KNOW, WANT TO KNOW, LEARN (K-W-L) STRATEGY TO TEACH READING COMPREHENSION OF NARRATIVE TEXT TO THE EIGHTH GRADERS OF MTs. IHYAUL ULUM GONDOHARUM JEKULO KUDUS IN 2015/2016 ACADEMIC YEAR

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JEKULO KUDUS IN 2015/2016 ACADEMIC YEAR

SKRIPSI
Presented to the University of Muria Kudus
In Partial Fulfillment of the Requirements for Completing
The Sarjana Program in the Department of English Education

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MOTTO AND DEDICATION

Motto:
“Today must be better than yesterday”

Dedication:
This writer’s skripsi is dedicated to:
- Her beloved mother (Hj. Tumi’ah) and father (H. Syufa’at, S.Pd)
- Her beloved family
- Her friends (Ulil, Yuni, Alfi)
- All of her friends of English Education Department
- All lecturers in Muria Kudus University
ADVISORS' APPROVAL

This is to certify that the Skripsi of Miayatus Sa'adah (201232033) has been approved by the skripsi advisors for further approval by the Examining Committee.

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In this occasion, the writer would like to express her sincere gratitude to:

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9. All people involved during the writing of this study.

Kudus, May 7th 2016
The Writer

Miayatus Sa’adah
ABSTRACT


Key Words: *Know, Want to Know, Learn (K-W-L) Strategy, Reading Comprehension*

Reading comprehension is a process of comprehend the text to convey the message or information. By reading, the reader will know what they read and challenged to response the ideas of the writer, many students have difficulty in comprehending the text especially narrative text. These problem, can be avoided by using stimulus from the teacher to help the students in comprehending text. In this research, the researcher used K-W-L as a strategy to solve that problem. K-W-L strategy is a strategy to teach the students in reading comprehension of narrative text. It can help the students to be easier to find what they want, know and learn about the topic.

This research aim is to find out whether there is a significant difference between the reading comprehension of narrative text of the eighth graders of MTs. Ihyaul Ulum Gondoharum Jekulo Kudus in 2015/2016 academic year before and after being taught by using K-W-L strategy.

This is pre-experimental research design with one group pre-test and post-test design. In this research, the writer used purposive sampling technique to take sample because the head master and the English teacher of MTs. Ihyaul Ulum suggested to take one class. There are 24 students in VIII A class.

After carrying out data analysis and tested the hypothesis, the mean of pre-test is 56, SD is 20.6. While the mean of post-test is 79, SD is 5.77. It is found that $t$-observation ($t_0$) is 6.52 and the $t$-table ($t_t$) is 2.069. It means that the writer rejected the null hypothesis ($H_0$) and accepted the alternative hypothesis ($H_a$) because $t_0$ (obtained) falls in the critical region. It means that there is a significant difference between reading comprehension of narrative text of the eighth graders of MTs. Ihyaul Ulum Gondoharum Jekulo Kudus in 2015/2016 academic year before and after being taught by using K-W-L strategy.

Based on the result above, I suggest the English teachers should try K-W-L as a strategy as alternative strategy to help the students increasing their reading comprehension.
ABSTRAK


Kata-kata kunci: *Know, Want to Know, Learn (K-W-L) Strategi, Pemahaman membaca*


Tujuan penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan antara pemahaman membaca dalam teks naratif dari siswa kelas delapan MTs. Ihyaul Ulum Gondohanurum Jekulo Kudus pada tahun ajaran 2015/2016 sebelum dan sesudah diajar dengan menggunakan K-W-L strategi.

Penelitian ini adalah desain penelitian pre-eksperimental dengan satu kelompok pre-test dan post-test. Dalam penelitian ini, penulis menggunakan teknik purposive sampling untuk mengambil sampel karena kepala sekolah dan guru bahasa Inggris dari MTs. Ihyaul Ulum menyarankan untuk mengambil satu kelas. Ada 24 siswa di kelas VIII-A.


Berdasarkan hasil tersebut, penulis menyarankan bagi guru-guru bahasa Inggris untuk mencoba menggunakan strategi pengajaran K-W-L sebagai strategi lain untuk membantu siswa dalam meningkatkan pehaman membaca.
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