THE EFFECT OF USING KWL (KNOW, WANT, LEARNT) TECHNIQUE ON THE STUDENTS' READING COMPREHENSION ACHIEVEMENT THROUGH ONLINE TEST

THESIS

BY
DADANG ABDUL ROIS
21802073031

ISLAMIC UNIVERSITY MALANG

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ABSTRACT

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(1) Prof. Mohammad Adnan Latief, M.A, Ph.D.

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Reading comprehension is the process of understanding meaning of the text. It involves grasping the writer's word and activating background knowledge to construct understanding about the text. The students need to find what information is stated in the text, and what the writer's say which is not stated in the text. They often feel bored when they must read a text. There is no sense in their reading activity that causes a problem in their comprehension. They seem too busy when grasping a text, but they do not get a point of the text. In reading activity, they need to focus and investigate the meaning of the text through intensive strategy in learning. In this research, reading comprehension deals with finding the literal and inferential information.

KWL (Know, Want, Learnt) is one of learning and teaching strategies for grasping information with good preparation through activating prior knowledge in pre-reading activity. The aim of KWL technique is to motivate students' comprehension in reading with activating prior knowledge.

The purpose of this research is to investigate the effectiveness of using KWL technique on the tenth grade students' reading comprehension achievement. This research is a quasi-experimental research which employs X MIPA 6 as experimental group and X MIPA 4 as control group. The researcher conducted this research in five meetings, four meetings as teaching in class and a meeting for post-test by online because of covid 19. The data were collected by using multiple choices reading comprehension test.

The data obtained were analyzed by using independent t-test formula. It showed that t value is 2.315 which is more than 1.9977 as t table. Also, the significant value is .024 which is lower than .05. Further, the mean score of experimental group is 80.52 and the mean score of control group is 77.1. Based on the result of data analysis, the tenth grade students of SMAN 1 Giri who are taught by using KWL technique achieve better score on reading comprehension test than those who are taught by using group discussion.

There are some suggestions for the English teacher, and the future researchers. The English teacher can apply this technique in reading class because the students are able to achieve better score by using KWL technique. In addition, it is suggested that the result of this research can be used as reference or information to conduct a further research on the use of KWL technique through individual project.

CHAPTER I

INTRODUCTION

This chapter presents some aspects that correlate with the research. It consists of background of the research, research question, objective of the research, hypothesis of the research, limitation of the research, significance of the research, definition of key terms.

Background of the Research

Reading is a way to get message from the writer through a text. It is an active process, because there is an interaction between the reader and the writer. According to Sulistiyo (2011:20)''reading is essentially a form of communication between writers and readers which is mediated through a written text''. In other words, the readers have to understand about the message from the writer. So, the readers can communicate indirectly with the writer about the message being transferred through reading activity.

Comprehension is an understanding the meaning of communication. It has relation with two receptive skills which are reading and listening. Listener and reader have to use their comprehension to make sense in their communication. Richard and Schmidt (2002:99) argue that comprehension is a process of identification of the intended meaning from the written or oral communication. It means that people have to understand what the writer or speaker mean in the communication. The readers need comprehension to know what the writers

inform in their writing. There are some aspects in comprehending text, as Pennell (2014:1) states that two components which should be found by students are literal and inferential information. The students need to find what information is stated in the text, and what the writer's say which is not stated in the text. Reading comprehension is neither just reading a text nor finding some information. The reader has to find implicit and explicit information in the text.

On the other hand, the students should focus to grasp the content of the text. They communicate with the writer through understanding the information from the text. Snow (2002:13) argues that the students need to focus on reading process to transfer information from the text. It is like listening skill which listener needs to concentrate to get the information in conversation. The difference between listening and reading is type of material which is sound in listening and written text in reading. The students can find some points in their reading activity as well. However, many readers still have difficulty to make meaning and analyze the text. A good reader is to understand the text both literal and inferential information. According to Pennell (2014:2) a good reader gets a new knowledge through determining and analyzing text. There are some readers who have not understood the content of the text after reading. The students often feel bored when they must read a text. There is no sense in their reading activity that causes a problem in their comprehension. They seem too busy when grasping a text, but they do not get a point of the text.

Indeed, they have an aim that is to find some points of the text. They can use their own strategies to comprehend the text. Renandya and Jacobs. (2016:13)

argue that " Students with good comprehension use strategies in reading to learn new concepts, get deeply involved in what they are reading, critically evaluate what they read, and apply their knowledge". Students who read a text with bringing their comprehension strategy can understand the information easily. In reading activity, the students need to focus and investigate the meaning of the text through intensive strategy in learning.

KWL (Know, Want, Learnt) is one of learning and teaching strategies for grasping information with good preparation through activating prior knowledge in pre-reading activity. This technique provides a chart that consists of three column (K, W, L) to make students' planning in reading activity. Alberta (2009:72) states that KWL technique is as stimulus for students to start reading activity. It means that this technique is suitable for students to comprehend the text through creating a KWL chart and activating their prior knowledge in pre-reading activity. According to Ogle (1986, in Spigelman) KWL technique can encourage the students' reading comprehension through activating background knowledge of students about a kind of information that is appropriate with the text, establishing what they want to get in the text after reading the text, and reflecting about what the students have gotten after reading a text. Further, the students can know what they have known before reading, what they want to know, and what they get after reading. They are able to divide those points into three columns that give them easier in their reading activity process. This strategy can be used as individual strategy in learning. This KWL technique make the students find information easily based on their planning with the chart.

In addition, the aim of KWL technique is to motivate students' comprehension in reading with activating prior knowledge. Shepard (2005:1) states "Knowledge-activation routines like KWL help develop students' metacognitive abilities while providing relevant knowledge connections for specific units of study". In other words, KWL is appropriate technique that can be used in reading because the students can be easier in reading when they remember what they have gotten in previous reading activity. Morreilon (2007:20) explains that activating students' prior knowledge is to support them to comprehend the text critically, and the suitable technique for activating students' prior knowledge is KWL that provides preparation through creating a chart as planning in pre-reading. Students have good comprehension through making sense with their background knowledge. By activating their knowledge and deciding what to get, the students find information as their need and suitable information that the teacher instructs them to find.

A previous research was conducted by Yanti (2017) through classroom action research which showed that KWL could improve the eight grade students' reading comprehension at SMP Muhammadiyah 2 Medan in the academic year of 2016/2017. She conducted the research with three cycles to make her research more reliable. The result in the first cycle showed the students' mean score was 42.5. The second cycle showed the improvement with the students' mean score was 66.8. In the third cycle, she was interested to measure if the result was reliable or not, and she got the mean score that was 76.76. So, it shows that KWL could improve the students' score in reading comprehension.

Another previous research on KWL was conducted by Fengzuan (2010) through experimental method. His research dealt with two language skills that were reading and writing. He chose non-english major as the sample of this research which were chemistry and medicine major. After he had given treatment to them, the result of t-test formula was t = 2.161 and p = 0.34. From the result, it could be concluded that there was significant effect of using KWL on reading and writing skill in non-english major.

Some previous research on KWL often used descriptive text and narrative text as instrument in reading comprehension. According to Ogle (1986, in Spigelman), KWL technique is suitable for expository text and kinds of text. It makes teaching and learning more interactive. Meanwhile, the researcher is interested to conduct a research on KWL technique that used a report text as instrument in conducting the research because there is no previous research which used a report text to be the instrument of the research. Also, this research used quizizz application as online test for conducting try out and post-test. This research has an aim that is to investigate the effectiveness of using KWL technique on the tenth grade students' reading comprehension achievement by conducting an experimental research with the title "The Effect of Using KWL Technique on The Students' Reading Comprehension Achievement Through Online Test".

Research Question

Based on the background of the research, research question is:

Do the tenth grade students of SMAN 1 Giri who are taught by using KWL technique achieve better score on reading comprehension test than those who are taught by using group discussion?

Objective of the Research

The objective of this research is to investigate the effectiveness of using KWL technique on the tenth grade students' reading comprehension achievement of SMAN 1 Giri.

Research Hypothesis

The tenth grade students of SMAN 1 Giri who are taught by using KWL technique achieve better score on reading comprehension test than those who are taught by using group discussion.

Significance of the Research

The researcher hopes that this research can be useful for the English teacher, the other researchers and the body of knowledge. Previous research on KWL was conducted by Yanti (2017) through classroom action research which showed that KWL could improve the eighth grade students' reading comprehension at SMP Muhammadiyah 2 Medan in the academic year of 2016/2017. She conducted the research with three cycles to make her research more reliable. The result in the first cycle showed the students' mean score was 42.5. The second cycle showed the improvement with the students' mean score was 66.8. In the third cycle, she was interested to measure if the result was

reliable or not, and she got the mean score that was 76.76. She used descriptive text in her research. It shows that KWL could improve the students' score in reading comprehension. So, the researcher tries to apply KWL technique on reading class with report text because some previous researches have not used a report text in their research.

In addition, the results of this research are expected to be useful for other researchers as reference or information to conduct a further research on aspect that is unclear in this researcher. Also, it can be as reference that KWL is effective for reading comprehension. But, if it has unconsistent result, it can be as reference that KWL is not effective for reading comprehension.
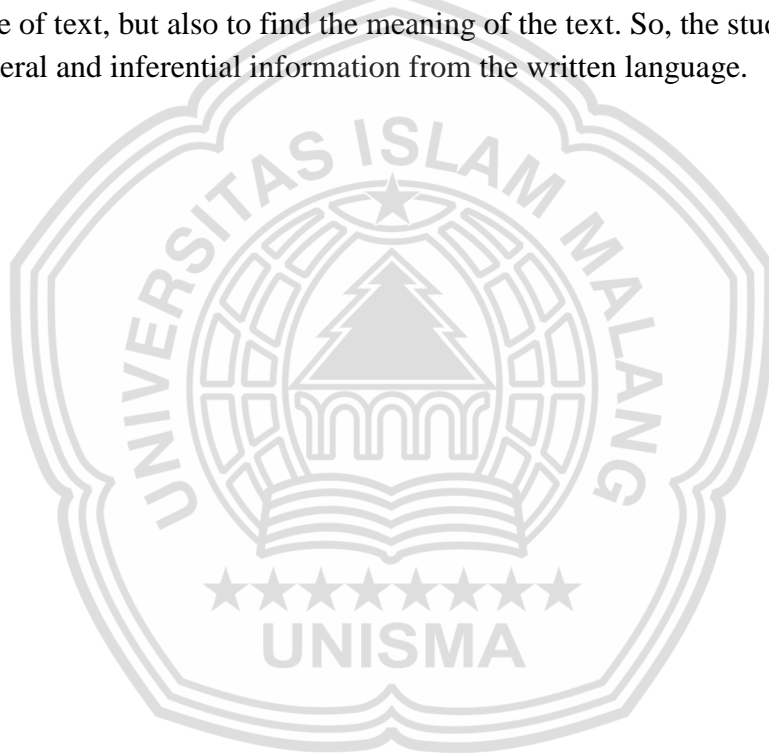
Limitation of the Research

This research only focuses on the tenth grade students of SMAN 1 Giri and KWL technique. Also, it employs quasi experimental design because the researcher got only two classes from the english teacher. The researcher used quizizz as online test in post test because of covid 19.

Definition of Key Terms

KWL (Know Want Learnt) is one of learning and teaching strategies for grasping information with good preparation, questioning and reflecting in post-reading. This technique provides a chart that contains of three columns. Through this technique, the students should be able to have good preparation before reading a text. The students can write what they have known in column (K). Then

they should write what they want to know about content of the text in column

(W). At last they should write their reflection about what they have gotten after

reading the text in column (L). They can divide it based on their planning to

comprehend the text. Finally, they will comprehend the text which they want to

know and it makes them easier to comprehend the text.

Reading comprehension in this research deals with comprehension of the text as finding the literal and inferential information. Understanding is not only to know about structure of text, but also to find the meaning of the text. So, the students should find literal and inferential information from the written language.

CHAPTER VI

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the research finding, and suggestions for the English teacher and future researcher related to the finding result of the study.

Conclusion

Based on the result of data analysis, it can be concluded that there is significant effect of using KWL technique on the tenth grade students' reading comprehension achievement of SMAN 1 Giri ($p=.024$). Further, the tenth grade students of SMAN 1 Giri who are taught by using KWL technique achieve better score on reading comprehension test than those who are taught by using group discussion.

Suggestion

The use of KWL technique on teaching reading comprehension has proved to give a significant effect on reading comprehension achievement. There are some suggestions for the English teacher, and the future researchers.

The English teacher can apply this technique in reading class because the students are able to achieve score better by using KWL technique. In addition, it is suggested that the result of this research can be used as reference or information to conduct a further research on the use of KWL technique through individual project.

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