. The sample was 23 students, 12 females and 11 males

from class VIII in SMP Negeri 8 Rambah's eight grade. The text type in this study was narrative text. The findings revealed that employing the KWL strategy, students' reading comprehension of narrative text was improved in teaching English, particularly reading topic. According to the study, implementing KWL could improve students reading comprehension of narrative text.

The thrid study was conducted by Sholeh et al. (2020) with the title "The Implementation of KWL (Know, Want to Know, and Learned) to Improve Students' Reading Comprehension." This study aimed to improve students' reading comprehension at the secondary level by implementing the KWL strategy. The study's research design was action research. The data gathering instruments were observation, post-test, and questionnaire. The sample consisted of 22 junior high school students. The designed of this study was to see if the KWL strategy could increase students' reading comprehension, specifically on descriptive texts. The results showed that the KWL strategy taught students to be brave enough to present in front of the class to share their views with their friends, and it also encouraged other students to remain listening and appreciating their friends' knowledge of the literature being studied. The researcher found that all of the students participated fully in the teaching and learning activity utilizing the KWL strategy as a teaching and learning strategy. They were more passionate and active participants in the English teaching and learning process conducted by the researcher at each meeting, and adopting KWL strategy can improve students' reading comprehension in descriptive text.

There are similarities and differences between the studies above and this study. The similarities are that they do research on reading comprehension as a skill and KWL as a strategy. The differences among the first, second, and third previous studies compared with this study are that the first study was conducted in Jordanian school, the second study in SMP Negeri 8 Rambah, and the last in MTs Jawharot Al Muzaky Sukosari Gondanglegi. In contrast, this study will take place in MAN 2 Kota Semarang. For the first previous study, the data collection techniques employed were pre-test and post-test. For the second previous study, the technique was used for tests, observation checklists, field notes, and interviews. For the third previous study, the technique used to observation, post-test, and questionnaire. There will be no simillarities with the previous study's result due to the use of a different instrument.
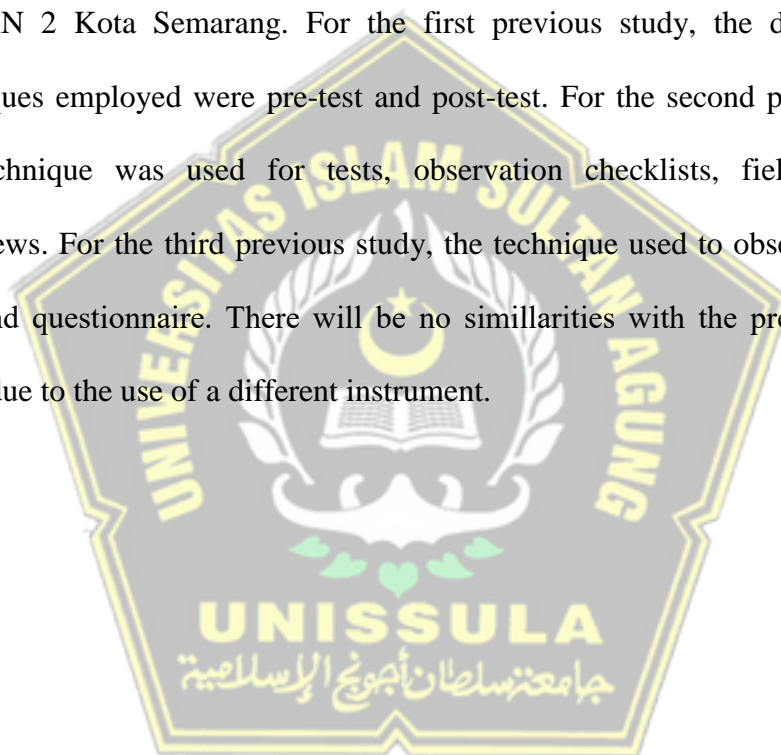
CHAPTER III
METHOD OF THE STUDY

This chapter presents the research methodology which covers Research Design, Subject of the Study, Variable of the Study, Instrument of the Study, Technique for Collecting Data, Technique of Data Analysis.

3.1 Research Design

The process through which research is carried out is referred to as research design. The research design used in this study was action research. Action research is organized in cycles, with each cycle consisting of four steps: planning, action, observation, and reflection. Because the researcher collaborated effectively with the English teacher during the teaching and learning process, the researcher used collaborative action research.

The collaborative classroom action research model developed by Kemmis and McTaggart (1988) was utilized in this study because it is one of the ways that is ideal for the learning process and also helps students have a deeper knowledge of the content. It is divided into two cycles, each with four steps to perform collaborative action research: planning, action, observation, and reflection
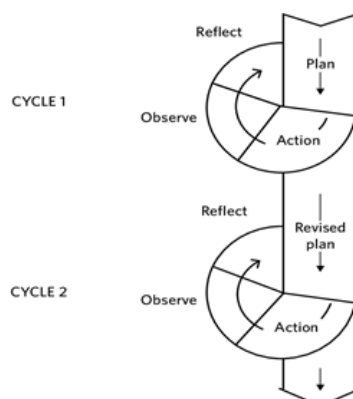
Figure 3.1: Collaborative Action Research Model by Kemmis and McTaggart (1988)

According to Figure 3.1, there are two cycles, each of cycle which has four steps. The first step was planning, which involves engaging in a thought process, doing an evaluation to reflect the event that occurred, and looking for solutions to problems that may arise. The second step was action, at this stage the action that was taken and how the method would be provided were determined. The third step was observation, which is a process that involves acquiring information to determine the outcome of an action. The last step was reflection, which is part of the process of determining the fairness of data and making some improvements and revisions to improve the success of teaching. From those steps, the researcher proposes two cycles. The reason is that the researcher checked the works of KWL up to cycle two. The researcher checked the students' reading comprehension.

For the planning step in cycle one, the researcher interviewed the English teacher, observed the school, particularly the class, to learn how to teach the tenth grade students and their abilities, prepared the cycle one lesson plans with English teacher guidance, prepared the material, prepared an observation sheet, and prepared a test. For the action step, explained the material, explained the material

using KWL strategy, and allow students to ask questions. Gave the group assignment to the students. Students presented their findings to the class. Students were given the opportunity to display their assignments. The researcher administered a test. The researcher watched the learning process as part of the observation step. During KWL implementation, the researcher observed the students' attitudes, responses, and interest. The teaching and learning process is observed as a whole and in sufficient details. For the reflection step, the researcher attempted to implement KWL strategy, including both its strengths and weaknesses. If the researcher has problems with teaching during the cycle one, the results of the test are used as input to improve the outcome of the next cycle. The reflection is given at the conclusion of each session.

In cycle two, the researcher developed the cycle two lesson plans with English teacher assistance, the topic to be taught, an observation sheet, and a test for the planning process. Using the KWL strategy, the researcher taught reading and discussed the material for the action phase. The researcher explained everything to the students. The researcher assigned the group project to the students. The students present their findings to the class. The researcher gave students the opportunity to present their assignments and then conducted a test. The researcher watched student activities during the observation step. During KWL implementation, the researcher observed the students' attitudes, responses, and interest. The teaching and learning process is observed as a whole and in sufficient details. The researcher employed reflection for the reflection stage to see the findings of the second cycle of action processes, analyze, interpret, and

make conclusions. Based on the findings of the second action test, the researcher assessed the outcomes of the first cycle to determine whether the actions of this cycle achieved the success criteria.

3.2 Subject of the Study

The tenth grade students at MAN 2 Kota Semarang was the subject of this study. Jl. Bangetayu Raya No. 1, Bangetayu Kulon, Kec. Genuk, Kota Semarang, Central Java, Indonesia is the address of the school. The sample consists of MAN 2 Kota Semarang students in grade XD. Purposive sampling is the method used to select the sample. The reason for this is that the population samples are picked based on one of the courses chosen by the teacher.

3.3 Variable of the Study

Variable is the conditions, characteristics, and concepts that may be divided into two or more categories or groupings. In this study, there are two variables: the independent variable and the dependent variable. KWL strategy was the independent variable in this study, while the dependent variable was the tenth grade students' reading comprehension of descriptive text.

3.4 Instrument of the Study

The researcher collected data with two instruments. The observation checklist is the main research instrument, and the test is an additional instrument. The observation checklist is used to collect data during the class observation. The purpose of this observation is to learn how the KWL strategy is applied in the classroom and how students participate in KWL activities.

Table 3.1 KWL Implementation

No	Step	Teacher's activity	Checklist		Students' participation	Checklist	
			Yes	No		Yes	No
1	Pre-Reading Activity (Implementation of K (Know)).	Teacher engages students to brainstorm the topic			The students brainstorm the topic using prior knowledge and put it down in column K.		
2	While Activity (Implementation of W (Want)).	The teacher gave assessments to the students based on the questions.			The students write the questions in column W.		
3	Post Activity (Implementation of L (Learned)).	The teacher directs the students in adding information regarding the topic.			In column L, the students write additional information about the topic.		

Budiharso. (2014)

Through the KWL strategy, the test is used to measure students reading comprehension of descriptive text. By administering the test, the researcher determines the students reading comprehension ability. The test was administered at the end of cycles one and two. The descriptive text in four places is the topic of the reading test. The tests contain multiple-choice questions with a total of 20 items.

3.4.1 Validity

The researcher used triangulation. The triangulation involved comparing the data and testing. The researcher compares the results of cycles one and two to determine the validity of the results. The research was then carried out in a systematic manner, led by the supervisor, from the beginning to the end of the results. The English teacher and supervisor both approved of the equipment.

3.4.2 Reliability

Research is considered reliable if the results can be repeated repeatedly and show consistent results. The researcher used tests to decide whether the results were reliable or not. To ensure that the instrument was clear, a test was conducted. This study look at the results of reliability based on the Cronbach's alpha.

Table 3.2 The Level of Standard Reliability

Cronbach's Alpha Score	Level of Reliability
0.0 – 0.2	Very Poor
>0.21 – 0.40	Poor
>0.41 – 0.60	Not Good
>0.61 – 0.80	Good
>0.81 – 1.00	Very Good

Ahdika. (2021)

3.5 Technique for Collecting Data

The data is collected in accordance with the study's instruments. This data collection is for a study that uses the observation checklist and test. The test was administered at the end of cycles one and two. They are used to increase students reading comprehension of descriptive texts through the KWL strategy. The examination is in the form of multiple-choice questions.

3.6 Technique of Data Analysis

Data analysis consists of four steps. They are analyzing the observation checklist result, checking the students' test score with the standard minimum score (KKM), Interpreting the Result, and Making the Conclusion.

3.6.1 Analyzing the Observation Checklist Result

The first step is to examine the observation checklist results. The researcher used the observation results to examine the student's data based on the observation score in this step. The researcher examined the students' grades and examined why they received these grades.

3.6.2 Checking the Students' Test Score with the Standard Minimum Score

The next step is compared the students' test scores to the standard minimum score. The researcher categorizes students' scores based on their grades and compares them to the standard minimum score to determine whether or not the students' scores exceed the standard minimun score.

3.6.3 Interpreting the Result

The next step is to interpret the outcome. The researcher documented the study's findings.

3.6.4 Making the Conclusion

The fourth step is making the conclusion. Following the completion of the gave tests, the researcher calculated the students' scores by correcting their answers and making conclusions regarding this study.
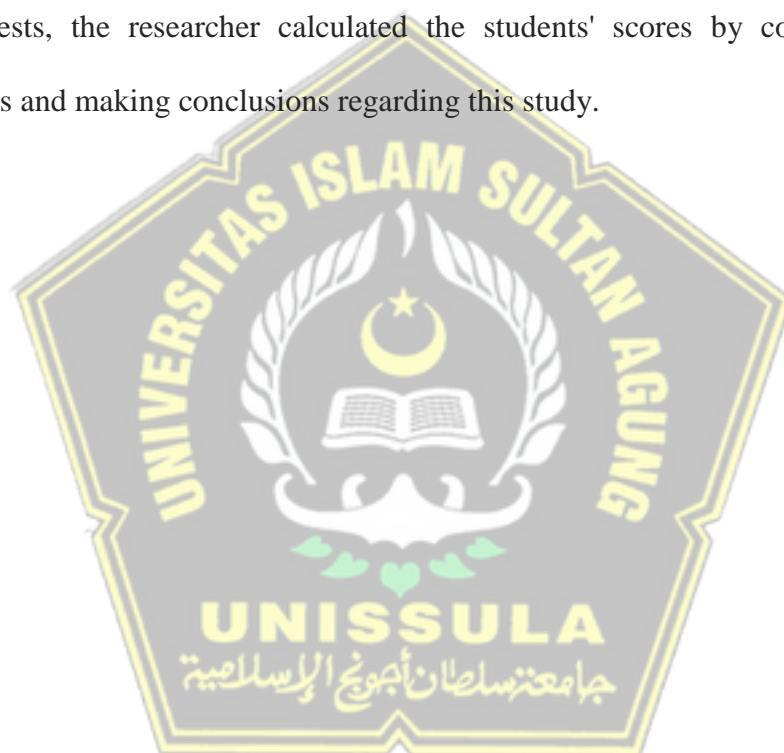
CHAPTER IV
RESULT AND DISCUSSION

In this chapter, the researcher shows the result of research by discussing the improvement of students' reading comprehension by using KWL strategy.

4.1 Result

The researcher used collaborative classroom action research to improve reading comprehension of descriptive text at MAN 2 Kota Semarang. The study was divided into two cycles, each of which involved planning, action, observation, and reflection.

4.1.1 Observation Result of Cycle One

There are four stages in the observation result of cycle one: planning, action, observation, and reflection.

4.1.1.1 Planning Stage

During the planning stage, the researcher cooperated with the English teacher to develop the lesson plan to be used in teaching.

4.1.1.2 Action Stage

The researcher did research on the KWL strategy during the action stage. The KWL strategy was used by the teacher to teach descriptive text. While the researcher observed the teaching and learning activity. The researcher noticed the KWL strategy in action when reading descriptive text. According to the observations, some students still had difficulty understanding the contents of the

text they read. It was due to their limited vocabulary knowledge. The text could be difficult for the students to understand. During the learning process, the researcher observed the students' activities using an observation checklist. This assessment was made to determine how far the situation and enthusiasm of students had progressed during the KWL implementation. The teacher employed three activities from the KWL Strategy. There were three of them: opening, main, and closing activities.

The teacher began the lesson with a greeting in the opening activity. She explained why she was taking the class. She next went over the students' attendance records. She then began to explain the topic to the students and asked them questions on the definition of descriptive text, its purpose, general structure, and language features. Students could show their understanding of the definition of descriptive text, its purpose, generic structures, and language features. She explained in Bahasa so that students could understand the content.

She used the KWL Strategy in the main activity. She showed detailed text. She kept utilizing the KWL strategy to teach. She arranged the class into five groups. Each group was made up of 6-7 students. Then she gave them a text named *Tanjung Puting National Park*. She asked everyone in the group to read the text and write down what they know, what they want to know, and what they learned on the KWL strategy worksheet. It took about 15 minutes. K (what I Know) was the first step. In this step, students brainstorm the topic of the text and write it down on the provided worksheet. The students wrote down what they thought and know about this topic. The teacher observed the students' activity

throughout this step. W (What I Want to Know) was the second step. In this step, the students discussed their questions about the topic and wrote them on the worksheet provided in column W. L (what I Learned) was the final step. After reading the material, the students completed this stage by writing extra information. They might then look at the W column to see which questions had been answered and which had been left unanswered. She walked around the group, asking people about difficult words. They completed the activity and then presented their work to the class.

The teacher and students finished the material in the closing activity. The students were given a test before the teacher ended the class. She gave the students 25 minutes to complete the test. The test consisted of multiple-choice questions. The students worked on a descriptive text task. They collected it once they finished it. She finished by closing the class.

In the test result, the standard passing grade was 75 and the target passing grade was 90%, but only 50% could reach the passing grade in cycle one. There were 15 students who did not achieve the standard minimum score in cycle one and 15 students who got the standard minimum score in cycle one out of 30 students. Therefore, the researcher continued in cycle two.

4.1.1.3 Observation Stage

During the observation stage, the researcher observed the students and the teacher as they taught and learned. According to the observation stage, some

students in cycle one were not active and responsive during the learning process. Because of their limited vocabulary, several students were bored.

4.1.1.4 Reflection Stage

In the reflection stage, the researcher categorized that the students the students continued to struggle with reading descriptive text. The number of students who scored below or near the minimum standard score were students who had difficulty observing information from descriptive text. These students tend not to be active in class and only participate in the learning process. The researcher determined that the next cycle must to be completed. The next cycle is carried out as a continuation of the first cycle. The standard minimum score was 75, and the target passing grade was 90%, but only 50% could achieve the target passing grade.

Based on the explanation of the cycle one observation result, the cycle one observation result includes four stages. The first stage was the planning stage, which was preparing the lesson plan with the English teacher. The second stage was the action stage, which included the opening activity, main activity, closing activity, and the test result. The third stage was the observation stage, in which the researcher observed the students and the teacher during the teaching and learning process, and the last stage was the reflection stage, in which the researcher reflected on what happened in cycle one.

4.1.2 Observation Result of Cycle Two

In cycle two, there are four steps: the planning stage, the action stage, the observation stage, and the reflection stage.

4.1.2.1 Planning Stage

In the planning stage, the researcher cooperated with the English teacher to prepare the lesson plan to be used in cycle two.

4.1.2.2 Action Stage

The researcher conducted research on KWL Strategy in the action stage. The KWL strategy was used by the teacher to teach the reading of descriptive text. While the researcher observed the teaching and learning activity. The researcher noticed the KWL strategy at work when reading descriptive text. According to the observations, more students understand the contents of the texts they read. During the learning process, the researcher observed the students' activities using an observation checklist. The teacher employed three activities from KWL Strategy. There were three of them: opening, main, and closing activities.

The teacher began the lesson with a greeting in the opening activity. She next went over the students' attendance records. Then she asked several questions about the material from the previous meeting, such as the definition of descriptive text, its purpose, its general structure, and its language features. Students stated that they had learned about descriptive text.

She used KWL Strategy in the main activity. She showed detailed text. She continued applying KWL strategy to teach. She divided the students into five

groups. Each group consisted of 6-7 students. Then she gave them a text named Taj Mahal. She asked everyone in the group to read the text and write down what they know, what they want to know, and what they learned on the KWL strategy worksheet. It took about 15 minutes. K (what I Know) was the first step. In this step, students brainstorm the theme of the text and write it down on the provided worksheet. The students wrote down what they thought and know about this topic. The teacher observed the students' activity throughout this step. W (What I Want to Know) was the second step. In this step, the students discussed their questions about the topic and wrote them on the worksheet provided in column W. L (what I Learned) was the last step. After reading the material, the students completed this step by writing extra information. They might then look at the W column to see which questions had been answered and which had been left unanswered. She walked around the group, asking students about difficult words. Then she asked the students whether they could open the dictionary. Some students consult their cellphone's dictionary. They finished the activity and then presented their work to the class.

The teacher and students finished the material in the closing activity. The students were given a test before the teacher ended the class. Then she handed over a test sheet of paper. She gave the students 25 minutes to finish the test. The test consisted of multiple-choice questions. Students worked on a descriptive text task. They collected it after they finished it. She then ended the class.

The standard passing grade on the test was 75, while the goal passing grade was 90%. In cycle two, 90% of students achieved a passing grade. There

were three students who did not earn the standard minimum score in cycle two and 27 students who did achieve the standard minimum score in cycle two. Finally, the researcher came to an end of the cycle after 90% of the students achieved the standard minimum score.

4.1.2.3 Observation Stage

In the observation stage, the researcher observed the students and the teacher during the teaching and learning process. Based on the observation, the students participated more actively. The teacher and the students enjoyed the teaching and learning process, which was very different from the previous cycle.

4.1.2.4 Reflection Stage

The study discovered that students were more involved and active throughout the reflection stage than during cycle one. When questioned, they became more involved in asking questions, answering, making remarks, and reading descriptive text. Based on the second test score, it is clear that students were able to improve themselves by scoring higher than the standard minimum. It suggests they have a better understanding of teaching reading comprehension with descriptive text. Based on the findings, the researcher chose to end the cycle because the students shown good comprehension during the cycle two process. It is possible to conclude that the test improved. The percentage of students that passed the cycle two test was 90%.

It could be concluded from the observation of cycle two that there are four stages. The first stage was the planning stage, which was preparing the lesson plan

with the English teacher. The second stage was the action stage, which included the opening activity, main activity, closing activity, and the test result. The third stage was the observation stage in which the researcher observed the students and the teacher during the teaching and learning process and the final stage was the reflection stage in which the researcher reflected on what happened in the cycle two.

4.1.3 Analysis of the Observation Checklist Result

The researcher used an observation checklist in the learning and teaching process to observe the students' participation in KWL implementation. The goal of this observation was to learn how the KWL strategy was applied in the classroom and how students participated in KWL activities. The use of an observation checklist.

Table 4.1 KWL Implementation

No	Step	Teacher's activity	Checklist		Students' participation	Checklist	
			Yes	No		Yes	No
1	Pre-Reading Activity (Implementation of K (Know)).	Teacher engages students to brainstorm the topic	✓		The students brainstorm the topic using prior knowledge and put it down in column K.	✓	
2	While Activity (Implementation of W (Want)).	The teacher gave assessments to the students	✓		The students write the questions in column W.	✓	

		based on the questions.					
3	Post Activity (Implementation of L (Learned)).	The teacher directs the students in adding information regarding the topic.	✓		In column L, the students write additional information about the topic.	✓	

<div align="right">Budiharso. (2014)</div>

The researcher observed all of the students' learning processes using the observation checklist for KWL implementation described above. Although the teacher occasionally explained the content in Bahasa, the students understood it in the classroom. Some students participate in the learning process.

4.1.4 The Result of Test

The cycle one test result showed that the class's mean score was 72.5, and 15 students passed the standard minimum score of 75 (seventy-five). Only fifteen students got a score higher than the standard minimum, while the other fifteen students had a score lower than that the limit.

The cycle two test result showed that the class's mean score was 80, with 27 students passing the standard minimum score (KKM). Only twenty-seven students received a score higher than the usual minimum score (KKM), while the remaining three students had a score lower than that the limit. Based on the findings of the students, the mean score of the students improved. Cycle one had a mean score of 72.5, while cycle two had a mean score of 80. Students improved as

a result of average score. The test results showed that students who passed the cycle one standard minimum (KKM) scored 50% in class percentage and 90% in cycle two. It indicated that the criterion of success has been achieved. The following was the table of student scores. It could be seen in the appendix on page 73.

4.2 Discussion

The researcher would like to find out how the KWL strategy was used to teach reading comprehension of descriptive text in this section. There were three steps, as stated in the theory.

K (what I Know) was the first step. In this step, students brainstorm the theme of the text and write it down on the provided worksheet. The students wrote down what they thought and know about this topic. The teacher observed the students' activity throughout this step. W (What I Want to Know) was the second step. In this step, the students discussed their questions about the topic and wrote them on the worksheet provided in column W. L (what I Learned) was the final step. After reading the material, the students completed this step by writing extra information. They might then look at the W column to see which questions had been answered and which had been left unanswered.

The researcher could conclude from the steps provided that the teacher's KWL strategy for reading comprehension helped students understand descriptive text. The results of this study were supported by the findings of previous studies. According to Hamdan. (2014), the KWL strategy was effective in improving

reading comprehension performance and that it should be implemented into the teaching and learning process, particularly in English learning. According to Dongoran and Antoni. (2018), implementing KWL could improve students' reading comprehension, and the students enjoyed the teaching and learning process. According to Sholeh et al. (2020), this KWL strategy helped students gain confidence in presenting in front of the class to share their opinions with their friends, and it also encouraged other students to continue listening to and respecting other student's comprehension of the text being studied. As a result, the KWL strategy may improve students reading comprehension. This study's findings answered the research question "How can KWL strategy improve students' reading comprehension of descriptive text for tenth grade students at MAN 2 Kota Semarang?"

Based on the findings the researcher concluded that the KWL strategy can help students enhance their reading comprehension of descriptive text.
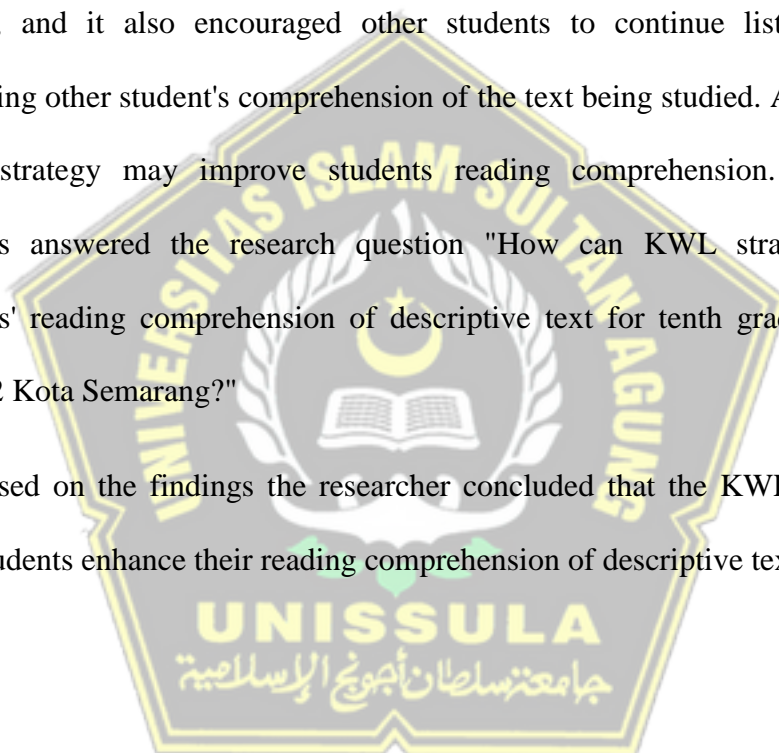
CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusion and the suggestion of this research. The conclusion and the suggestion are taken based on the research.

5.1 Conclusion

After completing the research and analyzing the data, the researcher found that:

The implementation of the KWL (Know-Want-Learned) strategy on students' reading comprehension in the tenth grade at MAN 2 Kota Semarang can be described in several of ways.

First, the teacher informed students to read the material and fill out the KWL column. The K column was filled in with facts they already knew about the topic of the reading text. Second, the information the students wrote in the W column was supplemented by information from the text regarding the topic. By filling out the column, students defined why they needed to read the offered content. Hence, it helped the students' understanding. Third, the students completed the L column with information they knew about the topic, and students were instructed to analyze the questions in the W column and then determine whether the text discussed the problem of the reading topic. If not, students are asked to read further to fulfil their desire to know.

5.2 Suggestion

The study on the implementation of the KWL strategy to improve students' reading comprehension showed the significance of the KWL strategy for teachers, students, and readers. Teachers can use the KWL strategy to teach reading comprehension. Students can participate and enjoy the teaching and learning process. Readers can use the KWL strategy as a reference to improve their reading comprehension.

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