

THE EFFECT OF KWL TECHNIQUE ON STUDENTS' READING COMPREHENSION ABILITY OF ENGLISH EDUCATION PROGRAM AT POTENSI UTAMA UNIVERSITY

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ABSTRACT

This study entitled "The effect of KWL (Know-Want-Learn) technique on students' reading comprehension ability on English text of English education program at Potensi Utama University". The purpose of the study is to find out whether or not there is a significant effect of the technique. The population of this study was 45 students of Potensi Utama University which located at Jl.K.L.Yos Sudarso, Km. 6,5 No. 3A Tanjung Mulia Medan. From this population, two groups were chosen as sample namely: The control group and experimental group. The total number of sample was 40 students. In order to see whether or not there is a significant effect between the techniques, the result of the tests were analyzed statistically by using the t-test. From the calculation, it is obtained that t-observed is higher than t-critical value. It means that the hypothesis is accepted. In other words, it can be concluded that the KWL technique significantly influenced the students' reading comprehension ability in English.

Key words: KWL technique, ability, reading comprehension

Introduction

There are many languages in the world, one of them is English. English is a global language nowadays. English itself is taught as the foreign language in Indonesia. English is one of the subjects that is taught in school. A teacher of English should be familiar with various techniques of teaching the language. This is true because students learn with different motivation.

They may find a lesson boring because the teacher cannot perform well in class. A proper technique must be applied to achieve the objective of the teaching. Teaching English as a foreign language can be performed in many ways applying different teaching techniques. A technique is a particular implementation created by teacher to enhance the learning process. The teacher knows that she is supposed to improve the students' skills in using the language.

There are a lot of techniques that can be chosen by the teacher for classroom interaction. The choice is determined by the learning or teaching objectives. Teachers of English know very well that a technique requires skills and practice to apply it to the teaching. Without some knowledge on the idea of effective techniques, the teaching performance may fail to achieve the learning objectives. It is important to understand

how and why a technique is applied to accomplish the goals. Every technique has its own advantages in the teaching process. The teacher's creativity to modify a given technique is an essential requirement to the teaching of the language. Using particular technique implies that the teacher should be familiar with the effect that the technique will produce in the teaching process.

One of the popular techniques today is KWL (know, want, learn) It is said that this technique is quite simple and flexible. The writer learned that the effect can improve the students' reading comprehension is by choosing the appropriate strategy that is by using K-W-L (Know-Want-Learn) strategy. The writer thinks that K-W-L strategy can help the teacher to improve the students' achievement in reading comprehension.

Based on the student's problem in teaching and learning process, especially in reading comprehension the writer hopes that by using K-W-L (Know-Want-Learn) technique the students could comprehend the text easier.

From the above problem in this research is formulated as follows: "The low reading comprehension of students in the English language text reading". So research aimed to focus on the influence of an increase in student

achievement in reading comprehension Expository text using techniques Know-Want-Learn (KWL) and performed by the students of fourth semester of Faculty of English Education. This study aimed to test the hypothesis of how the effect of KWL technique on students' reading comprehension, especially in reading comprehension of expository text.

Review of Literature

This study is planned to investigate the effect of using Know-Want-Learn (KWL) on the students' reading comprehension. In conducting a research, theories are needed to explain some context or terms applied in the research concerned. Theoretical framework of this research are presented and discussed as the following.

Reading

According to Abidin (2012: 147) reading can be considered as the process of obtaining the information contained in the text reading. Reading this type can be considered as reading comprehension. Thus, reading here has the objective to obtain the contents of the texts have been read. Reading a person's ability to understand the content is closely related to a person's ways or strategies in reading. Reading strategies affect the person's particular reading skills of students. According to (Hamdani, 2011: 18) strategies can be defined as an arrangement, approach, or rules to achieve a goal using the energy, time, and optimal convenience. Use of strategies in learning, especially reading plays an important role. Teachers should use strategies that attract so that the students are interested in so that students are more active.

Reading Comprehension

In reading a text, readers need to be able to obtain the understanding of the information, as appropriate. Yoakam via Ahuja (2010: 50), reading comprehension is read by understanding reading materials involving the association between the meaning and the words symbols, the assessment context of meaning are suspected to exist, the selection of the correct meaning, organization of ideas when the material is read, storage ideas, and its use in a variety of current or future activities.

Somadyo (2011: 10), reading comprehension is an active process of meaning derivation involving knowledge and experience possessed by the reader and be connected to the content of

reading. Turner (Samsu Somadyo, 2011: 10) revealed that a reader is said to understand the reading material.

KWL (Know-Want-Learn)

KWL (Know, Want, Learn) is a strategy of learning to read in English and can be consider as a strategy that you can use in the classroom. "KWL technique is a method of learning that requires students to understand the entire contents of the reading, asking questions, answering questions, and read" (the Goddess, 2014: 6).

K-W-L not only helps the teacher assess the students' levels of understanding, but also models the learning process and activates thinking on the topic. This strategy is designed to help students develop a more active approach to reading expository material. Teacher first model and stimulate the kinds of thinking needed for learning and then give students individual opportunities to list what they know, what questions they want to answer, and what they have learned from reading the text.

This strategy has been shown to be an effective tool to help students become more active thinkers and to help them remember better communicate the active nature of reading in-group setting. This strategy is designed for group instruction and can be used with either whole classes or smaller groups. It can be used in all curricular areas and at all grades in which students are reading expository material.

KWL strategy is used as an organizational framework from which to begin the study of the coursework. Through the explicit outline students create for themselves, they will anticipate new information, relate it to what they know or want and formulate new questions. It helps students monitor their own learning and understanding of concepts.

Methodology

Research Design

The experimental research conducted in this study. To collect data, the two groups are used.

Experimental group	Pre-test	Have treatment (K-W-L strategy Reading)	Post-test
Control Group	Pre-test	Without treatment (Conventional strategy)	Post-test

Population and Sample

The population of this research was the fifth semester students of Faculty of English

Education of Potensi Utama University. There were 40 students in the class and it was divided into two groups, group A and group B, each group consisted of 20 students, group A was as an Experimental Group and Group B as a Control Group.

Treatment

After the control group and experimental group have been decided, then treatment in the form of role-play was given to the experimental group pretending to have a talk in a restaurant. Each of the groups consists of 20 students. who have almost similar background skills in relation to reading comprehension ability. This procedure is to eliminate bias of different potentials in terms of reading comprehension ability.

There were 8 meetings for each group. The control group was taught in the conventional way. On the other hand, the experimental group was given the treatment of the technique. The material consists of instructions to be carried out.

Instruments in Collecting Data

In this study, the writer used a test as the instrument to obtain the data. The data will be collected by giving a multiple choice test which consists of twenty five items. It was given to both, Experimental and Control group in pre-test and post-test. The time given was 40 minutes. Student used the time effectively to finish the test.

The Procedure of Collecting the Data

The procedure in collecting the data was divided into three steps, namely: pre-test, treatment, and post-test.

Pre-test

First of all, the researcher explained about the research. Both of the experimental and control group were given a pre-test before doing treatment for the experimental group. The result of the group should be different.

Treatment

After the pre-test, the researcher gave treatment for the students through teaching K-W-L strategy, while the control group without treatment.

Post-test

Post-test is given to determine the different values between the experimental and control groups. Post-test was administered after completion and the approach used to determine the differences will be seen from the experimental and control groups.

Scoring the test

For scoring the test, the writer used the way to score the multiple choices :

$$S = \frac{R}{N} \times 100 \%$$

Where :

S = Score number of the test

R = Number of the correct answers

N = Number of the question

The Validity of the Test

Validity refers to the extent to which an instrument measures what it is intended to measure. The validity question is concerned with the extent to which an instrument measures what one thinks it is measuring. This study applied content validity to the test. Content validity of the test must show that the test could represent the curriculum which covered all the materials and the objectives which is obtained by the students.

The Reliability of the Test

Reliability is the extent to which a measuring device is consistent in measuring whatever it measures. A test must be consistent and reliable. The test uses Kuder Richardson formula 21 as follows:

$$R = \frac{K}{K-1} \left[1 - \frac{M(K-M)}{MS^2} \right]$$

In which:

K = the number of Questions

M = the mean of test score

S = the standard deviation

According to Sugiono (2009 :257) the categories of coefficient correlations are as the following :

0,00 – 0,199 = the reliability is very low

0,20 - 0,399 = the reliability is low

0,40 – 0,599 = the reliability is fair

0,60 – 0,799 = the reliability is high

0,80 – 1,000 = the reliability is very high

The Technique of Analyzing Data

In this study, the data was obtained from the experimental group and the control group. To know the difference between the groups, the data was analyzed by using the t-test formula as following:

$$t = \frac{Mx - My}{\sqrt{\frac{(Nx^2 + Ny^2)}{(Nx + Ny - 2)} \left(\frac{1}{Nx} + \frac{1}{Ny} \right)}}$$

Where:

T = Total score

M_x = Mean of experimental group

M_y = Mean of control group

N_x = Numbers of students in experimental group

N_y = Numbers of students in control group

x^2 = Standard of Deviation of experimental group
 y^2 = Standard Deviation of Control group

The Procedure of Analyzing the Data

1. Collecting the data from the score of both groups.
2. Identifying the score of the students who were being treated and who were not.
3. Comparing the score.
4. Analysing the data
5. Drawing the conclusion and answering the hypothesis.
6. Writing some findings.

Statistical Hypothesis

Based on the hypothesis, it could be transformed into statistical hypothesis. This statistical hypothesis was tested as follows:

$$H_0 = \mu \cdot X_1 = \mu \cdot X_2$$

$$H_a = \mu \cdot X_1 > \mu \cdot X_2$$

Where :

H_0 = Null hypothesis

H_a = Alternative hypothesis

μ = The meana of all students

X_1 = The means of students taught by using KWL

X_2 = The means of students taught by conventional method

Findings

There were 40 students involved in the research. They were divided into two groups, namely the control group and the experimental group. The control group was taught conventionally whereas the experimental group was given some treatment in the form of teaching them reading comprehension through KWL. The experimental group had 8 meetings or sessions for the meeting.

The Data of control group were administered by conventional way or teaching without using KWL technique. The result of pre-test and post test of control group were shown below.

Table 4.1 Data Pre-test and post-test of the Control Group

No	Students' name	Pre-test (Y1)	Post-test (Y2)
1.	Dwi	60	50
2.	Elvi	62	45
5.	Etti	64	35
4.	Julia	63	45
5.	Pradila	70	50
6.	Erika	62	75
7.	Tami	60	40
8.	Tiara	65	50

9.	Indah	60	50
10.	Laila	68	60
11.	Muthia	66	55
12.	Hermin	60	50
13.	Ermi	60	50
14.	Agustina	62	65
15.	Depia	60	50
16.	Eka	62	60
17.	Efri	60	60
18.	Angelina	65	50
19.	Armia	60	60
20.	Fadila	60	50
TOTAL		1165	1249
Mean		58.25	62.45

Table 4.1 shows that the total scores of the control group in the pre-test was in 1165 with the mean score is 58.25, while the total score in the post-test was in 1249 with the mean score was 62.45.

Data from the experimental group was given to teach using the application KWL technique. The results of pre-test and post-test experimental group are shown below.

Table 4.2 Data Pre-test and post-test Experimental Group

No	Students' name	Pre-test (X1)	Post-test (X2)
1.	Ade	48	84
2.	Anisah	54	84
3.	Ayu Diah	52	88
4.	Ranisa	60	84
5.	Dela	60	80
6.	Widiana	52	88
7.	Hanny	68	84
8.	Ilun	52	80
9.	Marfha	60	88
10.	Micha	64	76
11.	Mutia	52	72
12.	Putri	60	84
13.	Riskatiwi	52	80
14.	Risqa	56	84
15.	Siti	64	72
16.	Suryani	64	80
17.	Tentry	68	88
18.	Tri	64	92
19.	Yulan	64	78
20.	Rani	65	80
TOTAL		1179	1646
Mean		58.95	82.3

Table 4.2 shows that the total score of the experimental group in the pre-test was in 1179 with the mean score is 58.95, while the total score in the post-test was in 1646 with the mean score was 82.3.

Data Analysis Using the T-Test Formula

From the results of the test as shown before, the calculation was made to find out whether there is the effect of increasing student achievement in reading comprehension text using KWL technique.

Table 4.3 Calculation of the T-Test (Experimental Group)

No.	Students' name	Pre-test (X1)	Post-test (X2)	Deviasi (d)	$dx (d - mx^2)$	dx^2
1	Ade	48	84	36	160.02	160.02
2	Anisah	54	84	30	44.22	44.22
3	Ayu Diah	52	88	36	160.02	160.02
4	Ranisa	60	84	24	0.42	0.42
5	Dela	60	80	20	11.22	11.22
6	Widiana	52	88	36	160.02	160.02
7	Hanny	68	84	16	54.02	54.02
8	Ilun	52	80	28	21.62	21.62
9	Marhfa	60	88	28	21.62	21.62
10	Micha	64	76	12	128.82	128.82
11	Mutia	52	72	20	11.22	11.22
12	Putri	60	84	24	0.42	0.42
13	Riskatiwi	52	80	28	21.62	21.62
14	Risqa	56	84	28	21.62	21.62
15	Siti	64	72	8	235.62	235.62
16	Suryani	64	80	16	54.02	54.02
17	Tentry	68	88	20	11.22	11.22
18	Tri	64	92	28	21.62	21.62
19	Yulan	64	78	14	87.42	87.42
20	Rani	65	80	15	69.72	69.72
TOTAL (Σ)		1179	1646	467		1,296.55
Mean		58.95	82.3			

$$Mx = \frac{\Sigma d}{n}$$

$$Mx = \frac{437}{20} = 23:35$$

Table 4.4 Calculation of the T-Test (Control Group)

No.	Students' name	Pre-test (Y1)	Post-test (Y2)	Deviasi (d)	$dy (d-saya)$	dy^2
1.	Dwi	60	50	-10	-19.95	398.00
2.	Elvi	62	45	-17	-26.95	726.30
3.	Etti	64	35	-29	-38.95	1,517.10
4.	Julia	63	45	-18	-27.95	781.20
5.	Pradila	70	50	-20	-29.95	897.00
6.	Erika	62	75	13	3.05	9.30
7.	Tami	60	40	-20	-29.95	897.00
8.	Tiara	65	50	-15	-24.95	622.50
9.	Indah	60	50	-10	-19.95	398.00
10.	Laila	68	60	-8	-17.95	322.20
11.	Muthia	66	55	-11	-20.95	438.90
12.	Hermin	60	50	-10	-19.95	398.00
13.	Ermii	60	50	-10	-19.95	398.00
14.	Agustina	62	65	3	-6.95	48.30
15.	Depia	60	50	-10	-19.95	398.00
16.	Eka	62	60	-2	-11.95	142.80
17.	Efri	60	60	0	-9.95	99.00
18.	Angelina	65	50	-15	-24.95	622.50
19.	Armia	60	60	0	-9.95	99.00
20.	Fadila	60	50	-10	-19.95	398.00
TOTAL (Σ)		1165	1249	-199		9611.15
Mean		58.25	62.45			

$$My = \frac{\Sigma d}{n}$$

$$My = \frac{-199}{20} = -9.95$$

Testing Hypothesis

The result of the test was calculated by using t-test formula as follows:

$$t = \frac{Mx - My}{\sqrt{\frac{(dx^2 + dy^2)}{(Nx + Ny - 2)} \left(\frac{1}{Nx} + \frac{1}{Ny} \right)}}$$

Where:

$$mx = 23:35$$

$$My = -9.95$$

$$dx = 1,296.55$$

$$dy = 9611.15$$

$$nx = 20$$

$$ny = 20$$

$$t = \frac{23.35 - (-9.95)}{\sqrt{\frac{(1.296.55 + 9611.15)}{20 + 20 - 2} \left(\frac{1}{20} + \frac{1}{20} \right)}}$$

$$t = \frac{\sqrt{10907.7}}{\sqrt{33.30} \left(\frac{2}{20} \right)}$$

$$t = \frac{\sqrt{28.70}}{\sqrt{33.30}}$$

$$t = 5.35$$

$$t = 6.22$$

From the criteria of the hypothesis, H_a is accepted if $t_{observed} > t_{table}$. From the calculation above, it was found that $t_{observed}$ is higher than t_{table} ($6.22 > 2.024$). it means that hypothesis is accepted at the level of significance 0.05 and the degree of freedom ($df = Nx + Ny - 2 = 38$).

Research Finding

By using the statistical data from the pre-test and post-test in both control and experimental groups, it was obtained that the students who were taught by using KWL techniques scored higher in the post-test of the test reading English language than students taught without the use of KWL techniques. After applying the data by using the formula t-test, it was found that t-value is 6.22 and the t-table is 2.024.

Based on the findings, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. This means that there is a significant effect of using the technique in the understanding of the content KWL reading texts in English.

Conclusion and Suggestions

Conclusion

In the previous chapter the researcher was concluded that the alternative hypothesis (H_a) accepted. It means that there is affect of techniques KWL (Know-Want-Learn) in students' reading comprehension ability in English. Based on the result of data analysis of the t_{test} shown that $t_{observed}$ was higher than t_{table} , $t_{observed} > t_{table}$. From this research, the result of calculation of t-test shown that the $t_{observed value}$ 6.22 is greater than $t_{critical value of t-table}$ 2,024.

Suggestions

In the relation to the conclusion above, some suggestions are pointed out as the followings:

a. For English language teachers:

- 1) Teachers need to be more creative, innovative, and effective in the learning process. They should be more selective in choosing the techniques in teaching, especially in reading comprehension.
- 2) Suggested to the teachers of English to apply KWL technique in teaching reading comprehension. This activity can make a student / students to be active in the learning process.

b. for Students

- 1) The students must have some effort and are willing to improve their skills and activeness in learning English. They have to work as much as possible on their abilities and make the learning process of discussion.
- 2) Students are advised to use the KWL technique in mastering the content of reading or understanding English, and make them feel happy and interested to improve the ability to understand what they read.

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