

**THE EFFECTIVENESS OF USING KWL (KNOW-WANT-LEARN)
STRATEGY TOWARD READING COMPREHENSION
AT THE EIGHTH GRADE OF MTs MAMBA'UL MA'ARIF
DENANYAR JOMBANG**

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**The Effectiveness Of Using KWL (Know-Want-Learn) Strategy Toward
Reading Comprehension At The Eighth Grade Of MTs Mamba'ul Ma'arif
Denanyar Jombang**

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ABSTRACT

The objectives the research is to know the effectiveness of using KWL Strategy to teach students reading comprehension on descriptive text at the eighth grade of MTs Mamba'ul Ma'arif Denanyar Jombang. The dependent variable of this research were taken from the population students of eighth grade of MTs Mamba'ul Ma'arif Denanyar Jombang in academic year 2018/2019 while the samples were VIII A as Experimental group and VIIIB as Control group that on each group consist of 30 students. The design of the research is quasi experimental research design with nonrandomized participant. The data collected by the instrument of the test, there are pre-test and post-test. the pre-test was given to the students before treatment, Experimental group was taught reading descriptive text by using KWL Strategy and Control group was taught by using Conventional Strategy. Data were analyzed by using mean scores, and ANCOVA test. The finding indicated that the mean score of experimental group was higher than control group, it means that there is significant difference on students reading comprehension of descriptive text who are taught by using KWL Strategy and students reading comprehension of descriptive text who are taught by using conventional strategy. The researcher conclude that the KWL strategy was effective to teach students reading comprehension on descriptive text.

Keywords : *Reading Comprehension, Descriptive Text, KWL Strategy.*

1. INTRODUCTION

Reading becomes essential for students in order to enrich their knowledge. Harmer (2003:68) stated that reading has a role as students' language acquisition process. Students who accustom to read get a lot of exposures. When they read a text, at least, they remember some parts of language as a part of process of language acquisition. In addition, reading also includes the chances to learn language such as vocabulary,

grammar, punctuation, and the way sentences are constructed, paragraphs and texts. In the process of learning, reading is a main skill that must be owned by the students. Means the act of reading is to know the meaning from printed and visual information.

The ability or skill of comprehending a message or content in the text is the main goal of reading in the language instruction. As argued by Richard and Renandya (2002: 227), reading for comprehension is the primary purpose for reading. However, comprehending a text message is not easy for students. It can be seen from the fact that students' reading comprehension is still far from what is being expected.

A. Background

Teachers have an important role in improving student reading comprehension. Considering that many students are lazy to read, the teacher is required to make students always active in the classroom. The students have to understand what the words mean. In other words, reading is not only done individually. There is interaction to build an active learning for the students. In this way students have opportunities to give their prediction as their analysis, to coordinate the text with their real life and prior knowledge, and to express their interpretation

In this research, the researcher choose K-W-L Strategy to teach reading comprehension. K-W-L Strategy is another strategy designed to active student's background knowledge and assist in setting purposes for reading expository text (Ogle :1986). K-W-L Strategy is separated into three part processes which engage students identifying What I Know (about the forthcoming topic), What I Want to Know (about the topic), and What I did Learn (about the topic) . The first two steps of K-W-L are pre-reading and whilst reading activities, and the third step is a post reading activities. In addition Ogle (1986) state that the use of K-W-L Strategy will help the students to predict what they will read through the generation of questions they are going to answer. In addition, Based on the rules of curriculum 2013, in national examination students of Indonesia faced with the hots questions which students must be able to think harder to understand the text properly,especially for descriptive text . K-W-L Strategy gives guidelines for students which are able to predict and shorten their reading time ,so they can comprehend the descriptive text better and help teachers to be more interactive in their teaching. Moreover, the researcher would like to know how well the use of K-W-L Strategy on descriptive text.

B. Research Questions

Based on the background of the research above, the researcher formulated dealing with the tittle discussed: *“Is KWL Strategy effective to teach students reading comprehension on descriptive text at the eighth grade of MTs Mamba’ul Ma’arif Denanyar Jombang?”*

C. Objectives of the Research

The main objective of the research is to know the effectiveness of KWL Strategy to teach students reading comprehension on descriptive text at the eighth grade of MTs Mamba'ul Ma'arif Denanyar Jombang.

D. Significance of the Research

1. Theoretically

Reading is useful for other purposes exposure to English. Reading texts also provide good model for English writing, also provide opportunities to study language vocabulary, grammar, punctuation, and the way English students to construct sentences, paragraphs and the texts.

2. Practically

a. The English Teacher

For teachers, they can conduct the K-W-L strategy for handling students' problem in reading comprehension, it gives the alternative solution in teaching reading skill.

b. The other researchers

For the next research, this study is expected to give new knowledge to the further researcher to do better research in the same field.

2. RELATED LITERATURE

Zhang (2010) in his study entitle "The Integration of the Know-Want-Learn (KWL) strategy into English Language Teaching for Non-English Majors". He focused on K-W-L strategy in the writing class, he wants to know how integrated KWL instructional scheme into ELT for non-major. The result showed that the KWL strategy had brought improvement in comprehension and writing performance on the part of the experimental group, active learning can be well implemented in KWL instructional scheme, and most important of all, learners prefer such active learning through the KWL scheme.

Riswanto (2014) in his study entitle "The Effect of Using KWL (Know, Want, Learned) Strategy on EFL Students' Reading Comprehension Achievement". He focused on improving the students' reading comprehension achievement in eightth grade students of SMPN 4 Palembang. The result showed that KWL strategy was effective in improving the students' reading comprehension achievement.

Hamdan (2014) in his study entitle "KWL –Plus Effectiveness on Improving Reading Comprehension of Tenth Graders of Jordanian Male Students". He focused on the used two groups, a private school as the controlled group and the public school as the experimental group. The result showed that the public school score higher than private school. In other word, KWL was effective in improving reading comprehension performance.

In this current research, the researcher will focused on teaching Reading Comprehension of Descriptive text using K-W-L strategy at second

grade of MTs Mamba'ul Ma'arif Denanyar Jombang.

3. METHOD

In this research, the researcher used an experimental research design, because the researcher conduct an experiment of teaching reading comprehension by using K-W-L strategy to the eighth grade student of MTs Mamba'ul Ma'arif Denanyar Jombang . This research investigate the effectiveness of using K-W-L strategy to teach reading comprehension. The researcher used quasi experimental design in order to investigated cause and effect of independent to dependent variables from the treatment given to the sample and wanted to see whether the treatment made a difference or not.

The researcher did the research on January 16th 2019 to January 23th 2019 at MTs Mamba'ul Ma'arif Denanyar Jombang. Before collected the data, the researcher did try out first on two group, they were Experimental group and control group. Then the researcher did content validity of the try out questions. Content validity was done by the researcher on lecturer and an English teacher. The content validity was done to look for the appropriateness between the instrument 2013 curriculum. After the researcher did try out, the researcher did construct validity in SPSS 16.0, they were validity and reliability of the instrument. Next the researcher collected the data by test, the test were pre-test and post-test which were given to the experimental group and control group.

In this research, the researcher in took two groups . They were experimental group and control group. The researcher did pre-test to both of groups in order to know weather the background knowledge and performance of students in reading descriptive text. Then the researcher gave treatment to the experimental group by using KWL Strategy and the control group by using conventional strategy. After giving the treatment, the researcher gave post-test to both of groups. Post test was done by researcher to know the significant difference score of the experimental group and control group. Afterward, the researcher analyzed the result of significant difference score of the students by using Analysis of Covariance (ANCOVA) in *SPSS 16.0 Software for windows*.

4. FINDING AND DISCUSSION

In analyzing the data, the researcher analyzed the data of control and experiment both of class. This step is the main to figure out the effectiveness of teaching reading comprehension on descriptive text by using KWL Strategy. The researcher analysis by conducting ANCOVA, to test this hypothesis, each group is given a pretest and posttest related. If this figure is compared with the significance of categorical figure is 0.05, then these numbers look higher, so it can be ascertained that the variant of the dependent variable is a homogeneous, thus meeting the requirements of ANCOVA. Testing is done by eliminating the effect of pretest of the media. The number of significance for the strategy in teaching descriptive text is 0.000 because the value is far below 0.05 then H_0 is rejected. It conclude that there was significant effect of using KWL Strategy

toward students reading comprehension on descriptive text at the eighth grade of MTs Mamba'ul Ma'arif Denanyar Jombang.

The finding of this research is relevant with some previous research. A research by Riswanto et al (2014) previously has reported that a group of students learning reading with KWL strategy they observed made a better result rather than the group who learned reading in traditional way. To some extent, the use of KWL strategy in teaching and learning of reading could also boost the classroom atmosphere through active discussion between the teacher and the students or among the students themselves.

Additionally, Karang (2014) found that the subjects learning behavior changed positively, that was their attitudes and motivation got heightened significantly. These findings also indicated that teaching reading comprehension through KWL strategy could make the subject under study more active in teaching and learning process. These are merely a few earlier studies on KWL strategy which can offer some significant development on students' reading comprehension skills. There are still quite many literature reviews and previous studies in line with this.

Zhang (2010). Report the KWL strategy had brought improvement in comprehension and writing performance on the part of the experimental group, active learning can be well implemented in KWL instructional scheme, and most important of all, learners prefer such active learning through the KWL scheme. He focused on K-W-L strategy in the writing class, he wants to know how integrated KWL instructional scheme into ELT for non-major.

Moreover, Ogle (1986) states that KWL Strategy is an instructional reading strategy that used to guide students through a text. Students begin by brainstorming everything they have already known about a topic. The students are forced to use their prior knowledge to set their purpose in reading. The applying of KWL Strategy have some steps, They will fill the **K** column of KWL Chart with some terms and the words related to the topic. Therefore, they might discuss with their group. Then mention the words that they have discussed to the teacher, while the teacher list on the K column of KWL chart on the board.

Then, in the **W** column of the chart students should list of question about what they want to know about the topic. Filling in the W column helps the students think harder and critically about the facts they will find in the text. The questions they made in the column will guide the students to understand the text especially in finding the detail information about the text.

After reading, students answer the questions that are in the W column by filling in the **L** column of KWL chart. When they fill in the L column, they are able to find the detail information to answer the question they had made. Then, the students are able to identify the main idea of the text and analyzing for each paragraph of the text.

According to the theories above, the researcher conclude that KWL Strategy is an instructional strategy which help the students to understand the text that focus on descriptive text. By using KWL Strategy, students can

comprehend what they have read better.

From this activity the students become more active to think and help them to remember what they had read. Also has been useful in helping the teacher communicate the active of reading in group settings. In a group, the students can help each other by sharing ideas about the topic. Filling in the KWL Chart can make the situation of teaching learning process more active and interesting.

5. CONCLUSION AND SUGGESTION

The researcher would like to give some suggestion that might be useful for teachers and students, and the next researcher as follow

1. It is suggested for teacher to use the KWL Strategy in teaching reading process. Hopefully pre-reading activity could be a way for students to enhance students' achievement in reading skill.
2. The teacher should build the students' interest in reading through KWL Strategy stage. This happened because the KWL Strategy builds the students background knowledge and experience, which is needed for reading activity.
3. Teacher should be creative to decide kind of KWL Strategy that can be used such as picture or another technique to activating students' background knowledge.
4. For the next researcher , the suggestion is to conduct a research about KWL Strategy in the other kind material or other skill, because this strategy can make the students active in the class. The KWL Strategy not only use in teaching reading comprehension , but also on the other skill.

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