

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

(A Script)

Ara Bella Pandora Vista



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2018**

ABSTRACT

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

By

Ara Bella Pandora Vista

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 significant 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 fourth 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 get 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 information.

Keywords : Know- Want- Learned (KWL) strategy, reading comprehension, narrative text.

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STRATEGY AT SMP N 1 GEDUNG SURIAN WEST LAMPUNG**

**By:
Ara Bella Pandora Vista**

A Script

**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree**

In

**The Language and Arts Education Department of
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**FACULTY OF TEACHER TRAINING AND EDUCATION
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2018**

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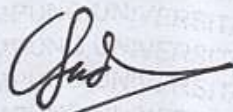
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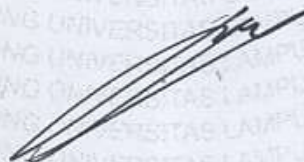


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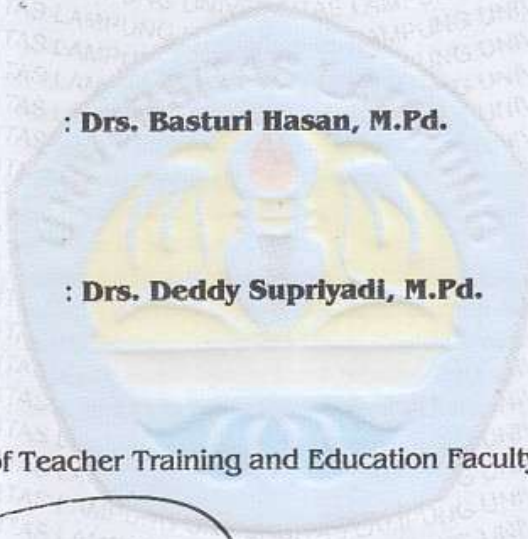
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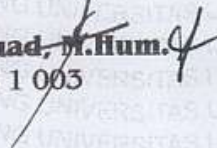
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DEDICATION

Alhamdulillah, this script would humbly be dedicated to:

The greatest inspiration of my life: my beloved father and mother,
Drs. Rusman and Suwanti Ningsih S.Pd.

My sister and brothers: Gladys Clara Dea Putri, Aldo Fedika Vatara,
and Ardio Vanny Pratama

My friends in English Education Study Program 2014

My almamater
Lampung University

Motto

In order to succeed, your desire for success should be greater than your fear of failure.

(Bill Cosby (1977:136))

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Finally, the writer believes that her writing is still far from perfection. There are might be weakness in this research. Thus, comments, critiques, and suggestions are always opened for better research. Somehow, the writer hopes this research would give a positive contribution to the educational development, the readers and to those who want accomplish further research.

Bandar Lampung, Juni 2018
The writer,

Ara Bella Pandora Vista

CONTENTS

| | |
|-------------------------------|------|
| COVER | i |
| ABSTRACT | ii |
| APPROVAL | iv |
| ADMISSION | v |
| CURRICULUM VITAE | vi |
| DEDICATION | vii |
| MOTTO | viii |
| ACKNOWLEDGEMENT | ix |
| CONTENTS | xi |
| TABLE | xiii |
| GRAPH | xiv |
| APPENDICES | xv |

I. INTRODUCTION

| | |
|--------------------------------------|---|
| 1.1. Background of the Problem | 1 |
| 1.2. Research Questions | 6 |
| 1.3. Objective of The Research | 6 |
| 1.4. Uses of The Research | 6 |
| 1.5. Scope of The Research | 7 |
| 1.6. Definition of Terms | 8 |

II. LITERATURE REVIEW

| | |
|--|----|
| 2.1. The Concept of Reading | 11 |
| 2.2. The Concept of Reading Comprehension | 12 |
| 2.3. Aspects of Reading Comprehension | 20 |
| 2.4. The Concept of Narrative Text | 32 |
| 2.5. Teaching Reading Comprehension | 35 |
| 2.6. Strategy in Teaching Reading Comprehension | 37 |
| 2.7. The Concept of Know- Want- Learned (KWL) Strategy | 39 |
| 2.8. KWL Strategy in Teaching Reading Comprehension | 40 |
| 2.9. Strength and Weakness KWL Strategy | 44 |
| 2.10. Procedure of Using KWL Strategy | 45 |
| 2.10.1. The Appicability of Learning Procedures | 48 |
| 2.11. Theoretical Assumption | 52 |
| 2.12. Hypothesis | 53 |

| | |
|---|----|
| III. METHODS OF THE RESEARCH | |
| 3.1. Design of The Research | 54 |
| 3.2. Population and Sample | 55 |
| 3.3. Variables | 55 |
| 3.4. Instruments of The Research..... | 56 |
| 3.5. Try Out The Instrument | 56 |
| 3.5.1. Validity | 57 |
| 3.5.2. Reability | 58 |
| 3.5.3. Scoring System | 62 |
| 3.6. Data Collecting Technique | 62 |
| 3.7. Research Procedures | 63 |
| 3.8. Data Analysis | 65 |
| IV. RESULTS AND DISCUSSIONS | |
| 4.1. Result of The Research | 67 |
| 4.1.1. Result of Try-out | 67 |
| 4.1.2. Result of Pre-test | 68 |
| 4.1.3. Result of Post-test | 71 |
| 4.2. The Aspect of Reading Skills that Improved the Most by Using KWL Strategy in Teaching Reading | 74 |
| 4.3. Normality Test | 82 |
| 4.4. Hypothesis Testing | 83 |
| 4.5. Discussion of the Findings | 85 |
| V. CONLUSIONS AND SUGGESTIONS | |
| 5.1. Conclusions | 91 |
| 5.2. Suggestions | 92 |
| REFERENCES | 94 |
| APPENDICES | 97 |

TABLES

| | |
|--|----|
| Table 2.1. Know- Want- Learned (KWL) Chart | 41 |
| Table 3.1. Table of Specification of Reading Test | 58 |
| Table 4.1. Statistics of Pre-test | 69 |
| Table 4.2. Distribution Frequency of Students' Score of Pre-test | 70 |
| Table 4.3. Percentage of Aspects of Reading in Pre-test | 71 |
| Table 4.4. Statistics of Post-test | 72 |
| Table 4.5. Distribution Frequency of Students' Score of Post-test..... | 73 |
| Table 4.6. Percentage of Aspects of Reading in Post-test | 73 |
| Table 4.7. Main Idea Achievement | 74 |
| Table 4.8. Specific Information Achievement | 76 |
| Table 4.9. Inference Achievement | 77 |
| Table 4.10. Reference Achievement | 79 |
| Table 4.11. Vocabulary Achievement | 80 |
| Table 4.12. Students Result of Aspects in Reading Comprehension..... | 81 |
| Table 4.13. Normality Test of Data in Pre-test and Post-test..... | 82 |
| Table 4.14. Hypothesis Testing | 83 |

GRAPH

Graph 4.1 Specific Aspects of Reading Comprehension 85

APPENDICES

| | |
|--|-----|
| Appendix 1. Research Schedule | 98 |
| Appendix 2. Lesson Plan 1 | 99 |
| Appendix 3. Lesson Plan 2 | 106 |
| Appendix 4. Lesson Plan 3 | 113 |
| Appendix 5. Try Out Test | 121 |
| Appendix 6. Pre Test | 131 |
| Appendix 7. Post Test | 138 |
| Appendix 8. Key Answer | 145 |
| Appendix 9. Reliability of The Try Out Test | 147 |
| Appendix 10. The Reliability Computation of the Data Collecting Instrument | 148 |
| Appendix 11. Result of Students Score of Pre Test | 149 |
| Appendix 12. Result of Students Score of Post Test | 150 |
| Appendix 13. Students' Gain between Pre Test and Post Test | 151 |
| Appendix 14 Distribution of Students' Pre Test Achievement in Reading Comprehension Aspects | 152 |
| Appendix 15. Distribution of Students' Post Test Achievement in Reading Comprehension Aspects | 153 |
| Appendix 16. Normality Test | 154 |
| Appendix 17. Distribution Frequencies of Pre Test | 155 |
| Appendix 18. Distribution Frequencies of Post Test | 156 |
| Appendix 19. T Test | 157 |

| | |
|--|-----|
| Appendix 20. Surat Penelitian | 158 |
| Appendix 21. Surat Balasan Sekolah | 159 |
| Appendix 22. Students' Work Sheet | 160 |

I. INTRODUCTION

This chapter discusses several points such as the background of the question which contains the reason of conducting the research about the identification of the questions, objectives of the research, uses of the research, scope of the research and definition of terms.

1.1. Background of the Problem

English learning cannot be separated from the four of language skills: listening, speaking, reading, and writing. Without mastering the four language skills, students will not be able to serve, facilitate and manage the teaching-learning process. Among the four English skills, reading is considered as complex skills. This is true since reading covers certain elements such as (1) determining main idea i.e. how to determine central information of a paragraph, (2) identifying specific information i.e. how to identify particular piece of information in the text, such as place, time and characters, (3) reference i.e. words or phrase used either before or after the references in reading material. They are used to avoid unnecessary repetition of words or phrases, (4) making inference i.e. how to guess certain idea from the information which we have read or known, and (5) vocabulary i.e. how to determine the meaning and classify vocabulary items based on word classes of reading material.

In academic life, it is very important to get information from every reading passage, especially in learning language skills of English. In this regard, Grabe

(2009:6) said that many students use their L2 reading skill (1) engage in advanced studies, (2) find a good job, (3) gain access to information, (4) become more cross-culturally aware, and (5) communicate with other native speakers very well.

Thus, it is now clear that reading is very crucial in terms of learning English as a foreign language both in academic and in daily lives. Generally, reading can be done in some places, not only at school but also in the office or at home. Theoretically, reading provides students with knowledge about the language, such as vocabulary, grammar, and linguistic elements (morphology dealing with the study of the formation of words, syntax concerned with the study of the formation of sentences, and semantic referring with the study of meaning). In addition, reading is hopefully able to develop students' English proficiency. In sum, reading is one of the learning process of language skills that provides students with new information and develop their ability in learning the target language.

Broadly, reading is one of the basic skills in English which is not simply learnt through translating word by word but principally needs to be acquired appropriately during and after language course. For this reason, when the students learn to read, they should be able to comprehend the reading text during the process of reading. Thereby, they are not only expected to read the text in good pronunciation or to find the meaning of each word within the text. Further, Snow (2002:11) points out that reading comprehension is a process of extracting and constructing meaning simultaneously by doing some interaction and involvement with written language.

In a like manner, Lewin (1949:8) states that visualization is key of reading comprehension. In other words, a reader should not only know what words to say but also figure out what writer means. Henceforth, the reader has to be able to

think what the writer has been described and to see the action of the story plays out on the stage of the mind's eye. Obviously, reading needs comprehension to understand both context and the new information on the texts.

As has been described, reading is also very important in the curriculum of junior high school for the third grade, because one kind of text types that the students should achieve is the so called narrative text. In view of this, Anderson (1997:8) states that narrative text is English text type that has a purpose to entertain the reader or listener. In addition, narrative texts appear to induce visualization of readers as part of the reading process. In other words, readers can see scenes in their head when they read narrative texts. Ultimately, the visualization helps readers understand texts easier, and readers did not feel discouraged. Thus make sense since many narrative texts contain morals and themes, such as, fairy tales usually have the theme that everything works out fine "happily ever after" .

Nevertheless, in the real situation students are not able to comprehend the narrative text as a whole. Therefore, they thought that they should open the dictionary to translate word by word into Indonesian to know the content of reading a narrative text. Consequently, the students can not answer the questions that consist of the narrative text. Then, they are not able to get knowledge and to understand the content from that has been explained in the narrative text.

In fact, it was also found that were many students in third grade at SMP N 1 Gedung Surian had difficulties in comprehending narrative text and answering questions based on the text given when the researcher taught that class. In real classroom situation, only a few students could give responses related to the content of the text. These make them think that reading was boring. This

phenomena affected the students' creativity, for example, they become passive learners in the class.

In line with the situation described above, some specific problems during the researcher preliminary research were identified they are: (1) the students could not understand the detailed information in the text, (2) they had inadequate vocabulary, (3) they were not motivated during the "old style" reading skills activities, and (4) they did not have the background knowledge required for the reading materials. these to seek for the most appropriate strategy to use to have a successful teaching-learning process.

With regard to solve the reading problem in English, teacher thereby should to choose the appropriate method or strategy so that students can read and understand the meaning of every reading passage. To clarify, Strategy is a method or plan chosen to bring about a desirable future, such as achievement of a goal or solution to a problem. According to Gagne in Iskandarwassid and Sunendar (2009:68), the strategy is someone's ability in solving the problem and taking a conclusion. While in language learning, the strategy is the instrument used to activate students in developing their language ability (second language). In contrast, choosing a strategy is not easy, a teacher has to be able to think what she will teach, who and how his students' condition. Therefore, strategy can help them to reach their purpose.

Likewise, there are many strategies that can be used to teach reading. One of them is Know- Want- Learned (KWL) strategy. KWL is a strategy which help students to comprehend the text. Ordinarily, Donna Ogle launched this strategy in 1986 and she developed a teaching approach that led young readers even closer to independent reading comprehension. Actually, the idea of this strategy is that the

reader must actively and continuously access what they already know about a topic. May (2006: 184) stated that she referred to this strategy as schema matching. Specifically, Ogle's KWL strategy is a form of schema matching that teaches children to ask specific questions before they read informational material: 'What do I know about this topic?' and 'What do I want to find out?' and it teaches children two other questions right after reading: 'What did I learn?' and 'What do I still need to learn?'.

For those purposes, this study was conducted at the third grade of SMPN 1 Gedung Surian, West Lampung. There are basically differences between this research and previous research in using KWL strategy in teaching reading comprehension. In previous research finding by Mardiana (2016) that was teaching reading comprehension through KWL strategy at the second year of SMP Negeri 1 Babat Supat. In her research, three aspects of reading skills, such as specific information, main idea, and vocabulary were the focus. Meanwhile, in this research, five aspects of reading in terms of macro skills, such as (1) main idea, (2) specific information, (3) inference, (4) reference, and (5) vocabulary were included.

With reference to the problems illustrated previously, this study was focused on finding out the improvement of students' reading comprehension achievement through KWL strategy and which aspect of reading comprehension in terms of macro skills that improve the most after using KWL strategy at the third grade of SMPN 1 Gedung Surian, West Lampung.

1.2. Research Question

In line with background of the problems above, the questions formulated by the researcher are as follows:

1. Is there any improvement on students' reading comprehension of narrative text after being taught through KWL strategy?
2. Which aspect of reading comprehension achievement in terms of macro skills does improve the most after being taught through KWL strategy?

1.3. Objectives of the Research

Referring to the research questions above, the objectives of this research are as follows:

1. To find out whether there is an improvement on students' reading comprehension of narrative text after they are taught through KWL strategy.
2. To find out which aspects of students' reading comprehension achievement in terms of macro skill improves the most after being taught by KWL strategy.

1.4. Uses of the Research

This research can hopefully be useful both theoretically and practically.

1. Theoretically
 - a. The result of the research is expected to help the students to activate their prior knowledge, monitor their comprehension, and record what they have learned from the text.
 - b. The results of the research expect to enrich theories and can be a reference for future studies related to KWL strategy in improving students reading comprehension.

2. Practically

- a. The result of the research can be used as a reference for teacher or students in teaching or learning reading.
- b. The result of the research can be used as reference for those who wants to analyze students problem in reading comprehension.

1.5. Scope of the Research

This research naturally focused on using KWL strategy and student's reading comprehension in narrative text, especially about finding main idea, identifying specific information, reference, inference and vocabulary in content word of the text. In so doing, the research would be conducted in junior high school and the sample would be the students which were in third grade. As can be noticed that reading is also very important in the curriculum of junior high school for the third grade, there are many kinds of text that the students should achieved such as descriptive dealing with a text which says what a person or a thing is like, narrative relating to text which retells story in the past (Hudak (2008 : 4)), hortatory exposition referring to text that is intended to explain the readers that something should or should not happen, etc. However, this research was limited to narrative text.

The data of reading comprehension achievement were taken the reading comprehension test. There were two tests in reading comprehension achievement covering five aspects of reading comprehension in terms of macro skills such as determining main idea, finding specific information, making inference, determining reference, and understanding vocabulary. They were pre-test as the test before using KWL strategy conducted and post-test as the test after it is conducted. Pre-test and post-test were an objective tests in multiple-choice forms with four options of each question (a, b, c, and d).

1.6. Definition of Terms

In order to avoid misunderstanding, some terms used in this research are defined as follows:

a. Reading Comprehension

Reading comprehension is the ability to understand and comprehend the written text by using the eyes and the brain in order to get the information and able to answer the questions from the content of texts, such as determining main idea, finding specific information, making inference, determining reference, and understanding vocabulary.

b. Main Idea

Main idea refers to important information that tells more about the overall idea of a paragraph or section of a text.

c. Specific Information

Specific information develops the topic sentence by giving an incident, cause, and effect.

d. Inference

Inference is an educational guess or prediction about something unknown based on available facts and information.

e. Reference

Reference is words or phrase used either before or after the references in reading material. They are used to avoid unnecessary repetition of words or phrases.

f. Vocabulary

Understanding vocabulary denotes comprehending part of speech;

1. Content words are words that have meaning. They are words we view as nouns, verbs, adjectives and adverbs.
2. Function words are words that exist to explain or create grammatical or structural relationships into which the content words may fit. Words like "of," "the," "to," they have little meaning on their own.

g. Macro Skills

Macro skills are a big scope including of some principles in mastering reading to identify main idea, specific information, inference, reference, and vocabulary.

h. Know- Want- Learned (KWL) strategy

KWL is an instructional reading strategy that is used to activate students' background knowledge, assist students in setting purposes for reading and help students to monitor reading comprehension by using a graphic organizer.

i. Narrative Text

Narrative text is a kind of text to retell the story that happens in past. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

j. Improvement

Improvement is the process of a condition moving from one state to a state considered to be better, usually through some action intended to bring about that better state.

As the study has elaborated the points above; in brief, this study already has the strong background in conducting the research. Still, this study needs the review of theories concerning the research topics and conceptual framework underlying the study as the next chapter is presented.

II. LITERATURE REVIEW

This chapter deals with the theories from the experts as the basic of how the research will be conducted. It covers the theory about reading comprehension, teaching reading, concept of narrative text, the concept of KWL strategy, advantages and disadvantages of KWL strategy, procedure of teaching reading through KWL strategy, theoretical assumption, and hypothesis.

2.1. The Concept of Reading

Generally, reading can be defined into several definitions. The first, according to Nuttal (2000: 2) states reading means a result of interaction between the writer's mind and the reader's mind. It is the way how to the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get the message and the writer's meaning sense. Second, Brown (2004: 189) points out that reading is a process of negotiation of meaning. In this process, the readers bring their early thought to the net parts of the reading process to finally reach their understanding of the meaning of the text they read.

Third, Nunan (1989: 72) states that in reading, the readers do a solitary activity in which the reader interacts with the text in isolation. In other words, this isolated activity involves much interactions between readers and what they bring to the text like previous knowledge and strategy use, as well as variables related to the text like interest in the text and understanding of the text types.

Fourth, Aebershold and Field (as cited in Khalaji, 2012) points that reading is what happens when people look at a text and assign meaning to the written symbols in that text. it means that reading is the process of reader's mind or process of mental activity in trying to interpret the perception of symbols that present language.

Therefore, reading can be stated as an active process of getting the meaning of printed words or verbal symbols in written text. In order to get the intended meaning from the text, a reader has to comprehend what she/he has read. During this process, a reader combines his/her language skills and background knowledge of the world to grasp the meaning.

2.2. The Concept of Reading Comprehension

In the reading process, the reader needs comprehension to get the points of the reading text. In the other words, there is no reading without comprehension. Comprehension is the process of making sense of words, sentences and connected text. Naturally, readers typically use their what they already know (background knowledge), the words known to an individual person (understanding vocabulary), grammatical ability refers to knowing how grammar is used in communication (grammatical knowledge), an event or occurrence which leaves an impression on someone (experience) with text and other strategies to help them understand written text. And it is agreed by Durkin (1993) states that comprehension is the essence of reading and the active process of constructing meaning from text. Additionally, Rand (2002:11) point out that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language and it consists of three elements: the readers, the text, and the activity or purpose of reading.

As quoted by Mardio (2016), in Milkuclaky (2007:74) states that reading comprehension is more than just recognizing and understanding words. Specifically, true comprehension means making sense what you read both connecting the ideas in the text what you already know and remembering what you have read. In brief, reading comprehension is thinking while you read.

Referring to the explanation, it can be asserted that reading comprehension is the process of understanding the message and store information presented in the reading text.

In contrast, reading is not easy as people thought. Being able to read and comprehend English texts easily readers need some micro and macro skills. As well as, Brown (2004: 187-188) proposes fourteen reading skills which are divided into micro skills and macro skills. Here are crucial points of micro skills which should be implemented in reading class.

To be more concrete, here is the full text of narrative paragraph that can be further analyzed by those micro skills.

The Monkeys and The Cap Seller

Once, a cap seller was passing **through** a jungle. He was very tired and needed to rest. Then, he stopped and spread a cloth under a tree. He placed his bag full of caps near him and lay down with his cap on his head. The cap seller had a sound sleep for one hour. When he got up, the first thing he did was to look into his bag. He was startled when he found all his caps were not there.

When he looked up the sky, he was very surprised to see monkeys sitting on the branches of a tree, each of the monkeys is wearing a cap of on its head. They had evidently done it to imitate him. He decided to get his caps back by making a humble request to the monkeys. In return, the monkeys only made faces of him. When he begun to make gesture, the monkeys also imitated him.

At last, he found a clever idea. "Monkeys are a great imitator," he thought. So he took off his own cap and threw it down on the ground. And as he had expected, all the monkeys took off the caps and threw the caps down on the ground. Quickly, he stood up and collected the caps, put them back into his bag and went away.

(Adapted from: <http://www.englishcafe.co.id/pengertian-narrative-text-dalam-bahasa-inggris>.)

1. Discriminating among the distinctive graphemes and orthographic pattern of English. Grapheme is a letter or letter pattern that spells a phoneme (speech sound). English has a complex code in which 1-4 letter graphemes can represent 1 sound. For example, 1 letter grapheme: **c** a p. The sounds /k/ is represented by the letter 'c'. 2 letter grapheme: s l **ee** p. The sound /i:/ is represented by the letters 'e a'. 3 letter grapheme: **igh** t. The sound /ie/ is represented by the letters 'i g h'. 4 letter grapheme: th r **ough**. The sound/oo/ is represented by the letters 'o u g h'. Then, orthographic is the set of symbols used and the rules about how to write these symbols. The example of the word *cap* /'kap/ consists of three letters ⟨c⟩, ⟨a⟩, and ⟨p⟩, in which ⟨c⟩ represents the sound /k/, ⟨a⟩ the sound /a/, and ⟨t⟩ the sound /t/. This typical aspect of reading is crucial in reading especially in the beginning level.
2. Retaining chunks of language of deference lengths in short-term memory. In studies of language acquisition, chunks of language are several words that are customarily used together in a fixed expression, such as "*in my opinion*," "*you know what I mean*," or "*I know what you're saying*".
3. Recognizing a core of word, and interpreting word order patterns and their significance. A core word is a set of words that a student is expected to be able to read and spell. Examples of core word are *I, you, cap, monkey, rest, tree, bag*.

4. Recognizing grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms.

5. Recognizing that particular meaning may be expressed in different grammatical forms. Recognize that a particular meaning may be expressed in different grammatical forms. For example, word forms *cap*, *caps* have the same lexical meaning and have different grammatical meanings. They constitute a lexeme (About this sound pronunciation). Word-forms *bag and cap*, the same grammatical meaning and have different lexical meanings. They constitute a grammeme (a categorical form, a form class).

6. Recognizing cohesive in written discourse and their rule in signaling the relationship between and among clauses. Here are of the cohesive device in synonym, *When he **looked** up the sky, he was very surprised to **see** monkeys sitting on the branches of a tree, each of the monkeys is wearing a cap of on its head.* In pronouns, *this, that, these, those, he, she, it, they, and we* are useful pronouns for referring back to something previously mentioned, for example: *Once, a **cap seller** was passing through a jungle. **He** was very tired and needed to rest.*

In contrast, macro skills have some basic skills that should be implemented in reading activities, they are as follows:

To be more concrete, here is the full text of narrative paragraph that can be further analyzed by those macro skills.

The Tortoise and the Hare

Once there was a speedy hare who bragged about how fast he could run. Tired of hearing him boast, the tortoise challenged him to a race. The entire animal in forest gathered to watch.

Hare run down the road for a while and then paused to rest. He looked back at the tortoise and cried out, “How do you expect to win this race when you are walking along at your slow, slow pace?” Hare stretched himself out alongside the road and fell asleep.

The animals who were watching cheered so loudly for tortoise, they woke up Hare. Hare began to run again, but it was too late. Tortoise was over the line. After that, Hare always reminded himself, “Don’t brag about your lightning pace, for slow and steady won the race!”

(Adapted from <https://www.storyarts.org/library/aesops/s/.html>)

1. Recognizing the rhetorical forms of written discourse and their significance for interpretation. It is the ability to know narrative writing which is intended to seem important or influence finding specific information out of a text from an explanation of what something means. e.g. *Once there was a speedy hare who bragged about how fast he could run. Tired of hearing him boast, the tortoise challenged him to a race(line 1 and 2).* Those sentences are introductory paragraph which helps the readers to define the subject and to develop another paragraph.
2. Recognizing the communicative function of written text, according to form and purpose. The readers should have the purpose before they read the text. So, after they already finished in reading the text, they will get what they want.

The form of the text is monologue text, especially narrative text. Before the students read the text, they should have a purpose which is the purpose will allow the students to get the answer (e.g. *who are the characters in the story?*). From the example question, the purpose is to find out the characters in the story. So, the readers should find out the characters in the story. *In the story, the characters of the story are the tortoise and the hare.*

3. Inferring context that is not explicit using background knowledge. Making inference is a good guess or conclusion drawn based on the logic of passage. Finding making inference means the reader imply the sentences or passages understand and conclude it logically. For example:
 - a. *The character of the hare is arrogant.*
 - b. *The end of the story is the tortoise won the race.*

4. From described events, and ideas infer links and connections between events, deduce causes and effects, and detect such relations as determining main idea, supporting idea, new information, given information, generalization, and exemplification.

Determining main idea is the most important piece of information the author wants to know about the concept of a paragraph. Also, determining main idea is a skill to grasp and find the main point of a passage by summarizing its passage and looking for repetition of ideas/words. For example:

- a. Determining main idea in the first paragraph is *the tortoise tired of hearing the hare boast, so he challenged him.*
- b. Determining main idea in the second paragraph is *the arrogance hare.*
- c. Determining main idea in the third paragraph is *the hare realized his arrogance.*

5. Distinguishing between literal and implied meaning. Literal meaning is exactly what the words say. Where implied meaning is what is suggested.

a. Literal Meaning

The literal meaning of a sign is what it denotes. For example:

*“How do you expect to win this race when you are walking along at your slow, **slow pace**?”*

In this context, slow pace means the tortoise.

b. Implied Meaning

while the implied meaning is what the sign connotes. For example:

*“How do you expect to win this race when you are walking along at your slow, **slow pace**?”*

In this context, slow pace can mean snail.

6. Detecting cultural specific references and interpreting them in context of the appropriate cultural schemata. Reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other. Reference means we interpret and determine one linguistic expression to another. For example:

a. *Tired of hearing **him** boast. The word “him” on the sentence refers to hare.*

b. ***He** looked back at the tortoise and cried out. The word “he” on the sentence refers to hare.*

c. ***They** woke up hare. The word “they” on the sentence refers to animals.*

d. *How do **you** expect to win this race. The word “you” on the sentence refers to tortoise.*

e. *Hare began to run again, but **it** was too late. The word “it” on the sentence refers to*

7. Develop and use a battery of reading strategies such as scanning means glancing rapidly through the text either to search for a specific piece of information (name, date, place, etc) whether the text is suitable for given purpose (Nuttal, 1982: 34) and skimming is the process of rapid coverage of reading matter to determine main idea (Brown, 2004: 213). Detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

a. Guessing Meaning of Word

Guessing meaning of the word refers to comprehend what the unfamiliar words mean by seeing its synonym or antonym related to the context. Besides that, we can also try to guess the meaning of word by comprehending one or two previous sentences in the text. For example:

a) Synonym

- a. Pause is synonymous with stop. E.g. The car stopped at the traffic lights.
- b. Speedy is synonymous with fast. E.g. The world's fastest runner.
- c. Began is synonymous with start. E.g I start work at nine.

b) Antonym

- a. Fast is antonymous with Slow. E.g. a slow driver.
- b. Loudly is antonymous with Silently. E.g. She crept silently out of the room.

b. *To interpret the elements of macro skills in the context, KWL strategy as activating schemata used to find out the elements of macro skills in the text and to develop reading comprehension.*

2.3. Aspects of Reading Comprehension

There are some aspects of reading that have to be comprehended by the reader. Davenport (as cited in Tanum, 2014:9) argues that there are six aspects of reading which help the students to comprehend the English text. Each of reading aspects are presented as follows:

To be more concrete, here is the full text of narrative paragraph that can be further analyzed by those aspects.

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend".

(Adapted from <https://ekspektasia.com/contoh-narrative-text/>)

1. Identifying main idea, main point, author's purpose or an alternative title for the passage.

The main idea of a paragraph is the *point of the passage, minus all the details*. It is the main point or concept that the author wants to communicate to the readers about the topic and gives the overarching idea of what the paragraph is about and is supported by the details in the paragraph. The

example question of main idea can be “*What is the determining main idea of the first paragraph?*”.

Here is the first paragraph of True Friends to identify main idea.

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Thereby, the main idea of the first paragraph is *two friends who promise would always together*, because that paragraph mostly about the two friends. The main idea is found in the first paragraph or deductive paragraph (*two close friends*).

2. Recognizing the tone of the passage or identifying the style.

Tone is simply the author’s attitude toward the subject. We can recognize the tone/attitude by the language/word choices the author uses. His language will reveal his perspective/opinion (that is, whether it is positive/negative/neutral) about the subject. Tone must be inferred through the use of descriptive words. And style is the way the author uses words, phrases, and sentences. The author’s 1)personal word choice/understanding vocabulary, 2)types of sentences, 3)point of view from which the text is told, 4)organization of the text. These 4 components will reveal his/her style. For example, *How does the author’s choice of words influence how readers think about the topic?*

Here is the text to identify tone or style the authors.

Most city people think farm life must be relaxing because it avoids all the fast-paced foolishness that goes along with urban living. However, running a successful farm is extremely challenging because it requires a lot of hard work and perseverance. Every single morning, you must wake up before the sun rises to start working. Every single day no matter how tired you get, you must work the fields. Though you get to enjoy the fruit of your labor (quite literally) at meal times, the day’s

work isn't over until after the sun has set. If it is harvest season, you're out there in the hot sun gathering the crops. And if it's not harvest season, you probably still have the cows, sheep, chickens, and pigs to feed. In addition to feeding the animals, you must attend to them in other ways: milking them, shearing their wool, or gathering their eggs. So if you think you'll find rest and relaxation in farm life, think again.

In the second sentence, the author uses the words *challenging*, *hard work*, and *perseverance* to describe farm life. These words have very different meanings from the word *relaxing*. This contrast leads readers to understand that farm life is the exact opposite of what they might think. In the second paragraph, the author uses the phrases *every single morning* and *every single day* to emphasize to readers that work on a farm never ends.

3. Comprehending information directly stated in the passage (supporting detail).

A paragraph contains facts, statements, examples specifics which guide us to a full understanding of the determining main idea. They explain the main idea and supporting details. The example question of specific information can be "*how the others friend saved his life?*".

Here is the second paragraph of True Friends to specific information.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

Thus, the answer of the question is *he pretend to be a dead man*, because in the third paragraph, he lay down on the ground breathless and pretend to be a dead man. In this case, it gives the detail information about the reason (cause and effect).

4. Answering relational questions about the author's opinion or idea, even if not stated directly. For example, *What main idea is the author trying to convince readers to agree with?*

Here is the text to identify the authors' opinion or idea.

Most city people think farm life must be relaxing because it avoids all the fast-paced foolishness that goes along with urban living. However, running a successful farm is extremely challenging because it requires a lot of hard work and perseverance. Every single morning, you must wake up before the sun rises to start working. Every single day no matter how tired you get, you must work the fields. Though you get to enjoy the fruits of your labor (quite literally) at mealtimes, the day's work isn't over until after the sun has set. If it is harvest season, you're out there in the hot sun gathering the crops. And if it's not harvest season, you probably still have the cows, sheep, chickens, and pigs to feed. In addition to feeding the animals, you must attend to them in other ways: milking them, shearing their wool, or gathering their eggs. So if you think you'll find rest and relaxation in farm life, think again.

In the second sentence, the author says, "However, running a successful farm is extremely challenging, requiring a lot hard work and perseverance." This sentence directly states the author's point of view. The author's point of view on the topic of farm life is that farm life is not relaxing but extremely challenging because it requires a lot of hard work and perseverance.

5. Recognizing the structural methodology employed to develop the passage, for example sequences, vocabulary, and represent pronoun (reference).

Reference are words or phrase used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. So, such words are used, they are signals to the reader find the meaning elsewhere in the text. For example, "**they** knew that anything dangerous can happened....." the word "they" refers to...." (paragraph 1, line 2).

Here is the last paragraph of True Friends to finding reference.

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Therefore, the answer is *the two friends*. The word “they” is called finding reference because it is pronoun to refer “the two friends”.

6. Extending limited information given by the author to a logical conclusion using inference (inference meaning).

inference meaning is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader draw between his observes or known and what he does not know. The example question of making inference can be “*What is the moral value of the story?*”.

Here is the last paragraph of True Friends to making inference meaning.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, “Friend, what did the bear whisper into your ears?” The other friend replied, “Just now the bear advised me not to believe a false friend”.

Hence, the answer of the question is *A true friend in need is a friend indeed*.

Because based on the text, the last statement can be concluded as moral value of the story.

Furthermore, Nuttal (1985) states that the reader should master five sort reading skills to comprehend the text deeply. The skills are explained as follows.

To be more concrete, here is the full text of narrative paragraph that can be further analyzed by those five aspects.

The Legend of Rawa Pening

Once upon a time, there was a little poor boy came into a village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody helped him.

Finally, a generous gave him a meal. When the boy wanted to leave, she gave him a “lesung”, a big wooden mortar for pounding rice. She reminded him, “Please remember, if there is a flood you must save yourself. Use this “lesung” as boat”. The poor boy was thanked to the old woman.

While the little boy was passing through the village, he saw many people gathering on the field. People challenged each other to pull out a stick that stuck on the ground, but nobody succeeded. “Can I try?” asked the little boy. The crowd laughed mockingly. He stepped forward and pulled out the stick easily. Everybody was surprised.

Suddenly from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him meal. As she told him, he used the “lesung” as boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

(Adapted from <http://bel-ing.blogspot.com/2013/02/the-legend-of-rawa-pening.html>)

1. Determining main idea

Segretto (2002:12) states that determining main idea of a reading selection is what the passage is mostly about. The author often states the determining main idea in the first or last sentence of the first paragraph, nevertheless the author may state the determining main idea anywhere in the part of text. Sometimes the author only suggests the determining main idea by leaving clues within the passage. Then, the longer text can have more than one determining main idea. The example question

of determining main idea can be *“What is the determining main idea of the second paragraph?”*.

Here is the second paragraph of The Legend of Rawa Pening to determining main idea.

Finally, a generous gave him a meal. When the boy wanted to leave, she gave him a “lesung”, a big wooden mortar for pounding rice. She reminded him, “Please remember, if there is a flood you must save yourself. Use this “lesung” as boat”. The poor boy was thanked to the old woman.

As a result, determining main idea of the second paragraph is *“a generous woman helped him”* because that paragraph is mostly about the generous woman that give “lesung” to the poor boy. The determining main idea is found in the beginning of paragraph or deductive paragraph.

In brief, main idea directs the reader to detect the main information of the passage or the paragraph.

2. Finding the finding specific information or part of text

Segretto (2002: 16) states that supporting details provide the reader with more information about the determining main idea or subject of a passage. They are pieces of information that help the reader to see the big picture in a text. Detail in a fictional story also support determining main ideas about the setting, characters and events in the story. The example question of finding specific information can be *”why was everybody in the village surprised?.*

Here is the example text to find the specific information.

While the little boy was passing through the village, he saw many peoplegathering on the field. People challenged each other to pull out a stick that stuckon the ground, but nobody succeeded.

“Can I try?” asked the little boy. The crowd laughed mockingly. He stepped forward and pulled out the stick easily. Everybody was surprised.

Thereby, the answer of the question is *the poor boy succeeded to pull out the stick*, because in the third paragraph, the poor boy stepped forward and pull out the stick easily everybody was surprised. In this case, it gives the detail information about the reason (cause and effect).

3. Finding reference

Naturally, finding reference is a relation between objects in which one object designates, or acts as a means by which to connect to or link to, another object. Reimer (2009:34) points out that finding reference is a relation that obtains between expressions and what speakers use expressions to talk about. Finding references are words or phrase used either before or after the finding reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that such words are used, they are signals to the reader find the meaning else where in the text. For example, *“it did not stop until it flooded in the village”* the word *“it”* refers to....”

Here is the example story to finding reference.

Suddenly from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him meal. As she told him, he used the “lesung” as boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

Then, the answer is *Water*. The word *“it”* is called reference because it is pronoun to refer *“water”*.

4. Making inference

inference is about guessing something from the information which has been read or known. Further, Suparman (2011) states that making inference is drawing a conclusion after considering all the facts; one of comprehension strategies to make a conclusion about what is not directly stated in the text based on clues. Sometimes information is not given directly. The example of making inference is using the question “ which statement is not true based on the text?”.

Here is the example story to make making inference.

While the little boy was passing through the village, he saw many people gathering on the field. People challenged each other to pull out a stick that stuck on the ground, but nobody succeeded. “Can I try?” asked the little boy. The crowd laughed mockingly. He stepped forward and pulled out the stick easily. Everybody was surprised.

Therefore, the answer of the question is *the boy could pull out the stick effortlessly*, because based on the text, the true statement is “the boy pulled out the stick easily”. That statement is in third paragraph.

5. Understanding vocabulary

Understanding vocabulary means comprehend what the words mean. Harmer (2004: 153) states that the ability to determine the meaning of understanding vocabulary items from context is one of the most important aspects of successful reading. Concerning with those statements indeed understanding vocabulary is basic for everyone who wants to develop or to produce utterances for reading. For example, the question can be understanding vocabulary: 1) “..... *the generous old woman who gave him meal.*” *The synonym of the word “generous” is.....*”. 2) “... *the whole village became a huge lake.* *The anonym of the word “huge” is.....*”. The

question will brainstorm students' understanding vocabulary skill in answering the antonym and synonym of the word.

As can be seen that, in general, the text below consist of nouns, verbs, adjectives, and adverbs. The reader will find certain parts of speech analyzed like the following.

a. Nouns

According to Wren and Martin (1979:5), if a word gives a name to a name of a person, place, or thing the word is noun. Noun can be divided into:

a) Collective noun, is the name of a number (or collection) of persons or things taken together and spoken of as one whole. For example, *army*, which is a collection of soldiers, and *fleet*, which is a collection of ships or vessels. In fact, there is no collective noun used in the text.

b) Abstract noun, is usually the name of a quality, action, or state considered apart from the object to which it belongs. For example, the underlined word in this sentence, "*the generous old woman who give him meal*" is an abstract noun.

Another classification of nouns is whether they are countable or uncountable.

a) Countable noun, is the name of objects, people, etc. that we can count. For example, the underlined words in these sentences, "*finally, a generous gave him a meal*" is the countable noun.

b) Uncountable noun is the name of things which we cannot count. For example, the underlined word in this sentence, "*..... if there is a flood you must save yourself*" is an uncountable noun.

b. Verbs

Since this study uses narrative text which used past tense, the verbs are focused on the regular verbs and irregular verbs. According to Wren and Martin (1979:97), verbs can be divided into:

a) Regular verbs are those whose past tense and past participles are formed by adding a -d or an -ed to the end of the verb. For example, the word *want* become *wanted* as in this sentence, “*when the boy wanted to leave.....*” and the word *ask* become *asked* as in this sentence “*he knocked at every door and asked for some food.....*” are regular verbs.

b) Irregular verbs are the changed forms of these verbs are often unrecognizably different from the originals. For example, the word *give* become *gave* as in this sentence, “*.... she gave him a “lesung”* and the word *see* become *saw* as in this sentence “*.... he saw many people gathering on the field*” are irregular verbs.

c. Adjectives

Wren and Martin (1976:19) said that a word used with a noun to describe or point out, the person, animal, place or thing which the noun names, or to tell the number or quantity, is called an adjective. Adjectives may be divided into the following classes.

a) Adjective of quantity shows how much of a thing is meant as. For example, *some*, in this sentence, “*.... and asked for some food*” is the adjectives of quantity.

b) Adjective of quality shows the kind or quality of a person or thing. For example, *poor* as in this sentence, “*..... there was a little poor boy came into a village*” is the adjectives of quality.

c) Adjective of numeral, shows how many persons or things are meant which is referred by a number. For example, *many* as in this sentence, “... *he saw many people gathering on the field*” is the adjective of numeral.

d. Adverbs

Referring to Wren and Martin (1976:118), an adverb is a word which modifies the meaning of a verb, an adjective or another adverb. By simply, it can be divided into:

a) Adverb of time.

For example, *once upon a time* as in this sentence, “*Once upon a time, there was a little poor boy...*”

b) Adverb of place.

For example, *into a village* as in this sentence “*Once upon a time, there was a little poor boy came into a village*”

c) Adverb of manner.

For example, *happily* as in this sentence, “*He lived happily everafter...*”

d) Adverb of degree.

For example, *very* as in this sentence, “*He was very hungry and weak*”

Hence, the researcher used those five reading aspects in the reading comprehension test in terms of macro skills because they are very essential for the students to improve students reading comprehension ability.

2.4. The Concept of Narrative Text

There are many kinds of text that students have to be mastered. One of them is narrative text. Narrative text is an imaginative story to entertain people. According to Hudak (2008: 4) “a narrative paragraph is a group of sentence that tell what happens, how the action happens, and in what order the events occur”. Although narrative usually refers to the telling of a story, the term is used here to describe the relating of an experience. Moreover, the expert such as Bushel (2011: 1) “a narrative paragraph describes an event, feeling or experience in story form or in the order the details of the event happened”.

There are several kinds of narrative form. These kinds are based on the story types. The types of narratives are:

- a. Fable: Simple fable is a story about animal which behave like human. e.g. The Man and The Lion, The Ant and The Doce, etc.
- b. Myths: stories that are believed by some people but the stories can't be true. It was told in an ancient culture to explain a practice, belief, or natural occurrence. E.g. The Myth of Dewi Sri, Malin Kundang, etc.
- c. Legend: It simple a story which relates to on how a place is formed. E.g. The Legend of Tangkuban Perahu, The legend of Prambanan Temple, etc.
- d. Fairy tales: Story which relate much which magic things. E.g. Cinderella, Snow White, Thumbelina, etc.
- e. Short stories: Story for one or two pages. E.g. Peter Pan, How the Grinch Stole Christmas, etc.

Beside that narrative text has some language features, as follows:

a. Focus on specific usually individualized participants, e.g. *Cinderella*, *Roro Jongrang*.

b. The Use of Simple Past (*go - went, open - opened, etc*).

1) The example of using the word “went” and “opened”

In the meantime, he went to grandmother’s house pretending to be the girl.

2) The example of using the word “told”

She naively told him where she was going.

c. The use of temporal conjunction (*when, then, suddenly, etc*).

1) The example of using the word “when”

When the girl arrived, he ate the girl too.

2) The example of using the word “then”

Then, he took some of it and went back home.

3) The example of using the word “suddenly”

Suddenly, he found a very large quantity of money and golden treasures.

d. Adverb of time (*Once upon a time, one day, etc*).

1) The example of using “once upon a time”

Once upon a time, there was a girl called little red ridding hood.

2) The example of using “one day”

One day, Ali Baba turned into the richest man in his village

f. Action verbs. A verb that shows an action. (*walked, killed*).

1) The example of using “walked”

The girl walked through the woods to deliver food to her grandmother.

2) The example of using “killed”

He told everything, but unluckily they killed him and went to Ali Baba’s house.

g. Direct speech. It is to make the story lively. (*Snow White said, “My name is Snow White*). The direct speech uses present tense.

Those language features may help the students to identify the character of narrative text, it also helps the teacher to give better understanding regarding narrative text since there are many types of text that is taught to students. Beside, we can find the generic structure of narrative text, they are:

a. Orientation

Orientation is the part to introduce the characters, place, time of the story. Further, Thomas S. Kane points out that characters and action are the essential elements of any story. Characters are usually people sometimes actual people, as in history books or newspaper stories, sometimes imaginary ones, as in novels. Occasionally characters are animals (as in an Aesop fable), and sometimes a dominant feature of the environment functions almost like a character (thesea, an old house). Also important, but not as essential, is the setting, the place where the action occurs. For example, the orientation is in first paragraph, *Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.*

b. Complication

Complication is the problem that coming out in the story of narrative text. Stories can be very long and complicated, with many characters, elaborate plots, and action, and setting. The complication from the Legend of Rawa Pening above is *Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a "lesung", a big wooden mortar for pounding rice. She reminded him, "please remember, if there is a flood you must save yourself. Use this "lesung" as a boat". The "lesung" was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to*

pull out that stick. Everybody tried, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

c. Resolution

Resolution is the way of the characters to solve the problem that happened before. From the Rawa Pening story above, the solution of the story is *Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the "lesung" as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.*

Referring to that explanation about narrative text, it can be concluded narrative text is a text which retells the story in the past.

2.5. Teaching Reading Comprehension

In this sub chapter, the researcher explains about teaching reading in furtherway.

Teaching is a complex process, it does not only give the information from the teacher to the students. Besides, there are many activities that can be done especially when the process of teaching and learning in the classroom. In addition, Harmer (2008) argues that teaching is not an easy job, but it is a necessary one, and can be very rewarding when the teacher see our students progress and know that we have helped to make it happen. It is true that students can be difficult and stressful as times, but it also worth remembering that it is best teaching can also be extremely enjoyable. Regarding to some explanation of the teaching, the

researcher concludes that teaching is the activities and manage the environment in a good condition to make and give the opportunity for the students in learning process to get the purpose.

From those it can be logically concludes that it is necessary to build up students' ability in acquiring the reading strategy according to its purpose as main goal in teaching reading. Likewise, Alyousef (2005:143) says that in teaching reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-, while-, and post-reading stages. The pre-reading stage helps in activating the relevant schema. For example, the teacher can ask the students questions that arouse their interest while previewing the text. The aim of while-reading stage (or interactive process) is to develop students' ability in tackling text by developing their linguistic and schematic knowledge. The post-reading includes activities, which enhance learning comprehension using exercises.

The purpose of teaching reading is to develop students' ability to read English text effectively and efficiently. Consequently, in teaching reading the teacher should provide reading strategy to the students especially before reading in order to stimulate the students' interest and also the students' background knowledge to make the students comprehend the text easier. These can be real when students read and interact with various types of texts, i.e. functional and monologues text.

Therefore, it can be assumed that in teaching, appropriate strategy should be apply based on the purpose of reading in order to get the comprehension. Likewise, there are five aspects of macro reading comprehension that need consider by the teacher as a goal, such as determining main idea, finding specific information, finding reference, making inference, and understanding vocabulary.

2.6.Strategy in Teaching Reading Comprehension

The use of comprehension strategies in the teaching reading is very important. Because, it will influence the students reading comprehension. For this reason, Zimmermann and Hutchins cited in Moreillon (2007:11) propose seven strategies, Some of them are as follows:

a. Activating or building background knowledge.

Activating background knowledge is very important. For this reason, the reader's background knowledge plays an important role in the reader's abilities to comprehend the text. In the process of comprehending, the reader relates the new information presented by the author to old information stored in the reader's mind (Cooper, 2000: 12). Further, when the reader can connect what he or she is reading with something already known or understand, background knowledge is being utilized to make sense of the new information. The teachers have to help the students to explore what they have known about the text. There are many strategy that activating background knowledge in pre activity, one of those strategy is KWL (Know – Want – Learned). KWL strategy is strategy which has well-organized steps to be followed by the students.

b. Using sensory image

Sensory image is the strategy in which the students use their sense to achieve comprehension. Creating sensory images is a strategy readers use to think more deeply about a text and combines their schema and the information in the text to create an image in their mind. This image can represent all of the five senses (visual, smell, taste, sound, touch or feeling). Also, creating sensory images also helps a reader draw on specific details in the text (e.g. a character's thoughts, words or actions), creating an interaction between the reader and the text. Therefore, when readers make sensory images as they read, it helps them

understand and enjoy the story more. It is as if you are experiencing the text as it is happening and it is hard to stop reading.

c. Questioning

This strategy allows the students to have practice to make questions and answer by them. The questions that should be made are those which can stimulate their awareness of what they read. Thus, ask and answer questions that clarify meaning and promote deeper understanding of the text. Questions can be generated by the learners, a peer or the teacher. The example of questioning are as follows.

1. what in the text help me?
2. When I read and view the text, did it remind me of something?

d. Making predictions and making inferences

The teacher should emphasize that prediction is a major factor in reading. Predicting means that the readers are using their background knowledge to negotiate meaning of the text and they connect their background knowledge with the information from the text. For instance, before the students reading, they can do prediction by looking at the title of the text. The title sometimes gives clues at what the text is about. By doing this, the students will actively start to the process of reading. Indeed, the teacher should give clues to make the students comprehend the text easily. However, in inferencing, the reader have to find some of the clues, then combine it to their background knowledge and past experiences to interpret the meaning of the text. In addition, making inferences from graphic organizers are a must have for reading comprehension strategy instruction. It is used with any texts to provide students plenty of opportunity to practice using their prior knowledge with a text to make making inferences and predictions.

e. Using fix-up option

Fix up option is a strategy that allows the students to keep their understanding on reading a text. Morellion(2007: 116) point out that fix up options are tools that readers can rely upon to find their way home, to make sense of what they read. When the students can't understand the text during reading, the students use fix up option to catch the message of the text. This strategy can be used by the students to recover meaning and figure out unknown words.

It is can be noticed from Zimmermann and Hutchins, it is clear that the strategies influence for the students' learning in reading comprehension. Therefore, the researcher used activating background knowledge to improve students' reading comprehension, there are many strategies that activating background knowledge of students, so the researcher used KWL strategy in teaching reading comprehension.

2.7. The Concept of Know – Want – Learned(KWL) Strategy

In this sub chapter, the researcher will explain the definition of KWL strategy according to different experts.

Know -Want-Learned (KWL) is an instructional reading strategy 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 (Peregoy& Boyle, 2001: 70;Ros& Vaughn, 2002: 179). In addition, KWLconsists of three basic stages. 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.(Ros& Vaughn, 2002: 179).Moreover, KWL is also the strategy that helps students to collect everything they know about the topic to be read before they come in to the reading assignment (Rahim, 2015)

Thereby, KWL strategy can be concluded as a strategy which has well-organized steps to be followed by the students. The strategy combines the use of reading strategies in the effort to improve reading comprehension.

2.8. KWL Strategy in Teaching Reading Comprehension

In this sub-chapter, the researcher will explain about KWL strategy in teaching reading.

KWL is an instructional scheme that develops active reading of expository texts by activating learners' background knowledge (Ogle, 1987: 570).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 brain storming everything they know about the topic.

Purpose of the KWL 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 and evaluate their learning experience, as well as serve as a useful assessment tool for teachers.

Table 2.1 Know- Want- Learned (KWL) chart

| K (what i know) | W (what i want to learn) | L (what i learned) |
|--|---|---|
| Students list everything they think and they know about the topic of study | Students tell what they want to know about the topic. | After students have finish reading or studying a topic, they list what they have learned. They can also check the W column to see which questions are answer and which are left unanswer. |

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 strategy that teachers can easily modify to find students learning needs at any level and in any content area.

In fact, there are many researchers have reported about the KWL strategy in teaching reading. The first is Indriyati (2013) by the title of “Improving Students’ Reading Comprehension on Report Text Through KWL Reading Strategy”. She found that the students have problem in comprehending texts such as in determining main idea, interpreting word phrase, and drawing logical making inference. The student’s problems can affect their interest in reading and make them bored. She did the research at the eleventh grade of MAS Mujahidin Pontianak in academic year 2012/2013. The students’ reading comprehension had improved from the first cycle to the third cycle when KWL was applied as the strategy in teaching and learning process. The mean score in the first cycle was

54.28; the second cycle was 78.9; and the third cycle was 80.7. Based on the result, the strategy was helpful for the students that they could improve their comprehension of the text passage. This resulted the increasing of both students' individual score and students' mean score. In conclusion, the students' mean score increase and the teaching-learning process became better. The KWL strategy helped the students learn and made them easy to understand the content of text in learning English especially reading report text.

The second is Hamdan (2014) by the title of *“KWL-Plus Effectiveness on Improving Reading Comprehension of Tenth Graders of Jordanian Male Students”*. The problem of this research was that Jordanian English teachers use almost one set of reading strategies among which no meta-cognitive strategies as KWL-Plus was used. In an open survey of a pilot study conducted on 70 teachers of English in 10 Jordanian public schools and 10 private schools teaching grades seven through ten, the researcher asked the English teachers to list down all the reading strategies they use with their students. He found that none of them listed KWL-Plus. This study examines the effect of the meta-cognitive strategy, the KWL-Plus on improving reading comprehension of Tenth Graders of Jordanian students. It aims at improving tenth graders' abilities to construct meaning from text. The findings indicated that the experimental group of the public school scored higher on the reading comprehension post-tests than their peers did in the control group. The researcher concluded that the strategy was effective in improving the reading comprehension performance and recommended that the strategy should be integrated into the English curriculum of the Jordanian schools.

The third is Utami (2014) by the title of *“The Effect of Know-Want-Learned (KWL) Strategy and Students' Reading Attitude toward Students' Reading Speed Of Hortatory Exposition Text At Grade XI Of SMAN 1 Curup Selatan*. The

problem of her research was the students had difficulty to comprehend the text in appropriate or given time and they weren't interested to read English text or material. It led the students reluctant to be active reader, and showed negative attitude toward reading English. In addition, the teacher also tended to ignore to train the students to use reading strategy and improving their reading speed. The teacher usually used monotonous strategy in teaching reading. The finding of the research was that 1) KWL strategy gives significant effect toward students' reading speed compared to Three-Phased strategy. 2) Students' reading speed with high reading attitude who are taught through KWL strategy is significantly higher than those who are taught through Three-Phased strategy 3) Students' reading speed with low reading attitude who are taught through KWL strategy is not significantly higher than students who were taught through Three-Phased strategy. 4) There is no interaction between teaching strategies (KWL strategy and Three Phase strategy) and students' reading attitude towards students' reading speed. In short, the use of KWL strategy for teaching reading speed is more effective to be applied for the students with high reading attitude.

Referring the explanation above, it can be concluded that KWL strategy can make teaching reading comprehension to students more effective, and make students get achievement in reading comprehension.

2.9. Strength and Weakness KWL strategy

In the implementation of KWL strategy, there are some strengths and weakness.

Know-Want-Learn (KWL) has some advantages that can help the students understand the text. Below, three advantages of KWL are presented.

a. Helping the students to check prior knowledge

The use of KWL strategy in teaching reading helps the students check their prior knowledge of a topic, concept, or process before learning about it. Thus, with prior knowledge, the brains of the students will recall what they already know (the K of KWL) about the topic. When the students get new information, the students will use their brains to join the old knowledge with the new information from the text. Likewise, learners who start making connection about what they already know can create meaning of the text more easily (Cardenas, 2009: 38).

b. Building the students' interest in reading

The second benefit of the use of KWL strategy is to stir the students' interest in what students also want (the W of KWL) to know additionally about the topic. Making their own questions about the topic can increase the students' interest because of the fact that the students felt the necessity of finding out what would really happen in the text. The students are interested to read the text because they want to find the answer of their own question or not. By completing K and W column, the students are not only making use of their prior knowledge but also are motivated to keep reading the text (Cardenas, 2009: 38).

c. Providing a chance for the students to assess what they have learned

The third benefit is to provide a chance for students at the end of a lesson to look back and assess what they have learned in the lesson. By completing the last

column namely What I Learned column, the students record the information they get from the text. Here, the students can assess their own thinking process (Ros& Vaughn, 2002: 179).

However, every strategy must have weaknesses inside. Below, four weaknesses of KWL strategy are presented.

- 1.It is difficult for students with no prior knowledge.
- 2.It takes time to complete.
- 3.It is not appropriate for readers who are not active thinkers.
- 4.Students will give up and get bored easily.

(Ibrahim (as cited in Khaira 2015:417))

2.10. Procedure of Using KWL Strategy

In the teaching and learning process, the teacher should have the procedures in order to learning process occur properly and effectively. The researcher give the treatment to the students by understanding the teaching reading narrative text through KWL strategy which is narrative text as the materials. According to Silberman (2009), the researcher modified the activities of teaching reading comprehension process. The procedures were as follow:

Pre-activity

Pre-activity facilitated students to build up their schemata before come to the topic of the lesson. Further, Markstein and Hirasawa (1981: 183) point out that if the teacher spends more time in introducing the reading, the result will be better. Thus, careful reading preparation really helped the intermediate level students which give them benefit to be more receptive to the content. Pre-activities were conducted in a class as follow:

1. Teacher greets the students.
2. Teacher checks students attendance.

3. Teacher Teacher presents a big picture of Cinderella while asking the students question.

While-activity

The aims of this stage are to help students to understand the specific content and to perceive the rhetorical structure of the text. Then, with these tasks teacher takes the learners through the reading and they interact in the text. While-activities were conducted in a class as follow:

1. Teacher distributes KWL chart to students. first, the teacher
2. Teacher explains how to use the column by drawing a big K column in the white board.
3. In “K” column (what I Know) section, teacher asks the students to write everything that they have already know related to the picture and the title.
4. Students are asked to discuss what they have written in What I know (K) column.

W (What I want to Know) stage (Set a Purpose of Reading)

5. In “W” column (what I want to know) section, students are asked to write what they want to know about the topic. Besides, teacher will give some questions related to the given narrative text if the students do not have idea about what they want to know. It will be explained in the next step.

L (What I Learned) stage (Monitor Reading Comprehension)

6. Teacher distributes the students a text entitle “ Cinderella “. Then, teacher instructs some questions that are written in the W column.

7. Teacher asks the students to determining main idea of each paragraph in the given narrative text.
8. Teacher asks the students to supporting details in the given narrative text.
9. Teacher asks the students to making inference in the given narrativetext.
10. Teacher asks the students to identify word reference in the given narrative text.
11. Teacher asks the students to find out the synonym and antonym words from the given narrative text.

Teacher asks the students to find the answer of their own questions in What Want to Know column. If they find the answer, they have to write it down in What I learned column.

12. Students are asked to write new information they find in the text in What I learned column.
13. Teacher and students discuss the students' work in KWL chart.
14. Teacher asks the students to do comprehension questions individually.

Post activity

1. Teacher discusses the students' difficulties in understanding the materials.
2. Teacher gives conclusion about the materials that have been learned.

There are several procedurs of teaching readingusing KWL strategy that used by the researcher.

2.10.1. The Applicability of Learning Procedures

To be clear, here is the practical of the learning procedures with lesson material of narrative text entitle Cinderella.

Pre-activity

In pre-activity, the teacher asked students about their background knowledge related to material.

1. T :Assalamualaikum, Good morning class, how are you today?
S :Walaikumsalam. Good morning, Miss. I am fine, thank you, how are you, Miss?
T : I am fine too, thank you.
2. T : Who is absent today?
S : There is no anyone absent today, Miss.
3. T : Look at the picture! Do you know about the picture?
S : Yes, It is Cinderella
T : What do you know about Cinderella?
S : Cinderella is a good girl, she have step mother and two step sisters.

While activity

1. T : Students I will distribute KWL chart, did you know how to used it?
S : Not yet Miss
2. T : Alright, there are 3 column in this chart. In “K” column (what I Know) section, you are need to write everything that you have already know related to the picture and the title. Do you understand?
S : Yes, I do, Miss. We need to write what we have already know in “K” column
3. T :I will give you ten minutes to filling the “ K “ column.
S :It is all right, Miss
T : Students, time to filling the “ K “ column. is over. Please, stop write!

S :It is all right, Miss

4. T : Well, students. So, what did you know about the story?

S : Cinderella is a beautiful girl, she live with her step mother and two sisters, she have a fairy godmother and she own glass shoes.

T : That is good. I will write it in board.

W (What I want to Know) stage (Set a Purpose of Reading)

5. T : Well, students. We continue to the next column. Did you know what you need to do it?

S : Not yet, Miss.

T :In “W” column (what I want to know) column, you are need to write what you want to know about the topic. For example question is why Cinderellas’ step mother tried her bad?Do you understand?

S : Yes, I do, Miss.

T : I will give you ten minutes to fill the “ W “ column.

S :That’s right, Miss

T : Students, time to filling the “ W “ columnis over. Please, stop to write!

S : it is all right, Miss

T : Well, students. What do you want to know about Cinderella?

S : Why the fairy godmother help Cinderella? Why the prince love Cinderella?

T : That is good. I will write it in board

L (What I Learned) stage (Monitor Reading Comprehension)

6. T : Students I will distribute text entitle Cinderella, I will give you 20 minutes to read the text.

S : It is all right, Miss.

T : Students, time to read is over. Please, stop to read!

S : it is all right, Miss

T : Well, students. We continue to the next column. Did you know what you need to do it?

S : Not yet, Miss.

T : Alright, students. you are need to find the answer of your own questions in What Want to Know “L” column. If you find the answer or if you find the new information that you find in text,you have to write it down in What I learned“L” column.Do you understand what I mean?

S : Yes, I do, Miss.

T : I will give you ten minutes to filling the “ L “ column.

S :It is all right, Miss.

T : Students, time to fill the “ L “ column. is over. Please, stop to write!.

S :That’s right, Miss.

T : Well, Students. What is the new information or the answer of your own question after you read the text.

S : Step mother tried Cinderella bad because Cinderella is a step children. Then, the prince loved Cinderella, because Cinderella is a good, beautiful girl.

T : That is good. I will write you answer in a board.

T : Well, Students. We already done to filling the KWL chart. So, I will asked some questions orally, are you ready?.

S : Yes, Miss.

7. T :Alright, look at the second paragraph! Then, identify the determining main idea of it?

S : The determining main idea of paragraph two is the step mother and sisters treated Cinderella very badly.

8. T : Yes, That’s good answer. Allright, look at the text! Who did help Cinderella go to the ball?

S : Fairy Godmother who helps Cinderella go to the ball.

9. T: Yes, it is right. Can you mention all the characters in the story?
 S : Cinderella, step mother, step sisters and the fairy Godmother.
 T : It is almost right, who is the handsome one in the story?
 S : Prince, Miss.
10. T : Yes, it is right. Next, look at third paragraph! There are word “ the ball”, so what is the closest meaning of it?
 S : Meatball, Miss.
 T : No, it is not Meatball. Look at the text! It tell about the invitation from kings’ son. So, what is the closest meaning of “ the ball” ?.
 S : Dance Party, Miss.
11. T : Yes, it is right. Alright, I will give you the last questions. Look at the second paragraph, there are sentence “ because I want so much “. So the word “I” refers to?
 S : Cinderella, Miss.
 T : Yes, it is good answer

Post-activity

In post-test, the teacher reviewed what they have been learned and gave the students homework that should be submit in the next meeting.

1. T : What did we learn today?
 S : We learned how to use KWL chart in learning reading, Miss.
2. T : All right, this is the end of our lesson today. So far, is there any question?
 S : There is no more question, thank you Miss.
 T : If there is no more question, I think it has been clear for you. Thank you for your attention today and don’t forget to study at home. Assalamualikum.
 Wr.Wb.
 S :Walaikumsalam.Wr. Wb. Good bye.

2.11. Theoretical Assumption

Helping students in comprehending what they read, especially narrative text is good as long as the strategy used be able to increase achievement in reading comprehension materials. In line with this, KWL strategy becomes an alternative way in teaching reading comprehension. Thus, this strategy is chosen because it can activating the background knowledge of the students in teaching and learning process of reading comprehension; they are free to write what they already know about the text, what they want to know about the text, and what they are learned after read the text what they comprehend about the materials. As the researcher explained before there are five aspects in reading comprehension, they are determining main idea, finding the specific information, finding reference, making inference, and understanding vocabulary. In addition, Nikmaturrahmah MS (2016) had been proved that finding specific information is the most improved aspect in reading comprehension after being taught by a strategy. For this reason, the researcher expect that finding specific information is the reading aspects in terms of macro skills that improved the most after being taught through KWL strategy.

If students get in used with this strategy, the writer assumes that students get better achievement in reading comprehension. Moreover, it can be effective in teaching and learning process of reading comprehension in classroom. Therefore, the writer wants to teach reading comprehension, especially narrative text, by using KWL strategy.

2.12. Hypothesis

Based on the problem, theories and theoretical assumption which discussed above, the hypothesis are formulated below.

1. there is an improvement in the students' reading comprehension achievement after they are taught through KWL strategy.
2. Finding specific information is the most improved aspect of reading comprehension in terms of macro skill.

In brief, this chapter is the elaboration of the previous chapter. This chapter discusses the basis theory of teaching reading through KWL strategy and gives some illustration about the success of the strategy on students' reading achievement elaborated in the sub chapter previous study. Furthermore, this chapter depicts the possibility of the result of this research as written in hypotheses. Therefore, the writer hopes that this research will be success.

III. METHODS OF THE RESEARCH

This chapter discusses the research design, subjects of the research, research instruments, data collecting technique, data analysis technique, and hypothesis testing.

3.1. Design of The Research

In this subchapter, the researcher explains the research design used in this research.

This research was a quantitative research. The researcher intended to find out whether there was an improvement in students' reading comprehension ability and which aspect of the reading in terms of macro skills improved the most by using KWL strategy.

Hatch and Farhady (1982: 22) state that quantitative is a kind of research in which the data used tend to use statistics as a measurement in deciding the conclusion. The design for the questions is quantitative of one group pre-test and post-test.

This research design of pre-test and post-test is illustrated as follows.

T1 X T2

It can be comprehended that

T1 relates to pre-test, which is given before treatment.

X is concerned with treatment, teaching reading comprehension using KWL strategy.

T2 denotes post-test, which is given after treatment.

(Hatch and Farhady (as cited in Setiyadi 2006:132)

In other words, the research design used in this research was one group pre-test and post-test design.

3.2. Population and Sample

A population is defined as the whole subjects of the research. Setiyadi (2006:38) states that research population is all individuals which are being targeted in research while research sample is individual who give the data. The population of this research was the third grade of SMP N 1 Gedung Surian West Lampung. For the sample of this research, the researcher took one class as a sample. The criterion for determining the sample was the students who had been taught about reading comprehension but they had not applied any specific strategy related to KWL strategy. The researcher applied the classes by choosing based on the courses in the school. The pre-test was used to see the students' reading comprehension mastery before the treatment, and the post-test was used to see the reading ability after the treatment.

3.3. Variables

In order to assess the influence of the treatments in this research, variables could be defined as dependent and independent variables. Hatch and Farhady (1982) state that the independent variable is a major variable that researcher hopes to investigate; the dependent variable is the variable that is observed and measured to determine the improvement of the effect of the independent variable. The researcher was concerned with:

- 1) Students' reading comprehension achievement is as a dependent variable (Y), because this variable was observed and measured to determine the effect of independent variable.
- 2) KWL strategy is an independent variable (X) because this variable can influence or have effect to the dependent variable.

3.4. Instruments of The Research

The Instrument of this research was reading comprehension test. The reading test was conducted to find out how far teaching reading comprehension through KWL strategy. The test which was used in pre-test is the same with the test which is used in try-out. But, in the post-test, the test was arranged. The test contains five aspects of reading main idea, specific information, inference, reference, and vocabulary. The test is given in a form of multiple-choice (a, b, c, and d). Multiple-choice test was used since its marking is rapid, simple and most importantly reliable, that is, not subjective or influenced by marker judgments (Heaton, 1975: 151). The multiple-choice format may make *wh*-questions easier to answer than no-choice *wh*-questions because they give the students some possible answers. Students might be able to check the text to see if any of the choices are specifically discussed and then make a choice.

3.5. Try Out the Instrument

In doing the research and proving whether the test items are applicable or not, the researcher try-out the test to find out the validity, reliability, or level of difficulty, and discrimination power of the test. It is conducted in order to determine whether the 50 items had a good quality or not before being given for the pre-test and the post-test. There are four criteria of a good test that should be met: validity, reliability, level of difficulty, and discrimination power. And it is explained below.

3.5.1 Validity

Validity refers to the extent to which the test measures what is intended to measure. This means that it relates directly to the purpose of the test (Shohamy, 1985:74). There are four types of validity, namely face validity, content validity, construct validity, and empirical validity or criterion-related validity. To measure whether the test has a good validity, the writer used content validity and construct validity. Face validity concerns with the layout of the test while the criterion-related validity is concerned with measuring the success in the future, as in replacement test (Hatch and Farhady, 1982:251). So these two validities were considered to be less needed. Therefore, the two types of validity used in this research as follows:

a. Content Validity

Content validity is intended to know whether the test items are good reflection of what will be covered. The test items are adapted from the materials that have been taught to the students should be constructed as to contain a representative sample of the course (Heaton,1988). To get the content validity of reading comprehension, the researcher tries to arrange the materials based on the standard competence in the syllabus for third grade of junior high school students. This study used narrative text that was supposed to be comprehended by the third grade of junior high school students. In order to establish the content validity of measuring instrument, the overall contents were identified and analyzed.

In this research, scoring criteria is based on the five aspects of, i.e. determining main idea, finding the detail information, reference, inference, and vocabulary (Nuttal, 1985). All test items which have good validity are used to collect the data for this research and the bad one should was revised. Therefore every test item

could be matched with the goal and the materials have been taught. The content of the reading test is presented in the table of specification below:

Table 3.1. Table of Specification of Reading Test

| No | Reading Aspects | Percent | Number | Item Number |
|----|----------------------|---------|--------|--|
| 1 | Main Idea | 22% | 11 | 1, 6,10,16,21,25,30, 32,40,41, 47, |
| 2 | Specific Information | 32% | 17 | 2, 3, 5, 9,12,17,18,23,24, 26,29,33,34,36,37, 44, 50 |
| 3 | Reference | 12% | 6 | 7, 19, 20,28, 31,39 |
| 4 | Inference | 14% | 7 | 13, 35,38, 43, 45, 46,49 |
| 5 | Vocabulary | 18% | 9 | 4, 8,11, 14, 15, 22,27,42, 48, |
| | Total | 100% | 50 | |

(Modified Reading specification from Gassner, Mewald & Siggott, 2007)

b. Construct Validity

Construct validity concerns whether the tests are true reflection in line with the theory of what it means to know the language (Shohamy, 1985:74). If a test has construct validity, it is capable of measuring certain specific characteristics in accordance with a theory of language behavior and learning. This type of validity assumes the existence of certain learning theories or constructs underlying the acquisition of abilities and skills (Heaton, 1988:161). According to Nuttal's theory in which the construct validity in this instrument represented by five aspect of reading in terms of macro skills: determining main idea, finding the detail information, reference, inference, and vocabulary.

3.5.2 Reliability

Reliability is how consistent the results are when the experiment is repeated a number of times under same methodological conditions, then the instrument is said to be reliable. Shohamy (1985:70) states that *reliability* refers to the extent to which the test is consistent in its score, and it gives an indication of how accurate

the test score. The test is determined by using Pearson Product Moment which measured the correlation coefficient of the reliability between odd and even number (reliability of half test) in the following formula:

$$r_l = \frac{\sum XY}{\sqrt{[\sum X^2][\sum Y^2]}}$$

As can be comprehended that

r_l relates to the coefficient of reliability between the first half and the second half items.

X denotes to the total numbers of odd number items.

Y stand for the total numbers of even number items.

X^2 refers to square of X.

Y^2 designates to the square of Y.

(Lado in Hughes, 1991: 3)

To know the coefficient correlation of whole items, the writer used *Spearman Brown's Prophecy Formula* (Hatch and Farhady, 1982: 247). The formula is as follows:

$$rk = \frac{2r_l}{1+r_l}$$

It can be noticed that

rk refers to the reliability of the test.

r_l designates to coefficient of reliability between the first half and the second half items.

(Hatch and Farhady, 1982: 247)

Therefore, the standards of reliability are as follows:

A. A high reliability ranges from 0.90 to 1.00.

- B. An average reliability ranges from 0.50 to 0.89.
- C. A low reliability ranges from 0.00 to 0.49.

If the result of the reliability is less than 0.50 the item should be revised. The researcher prepared 50 items of multiple choices test. The students were given for about 90 minutes to do the tryout test. The reliability was analyzed using the Spearment Brown's Prophecy Formula. The test is reliable if reliability test reaches 0.50. As the result, the reliability of this test is 1.1355. Based on the criteria of reliability presented by Hatch and Farhady (1982:268), this test had a high reliability in range 0.90-1.00. It showed that this instrument would produce the consistent result when administered under similar condition to the same participant and in the different time (Hatch and Farhady, 1982:244).

a) Level of difficulty

Level of difficulty relates to "how easy or difficult the item will be in the form of the point of view of the students who took the test". It is important since test items which is too easy (that all students get right) can tell us nothing about differences within the test population (Shohamy, 1985: 79). After analyzing the data, the researcher got 28 items were good with the criteria 0.30 – 0.70 (average), 9 items should be revised, and 13 items were bad and were dropped. Finally, the researcher took 30 items as the instrument for pre-test and post-test.

Level of difficulty was calculated by using the following formula:

$$LD = \frac{R}{N}$$

As it can be comprehended that

LD relates to level difficulty.

R is concerned with number of students who answers it right.

N refers to total number of students.

Thus, the criteria of level difficulty are as follows:

Level difficulty is lowest from 0.30 refers to difficult.

Level difficulty is moderate from 0.31 to 0.70 refers to satisfactory.

Level difficulty is higher from 0.71 to 1.00 refers to easy.

b) Discrimination power

Discrimination power refers to “the extent to which the item differentiates between high and low level students on that test”. A good item which is according to this criterion is one in which good students did well, and bad students failed (Shohamy, 1985:81).

$$DP = \frac{L1 - L}{\frac{1}{2}N}$$

As it can be noted that

DP is concerned with discrimination power.

L1 refers to number of upper group students who answer correctly.

L denotes to number of lower group students who answer correctly.

N designates to total number of students.

Hence, the criteria of discrimination power are as follows :

- A. A low discrimination power from 0.00 to 0.19 refers to poor
- B. An average discrimination power from 0.20 to 0.39 refers to satisfactory.
- C. A high discrimination power from 0.40 to 0.69 refers to good.
- D. A very high discrimination power from 0.70 to 1.00 refers to excellent.
- E. A negative discrimination power refers to bad item.

From the try-out test, there are 13 items less than 0.20 (<0.20). It indicated that items are poor and could not differentiate the upper and lower students well. It also found that 17 items scored 0.20 – 0.40 that is stated as satisfactory items, 19 items scored 0.41 – 0.70 that is stated as good items.

3.5.3 Scoring System

Before getting the score, the researcher determined the procedure or technique to be used in scoring the students' work. In order to do that, the researcher used Arikunto's formula (1989:271). The ideal highest score is 100. The scores of pre-test and post-test were calculated by using following formula:

$$S = \frac{R}{N} 100$$

Applying the above – formula, we can notice that

- S refers to the score of the test
- R denotes to the total of right answer
- N relates to the total.

That is the formula of scoring system that was used in this research.

3.6. Data Collecting Technique

Since the data is in the form of students' reading comprehension, the data was collected by using two reading tests; pre-test and post-test. Each student has to answer reading comprehension test of narrative text in each test. The students' scores from pre-test and post-test were analyzed to find out the students' ability before and after having the treatments. The technique of collecting data is clarified as follows:

1. Pre-test

This test is given in order to find out how far the students' reading comprehension before being given the treatment. It is to see the basic quality students' reading comprehension before receiving the treatment.

2. Post-test

After conducting the teaching through KWL strategy as the treatment, the researcher is administrated a post-test to the students as the last steps. It is done in order to know the students' development in reading comprehension test after having the treatment.

3.7. Research Procedures

This research would be conducted based on the following procedures:

1. Determining the Sample

One class in the second year of SMP Negeri 1 Gedung Surian was taken as sample of this study. Simply, the sample is taken randomly by using a lottery.

2. Conducting the Pre-test

In this study, the pre-test is administrated in order to measure the students' reading skills achievement before being taught through KWL strategy. The pre-test is originally in form of reading test which is in multiple choice in 30 items in 60 minutes.

3. Selecting the Material

Appropriate material based on the syllabus and also considering the result of pre-test chose by the researcher. There were three times for the treatment. The material was in the form reading.

4. Treatment

In this research, treatment was done in three meetings with 90 minutes in every meeting. The chosen class was taught by KWL strategy. The procedure was as follows:

- Pre Activity, this step is to build up students' background knowledge before come to the topic of the lesson.
- Whilst Activity, this step is the main stage of the procedure which is intended to apply the strategy in order to see the effect of KWL strategy towards students reading comprehension.
- Post Activity, this step is to review the lesson.

5. Administering Post-test

The post-test is given to the students in experimental class after the treatment of teaching reading comprehension achievement through KWL strategy, to know whether the students' reading comprehension achievement improve or not. It is used 30 items of multiple-choice tests with four options (A, B, C and D).

6. Analyzing Data

After conducting pre-test and post-test, the researcher analyzed the data using T-test. It is used to know whether KWL strategy is able to improve students' reading comprehension achievement in narrative text or not. It is computed through SPSS and Microsoft Excel.

There are several procedures used by the researcher in conducting the research.

3.8. Data Analysis

In order to know the students' progress in comprehending the text, the students' scores were computed by doing two activities:

1. Scoring systems of the pre-test and post-test. In this case, the formula of scoring is designed as follows:

$$X\%c = 100 \frac{R}{T}$$

The formula above can be further stated as below:

X%C denotes to the percentage of correct score

R relates to the total of the right answer

T stand for the total number of items

(Lyman, as cited in Muthiah, 2013:36)

2. To find out whether there was the difference between mean from pre-test and post-test, this research applies *Repeated Measure t-test*. This used to compare mean from pre-test and post-test. The formula is presented below:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r\left(\frac{S_1}{\sqrt{n_1}}\right)\left(\frac{S_2}{\sqrt{n_2}}\right)}}$$

As it can be comprehend:

\bar{X}_1 refers to the average score of pre-test

\bar{X}_2 relates to the average score of post-test

S_1 denotes to the standard deviation of pre-test

S_2 stand for the standard deviation of post-test

n_1 designates to the number of students of pre-test

n_2 means to the number of students of post-test

r is concerned with the correlation between two samples

(Sugiyono, 2011:197)

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3. In order to answer the research question, the five aspects of reading comprehension in terms of macro skill in pre-test and post-test were analyzed using Microsoft Excel.

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions that are based on the research's result and discussions in the previous chapter. It also presents some suggestions for English teachers and other researchers who want to try to apply KWL strategy in the teaching reading.

5.1. Conclusions

After conducting the research at the third grade of SMPN 1 Gedung Surian West Lampung and analyzing the data, the observer draws the conclusions as follows:

1. There was an improvement of students' reading comprehension achievement after being taught through KWL strategy. It could be seen from the computation which showed that the value of two-tailed significance is 0.000. it means that H_0 is rejected and H_1 is accepted since $0.00 < 0.05$. Students' mean scores in the pre-test is 39.4783 and post-test is 55.2174, with the score gain is 15.7391 points.
2. The results of this research revealed that all the aspects of reading skills that improved the most in terms of macro skills ranging from the highest to the lowest aspects are:
 - 2.1. Specific information aspect improved significantly because the students could find the specific definitions, examples, facts, and cause and effect that were developed from the main idea from the text,

2.2. Vocabulary aspect improved significantly because the students could answer the question about the synonym, antonym, and meaning based on the text.

2.3. Inference aspect improved significantly because the students could make a conclusion or guess based on interaction between the reader knowledge and information in the text.

2.4. Reference aspect improved significantly because relation between objects in which one object designates, or acts as a means by which to connect to or link to another object.

2.5. Main idea aspect improved significantly because the students could find the main idea in the text in each of the paragraphs.

In sum, it could be concluded that the highest improve was on the aspect of specific information (Table 4.6).

5.2. Suggestions

Referring to the conclusion above, some suggestions can be listed as follows:

5.2.1. Suggestions for teacher

As identified previously that (1) English teacher who intends to teach reading comprehension through Know- Want- Learned (KWL) strategy should aware of the level of difficulty of the text. For example, by choosing a good material such as choosing the word of the text; (2) Since the students have the lowest score in finding reference and making inference, it is necessary for the teacher to increase students' understanding of finding reference and making inference by doing some activities: for example, the teacher gives the students lesson about pronoun and make a list of some clue about the text.

5.2.2. Suggestions for further researcher

As related of the result of the study, the falling point of suggestion are logically cited.

5.2.2.1 There are a few studies of KWL strategy and its implementation in reading monologue text. Thus, the further researcher could be about the study of this strategy in teaching reading the other monologue text. For example, analytical exposition dealing with text that elaborates the writers' idea about the phenomenon surrounding, and explanation text referring with text which tells processes relating to forming of natural, social, scientific and cultural phenomena.

5.2.2.2 KWL strategy can provide a specific purpose about the topic of the text and it seems practical in writing field. Further research could use this strategy in study of writing skill because the use of KWL chart can be used to analyze students' writing skill. In other words, KWL chart provides the learners to elicit writing skill, i.e, after reading the text, the students have crucial information and write it is in the chart.

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