JURNAL

THE EFFECT OF USING KNOW-WANT-LEARN TO THE STUDENTS' READING COMPREHENSION AT THE TENTH GRADE STUDENTS OF SMK KARTANEGARA KEDIRI IN THE ACADEMIC YEAR 2016/2017

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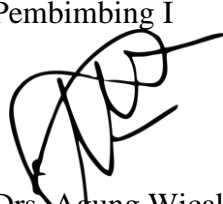**2017**

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ABSTRACT

Reading is the most important activity in any language class. It is not only a source of information and a pleasurable activity but also knowledge about the language to understand the meaning of the words and utterances used in the text. One of the reading teaching techniques that can be used by the teacher is K-W-L method (Know-Want-Learn). In this method, the students do three main reading activities. They are knowing, wanting to know and learning. The purpose of this research is to find out how was the students' reading comprehension before and after being taught using K-W-L technique. This research uses quantitative approach. In this research, the independent variable was manipulated while the dependent variable was controlled by the purpose of establising the effect of the independent variable. The data was presented in numerical forms. In this research design, there was no control group. The researcher gave pretest to student, then, gave them treatment. After treatment was given, researcher gave students posttest. The research showed that the students' achievements in reading after being taught using Know-Want-Learn (KWL) technique was higher than before being taught. It is shown after the researcher calculated the students' score of pre-test and post-test. The results of the test that was analyzed by using t-test was 4,70 at the degree of freedom 30, t-table was 2,042 at the level of significance 5% and 2,750 at the level of significance 1%. It means that t-observed (4,70) > t-table at the degree of significance of 5% and 1%. So, t-score was very significant. Based on these findings, the researcher would recommend the teacher to apply Know-Want-Learn (KWL) technique in teaching reading in order to make the students more interested in reading class. Therefore, further researchers can use this research as additional resources to conduct research with different language skill, level and material, or different research design in order to get deeper information about the implementation of Know-Want-Learn (KWL) technique in teaching English.

KEYWORDS: reading, reading comprehension, KWL, recount text.

I.   INTRODUCTION

In reading, the readers receive message from what they read. In this case, Pardo (2004: 5) states, "Reading is the process of using one's eyes and mind to understand the literal as well as the hidden meaning of what the writer was attempting to convey." It means that in reading, the readers use their eyes to recognize every word used in the text. In recognizing those words, the readers also use their mind to think about the meaning. So, in the end of

their reading activity, they can understand the meaning in the words including the message that the writer wants to tell about.

The English teacher should have to make best efforts to help the students in achieving reading skill. In teaching reading, the teacher should uses interactive activity that giving much more time for the students to practice their reading ability well. Besides, the activity should have to attractive and enjoyable. Reading is not only doing in silent reading or reading aloud, but also it can be doing in interactive and attractive reading activity. The media is not only texts on the students' workbook, but also some work sheet, slides and many others.

This kind of convention teaching method is still applied by the English teacher in SMK Kartanegara Kota Kediri. In this case, according to the teacher, while the students doing their reading comprehension activity; the teacher can finish their administrative task. Here, the students only get chance to read a certain text silently or aloud and answer the comprehension questions. Sometimes, the teacher only asks the student to open the course book, and then do the exercise. Thus, the students get bored to study reading. For some passive students, this kind of reading activity makes them busy with their own activity. They are waiting

for their friends' answer in answering the comprehension questions; even they are waiting for the answer from the class because the teacher will discuss the answer classically.

Referring to the problems based on the fact above, it is needs to develop some certain ways or teaching method so that the students can get much more chance to increase their reading ability. There are so many teaching media or techniques that can be applied by the teacher in teaching reading in order to attract the students to be active practicing their reading ability. The activity should not only attractive but also interactive so the students can get chance to have interaction not only with the text, but also with the teacher and their friends.

One of the reading teaching techniques that can be uses by the teacher is K-W-L method (Know-Want-Learn). In this method, the students do three main reading activities. They are knowing, wanting to know and learning.

Koechlin and Zwaan (2006: 55) say, "KWL is a tried and true technique for developing students' metacognitive skills. It also confirms for students that learning is a thinking process and that there are steps to take when trying to comprehend something new." The quotation said that by using KWL, the students are tried to do reading steps well ordered. In KWL

technique, the students also have chance to know that reading is thinking. So, they have to use their thinking ability to predict the text they will learn. In KWL, they have also thought about what they want to learn from the text. So, the students also have chance to give their idea and opinion about the text they want to learn. In the end, they also have chance to learn and make conclusion from the text they have read.

Concerning with the facts mentioned above, it is needed to conduct a research on to know on how far is the effectiveness of using K-W-L technique in teaching reading comprehension under the title "The Effectiveness of Using K-W-L (Know-Want-Learn) in Teaching Reading Comprehension to the Tenth Grade Students of SMK Kartanegara Kota Kediri Academic Year 2016/2017".

II. METHOD

This research uses quantitative approach. In quantitative research, the independent variable is manipulated while the dependent variable is controlled by the purpose of establising the effect of the independent variable. The data is presented in numerical forms. It is supported by Creswell (2012: 13) who argued that one of the characteristics of quantitative research is collecting numerical data from a large number of people using instruments with preset questions and response.

Experimental design is the most suitable research technique that can be used to process the data. Ary (2010:265) argued that an experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). The goal of experimental research is to determine whether a causal relationship exists between two or more variables. This research used a preexperimental design, where researcher used one-group pretest–posttest design. Ary (2010:122) explained that one group pretest-posttest design usually involves three steps: (1) administering a pretest which measuring the dependent variable; (2) applying the experimental treatment to the subjects; and (3) administering a posttest, again measuring the dependent variable. The differences of attributes in the application of experimental treatment are evaluated by comparing the pretest and post test scores which is acquired from the students.

In this research design, there is no control group. The researcher gave pretest to student, then, gave them treatment.

After treatment was given, researcher gave students posttest.

The research took place in SMK Kartanegara Kediri. The reasons of choosing this school were first, this school is one of recommended Vocational High School in Kediri and the second is this school gave their attention to the students' English achievement, beside sports.

In this research, the writer used test and observation as the instrument in collecting the data. The writer used test because the writer needs to know the students' reading ability before and after being taught using KWL. So, there were two kinds of tests, pre-test and post-test. Pre-test was done in the beginning of the research and post-test was done in the end of the research after some treatments. The kind of those test was written test, while the form of the test was objective test using multiple choices questions.

For each test, pre-test and post test, the writer gave written reading test. There were twenty five items of multiple choices. There were five different recount texts. There were five comprehension questions followed each text. Those comprehension questions were about the five features of comprehension questions. They were finding the main idea, topic of the passage or text, identifying the the stated references, identifying the meaning of word in context and finding the answers from the text.

III. FINDING AND CONCLUSION

Based on the data analysis of pre-test and post-test scores, the total score of pre-test was 1810, and the total score of post-test was 2050. It means that the students' reading comprehension was increased. The highest score which can be achieved by the students was 90. The total score of D was 400. The total of D² was 5000.

From the results above, it can be seen that the mean difference of pre-test and post-test score were:

a. Calculation the mean different of pre-test and post-test :

$$Md = \frac{\Sigma d}{N}$$
$$= \frac{240}{31}$$
$$= 7,74$$

b. Calculation the number of standard deviation score

Based on the data which have been collected, the researcher found that the students score in post-test increased from the pre-test.

This computation is used to calculate the deviation of each subject (d) and then subtract the result of pre-test and post-test are different (d²).

$$\sum x^2d = \sum d^2 - \frac{(\Sigma d)^2}{N}$$
$$= 4400 - \frac{(240)^2}{31}$$

$= 4400 \ - \ 1858,06$

$= 2541,94$

c. Calculating the value of t-test and degree of freedom (db).

This computation is needed to analyze pre-test and post-test in one group research design. The values of t-test is used to know t-table whether the result is significant or not. Then, the degree of freedom is used to know the level of t-table.

$$t \quad = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N\,(N-1)}}} \quad = \frac{7,74}{\sqrt{\frac{2541,94}{31(31-1)}}}$$

$$= \frac{7,74}{\sqrt{\frac{2541,94}{31(30)}}} \quad = \frac{7,74}{\sqrt{\frac{2541,94}{930}}}$$

$$= \frac{7,74}{\sqrt{2,73}} = \frac{7,74}{1,65}$$

$= 4,70$

Df = N - 1

$= 35 - 1 = 34$ ➜ 1% = 2,7284

➜ 5% = 2,0322

From the result of the data analysis of pre-test and post-test mentioned above, the researcher found that the total score of pre-test was 1810 and the total score of post-test was 2050. It was found 58,39 as the mean of pre-test, the highest score was 80 and the lowest score was 40. From the post-test, the highest score was 90 and the lowest score was 50. The minimum of D (total scoring of pre-test and post-test) was -10, and the maximum D was 240. The total score of D was 240 and the final

result of D² was 4400. The result of calculating the value of t-test and degree of freedom (df) :

df = (N-1) = (31-1) = 30

The value of t-test that was calculated above found that t-score was 4,70 at the degree of freedom 30, t-table was 2,042 at the level of significance 5% and 2,750 at the level of significance 1%. It means that t-observed (4,70) > t-table at the degree of significance of 5% and 1%. So, t-score was very significant.

From the result of the research, Know-Want-Learn (KWL) technique in teaching reading gave very significant effect to the students' reading comprehension in recount text. As stated in previous chapter that by using KWL, the students are tried to do reading steps well ordered. The students also have chance to know that reading is thinking. So, they have to use their thinking ability to predict the text they will learn.

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