

ABSTRACT

THE IMPLEMENTATION OF K-W-L STRATEGY IN TEACHING READING AT THE SECOND GRADE OF MTs N 2 TANGGAMUS

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The aims of this research were (1) to find out whether there was a difference of the students' reading comprehension after they were taught through K-W-L strategy, (2) to find out which aspect of reading skills increased the most after the students were taught through K-W-L strategy, and (3) to describe the process of the implementation of K-W-L strategy in teaching reading.

The sample of the research was one class of the second year students of MTs N 2 Tanggamus, i.e. VIII E. The class consisted of 40 students. The research design was one group pretest posttest. The students were taught through K-W-L strategy in three meetings and the time allocation was 80 minutes for each meetings. The data were taken from the test and then they were analyzed by using repeated measure t-test. In addition, to describe the process of the implementation of K-W-L strategy in teaching reading, the researcher used observation sheet.

The result of the the implementation of K-W-L strategy in teaching reading showed that there was a significant difference on students' reading comprehension ($p < 0.05$, $p = 0.00$). The average of the pretest was 60.4 and the posttest was 71.5. In addition, finding supporting details was the reading aspect that increased the most. Then, the process of the implementation of K-W-L strategy showed that the steps in K-W-L strategy could help the students to comprehend the reading material well. It means that K-W-L strategy is an appropriate strategy to help the students' in comprehending text.

Keywords: K-W-L strategy, reading comprehension, aspects of reading