# ABSTRACT

## IMPROVING STUDENTS' READING COMPREHENSION ABILITY OF NARRATIVE TEXT THROUGH KNOW–WANT-LEARNED (KWL) STRATEGY AT SMP N 1 GEDUNG SURIAN WEST LAMPUNG

**By**

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Mastering reading skills is equally difficult for all people especially junior high school students. This is reasonable true since this activity requires the students not only to read the text but also to understand it. More specifically when it is concerning reading in terms of making inferences, making references, understanding vocabulary, finding specific information, and identifying main idea. Consequently, the students experience involves crucial problem in mastering reading and the teacher has an important role to choose appropriate strategy to facilitate the students in improving these reading skills.

The aims of this research were basically (1) to find out whether there was an improvement on students' reading comprehension achievement of narrative text after they were taught through KWL strategy, and (2) to find out which aspects of students' reading comprehension achievement improved the most after being taught by using KWL strategy.The sample of the research was one class of the third grade  students of SMP N 1 Gedung Surian, West Lampung. The class consisted of 23 students. In its nature, the research design was one group of pre-test and post-test of quisy experiment; in other words, this research only used one group as an experiment. The data were collected using reading test in form of multiple choice items.

Evidently, the results of this research showed that there was a siqnificant improvement of students' reading comprehension ability after being taught through KWL strategy. This could be seen from the mean score of the students' pre-test and post-test. That is, the results showed that the mean score of pre-test was 39.4783 and the mean score of post-test was 55,2174, in which the gain amounted 15.7391. In this research, the data were analyzed by *Paired Sample T-Test*, it showed that the value of two-tails significance (0.00) smaller than the alpha (0.00<0.05). Finally, the aspects of reading comprehension in terms of

macro skills that improved the most was specific information, i.e., the gain was 22%; the second one was vocabulary, i.e., the gain was 21%; the third one was inference, i.e., the gain was 20%; the forth one was reference, i.e., the gain was 13%; and the last one was main idea, i.e., the gain was 10%. In short, by using KWL strategy, it was easy for the students to comprehend the text and got the detail information from the text. It can be concluded that (KWL) strategy be used to improve students reading comprehension significantly, especially in finding specific infornation.