THE USE OF YOUTUBE VIDEO THROUGH KNOW-WANT-LEARN METHOD TO ENHANCE STUDENTS' READING COMPREHENSION

(A Classroom Action Research at the Tenth Grade Students of SMA Negeri 2 Boyolali in the academic Year of 2012/2013)

Arranged by:
ERNI YUNITA SARI
X2211018

A THESIS

Submitted to the Teacher Training and Education Faculty of Sebelas Maret University to Fulfill One of the Requirements for the Undergraduate Degree of Education

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
2013
THE APPROVAL OF CONSULTANT

This Thesis has been approved by the consultants to be examined by the Board of Thesis Examiners of The English Department of Teacher Training and Education Faculty, Sebelas Maret University.

Title: THE USE OF YOUTUBE VIDEO THROUGH KNOW-WANT-LEARN METHOD TO ENHANCE STUDENTS' READING COMPREHENSION (A Classroom Action Research at the Tenth Grade Students of SMA Negeri 2 Boyolali in The Academic Year of 2012/2013)

Name: ERNI YUNITA SARI
NIM: X2211018

On: July 2013

Approved by:

First Consultant

[Signature]
Drs. Gunarso S, M.Ed. TESOL
NIP. 195403151985031002

Second Consultant

[Signature]
Dra. Dewi Rochsantiningsih, M.Ed, Ph.D
NIP. 196009181987022001
BOARD OF EXAMINERS LEGITIMATION

This Thesis has been examined by the board of Thesis Examiners of Teacher Training and Education Faculty, Sebelas Maret University, Surakarta, and has been accepted as a partial fulfillment of the requirements for the Undergraduate Degree of English Education.

Day :
Date :

The Board of Examiners

1. Chairperson:
   Teguh Sarosa, SS., M. Hum.
   NIP. 197302052006041001

2. Secretary:
   Drs. Suparno, M. Pd
   NIP. 195111271986011001

3. Examiner I:
   Drs. Gunarso S, M.Ed. TESOL
   NIP. 195403151985031002

4. Examiner II:
   Dra. Dewi Rochsantiningsih, M.Ed, Ph.D
   NIP. 196009181987022001

The Dean,
Prof. Dr. Furqon Hidayatullah, M. Pd
NIP. 19600727 198702 1001
MOTTO

Verily, with the hardship, there is relief.
(Al-Insyirah: 5-6)
DEDICATION

With all my heart, I dedicate this final project to:

My Beloved Parents

My Sisters

All of my Best Friends

My Self

commit to user
ABSTRACT


This thesis is written to 1) identify whether or not and in what extent YouTube video through KWL method enhance Students’ Reading comprehension, and 2) describe the classmate when YouTube video through KWL method are implemented in reading class. This study was conducted on the basis of the preliminary study in SMA N 2 Boyolali in which I found that almost all of the students of the tenth grade got difficulty in understanding such text. They got difficulties catch the main idea of the text, explicit and implicit information, guess the meaning of word and find the reference in the text. Their reading comprehension score in the pre-test were below the passing grade of 75,0 which was 60,8.

The research was conducted from 6 April until 18 May at the SMA N 2 Boyolali. The research was conducted in two cycles, in which the first cycle there were four meetings and in the second cycle there were two meetings. Every cycle consist of four steps: planning, implementing, observation and reflection. The data were collected by using technique of qualitative and quantitative. The qualitative method consists of assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. The quantitative data were analyzed by comparing the mean scores of the pre-test and post-test.

The research finding shows that the use of YouTube video through Know-Want-Learn (KWL) can enhance the students’ reading comprehension and the classroom situation in teaching and learning activity. The improvement of students’ comprehension includes: 1) students can understand word meaning; 2) students can understand detail information or explicit information; 3) students can get the implicit information; 4) students can guess the meaning of word; 5) students can find the reference in the text. In addition, the students’ mean score also improve: pretest 1 70,6; post-test 1 77,6. The improvement of classroom situation includes: 1) students enjoyed and interested in the classroom situation. 2) students were not noisy during teaching learning English in the classroom. 3) students tended to be active learner.

This research shows there are improvements in students’ reading comprehension and situation of the class. For that reason, it is recommended that the English teacher should apply certain effective technique and create an enjoyable situation in the teaching and learning process so that the students can learn effectively and involve actively in class. By using YouTube video through KWL method, the process study can run effectively and the students will not be bored.

Keyword: YouTube video, KWL method, Reading comprehension, Class Action Research
ACKNOWLEDGEMENT

In the name of Allah. Praise belongs to Allah SWT, who gives me so much blessing to accomplish this thesis. In addition, I also would like to say my deepest thanks to:

1. Prof. Dr. Furqon Hidayatullah, M. Pd, the Dean of Teacher Training and Education Faculty of Sebelas Maret University.
2. Endang Setyaningsih, S.Pd., the Head of English Department.
3. Drs. Gunarso S. M.Pd. TESOL, the first consultant, for the time, valuable guidance, advice and patience during the writing process of this thesis.
4. Dra. Dewi Rochsantiningsih,M.Ed, Ph.D, the second consultant, for her advice, patience and correction in writing this thesis.
5. Drs. Makno, M.Pd., the Headmaster of SMA N 2 Boyolali for giving the permission and gives advice to the writer in conducting this action research.
6. Dra. Perwito, the English teacher, who always helps, supports and gives advice to the writer in conducting this action research.
7. All students in tenth grade of SMA N 2 Boyolali, especially for the X-3 students.
8. My beloved parents, sisters, and my best friends of English Departement. Thank you for your love, prayer, support and everything given to me. I always loving of you and I am proud to have you.

Finally, I hope this thesis can provide contribution to the improvement of teaching English. Besides, I accept gratefully every comment and suggestion. Hopefully, this thesis will give benefit for everyone who concern with action research.

Surakarta, July 2013

Erni Yunita Sari
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE</td>
<td>i</td>
</tr>
<tr>
<td>CONSULTANTS APPROVAL</td>
<td>ii</td>
</tr>
<tr>
<td>THE EXAMINERS APPROVAL</td>
<td>iii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>iv</td>
</tr>
<tr>
<td>MOTTO</td>
<td>v</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>vi</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>vii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>ix</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xii</td>
</tr>
<tr>
<td>LIST OF CHART</td>
<td>xiii</td>
</tr>
<tr>
<td>LIST OF ABBREVIATION</td>
<td>xiv</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xv</td>
</tr>
<tr>
<td>CHAPTER I INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>A. The Background of the Study</td>
<td>1</td>
</tr>
<tr>
<td>B. The Problem Statement</td>
<td>6</td>
</tr>
<tr>
<td>C. The Objectives of the Study</td>
<td>6</td>
</tr>
<tr>
<td>D. The Benefits of the Study</td>
<td>7</td>
</tr>
<tr>
<td>CHAPTER II LITERATURE REVIEW</td>
<td>8</td>
</tr>
<tr>
<td>A. The Concept of Reading</td>
<td>8</td>
</tr>
<tr>
<td>1. Definition of Reading</td>
<td>8</td>
</tr>
<tr>
<td>2. The Purposes of Reading</td>
<td>10</td>
</tr>
<tr>
<td>3. The Phases of Reading</td>
<td>10</td>
</tr>
<tr>
<td>4. The Techniques of Reading</td>
<td>11</td>
</tr>
<tr>
<td>5. Skills of Reading</td>
<td>12</td>
</tr>
<tr>
<td>6. Types of Reading Test</td>
<td>14</td>
</tr>
</tbody>
</table>

*commit to user*
B. Types of Text ................................................................. 15
   1. The Types of Text ....................................................... 15
   2. Narrative Text ............................................................ 16
      a. The Definition of Narrative Text ............................... 16
      b. General Structure of Narrative ................................. 17
      c. Language Feature of Narrative ................................. 17
      d. The Difficulties of Learn Narrative .......................... 18
C. Review on YouTube ..................................................... 18
   1. Teaching Media .......................................................... 18
      a. Definition of teaching Media ................................... 18
      b. The Kinds of Teaching Media ................................... 18
      c. The Benefits of Using Media in Language Teaching .... 19
   2. The Nature of YouTube ............................................... 20
      a. The Definition of YouTube Video ............................... 20
      b. The Benefits of YouTube Video ................................. 21
      c. Using YouTube Video in Teaching Reading ................. 22
D. Review on Know-Want-Learn Method................................. 23
   1. The Nature of Know-Want-Learn Method ....................... 23
   2. Types of Know-Want-Learn Method .............................. 25
   3. The Effectiveness of Using Know-Want-Learn method in Reading Class .......................................................... 26
   4. Goals for Using Know-Want-Learn Method in the Reading Class...... 27
E. Using YouTube Video and KWL Method to Enhance Reading Comprehension ................................................. 28
F. Review of Related Research ........................................... 28
G. Rationale ........................................................................ 31

CHAPTER III RESEARCH METHODOLOGY .................................. 33
A. Context of the Research ................................................. 33
1. Time and Place of The Research .......................................................... 33
2. The Subject of The Research ............................................................... 34
B. Research Method .................................................................................. 34
   1. Action Research ............................................................................... 34
   2. Model of Action Research ............................................................... 35
   3. Procedures of Action Research ....................................................... 36
C. Technique of Collecting Data .............................................................. 39
D. Technique of Analyzing Data .............................................................. 41

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION .......................... 44
A. Introduction ......................................................................................... 44
B. Pre-Research ...................................................................................... 46
C. Research Implementation ................................................................... 48
   1. Cycle 1 .......................................................................................... 49
      a. Planning the Action .................................................................. 49
      b. Action ..................................................................................... 49
      c. Observation ............................................................................ 55
      d. Reflection .............................................................................. 58
      e. Revising the Plan .................................................................. 59
   2. Cycle 2 .......................................................................................... 59
      a. Planning the Action .................................................................. 59
      b. Action ..................................................................................... 60
      c. Observation ............................................................................ 63
      d. Reflection .............................................................................. 65
      e. Final Reflection ..................................................................... 67
D. Research Findings and Discussion ..................................................... 68
   1. Research Findings .......................................................................... 68
   2. Research Discussion ..................................................................... 75
CHAPTER V CONCLUSION, IMPLICATION, AND SUGGESTION........... 78
A. Conclusion................................................................................................ 78
B. Implication.............................................................................................. 79
C. Suggestion.................................................................................................. 80

BIBLIOGRAPHY ................................................................................................. 81

APPENDICES ........................................................................................................ 84
LIST OF TABLES

Table 4.1 The Process of the Study................................................................. 45
Table 4.2 Pre-test Average Score................................................................. 47
Table 4.3 Pre-test Score of Reading Elements............................................ 47
Table 4.4 The Mean Score of comprehension aspects in the Pre-test and Post-
test 1........................................................................................................... 56
Table 4.5 The Mean Score of Comprehension aspects in the Pre-test, Post-
Test 1 and Post-Test 2................................................................................ 63
Table 4.6 The Post-test 2 Score of Reading Elements.................................... 65
Table 4.7 The Research Findings................................................................. 67
Table 4.8 The Summary of the Research Findings...................................... 69
Table 4.9 The Comparison of Average scores of each Indicators of Reading
Comprehension Between Pre-Test, Post-Test 1 and Post-Test 2............. 71
Table 4.10 The Table Comparison of Average Score from Pre-test, Post-test1
and Post-test 2................................................................................................ 71
LIST OF CHART

Chart 4.1 Average Students’ Score................................................................. 72
Chart 4.2 Students’ Improvement in Finding Score........................................ 72
Chart 4.3 Students’ Improvement in Finding Word Meaning.......................... 73
Chart 4.4 Students’ Improvement in Finding Explicit Information............... 73
Chart 4.5 Students’ Improvement in Finding Implied Information............... 74
Chart 4.6 Students’ Improvement in Identify Reference................................. 74
### List of Abbreviation

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>KWL</td>
<td>Know Want Learn</td>
</tr>
<tr>
<td>ICT</td>
<td>Information and Communication Technology</td>
</tr>
<tr>
<td>AN</td>
<td>Anneke</td>
</tr>
<tr>
<td>FT</td>
<td>Fitri</td>
</tr>
<tr>
<td>IN</td>
<td>Intan</td>
</tr>
<tr>
<td>EY</td>
<td>Erni Yunita</td>
</tr>
<tr>
<td>PW</td>
<td>Perwito</td>
</tr>
<tr>
<td>LCD</td>
<td>Liquid Crystal Display</td>
</tr>
<tr>
<td>CAR</td>
<td>Classroom Action Research</td>
</tr>
</tbody>
</table>
## LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Research Schedule</td>
<td>85</td>
</tr>
<tr>
<td>2</td>
<td>List of Students’ Name</td>
<td>86</td>
</tr>
<tr>
<td>3</td>
<td>Transcript of Interview with Teacher</td>
<td>87</td>
</tr>
<tr>
<td>4</td>
<td>Transcript of Interview with Student</td>
<td>90</td>
</tr>
<tr>
<td>5</td>
<td>Lesson Plan Cycle 1</td>
<td>93</td>
</tr>
<tr>
<td>6</td>
<td>Lesson Plan Cycle 2</td>
<td>120</td>
</tr>
<tr>
<td>7</td>
<td>Students’ Score</td>
<td>136</td>
</tr>
<tr>
<td>8</td>
<td>Blue Print Pre-test</td>
<td>147</td>
</tr>
<tr>
<td>9</td>
<td>Test Items of Pre-test</td>
<td>148</td>
</tr>
<tr>
<td>10</td>
<td>Answer Keys of Pre-Test</td>
<td>160</td>
</tr>
<tr>
<td>11</td>
<td>Blue Print Post-test 1</td>
<td>161</td>
</tr>
<tr>
<td>12</td>
<td>Test Items of Post-test 1</td>
<td>162</td>
</tr>
<tr>
<td>13</td>
<td>Answer Keys of Post-Test 1</td>
<td>174</td>
</tr>
<tr>
<td>14</td>
<td>Blue Print Post-test 2</td>
<td>175</td>
</tr>
<tr>
<td>15</td>
<td>Test Items of Post-test 2</td>
<td>176</td>
</tr>
<tr>
<td>16</td>
<td>Answer Keys of Post-Test 2</td>
<td>188</td>
</tr>
<tr>
<td>17</td>
<td>Photographs</td>
<td>189</td>
</tr>
<tr>
<td>18</td>
<td>Questionnaire</td>
<td>192</td>
</tr>
<tr>
<td>19</td>
<td>Field Note</td>
<td>196</td>
</tr>
<tr>
<td>20</td>
<td>Initial Reflection</td>
<td>212</td>
</tr>
<tr>
<td>21</td>
<td>Letter of Permission</td>
<td>215</td>
</tr>
<tr>
<td>22</td>
<td>Students’ Work sheet</td>
<td>219</td>
</tr>
<tr>
<td>23</td>
<td>Syllabus</td>
<td>240</td>
</tr>
</tbody>
</table>