

**ARTICLE**

**THE EFFECT OF USING KWL STRATEGY TO READING  
COMPREHENSION AT THE TENTH GRADE STUDENTS OF SMA  
MARDI UTOMO IN ACADEMIC YEAR 2018/2019**



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**ABSTRACT**

Teaching reading comprehension is a process of construction meaning from the writer idea. In conducting this research the researcher tries to use KWL strategy to reading comprehension. The purpose of the research is finding how reading comprehension ability before and after being taught using KWL strategy at the tenth grade students of SMA Mardi utomo in Academic 2018/2019.

The research used quantitative approach and experimental with one group pre-test and post –test. The sample of the research was the tenth grade students of SMA Mardi Utomo that consist 17 students. The researcher finished the research by giving pre-test, treatment, and post-test in three meeting. The treatment was conducted once in order to know whether there is any significant effect of using KWL strategy to teaching reading comprehension. To analyzing the data, the researcher used t-test.

The result of this research showed that KWL strategy has the significant effect to reading comprehension. The t-test score 6,889, the degree of freedom 16, t-table 2,120 at the level significance 5%, and 2,921 at the level significance 1%. It mean that t-test (6,889) > t-table (2,120) at the level significant 5% and 2,921 at the level significance 1%. So, KWL strategy has the positive effect to reading comprehension at the tenth grade of SMA Mardi Utomo and this strategy helps students to solve their problem in reading comprehension.

**Keyword: Reading comprehension, KWL strategy**

**I. INTRODUCTION**

English language has four mains skills: listening, speaking, reading, and writing. Those four skills are di-

vided into two skill, they are receptive and productive skills. One of receptive skills is reading. Reading is a skill that teacher used to teaching



and learning process of foreign language and the student can learn reading to get information, communicated by another country, and get new knowledge. It is supported by Teixeira (2012) states "Reading is a key language skill that has a significant place in teaching and learning of foreign languages. This skill allows students to have access idea that is communicated by people in different locations and areas, give them the opportunity to broaden their horizons and increase their knowledge.

According to Healy (2002:3), Reading Comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of meanings of the text." It means that reading comprehension is the process of construction meaning from the text.

In teaching reading, the teacher make the student can get knowledge

from material in class activities. Alyousef (2005) states in reading, there are three –phrases procedures. They are pre-, while-, and last-reading process. The pre-reading stage helps in activating the relevant schema. The aim of while-reading stage (or interactive process) was to develop student ability in tackling text by developing their linguistics and schematic knowledge. The last, in post-reading included activities, which enhance learning comprehension using exercise, close exercises, and comprehension question. Based on the statement above, it can be conclude there are three procedures for teaching reading that useful for the teachers. The teacher can teach reading to the students well, so the students can be understood the material and they can answer the question based on the text that they have read well.



In learning English especially in reading are too difficult such as the students faced many difficulties to get information in reading text, the students limited vocabularies, students have lack of motivation in reading text, knowledge of grammar, and students fail to comprehend the whole of text. Students fill bored for this kind of activity beside they get difficulty in understanding the message in the text. It makes the student think that English is a very difficult which bring them into negative attitudes towards learning English.

Teachers need of the strategies and techniques to employs classroom instructional strategies that facilitate student's construction of meanings. There are many strategies which have been designed to help students enhance their reading comprehension. One of them is K-W-L (know-Want-Learn). K-W-L is a useful tool for teaching reading comprehension.

According to Strickland and morrow (2000: 145) states," KWL is a technique that encourages children to activate their prior knowledge as they engage in answering the following questions about particular story or topic," it means that KWL used to help students active their background knowledge and encourage students to write what they want to know about the topic and the students will learn about what the student have read. The purpose of this research to know reading comprehension ability before and after using KWL strategy and describe the effect of using KWL strategy to reading comprehension at the tenth grade student of SMA Mardi Utomo.

## II. METHOD

This research used quantitative approach and experimental technique for analysis data. The research has two variables they are KWL strategy as independent variable and reading



comprehension as dependent variable. This research took place in SMA Mardi Utomo. The time of this research started from August to December 2018. The population of the research is all of the students SMA Mardi Utomo that consist 83 students and According to As Vanderstoep and D. Johnston (2009: 25) "sample is subset of the population who will participate in current". It means, sample is a part of group being participant of the detailed examination. For the sample of this research, the researcher only takes one class of the tenth grade in SMA Mardi Utomo. The total sample is 17 students.

### III. FINDINGS AND DISCUSSION

Based on the data analysis during the research, the enhancement of students score could be seen from the fours indicators that were achieved by students in test, they were identify the purpose of the text, finding the

factual information, finding the vocabulary and finding the main idea of the paragraph. The standard score of students English at the tenth grade of SMA Mardi Utomo was 75. The students score of pre-test only 6 students who had a score more than the standard score. When the student's score of post test, the researcher found that almost all of students had a score more than the standard score was 15 students. After getting pre-test and post-test score, the researcher analyzed it and found the mean score of pre-test was 65,59, while the mean of post-test was 80,29. The result of t-test score and t-table is T-score (6,889) > T-table 1% (2,291) so that alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_o$ ) was rejected and T-score (6,889) > T-table 5% (2,120) so that alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_o$ ) was rejected. It means that there is signif-



icant effect on reading comprehension before and after being taught by using KWL strategy at the tenth grade students of SMA Mardi Utomo in academic Year 2018/2019.

#### IV. CONCLUSION

In conclusion, KWL strategy can help in students reading comprehension and KWL strategy gave significant effect to the reading comprehension at the tenth grade students in SMA Mardi Utomo. There was a significance different score to the students before and after that they used the KWL strategy. It indicated that KWL strategy should be applied in English teaching and learning process, especially in reading comprehension about narrative text.

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