

**IMPROVING THE READING NARRATIVE TEXTS ACHIEVEMENT OF
THE TENTH GRADE STUDENT OF SMA NEGERI 4 PALEMBANG BY
USING KWL (KNOW-WANT-LEARNED) STRATEGY**

THESIS

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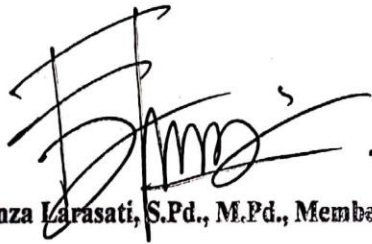
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ABSTRACT

Herera Astrid, 2020. *Improving the Reading Narrative Texts Achievement of the Tenth Grade Students of SMA Negeri 4 Palembang by Using KWL (Know-Want-Learned) Strategy*. Thesis, English Education Study Program Program Sarjana Degree (S1), Faculty of Teacher Training and Education Universitas Muhammadiyah Palembang. Advisor (1) Prof. Indawan Syahri, M.Pd., (2) Finza Larasati, S.Pd., M.Pd.

Keywords: Quantitative research, Reading, KWL (Know-Want-Learned).

The title of this study is *Improving the Reading Narrative Texts Achievement of the Tenth Grade Students of SMA Negeri 4 Palembang by Using KWL (Know-Want-Learned) Strategy*. The objective of this study was to find out whether or not there was the improvement in students' achievement in reading narrative text. This research was applied the principle of quantitative study. In collecting the data, the researcher used reading test in the form of multiple choice. The population of this study was the tenth grade student of SMA Negeri 4 Palembang in academic year 2019/2020. There were 70 students taken as the sample by using random sampling. The questions consisted of 30 items. The data was analyzed by using t-test. The result of this study was showed that there was a significant improvement on the students' achievement in reading Narrative Text. It could be seen because the significant score of Independence Samples Test Table was $0.000 < 0.05$. It means that the use of KWL strategy improves the students' achievement in reading Narrative Text.

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Palembang, 05 March 2020

The Researcher

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CHAPTER I

INTRODUCTION

This chapter describes: (1) background of the study, (2) problem of the study, (3) objectives of the study, (4) limitation of the Study, (5) significance of the study, (6) hypothesis of the study, (7) testing of hypothesis

1.1 Background of the Study

Teaching English means teaching four language skills. Based on the curriculum 2006, there are four skills in English subject for senior high school, they are listening, speaking, reading and writing. Khameis (2006, p. 111) states that the four skills naturally appear together in every English class, even in the EFL context. Reading is one of the important language skill that should be mastered because it can cover all the others language skill. It is supported by Brown (2000, p. 232), a course that deals with reading skills, then will also deal with related listening, speaking, and writing skill.

Furthermore, reading is a process of interpreting a message. By reading people can absorb a lot of information from books, letters, novels, newspapers, magazines, and others. Having a reading skill the student can understand the information and get knowledge. Having this skill will also useful to get successful in the academic. It is supported by Patel and Jain (2008) that reading means to understand the meaning of the printed word that is a written symbol. Reading is an

important activity in life with which one can update his or her knowledge. Reading skill is an important tool for academic success (p.113)

According to Pang, Muaka, Barnhardt, and Kamil (2003), reading is about understanding written text. It is a complex activity, which involves both perceptions and thought. Reading consists of two related processes, they are word recognition and comprehension. Word recognition refers to the process of perceiving how a written symbol corresponds to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. (p.6)

Moreover, Patel and Jain (2008) state reading is the most useful and important skill for people. This skill is more important than speaking and writing. Reading is a source of joy. (p.113). In short, Reading is very necessary to be learned by people, especially for the students.

In fact, Indonesian Students' Reading Comprehension achievement needs to be improved. Based on the data from Progress in International Reading Literacy Study (PIRLS) (2011,p.8), Indonesian Students' reading comprehension achievement is ranked 42 out of 45 countries which implies that Indonesia students' reading comprehension was still insufficient`

Moreover, OCED (Organization for Economic Co-operation and Development) which conducted the Program for International Student Assessment (PISA) (2015), Shows that reading average score of Indonesia students is at the rank of 64th out of 70th countries. Then, OCED/PISA (2018), on the reading ability of

students also mentioned that the reading ability of students in Indonesia ranks 72th out of 78th countries surveyed. From the data above, it could be concluded that Indonesia's students reading comprehension still poor.

Bean cited in Nofitarina (2017), there are 10 factors of reading difficulties, there are misunderstanding of the reading process, failure to adjust reading strategy for different purposes, difficulty in perceiving the structure of an argument as they read, difficulty in assimilating the unfamiliar, difficulty in appreciating a text's rhetorical context, difficulty seeing themselves in conversation with the author, lack of cultural literacy assumed by the text's author, inadequate vocabulary, difficulty in tracking complex syntax, and difficulty in adjusting reading strategies to the varieties of academic course (p.69).

Based on the data from The Ministry of Education and Culture (2015) in South Sumatra there were 591 Senior High School students consist of 324 public schools and 267 private schools. Part of them is SMA N 4 Palembang located in Palembang at Jl. Ki Anwar Mangku, Plaju. SMA Negeri 4 Palembang is a public school. Based on the data from schools, there were 27 classes. 9 classes for 10th grade, 9 classes for 11th grade, and 9 classes for 12th grade and divided into two majors namely Science and Social Sciences.

Based on the observation conducted by the researcher, she found that the result of national exam scores (UN) especially in English subject was still low. It showed from UN (2017), the results of the average for Science students was 55.00

with the highest scored was 78.0 and the results of the average for Social Sciences was 50.25 with the highest score was 72.0. It means that their score were still under the minimum completeness criteria (KKM), where the KKM was 6.5.

Moreover, based on the interview conducted by the researcher with the teacher of English in SMA Negeri 4 Palembang, it was found that students of SMA N 4 Palembang still felt difficulties in reading a text in English. Especially in Narrative text, some of the teacher claimed because the text is too long. Therefore, the students were hard to identify the information and main idea. On the other hand, the students felt bored because they read the text too long and they felt confused how to answer the questions related to the narrative texts. In Fact, Narrative itself always appears in National Examination.

According to the school curriculum KTSP and K-13, there are several text types taught to the tenth grade students on senior high school, they are narrative, descriptive, news items, recount, and procedure text. According to Flippo (2014, p. 102), narrative text usually includes most story type of materials. Like reading other types of text, students find some difficulties on reading narrative text. Leinhardt, Beck, and Stainton (2009, p. 70) stated that students appear have difficulty in identifying the main story of the text and are limited in their ability to connect events into causal chains

Teaching narrative is important to the students. According to Abbott (2002, p. 6), narrative is so much a part of the way we apprehend the world in time that it is

virtually built in to the way we see. Furthermore, Nathanson (2006, p. 1) states that stories help to focus the reader's attention and build personal connection. Stories, as a literary type, are able to help students to develop their interpretative abilities in language awareness.

There are many strategies that can be applied to improve the students' achievement in reading narrative texts, one of them is KWL (Know-Want-Learned) strategy. Jones (2007) states KWL is a column chart that helps students, during and after components of reading a text. KWL strategy for the three basic cognitive steps required: accessing what I *know*, determining what I *want* to learn, and recalling what I did *learn* as a result of reading. In order to facilitate both the group process and to instill in students the concreteness of the steps, we developed a worksheet that each child uses during the thinking reading process. KWL Strategy is useful to help the students to find out the specific information from narrative text after read it. Under this strategy, the teacher activities in the class by asking them what they already Know, the students collaborating as a classroom unit or within small groups, set goals specifying what they want to learn; and after reading, students discuss what they have learned. Through this learning strategies, students can improve their reading skills it will help them to find the main idea of a reading text. A worksheet is given to every student that includes columns for each of these three integrated activities.(p.570)

Based on the explanation above the researcher is interested in conducting a research which focuses in KWL strategy under the title “Improving the Reading Narrative Texts Achievement of the Tenth Grade Students of SMA Negeri 4 Palembang by Using KWL (Know-Want-Learned) Strategy”.

1.2 Problem of the Study

Based on the research background, the problem of this research is formulated as follows: Is there any improvement in the reading narrative texts achievement of the tenth grade students (X IPA 1) of SMA Negeri 4 Palembang?

1.3 Limitation of the Study

The researcher focused on improving the reading narrative texts achievement of the tenth grade students (X IPA 1) of SMA Negeri 4 Palembang by using KWL (Know-Want-Learned) Strategy.

1.4 Objective of the Study

Based on research problem, the objective of the research is to find out : Whether or not there is the improvement in the reading narrative texts achievement of the tenth grade students (X IPA 1) of SMA Negeri 4 Palembang by using KWL (Know-Want-Learned) strategy.

1.5 Significance of the Study

The results of this study are expected to give contribution to:

- a. Researcher Herself

This study is expected to be beneficial to improve her teaching skills, enlarge her knowledge, and give her some experiences in conducting an educational research, especially in teaching reading narrative text.

b. Teachers of English

The teachers of English can apply *KWL* strategy in order the students' reading achievements can be improved

c. Students

By using the *KWL*, The students are encouraged to read narrative text. They will get the information from the text easily. They will be more active and fun in learning process.

d. Other Researchers

The result of this research can be used as the reference for those who want to conduct a research in English teaching-learning process.

1.6 Hypotheses of the Study

According to Syahri, Susanti and Sulaiman (2017) hypothesis is a tentative answer to the research problem which will do and should be proven with empirical data (p.23). The Hypothesis of this research as follows:

- 1) The Alternative hypothesis (H_a): There was significant improvement on students' achievement in reading narrative text after they were taught using *KWL Strategy*.
- 2) The Null Hypothesis (H_o): There was no significant improvement on

students' achievement in reading narrative text after they were taught using *KWL Strategy*.

1.7 Testing Hypotheses

The criteria for testing: H_0 was rejected and H_a was accepted if the $t_{\text{obtained}} > t_{\text{table}}$ or $\text{sig. (2-tailed)} < 0.05$ and H_0 was accepted and H_a is rejected if the $t_{\text{obtained}} < t_{\text{table}}$ or $\text{sig. (2-tailed)} > 0.05$. The t_{table} could be found in the distribution critical value in level of significant (α) = 5% or 0.05 with the degree of freedom (according to independence sample t-test table).

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