COMPARATIVE STUDY BETWEEN KNOW, WANT, LEARNT (KWL) AND DIRECT INSTRUCTION METHOD TO TEACH READING
(An Experimental Study at the Ninth Grade of SMP Negeri 13 Surakarta in the 2014/2015 Academic Year)

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A THESIS
Submitted to Teacher Training and Education Faculty of Sebelas Maret University as a Partial Fulfillment of Requirements for Achieving the Undergraduate Degree of Education in English

TEACHER TRAINING AND EDUCATION FACULTY
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SURAKARTA
2015

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I would like to certify that the thesis entitled “COMPARATIVE STUDY BETWEEN KNOW, WANT, LEARNT (KWL) AND DIRECT INSTRUCTION METHOD TO TEACH READING (An Experimental Study at the Ninth Grade of SMP Negeri 13 Surakarta in the 2014/2015 Academic Year)” is really my own work. It is not plagiarism or made by others. Everything related to other’s works is written in quotation, the sources of which are listed on the bibliography.

If then, this pronouncement proves wrong, I am ready to receive any academic punishment, including the withdrawal or cancelation of my academic degree.

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ABSTRACT

Gabriela Puspita Nagri. K2209035. Comparative Study between Know, Want, Learnt (KWL) and Direct Instruction Method to Teach Reading (An Experimental Study at the Ninth Grade of SMP Negeri 13 Surakarta in the 2014/2015 Academic Year). A Thesis. Surakarta: Faculty of Teacher Training and Education of Sebelas Maret University. 2015.

The aim of this research is to find out: (1) whether there is a significant difference in reading skill between the students taught using KWL method and those taught using DIM; and (2) whether KWL method is more effective than DIM to teach reading. This experimental study used 22 students for the experimental group and 22 students for the control group. The data were collected by using reading test and then analyzed by using t-test formula. The computation of the data shows that the t-observation ($t_o$) is 1.988, which is higher than the t-table ($t_{42,0.05}$): 1.960. Therefore, it can be concluded that there is a significant difference in reading skill between the students taught using KWL method and those taught using DIM. The mean of the group of students taught using KWL method is 75.14, while the mean of the group of students taught using DIM is 69.13. Therefore, it can be concluded that KWL method is more effective to teach reading than DIM for junior high school students.
THE APPROVAL OF THE EXAMINERS

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

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The writer realizes that this thesis is still far for being perfect. She gratefully accepts any comment and suggestion for the betterment of the thesis. Hopefully, this thesis gives meaningful contribution for further research.

Surakarta, June 2015

Gabriela Puspita Nagri
MOTTO

“My help comes from the Lord, the Creator of heaven and earth.”

(Psalm 121: 2)
DEDICATION

This thesis is whole-heartedly dedicated to:

1. My beloved mother, Endah Ismartini
2. My beloved brother, Elyas Brama Putrananda, S.E, Ak

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