

ARTICLE

THE EFFECT OF KWL (KNOW-WANT-LEARN) STRATEGY ON THE STUDENTS' READING COMPREHENSION TO THE EIGHTH GRADE STUDENTS OF MTsN 1KEDIRI IN ACADEMIC YEAR 2015/2016



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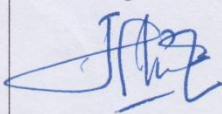
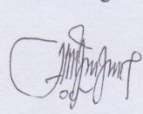
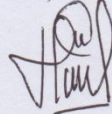
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**THE EFFECT OF KWL (KNOW-WANT-LEARN) STRATEGY
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IN ACADEMIC YEAR 2015/2016**

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ABSTRACT

Reading is essential skill in facilitating the students to comprehend the written material. The students can get a lot of information from various resources in order to enrich their knowledge by reading. However, most of the students find difficulties to get the information from the reading text. Therefore, the researcher selects interesting strategy, namely KWL. KWL strategy helps the students comprehend the information contained from the reading passage. This research uses quantitative approach with pre-experiment design. The researcher conducted the research in MTsN 1 Kediri. The sample is chosen randomly consisting of 40 students. Data were collected from pre-test, treatment and post-test. The researcher uses reading test and the type of the test is multiple choice. To analyze the data, the researcher uses t-test. The result of the research showed that students' reading comprehension increased after being taught using KWL strategy. It could be seen from the mean of post-test is higher than the mean of pre-test, the mean of post-test is 80.75 while the mean of pre-test is 66.25. Then, the result of the data that was computed by the t-test formula is 9.73, it means that t-test was higher than t-table of level significance 5% (2.704). So, the conclusion is there are very significant effect of KWL strategy on students reading comprehension to the eighth grade MTsN 1 Kediri. Based on the result of the research, it can be concluded that KWL is helpful strategy in English learning, especially in increasing students' reading comprehension. The use of KWL strategy can help the students understand the material well, so the students can easy to understand the reading material.

KEYWORDS: Reading comprehension, KWL strategy

I. INTRODUCTION

Reading is one of English skills that should be mastered by students in learning English. When reading the text, the reader can get a lot of information to enrich their knowledge. According to Nunan (2003: 68), "Reading is a fluent process of reader combining information from a text and

their own background knowledge to build meaning". It means that in reading activity, the readers should relate to their background knowledge with information from the text. It helps the readers to comprehend the text easily.

The act of reading cannot be separated from comprehension, because reading

requires comprehension of meaning stated in the passage. The students cannot achieve their academic success without comprehending what they read. McNamara (2007: 2) describes, "Reading comprehension is a product of complex interaction between the properties of the text and what readers bring to the reading situation". It means that reading comprehension is a strategy and process of making connection between ideas in the text with student's mind. Moreover, Snow (2002: 11) states "Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language". Means, reading is process of making the meaning of the text.

In other hand, there are students who less enthusiasm to learn English as a foreign language. It is because most of English teachers still teach reading comprehension in a monotonous way, where they do not explain the meaning of the text. The teachers also do not show how to find out the main idea or how to use contextual clues to find out word meanings. Teachers ask questions to the students without teaching them on how to find the answers

Knowing the reason above, the researcher introduces KWL (Know-Want-Learn) as teaching strategy in reading

comprehension. KWL (Know-Want-Learn) strategy is different from the common strategy used before, because KWL strategy involves the students' prior knowledge. KWL is a strategy that helps students activates what they already know before they begin a reading assignment. Boss and Vaughn (1991: 154) state that KWL (Know-Want-Learned) strategy refers to what we know, what we want to find out, and what we learned and still need to learn. Meanwhile, according to Ogle (1986) KWL is an instructional reading strategy that is used to guide the reader through a text. KWL stands for what the reader know, what the reader want, and what the reader learned. In conclusion, KWL strategy is a strategy consisting of three steps. They are activating students' background knowledge, determining what a reader wants to find out, and reviewing what has been read. KWL strategy is teaching strategy which is designed to engage readers in connecting prior knowledge with contextual information, to organize, summarize and integrate knowledge acquired from reading.

Therefore, the researcher chooses MTsN 1 Kediri as a population. Because, most of the students in MTsN 1 Kediri have less motivation in reading passage. It is because they have inadequate

vocabulary and are not interested with reading material. In addition, the English teacher does not apply appropriate strategy to teaching reading comprehension.

This research needs to be done to make teaching learning process better especially in reading comprehension. The researcher hopes that this strategy can help the students to overcome their problem in reading class.

II. RESEARCH METHOD

This study uses quantitative approach because the data is presented in the form of numerical and analyzed using statistical formula. The design of this research is pre-experimental research with one group pre-test post-test design. In this case, Ary (2010: 304) claims the one-group pre-test post-test design usually involves three steps: (1) administering a pretest measuring the dependent variable; (2) applying the experimental treatment X to the subjects; and (3) administering a posttest, again measuring the dependent variable.

The population of this research was all of the eighth grade students of MTsN 1 Kediri. It has ten classes with 361 students in number. The sample of this study is 40 which consisting of 19 male and 21 female students. The researcher uses simple random sampling in determining the

sample of this research, because the classes have same ability in reading activity.

In order to measure the students' ability on reading comprehension, the researcher uses written test. The researcher gave the narrative text to the students, and then asked the students to read and do the task. The task consists of 20 multiple choices, each of the test consist of four options.

There are three process of collecting the data, they are pre-test, treatment, and post-test. In pre-test, the students do the task with their own knowledge without introducing KWL strategy. After that, the researcher gave treatment that uses three procedures. They are pre-teaching, whilst-teaching and post-teaching. In pre-teaching, the researcher greets students and warm up before the material given. In whilst-teaching activity, the researcher introduces KWL (Know-Want-Learn) strategy and gave the text to the students. In post-teaching, the researcher evaluated the students after the lesson is done and then close the meeting. In second and three meeting, the researcher also used three procedures. The last, in post-test the researcher gave another narrative text then asked the students to read and do the task.

In order to analyze the data, the researcher used t-test. The pattern for t-test

adapted from Ary et al (2010: 177) is as follow:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}$$

D : The sum post test-pre test

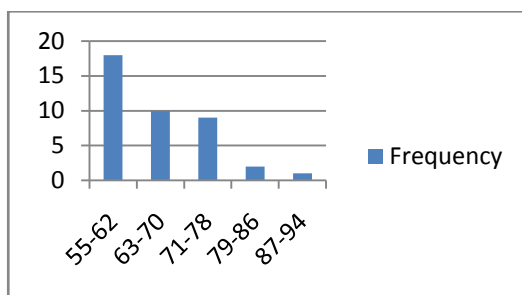
$\sum D$: The sum deviation of mean difference

n : The number of sample

III. FINDING

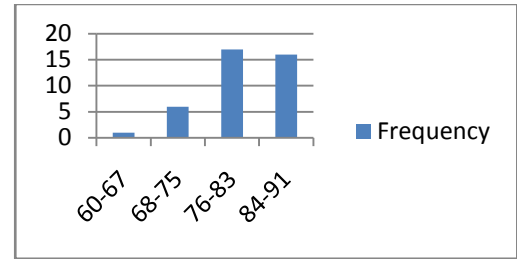
After analyzing the data, the researcher found that the students' score increase after being taught using KWL strategy because the score of post-test is higher than pre-test. It can be seen as the following

Diagram 1



From the diagram above, there are 18 students who got score 55-62, 10 students got score 63-70, 9 students got score 71-78, 2 students got score 79-86, and a student got score 87-94.

Diagram 2



From diagram frequency of post-test above, it can be seen that there are 1 student who got score 60-67, 6 students got score 68-75, 17 students got score 76-83, and 16 students who got score 84-91. It can be concluded that the diagram frequency above show the post-test score is better than pre-test score.

Also, researcher found that t-score was 9.73 at the degree of freedom of 39 and t-table was 2.704 at the level of significant of 5%. It means that t-score (9.73) is higher than t-table at the level significant of 5% (2.704). So, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. The researcher concluded that KWL (Know-Want-Learn) strategy has very significant effect on students' reading comprehension to the eighth grade students of MTsN 1 Kediri in academic year 2015/2016.

IV. DISCUSSION AND CONCLUSION

Relate to the finding above, it can be concluded that KWL (Know-Want-Learn) strategy has very significant effect on the students' reading comprehension to the

eighth grade students of MTsN 1 Kediri in academic year 2015/2016.

It is similar with the previous research done by Khaira (2015), entitled “The Use of Know, Want to know and Learnt (KWL) Strategy to Improve Reading Comprehension”, the result of this research obtained the mean of post-test that is higher than the mean of pre-test, the mean post-test is 80.4 while the mean of pre-test is 68.2. It means that the use of KWL strategy is effective in improving the students’ achievement in reading comprehension especially in comprehending the descriptive text.

Meanwhile, the previous research was done by Setyawan et al (2013), “The Effectiveness of Teaching Reading Comprehension of Descriptive Text through KWL Strategy”, the result shows that KWL strategy is effective in teaching reading comprehension of descriptive text to the 7A grade students of SMP Mujahidin Pontianak in academic year 2012/2013. It is proven by the calculation the mean score of pre test is 58.5. The mean score of post-test is 80.5. Therefore, it can be said that this research reinforces previous researches, because the mean of post-test is higher than the mean of pre-test.

From the result above, the researcher concludes that KWL strategy is helpful

strategy in English learning, especially in increasing students’ reading comprehension. The use of KWL strategy can help the students understand the material well, so the students can easy to understand the material. The students gave positive response by showing their interest, enthusiasm and motivation during this research. KWL strategy can also solve the students’ difficulties to get the amount of information from the reading text by follow steps of the KWL strategy. It confirms the theory that was proposed by Vacca and Vacca in Khaira (2015) KWL strategy is useful in improving students’ achievement in reading comprehension skills.

After conducting a research about the effect of KWL strategy on students’ reading comprehension and knowing the result, the researcher would like to give some suggestion for teacher and further research. For teacher, the teacher must apply interesting strategy in teaching reading comprehension. KWL strategy is appropriate strategy which apply in teaching reading comprehension. Therefore, KWL strategy can be the best way to teaching reading comprehension. In addition for further researcher, KWL (Know-Want-Learn) strategy is appropriate in teaching reading comprehension, the researcher believes

that this strategy is good for other kind of text, not only narrative text. Hopefully, the further researcher will have similar research with other kinds of genre texts.

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