THE EFFECTIVENESS OF KNOW-WANT TO KNOW-LEARNED (KWL) STRATEGY IN READING COMPREHENSION

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Abstract

The objectives of this research are to identify the effectiveness of KWL as the strategy in teaching reading comprehension to the second grade students of SMA Muhammadiyah 2 Metro. The quantitative research was conducted and this study is population research, because all the member of population is taken as sample, which consisted of 41 students of XI IPA class.To collects the data the researcher used pre-test and post-test. The test is in the form of multiple choices. To know whether there is a significantly difference between the students' pre-test scores with their post-test scores, the writer analyzed the data by using Paired Sample T-test. Before the instrument was used in a research, the instruments of pre-test and post-test has been tried out in order to achieve good validity and reliability. The research findings show that in the pre-test, the students' lowest score was 62.50 and the highest score was 80.00 with the mean 70.0000. Meanwhile, in the post-test, the students' lowest score was 62.50 and the highest score was 90.00 with the mean 72. 4390. It means that KWL strategy is effective in teaching reading comprehension. It can also be proved by value of t-test with probability (Asymp.Sig.2 tailed) was less than the level of significance (0.002 < 0.05).

Keywords : *Effectiveness; KWL Strategy; Reading Comprehension.*

1. INTRODUCTION

The developments in science and technology demand creation of society who loves to learn. Effective learning process is through reading. People who like reading gain new knowledge and insights that will further improve intelligence so that they are more able to answer the challenges of life in the future. Besides that, the ability to read is a requirement of the reality of everyday human life. Thousands of book and millions of newspaper are published every day. This information explosion causing the pressure on teachers to prepare the material that contain relevant information to students. Although not all information needs to be read, but specific types of reading that suit with the needs and interests , it certainly need to be read. So to be able to understand what we read, then

we must have good comprehension in reading. Proficient reading depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, students use too much of their processing capacity to read individual words which interferes with their ability to comprehend what is read.

Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. Many text of discourse, reference, newspaper, brochures, advertisement uses English language because it is an international language. So, it is important for people to master English reading comprehension to understand the content. Those kinds of information are very important for people to face the challenge in this modern world.

For Indonesian students, especially for junior and senior school students, reading is essential to support the success in all academic subjects. A good reading ability will enable the students to understand English text, discourse, reference needed in their study, newspaper, brochures, and advertisement. The fact is true that the teachers often find that English reading comprehension is still considered a difficult

material in English Subject for senior high school.

The writer sees that the students of senior high school are less interested in reading especially reading in English. This fact is caused by first; the students do not know the importance of reading. Second, audiovisual which is used is not interested. Third, the students' vocabulary mastery is still low. Fourth, the student is still confused to analyze and comprehend the meaning of every sentence especially complex sentence.

To solve this problem, sometimes the teaching using the KWL (Know- Want to know-Learned) strategy is used by teacher to train students' reading comprehension. In this case, KWL strategy helps students to link prior knowledge to new information, then reorganize it to create their own meaning and learning. And also provides a framework that students can use to construct meaning from new material. It is a literacy strategy that teachers can easily modify to meet students' learning needs at any level and in any content area.

Based on the fact that the students still have low mastery in reading comprehension, the writer is interested in taking this topic for her research.

Reading is described in many ways by different people. Some describe it as a thinking (cognitive) process or perceiving a written text in order to understand its contents (silent reading) and saying a written text aloud (oral reading). According to Christine Nuttall (1983:192) in Aebersold (2001:5) reading is like an infectious disease; it is caught not taught. (And you can not catch it from someone who hasn't got it).

However, the act of reading is not completely understood nor easily described. In the most general terms we may say that reading involves the reader, the text, and the interaction between reader and text (Rumelhart 1977) in Aebersold (2001:5). Comprehension of a text, the creation of meaning from print, is more complex than the decoding of the words, however. The reader has to 'know the rules of the game the author is playing'.

According to Gray (Melnik and Merritt, 1972) in Gamble (2002:123) effective readers need to read at three levels. They should be able to: read the lines (literal level); read between the lines (inferential level); read beyond the lines (interpretative and evaluative level). A large majority of authors on reading

comprehension suggest that there are several critical elements: (a) the text, (b) the reader, (c) the interaction between the reader and the text, and (d) the mental state of the reader after the text interaction. These four elements may be emphasized to a greater or lesser degree by different researchers and in different situations.

Block & Pressley (2002) in Pang (2003) stated that comprehension is an active process in the construction of meaning. Comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge.

Gersten et al.,(2001) in Klinger (2007) stated that many of the reading comprehension strategies that have been associated with the highest effect sizes for students with learning disabilities are those that teach students strategies that prompt them to monitor and reflect before, during, and after reading. These strategies ask students to (1) consider their background knowledge on the topic they are reading,

(2) summarize key ideas, and (3) self-question while they read.

KWL strategy gives students the purpose of reading and gives students an active role before, during and after reading. This strategy helps them to think about new information that they receives. This strategy could also strengthen the ability of students to develop questions on various topics. Students also can assess their own learning outcomes. This strategy developed by Ogle (1986) in Farida Rahim (2007:41) to assist teachers in turning on the background knowledge and student interest in a topic. KWL strategy involves three basic steps which leads students in providing a path of what they already know, determine what they want to know, and recall what they have learned from reading. In addition, Ogle (1986) says that the use of KWL strategy will help the students to predict what they will read through the generation of questions they are going to answer. Therefore, she considers that KWL helps students become better readers and help teachers to be more interactive in their teaching. Besides that, KWL strategy can be used for any informational reading. Through KWL strategy, we can discover and remember what we have read because

we will have established a purpose for reading; we will have searched what we already know about the topic; we will be focused on specific questions when we read; and we will have a quick and easy method for recording the information.

2. METHOD

In this study, there is only one class as experimental group. This research uses Pre-test and Post-test group design. In Pre-test and Post test design, observation is done twice, i.e. before and after treatment. First observation done before treatment (0_1) is called pre-test and second observation done after treatment (0_2) is called post-test (Suharsimi Arikunto, 2006).

A population is a set (or collection) of all elements processing one or more attributes of interest. The population of this research was the XI IPA class only, which consisted of 41 students. Suharsimi Arikunto (2006) states that the population research can be done if the population is limited and not too much subject.

Suharsimi Arikunto (2006) maintains, if someone wants to observe the entire of the element in the research area, this research is called population research. In this research, all the member of population is taken as sample, which consisted of 41

students of XI IPA class; therefore this is a population research.

Pre-test is given before the researcher applies the strategy (KWL) in her teaching learning process in the research which is held in the second grade students of SMA Muhammadiyah 2 Metro. This test is to know how far the students' achievement before treatment. The pre-test of the research was given to class XI IPA.

At the end of the research, the post-test was given to investigate the effectiveness of KWL strategy in the teaching of reading. One of the base assumptions of statistic computation is that the data must fulfill the qualification of normal distribution. Therefore, analyzing the normality of distribution of students' scores is crucial. To analyze the normality distribution of the scores, the researcher used Liliefors (Kolmogorov – smirnov) formula in SPSS 15.0 for windows.

There are two kinds of data collected from the procedure of data collection. They are the scores of pre-test and the scores of post-test of the English Reading Comprehension. This data can be analyzed by giving the quantitative data. The writer uses Paired-Samples T-test formula in

SPSS 15.0 for windows to know the effectiveness of treatment.

3. FINDINGS AND DISCUSSION

After the pretest scores had been calculated by using Liliefors (Kolmogorov-smirnov) formula in SPSS 15.0 for windows, the writerer found that the probability (Asymp.Sig.) of the XI IPA class was 0.062 which was higher than the level of significance (0.05). However, since the probability (p) is lower than the level of significance (0.05), the null hypothesis is accepted. While if the probability (p) is higher than the alpha, so the null hypothesis is rejected. Based on the description, it can be concluded the students' pretest scores were normally distributed.

After the post-test scores had been calculated by using Liliefors (Kolmogorov-smirnov) formula in SPSS 15.0 for windows, the writer found that the probability (Asymp.Sig. 2 tailed) of the experimental class was 0.083 which was higher than the level of significance (0.05). This result showed that the alternative hypothesis was accepted. In other words, the students' posttest scores were normally distributed.

In hypothesis testing the writer used Paired Sample T-test formula in SPSS 15.0 for windows. In the table of paired samples test, t_{count} is more than the t_{table} (3.328>2.02), with degree of freedom 40 and level of significance 0.05. In other word, the probability (Asymp.Sig. 2 tailed) was less than the level of significance (0.002 < 0.05). Because $t_{count} > t_{table}$ and $p < 0.05$, it can be concluded that the null hypothesis of no difference was rejected. In the other words, the scores of the pretest and posttest were significantly different. This result indicated that after the treatment was given to the experimental class, the obtained of posttest scores were different with pretest scores.

To clarify the aims of this study, the writer used reading comprehension test (that was used in pretest and posttest) .The computation results gave the evidence that the students achieve an improvement in their posttest score. It can be seen when the posttest scores of the students were compared to the pretest scores. The result showed that there was a significant difference between the pretest and posttest scores (posttest > pretest). This study result was in line with Ogle (1986) in Janette (2007) who considers that KWL strategy can help the students become better readers because in KWL strategy, the students learn to predict what they will read through the generation of questions they are going to answer.

Moreover, the result of the research proved that the KWL strategy is effective to be used as a strategy in teaching the students' reading comprehension. This finding is in line with Martell et al (1996) who find that KWL strategy as an effective strategy for studying and taking notes on a new subject matter especially in reading activity.

In using KWL strategy the topic must as interesting as possible and familiar for the students, so they will be easy in stated their prior knowledge, and the teacher can give some intermezzo in learning process in order to reduce the boredom of some students. This finding in line with Carver(1994) in Elizabeth (2003), said that it is necessary to use information texts that contain topics with which the students are familiar. This will allow them to use their prior knowledge and to learn more about the topic. In conclusion, the result of this study showed that the use of KWL strategy is effective in teaching students' reading comprehension.

5.Conclusion

The results of research show that the students' posttest scores is significantly difference with their pretest scores. The students' posttest score is higher than their pretest score with mean (72.4390 > 70.0000). And in the table of paired samples test, t $_{count}$ is more than the t $_{table}$ (3.328>2.02), with degree of freedom 40 and level of significance 0.05.In the other words, the scores of the pretest and posttest were significantly different. It means that KWL strategy was used in teaching students' reading comprehension is effective. In other word, KWL strategy is a good strategy in teaching students' reading comprehension. It was because; KWL strategy needs the students' prior knowledge in K chart of KWL chart. And the students must generate some questions based on the topic in W chart, then the students must answer their questions or write some new information that they had learn based on the text in L chart.

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