# THE IMPLEMENTATION OF K-W-L STRATEGY IN TEACHING READING AT THE SECOND GRADE OF MTs N 2 TANGGAMUS

**(A Script)**

By

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**ENGLISH EDUCATION STUDY PROGRAM**

**LANGUAGE AND ARTS EDUCATION DEPARTMENT**

**TEACHER TRAINING AND EDUCATION FACULTY**

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# ABSTRACT

## THE IMPLEMENTATION OF K-W-L STRATEGY IN TEACHING READING AT THE SECOND GRADE OF MTs N 2 TANGGAMUS

### By

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The aims of this research were (1) to find out whether there was a difference of the students' reading comprehension after they were taught through K-W-L strategy, (2) to find out which aspect of reading skills increased the most after the students were taught through K-W-L strategy, and (3) to describe the process of the implementation of K-W-L strategy in teaching reading.

The sample of the research was one class of the second year students of MTs N 2 Tanggamus, i.e. VIII E. The class consisted of 40 students. The research design was one group pretest posttest. The students were taugh through K-W-L strategy in three meetings and the time allocation was 80 minutes for each meetings. The data were taken from the test and then they were analyzed by using repeated measure t-test. In addition, to describe the process of the impelementation of K-W-L strategy in teaching reading, the researcher used observation sheet.

The result of the the implementation of K-W-L strategy in teaching reading showed that there was a significant difference on students' reading comprehension ($p < 0.05$, $p = 0.00$). The average of the pretest was 60.4 and the posttest was 71.5. In addition, finding supporting details was the reading aspect that increased the most. Then, the process of the implementation of K-W-L strategy showed that the steps in K-W-L strategy could help the students to comprehend the reading material well. It means that K-W-L strategy is an appropriate strategy to help the students' in comprehending text.

*Keywords: K-W-L strategy, reading comprehension, aspects of reading*

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**Nikmaturrahmah MS**

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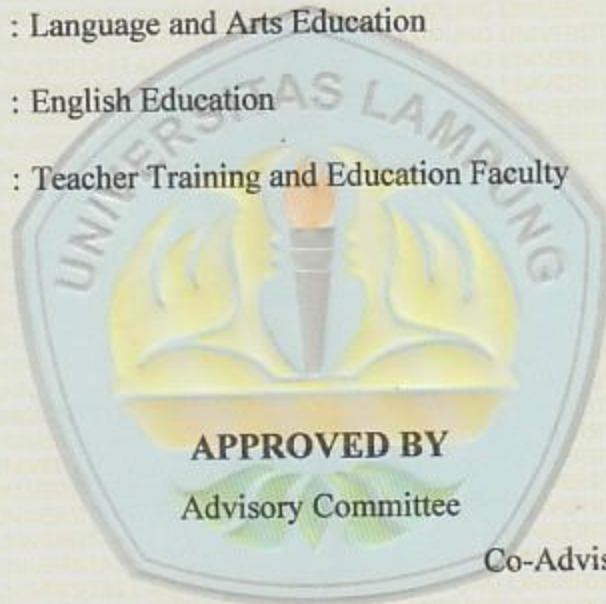
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## CURRICULUM VITAE

The writer's name is Nikmaturrahmah MS. She was born on August 16th, 1994 in Pringsewu. She is the third child in her family. His father's name is Sholihin and her mother's name is Mukarromah. She has one sister and one brother. Her sister's name is Aan Rozanah and her brother's name is Nur Hamdani.

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From July 27th to September 22nd 2015, she carried on Teaching Practice Program (PPL) at SMP N 1 Limau, Tanggamus, Lampung.

# DEDICATION

This script is proudly dedicated to

- The greatest inspirations of my life: my beloved Father and Mother, Sholihin and Mukarromah.
- My beloved family: Aan Rozanah, Rozikin, Nurhamdani, Dede Fatimah, Irhab Arkana Rozikin, and Raihana Fakhira Hamdani.
- My Almamater, English Education Study Program, Lampung University

# MOTTO

"Allah does not charge a soul except its capacity."
(2:286)

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10. The writer bestfriends (Tiwi, Hasmah, Cicha, Retno, Hanif, Nindy, Dilla, Laras, Ka Mukhlis, Salam and Sukman.) Hopefully our fraternity is last forever.

Finally, the writer believes that her writing is still far for perfection. There may be weakness in this research. Thus, comments, and suggestions are always opened for better research. Somehow, the writer hopes this research can give a positive contribution to the educational development, thereaders and those who want to accomplish further research.

Bandar Lampug, June 24th 2016

The writer,

Nikmaturrahmah MS

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# I. INTRODUCTION

This chapter tells about the problem of this research. It consists of background of the problem, research questions, objectives of the research, uses of the research, scope of the research and definition of terms that are used in this research.

## 1.1. Background

Reading has an important part in teaching learning process through which students will enrich their vocabulary directly. Harris and Sipay as cited in Shin et. al., (2007) define reading as the meaningful interpretation of written symbols, which occurs through the interaction between printed words and the reader's language competency, and which includes decoding and comprehension skills. Besides, reading is not only an activity to show the symbols but also process in which readers need to comprehend the material too. According to Snow (2002:11), reading comprehension is a process of extracting and constructing meaning simultaneously by doing some interaction and involvement with written language.

In addition, reading is also very important in the curriculum of high school. Based on the syllabus of junior high school, students have to understand several types of the text such as narrative, recount, and descriptive. In comprehending the text, according to Harris and Smith (as cited in Sutarsyah, 2001:38) there are seven

major that can affect a reader to comprehend a text. These factors are basically divided into two categories. The first one comprises five factors which are internal to the students, that are, background experience, language abilities, thinking abilities, affection (interest, motivation, attitudes, beliefs, and feelings), and reading purposes. The other one includes two external factors and they are nature of the text and physical factor.

To be more specific, there are some previous researches which are in line with the categorization of the problems. Firstly, the problem is related to the background knowledge from Sutarsyah (2013:190). In Sutarsyah's study, there was a student who mentioned the exercise on ordering the events was a very difficult task. The student said that that she answered the exercise monotonously. According to her, she could not relate the topic with her knowledge. Then, the second previous research which is related to affection is done by Prior (as cited in Sutarsyah, 2013:192). This research indicates that feeling of defeat are likely to cause such children to give up trying and develop a picture of themselves as "failures". It is possible that many children labeled as "learning disable" are actually displaying a type of learned helplessness in the face of a task that they do not fully understand. If asked they are likely to say that they hate reading because, for them, it entails such a great mental effort and gives so little satisfaction in return. Thus, it can be concluded that those previous studies support Harris and Smith's assumption related to the problems affecting comprehension.

In accordance with the situations mentioned above, this research attempts to find out whether K-W-L strategy may be the answer to solve the problem of teaching and learning reading skill. K-W-L strategy is a strategy that models the active thinking needed when reading expository text (David as cited in Sinambela et. al, 2015). In Sinambela et. al.'s research the letters K-W-L stand for three activities students engage in when reading to learn; recalling what they KNOW, determining what they WANT to learn, and identifying what they LEARN as they read.

Moreover, Know-Want-Learn, as an effective way to improve students' reading comprehension, has been previously studied by Sinambela et. al (2015). They conducted their research in the fifth semester students of English Department, Faculty of Education of HKBBP Nommensen University Medan. The participans were divided into two groups, an experiment group and a control group. The experimental group was taught reading with K-W-L strategy, while the control group was taught by conventional reading strategies. In their research journal, they explain that students' achievement who were taught by applying K-W-L strategy was higher than those who were taught without applying K-W-L. When doing treatment in four meetings to the experimental group the students were active and the score in the post-test of the test that they got higher than score in the post-test. Thus, from their result we know that K-W-L strategy can affect on students' reading comprehension.

Besides, Rakhmawati (2015) also proves that using K-W-L strategy can improve reading comprehension. She conducted her research in the second grade students of SMA Muhammadiyah 2 Metro. The population in this research was one class. Who was taught by applying K-W-L strategy. To collects the data the researcher used pre-test and post-test. By comparing the result of students reading comprehension in pretest and posttest, the researcher found that students' reading comprehension in posttest was higher then in the pretest. So, it can be concluded that K-W-L strategy can improve the reading comprehension performance.

After reviewing two previous researches, those prove that K-W-L strategy can improve students' reading comprehension in university and senior high school, in the present study the researcher will use or apply K-W-L strategy in teaching reading in another level of education, that is junior high school. The researcher is highly motivated to find out the using K-W-L strategy can improve the students' reading comprehension in junior high school.

## 1.2. Research Questions

Based on the background discussed above, the main problems that are going to be discussed in this research are:

1. Is there any improvement on students' reading comprehension after they are taught through K-W-L strategy?

2. Which aspects of the reading skills improved the most by using K-W-L strategy in teaching reading?

3. How is the process of the implementation of K-W-L strategy in teaching reading?

## 1.3. Objectives

Based on the problems above, the objectives of this research are:

1. To find out whether there is an improvement on students' reading comprehension after they are taught through K-W-L strategy.

2. To find out which aspects of reading skills that improved the most by using K-W-L strategy in teaching reading.

3. To describe the process of the implementation of K-W-L strategy in teaching reading.

## 1.4. Uses

The uses of this research are:

1. Theoretically

   The result of this research is to support the previous theory in teaching learning English especially in reading.

2. Practically

   The result of this research is to give information for English teachers of junior high school about the process of the teaching reading using K-W-L strategy.

**1.5. Scope**

This focus of this research is on using K-W-L strategy and students' reading comprehension in descriptive text, especially about finding main idea, identifying detail information, revealing the meaning of the word, determine the reference of words and inferring information of the text. The reading test is limited to descriptive text. The second grade students of junior high school must be able to comprehend text in form of descriptive. The data of reading comprehension achievement are taken the reading comprehension test. There are two tests in reading comprehension achievement. They are pretest as the test before using K-W-L strategy conducted and posttest as the test after it is conducted. Pretest and posttest are objective test in multiple choice forms with four options of each question (a, b, c, and d).

**1.6. Definition of Term**

In order to make the same perception dealing with the research, the researcher lists the terms that are important to know as follows:

1. Reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation (Anthony et. al. as citied in Farrel, 2012).

2. Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text

rather than to obtain meaning from isolated words or sentences (Wooley, 2011: 15).

3. K-W-L strategy is an instructional reading strategy that is used to guide students through a text that begin by brainstorming everything students *know* about a topic, generating a list of questions about what students *want to know* about the topic and students have new information from *learned* about the topic (Jones, 2012).

4. Aspects of reading is parts of reading skills that should be aquired by the readers (Davenport (as citied in Tanum, 2014:9)).

## II. LITERATURE REVIEW

This chapter discusses certain points related to the theories that are used in this research, such as reading, aspect of reading, teaching reading, descriptive text, K-W-L strategy, K-W-L strategy in teaching reading, procedure of K-W-L strategy in teaching reading, advantages and disadvantages of K-W-L strategy, theoretical assumption and hypothesis.

### 2.1. Reading

Reading is an activity of getting information from the text. In this sub chapter, the researcher will explain the definition of reading according to three different experts. They are Aebershold and Field, Nuttal, and Kazemi.

The first definition of reading is from Aebershold and Field. According to Aebershold and Field (as citied in Khalaji, 2012), reading is what happens when people look at a text and assign meaning to the written symbols in that text. It means that reading is the process of reader's mind or process of mind activity in trying to interpret the perception of symbols that present language. Besides, in this definition, there are two necessary entities for the process: the text and the reader.

Meanwhile, Nuttal (1982: 14) defines reading as the meaningful interpretation of printed or written verbal symbol. It means that reading is a result of interaction between the perception of graphic symbols that represent language and the reader's language skills, cognitive skills, and the knowledge of the world. In this process, the reader tries to create meanings intended by writer.

The last definition of reading is from Kazemi (2012). According to him, reading is considered as an active process where the readers utilize their cognitive and mental capacities to figure out the internal meaning of the text. It is an interaction between the reader and the writer who has tried to convey a message to its readers. Therefore, in this process, the readers should be provided with instructional opportunities that allow them to successfully derive the meaning intended by the writer.

Based on definitions above, it can be concluded that reading is an interactive and a thinking process of transferring printed letters into meaning in order to communicate certain message between the writer and the reader. In reading actively, a reader brings her or his background knowledge, emotion, and experience to construct his or her idea in understanding the meaning of the text.

Reading is not only an activity to interpret the written text, but also the readers need to comprehend the material too. According to Harris and Hodges (as citied in Torgesen, 2006) define reading comprehension as the construction of the meaning of a written text through a reciprocal interchange of ideas between the reader and the message in a particular text. It means that in reading comprehension the readers have to construct the meaning of written text by substituting ideas

between the reader and the message in the text. In addition, Moonly (as cited in Inayati, 2011: 21) defines reading comprehension as the ability of readers to understand the surface and the hidden meanings of the text.

From the definitions above, it can be said that reading comprehension is readers' ability in getting meaning or understanding what the reader has been read from the content of the text. Besides, reading comprehension also can be said as the reader's ability to understand hidden meanings from the text.

## 2.2. Aspects of Reading

There are some aspects of reading that have to be comprehended by the reader. The researcher will explain the aspects of reading according to Davenport and the aspects of reading that will be focused by researcher in this research.

According to Davenport (as citied in Tanum, 2014:9), there are six aspects of reading which help the students to comprehend the English text. Each of reading aspects are presented as follows:

1. Identifying main idea, main point, author's purpose or an alternative title for the passage.
2. Recognizing the tone of the passage or identifing the style.
3. Comprehending information directly stated in the passage (finding supporting detail).
4. Answering relational questions about the author's opinion or idea, even if not stated directly.

5. Recognizing the structural methodology employed to develop the passage, for example sequences, vocabulary, and represent pronoun (reference).

6. Extending limited information given by the author to a logical conclusion using inference (inference meaning).

However, this research is focused on main idea, supporting detail, inference, vocabulary and reference. They are explained as follows:

1) Main Idea

Segretto (2002:12) states that main idea of a reading selection is what the passage is mostly about. The author often states the main idea in the first or last sentence of the first paragraph, nevertheless the author may state the main idea anywhere in the part of text. Sometimes the author only suggests the main idea by leaving clues within the passage. Then, the longer text can have more than one main idea. The questions of main idea can be for example: *What is the main idea of first paragraph?*

2) Supporting detail

Segretto (2002: 16) states that supporting details provide the reader with more information about the main idea or subject of a passage. They are pieces of information that help the reader to see the big picture in a text. Detail in a fictional story also support main ideas about the setting, characters and events in the story. The question of finding supporting detail is *"Who are the characters of the story?"*

3) Inference

Inference is the word that used by the reader to draw a certain conclusion from facts, points in an argument etc. supplied by the text (Nuttall, as citied in Rahman, 2007). It should be noted that inference is not necessarily of certainty– it is about probabilities. However, these possibilities may gradually turn into certainties when the reader meets a word more frequently and understands it more explicitly. Inference affects the interpretation of a text largely. It is, therefore, an essential but 'tricky' skill. In general, questions relates to this type of reading can be for example "*What was the first paragraph talking about?*".

4) Vocabulary

According to Hatch and Brown (as cited in Kurt, 2014:21) the term vocabulary refers to a list or set of words for particular language or a list of words that individual speakers of language use. Vocabulary plays a fundamental role in the reading process, and contributes greatly to a reader's comprehension. A reader cannot understand a text without knowing what most of the words mean. Students learn the meanings of most words indirectly, through everyday experiences with oral and written language. Other words are learned through carefully designed instruction. The question consisting vocabulary aspect can be for example *"Mike **is interested** in acting very much. The bold word is the synonym of …."*

5) Reference

According to Sagiba (2012), reference is a relation between objects in which one object designates, and acts as a means by which to connect to or link to. The first object in this relation is said to refer to the second object. The second object – the one to which the first object refers – is called the referent of the first object. In addition, according to Reimer (as cited in Novaes, 2007:13), reference is a relationship between expression and what speakers use expression to talk about. The question that relates to reference is *"What does the word "she" in line 5 refers to?"*

## 2.3. Teaching Reading

Teaching reading is the activity to teach students how to interpret the written text. In this sub chapter, the researcher will explain about teaching reading in further way.

In teaching reading, the teacher should be able to control the class activities in order to make the students can master the material. It is line with Alyousef (2005) who says that in reading, there are three-phases procedures. They are pre-, while-, and last-reading process. The pre-reading stage helps in activating the relevant schema. For example, the teacher asked the questions while previewing the text. The aim of while-reading stage (or interactive process) was to develop students' 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, out-up sentences, and comprehension question.

The aim of teaching reading is to develop students' reading comprehension of English texts effectively. To develop students' reading comprehension, the students should have specific purpose in their mind before they read the text. Appropriate technique in teaching reading can interest the students to interact with various types of texts, i. e. functional and monologues text. In short, in teaching reading the teacher should use appropriate technique. Therefore, technique in teaching reading should be matched with reading purpose to read efficiently and effectively.

From the explanation above, the researcher concludes that teaching reading is the teaching activity to engage students in comprehending text. The researcher also assumes that the using of appropriate strategy in teaching reading will increase students' interest in reading. Furthermore, the students' reading comprehension is also improved too.

## 2.4. Descriptive Text

There are some kinds of text that should be comprehended by the junior high school's students. They are narrative, report, recount, descriptive, and procedure. In this research, the researcher will use descriptive text. There are several reasons why the researcher uses descriptive text in this research. Firstly, the example of descriptive text is easily found in song, internet, literature, and book so that it will

help the researcher to match the example of descriptive text with the students'
interest. Secondly, descriptive text contains some difficult words that require the
students to comprehend it carefully. Thirdly, descriptive text is already known by
the students because they have studied it from seventh grade of junior high school.

According to Murphy (2009:230), descriptive text is the type of text that provides
information on a topic through descriptive facts and details or characteristics and
traits. Descriptive text list or enumerates important features, elaborating on each
for informing the reader. Sometimes descriptive text includes a progression of
ideas that might also be embedded in a chronological sequence.

According to Sudarwati and Grace (2007: 172), descriptive text has certain
characteristics, as follows:

1. Social function/ purpose

   The purpose of descriptive text as social function is to describe a particular
   person or thing.

2. Generic structure/ text organization

   In descriptive text, there are some generic structure organizations that can be
   listed as follows:

   - Identification (mention the special participant).

   - Description (mention the part, quality, and characteristics of the subject
     being described)

3. Language features

   In descriptive text, there are some language features, as follows:

- The use of adjective and compound adjectives.

- The use of linking verb/ relating verbs.

- The use of Simple Present Tense.

- The use of degree of comparasion.

In conclusion, based on the explanation above, the researcher concludes that descriptive text is a kind of text that is used to describe someone or something. There are three characteristics in descriptive text. They are social function/ purpose, generic structure/ text organization, and language features.

## 2.5. K-W-L Strategy

In this sub chapter, the researcher will explain the definition of K-W-L strategy according to some different experts. In the last part, there will be a conclusion of definition of K-W-L strategy from the writer.

Shelly (1997:234) asserts that the K-W-L strategy is designed in a three-column format, requires students first to list what they have already known about a topic (calling attention to prior knowledge) second, to write what they would like to know about a topic (tapping student interest and providing purpose for reading) and third, after reading and discussion, to list what they learned and would still like to learn (making connections between questions asked and information encountered). Moreover, K.W.L is also the strategy that helps students to collect everything they know about the topic to be read before they come in to the reading assignment (Rahim, 2015)

In addition, Stahl (2008: 364) states that K-W-L is a process during which the teacher generates a discussion about a text topic and uses a chart or worksheet to record students' statements about what they know (K), want to learn (W), and, after reading, what they learned (L). In the K-W-L strategy, the students are asked to list what they know about the subject and the questions they may have about the subject before reading the text selection. In addition, to make students easier in finding the information in the text, teachers can give them some questions. These questions are used to guide them when they are lack in idea to finding information in the text. Then, after reading the selection, the students are asked to write what they have learned about the subject. This strategy prompts the students to identify previous knowledge, to consider what they want or need to know and list the useful information learned from the selection during reading.

At last, after reviewing some definitions of K-W-L strategy above, the researcher concluded that K-W-L strategy is a strategy in teaching uses three columns which in the first column (K), the students are asked to fulfill the column with the background knowledge about the text that they will read. In addition, in the second column (W), the students are asked to fulfill the column with the information about the text that they want to find out. In the last column (L), the students are asked to fulfill the column with the information that they have learnt in the text.

**2.6. K-W-L Strategy in Teaching Reading**

In this sub-chapter, the researcher will explain about K-W-L strategy in teaching reading and the previous research of the implementation of K-W-L strategy in teaching reading.

English teaching cannot be separated from teaching reading. By considering the importance of teaching reading in terms of reading comprehension, finding suitable strategy is important. The suitable strategy is important to increase students' motivation in reading learning process. The researcher assumes that K-W-L Strategy**,** proposed by Ogle, can be used to improve the students' reading comprehension because it has the meaningful activity for the students. In the K-W-L strategy, the students are asked to make three columns. The first column is K that stands for Know-background knowledge of the text. It means that before the students read the test, the students have to relate their background knowledge with the text that they will learn. Next, in the second column is W that stands for Want-the information that needed to know by the students. In this step, the students are asked to list what they want to learn in the material. In the last step, L that stands for Learn-the information that found out by the students. It means that the students have to find out the information that they want to know and write down the new information from the text.

According to Raphael (2009:9), readers use clues to determine which idea or ideas they think the author presents as most important in finding supporting details. It can help readers differentiate between ideas essential to understanding

the meaning of the text and supporting details. It relates to one of the steps in K-W-L strategy, that is in the second step (Want-the information that needed to know by the students). As we know that in this step, students have to make some questions that guide them to focus in finding the information. Those questions can be as the clues for the students in finding supporting detail. In addition, Yuniarti (2013) who implemented K-W-L strategy in her research also proved that K-W-L strategy was effective to improve the sudents' ability in finding specific information.

Besides, K-W-L strategy, as an effective strategy in teaching reading that can improve students' reading comprehension, has been proved by some researchers. The researcher will explain several researchers who had proved K-W-L strategy can improve students' reading comprehension in different level from the recent study. The following previous studies below were conducted in the senior high school level.

Yuniarti (2013) proves that K-W-L strategy is effective to improve the students' reading comprehension. The subject of her research is eleventh grade students of SMA N I Sanden in the academic year of 2012/2013. In her research, she explained that the study was action research in two research cycles. The data of this study were qualitative in nature supported by quantitative data. Qualitative data were obtained from the results of classroom observation and collaborators' discussion.quantitative data were obtained from pretest and posttest results. The instruments for collecting the data were observation guides, interview guides, and

the pre-test and post test. The data were in the form of field notes, interview transcripts, and the scores of the students' pre-test and post test. A *t*-test was used for the analysis of the quantitative data. It is supported by the qualitative data which show that (1) K-W-L strategy can help the teacher to scaffold the students' comprehension of the text by focusing on the steps before, during, and after reading; (2) K-W-L strategy can help the students to preview the text, assess what they have learned after reading, and attrack their interest in reading; (3) The kind of activities given such as preteaching vocabulary, using skimming and scanning, using fix-up strategies, and guessing meaning can help the students to read the text efficiently. The finding is also supported by the quantitative data. The mean of the students' reading comprehension scores improves from 70.5 in the pre-test to 82.5 in the post-test. According to the *t* statistic, the difference is significant at $p < 0.05$. From the results above, it can be concluded that the use of K-W-L strategy can improve students' reading comprehension.

The other researcher who proves that K-W-L strategy is effective to improve the students' reading comprehension is Katmono (2012). The subject of this research was the students of the tenth grade of SMA Muhammadiyah 4 Balong Ponorogo in the academic year of 2012/2013 which consisted of 19 students. This research was conducted in two cycles. The researcher used three research instruments. There are observation check list, questionnaire, and test. Based on the result of this research, the implementation of K-W-L Strategy can improve students' reading skill in SMA Muhammadiyah 4 Balong Ponorogo. It was seen from the lowest score in cycle 1 is 73.59 became 80.39 in cycle 2. The score of cycle 3 was

78.80. The questionnaire result showed that students enjoyed and became active during teaching learning process. It can be seen from the lowest percentage in cycle 1 is 55.09 become 76.32. Finally, the researcher gives suggestion that English teachers can use K-W-L Strategy as an alternative strategy in teaching reading.

Besides, Hamdan (2014) also proves that using K-W-L strategy can improve students' reading comprehension in the tenth graders of Jordanian Male Students. The main purpose of his study was to examine the effectiveness of the K-W-L strategy on the performance of the Jordanian Tenth Grade male students in reading comprehension. To achieve this aim, the sample of the study was selected from a private school and a public school. They participants were divided into an experiment group and a control group. All the public school students represented the experimental group. Whereas, the private school students represented the control group. The experimental group was taught reading with the K-W-L strategy, while the control group was taught with the conventional reading strategies. To collect the data, pre and post reading comprehension tests were administered. The pre-test was conducted prior to the application of the strategy, and the post-test was given to the students in the two groups after the application of the strategy. Data were analyzed by using mean scores, standard deviation, t-test and covariance. The findings indicated that the experimental group of the public school scored higher on the reading comprehension post-tests than their peers did in the control group. The researcher concluded that the strategy was effective in improving the reading comprehension performance.

Based on the explanation about the implementation of K-W-L strategy in increasing students' reading comprehension, the researcher assumes that K-W-L strategy can be used as the strategy in teaching reading. This assumption is supported by those previous researches since they prove that K-W-L strategy is able to improve students' reading ability at intermediate level. Therefore, in this research, the researcher uses K-W-L strategy in teaching reading.

## 2.7. Procedure of K-W-L strategy in Teaching Reading

In the implementation of K-W-L strategy in teaching reading, some steps have to be followed. The researcher will explain the procedure of K-W-L strategy in teaching reading based on Ogle.

According to Ogle (as cited in Riswanto et. al., 2014:227), there are seven steps of Know-Want-Learn strategy.

1. Choose the text.

2. Create a K-W-L chart. The teacher should create a chart on the background or on an overhead transparency. In addition, the students should have their own chart on which to record information.

3. Ask students to brainstorm words, terms, or phrases they associate with a topic. The teacher and students record these association in the *K* column of their charts. This is done until the students run out of ideas. Engage students in a discussion about what they wrote in the *K* column.

4. Ask students about what they want to learn about the topic. The teacher and students record these questions in the *W* column of their charts. This is done until students run out of ideas for questions. If students respond with statements, turn them into questions before recording them in the *W* column.

5. Have students read the text and fill out the *L* column of their charts. Students should look for the answer to the question in their *W* column of their charts while they are reading. Students can fill out their *L* columns either during or after reading.

6. Discuss the information that students recorded in the *L* column.

7. Encourage students to research any questions in the *W* column that were not answered by the text.

Based on those procedures of K-W-L strategy in teaching reading, the researcher will explain the way to implement K-W-L strategy in teaching reading as follows:

a. Pre Reading

   K (What I Know) stage (Elicit Prior Knowledge)

   1. Students are divided into the groups, each groups has 4 members.

   2. Teacher presents a big picture of Losari Beach while asking the students question.

      "Look at the picture! Please observe the picture! What do you know about the picture?"

   3. Teacher distributes K-W-L chart to students part by part. Firtsly, teacher distributes "K" column.

| What I Know |
| --- |
|  |

4.  Teacher explains how to use the column by drawing a big K column in the white board.

5.  In "K" column (what I Know) section, teacher asks the students to write everything that they have already known related to the picture and the title.

6.  Students are asked to discuss what they have written in What I know column.

*W (What I want to Know)* stage (Set a Purpose of Reading)

7.  Teacher distributes "W" column to the students.

| What I Want to Know |
| --- |
|  |

8.  Teacher explains how to use the column by drawing a big W column in the white board.

9.  In "W" column (what I want to know) section, students are asked to write what they want to know about the topic. Besides, teacher will give some questions related to the given descriptive text if the students do not have idea about what they want to know. It will be explained in the next step.

b. Whilst Reading

*L (What I Learn)* stage (Monitor Reading Comprehension)

10. Teacher distributes the students a text entitle "Losari Beach". Then, teacher instructs some qoestions that are written in the W column.

11. Teacher asks the students to identify the main idea of each paragraph in the given descriptive text.

    "Read the text carefully! Then, identify the main idea of each paragraph!"

12. Teacher asks the students to supporting details in the given descriptive text.

    "Please read the text! Then answer the following questions!"

    1. Where is the location of Losari Beach?

    2. How long we will arrive at Losari beach from Sultan Hasanuddin?

    3. Who will spend afternoon and evening times enjoying the panorama at Losari Beach?

13. Teacher asks the students to infer certain information from the given descriptive text.

    "Please read the first paragraph! Then answer the following question!"

    "What is the first paragraph talking about?"

    > Losari Beach is a beautiful beach located in the western part of Makassar, South Sulawesi. The beach has been an icon of Makassar for years and well known for its beautiful sunset scenery. Many tourists spend their afternoon and evening times enjoying the panorama when the reddish sun looks like to sink to the sea.

14. Teacher asks the students to identify word refernce in the given descriptive text.

"Please read the first pargraph carefully! Then answer the following question!"

"The word "it" in the first paragraph refers to . . . ."

> Losari Beach is a beautiful beach located in the western part of Makassar, South Sulawesi. The beach has been an icon of Makassar for years and well known for its beautiful sunset scenery. Many tourists spend their afternoon and evening times enjoying the panorama when the reddish sun looks like to sink to the sea.

15. Teacher asks the students to find out the synonym and antonym words from the given descriptive text.

   a. "Please find out the synonym of the following words!"

      1. Beautiful                              2. Located

   b. Someone who visits a place for pleasure and interest, usually while she or he is on holiday. This sentence has closest meaning with . . . .

16. Teacher distributes "L" column to the students.

| What I Learn |
| --- |
|  |

17. Teacher explains how to use the column by drawing a big K column in the white board.

18. Teacher asks the students to find the answer of their own questions in What I Want to Know column. If they find the answer, they have to write it down in What I learn column.

19. Teacher asks the students to reread the text in dept.

20. Students are asked to write new information they find in the text in What I learn column.

21. Students are asked to rewrite the information they find in What I learn column.

22. Teacher asks several of groups to present their KWL chart.

23. Teacher and students discuss the students' work in KWL chart.

c. After reading

24. Teacher asks the students to do comprehension questions individually.

Post teaching

25. Teacher discusses the students' difficulties in understanding the materials.

26. Teacher gives conclusion about the materials that have been learned.

From the explanation above, there are some steps of the implementation of K-W-L strategy that have to follow. The researcher tends to apply this lesson plan in teaching reading using K-W-L strategy.

## 2.8. Advantages and Disadvantages of K-W-L Strategy

In the implementation of K-W-L strategy, there are some advantages and disadvantages. The researcher will explain the advantages and disadvantages of K-W-L strategy based on Ibrahim.

According to Ibrahim (2012), there are six advantages of K-W-L strategy. The first one is it is appropriate for all education levels from beginners up to advanced. The second is it can be used for all skills but it is most suitable for reading skill. The third is it helps students to monitor their comprehension and knowledge. The fourth is it encourages students to do critical thinking. The fifth is it makes teacher and students become more interactive in the teaching and learning process. The sixth is it sets out a purpose for reading, and the last it means that readers have some ideas about the text before read the whole text and focus to find the important points while reading. On the other hand, the disadvantages of K-W-L strategy based on Ibrahim (2012) are it is difficult for students with prior knowledge, it takes time to complete, and it is not effective for reading fiction material.

From those explanations above, in the implementation of K-W-L strategy, K-W-L strategy has some advantages. However, K-W-L strategy also has disadvantages that will face in the implementation of this strategy.

## 2.9. Theoretical Assumption

In teaching reading, there are some strategies that can help the teacher to reach the aims of teaching learning process. There are many ways in teaching reading and teacher should have the ability to choose the appropriate strategy and implement it in the teaching learning process to obtain the goal. If the teacher does not use the appropriate strategy, the result of students' reading comprehension is not good. K-W-L strategy may be the strategy that can be used in teaching reading.

In the first step of the implementation of K-W-L strategy, the students are asked to brainstorm words, terms, or phrases that relate to the topic. This activity will motivate students to call their background knowledge of the topic in the given text. As we know that the readers will be easier in comprehending the text if they have background knowledge. Besides, in the second activity, students are asked to make questions about what they want to learn in the text. This step will guide the students to focus on the information that they want to get from the text. In the last, the students are asked to answer their own questions about the topic in the text. After they answer their questions, they are asked to discuss their answer. In addition, the teacher motivate them to find out their questions that are not answered based on the text.

Furthermore, the researcher believes that teaching reading using K-W-L strategy can improve students' reading comprehension. It is because K-W-L strategy can detail purpose for reading. It implies that students have ideas about the text before they read the whole text. Besides, they will focus to find the important points

while reading. In addition, through W step in the implemantation of K-W-L strategy, the researcher also believes that it can improve students' reading aspects especially in supporting details. It is because in this step the students have to make some questions as clues that will guide them in finding supporting details.

## 2.10. Hypothesis

Based on the theories and the assumptions above, the researcher proposes two hypotheses in this research as follows:

1. There is an improvement in the students' reading comprehension after they are taught through K-W-L strategy.

2. Supporting detail is the reading aspect that improved the most after the students are taught through K-W-L strategy.

In conclusion, according those explanations above, this chapter discusses certain points that relates to the theories that are used in this research. They are reading, aspects of reading, teaching reading, descriptive text, K-W-L strategy, K-W-L strategy in teaching reading, procedure of K-W-L strategy in teaching reading, advantages and disadvantages of K-W-L strategy, theoretical assumption and hypothesis.

# III. METHODS

This chapter deals with the design and procedures of the research. This refers to research design, variables, population and sample, research procedure, data collecting technique, research instrument, data analysis, data treatment, and hypo thesis testing.

## 3.1. Design

In this sub chapter, the researcher will explain the research design that is used in this research.

The research was quantitative research. The aimed of this research was to find out whether there was a difference in students' reading comprehension after being taught by using K-W-L strategy or not and which reading aspect that is most improved after being taught by using K-W-L strategy. The design in this research was one group pretest-posttest design. The research design could be presented as follow:

**T1 X T2**

T1      : Pretest

T2      : Posttest

X        : Treatment (teaching reading using K-W-L strategy)

(Hatch and Farhady (as cited in Setiyadi 2006:132))

In a word, the research design that was used in this research was one group pretest posttest design.

## 3.2. Population and Sample

In this sub chapter, the researcher will explain the population and sample that is used in this research.

The population of this research was the second grade of MTs N 2 Tanggamus that consisted of eight classes and there were 40 students in each class. For the sample of this research, the researcher took one class as the tryout class. It was VIII D and VIII E as the experimental class. In determining the experimental class and tryout class, the researcher asked the teacher to choose two of eight classes; for, the researcher did not uses random sampling because it would disturb students' learning activity.

In conclusion, the population and sample that were used in this research was the second grade of MTs N 2 Tanggamus. There were two classes that were used in this research, that were VIII E as experimental class and VIII D as tryout class.

**3.3. Variables**

In this sub chapter, the researcher will explain the variables in this research. Firstly, there is a definition of variable and lastly there are two kinds of variables in this research.

Variable is a character of a group of people, their behavior, or the variant environment of one individual to others (Setiyadi, 2006:201). Besides, in order to assess the influence of the treatment in research. There are two kinds of variables. They are dependent variable and independent variable. Dependent variable is a variable that the researcher observes and measures to determine the effect of the independent variable. Independent variable is the major variable that a researcher hopes to investigate. This research consists of the following variables:

1) Students' reading comprehension is as dependent variable (Y), because this variable is observed and measured to determine the effect of independent variable.

2) K-W-L strategy is as independent variable (X) because this variable can influence or have effects to the dependent variable.

In conclusion, there are two variables in this research. They are students' reading comprehension is as dependent variable (Y) and K-W-L strategy is as independent variable (X).

**3.4. Instruments**

The data in this research was gained by two instruments:

*1. Reading Test*

Tthe first instrument in this research was *reading* test. The researcher checked the students' reading comprehension achievement by giving two reading tests to the students. The reading tests were pretest and posttest. The researcher used multiple choice tests because of some reasons, such as it was easy to score. Besides, it tested the students' focus. In addition, it was because multiple choices had four options in it which three of them might distract students' focus of the right answer. In the reading test, tryout test was used to find out the quality of the research instrument that was used in pretest and posttest. In order to get a good test, the test item should fulfill some criteria such as validity, reliability, level of difficulty, and discrimination power that would be discussed below.

- **Validity**

A test is considered valid if the test measures the object to be measured and suitable with the criteria. The validity of the test is the extent to which it measures what it supposed to measure is. A test must aim to provide true measure of particular skill that it is intended to measure.

There are five types of validity (Setyadi, 2006:22). They are face validity concerns with the layout of the test. They are content validity that represents the materials to be included, predictive validity that concerns with measuring the success in the future, as in replacement test, construct validity that concerns in

measures specific characteristic in accordance with a theory of language learning and concurrent validity.

Based on the types above, the researcher used content validity and construct validity because the other three are considered to be less needed.

a. Content validity

Content validity relates with all the items of test that include in a test. To meet this validity, the researcher has to see all indicators of the items in test and analyze them thoroughly whether the test is good reflection of what has been taught (Setyadi, 2006:22). This study used descriptive text that was supposed to be comprehended by the second grade of junior high school students. The material was chosen based on English curriculum of 2013 for second grade of junior high school.

b. Construct validity

Content validity concerns with whether the test is actually in line with the theory of what it means to know the language. It means that the test measures certain aspect based on the indicator. The researcher examined it by correlating the aspects that were measured with the theories of those aspects. Moreover, the researcher also made a table of specification by modifying table of specification from Gassner, Mewald & Siggott (2007) in order to judge whether the content validity was good or not.

**Table 3.1. Specification of Test Items for the Reading Comprehension**

| No | Reading Skills | Items Number | Percentage |
|----|----------------|--------------|------------|
| 1. | Determining main idea | 1, 6, 11, 16, 21, 26, 31, 36, 41, 46 | 20% |
| 2. | Finding supporting detail | 2, 7, 12, 17, 22, 27, 32, 37, 42, 47 | 20% |
| 3. | Reference | 3, 8, 13, 18, 23, 28, 33, 38, 43, 48 | 20% |
| 4. | Inference | 4, 9, 14, 19, 24, 29, 34, 39, 44, 49 | 20% |
| 5. | Vocabulary | 5, 10, 15, 20, 25, 30, 35, 40, 45, 50 | 20% |
| **Total** | | **50** | **100%** |

(Modified Reading specification from Gassner, Mewald & Siggott)

The percentage of each reading skill was the same because the researcher would find out which aspect that increased the most by using K-W-L strategy in teaching reading.

This test was conducted to determine the quality of the data collecting instrument of the research, that were reliability, validity, level of difficulty, and discriminating power. Students were given 50 items of multiple choices test in 80 minutes.

- **Reliability**

Reliability refers to the extent to which the test is consistent in its score gives us an indication of how accurate the test score are (Hatch and Farhady, as cited in Tanum, 2014:34). The test was determined by using Pearson Product Moment which measures the correlation coefficient of the reliability (reliability of half test) in the following formula:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

Notes:

$r_{xy}$     = coefficient of reliability

$N$     = the total number of students

$x$     = odd number

$y$     = even number

$\sum x^2$     = total score of odd number

$\sum y^2$     = total score of even number

$\sum xy$     = total score of odd and even number

(Arikunto, 2006: 170)

After getting the reliability of half test, the researcher used Spearman Brown to determine the reliability of the whole test, as follows:

$$r_k = \frac{2r_{xy}}{1+r_{xy}}$$

Notes:

$r_k$     = the reliability of the whole class

$r_{xy}$     = the reliability of half test

The criteria of reliability are as follows:

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

(Arikunto, 2006: 180)

After the data were analyzed, the result showed that the reliability of half test ($r_{xy}$) was 0.81 and reliability of the whole test ($r_k$) was 0.89 (See Appendix. 8). Based on the criteria of reliability of the test, it could be stated that the tests had a very high reliability since the range of the very high criteria for the reliability test was 0.89 – 1.00. It could be interpreted that the test could be used and in other word, the test was reliable.

• **Level of Difficulty**

Level of difficulty (LD) relates to how easy or difficult the item is from point of view of students who took the test. it is important since the items which are too easy can tell us nothing about the differences within the test population. The formula of the difficulty level is as follows:

$$LD = \frac{U + L}{N}$$

Notes:

LD    = level of difficulty

U     = the number of students in upper class who answer correctly

L     = the number of students in lower class who answer correctly

N     = the total number of students

The criteria are as follows:

< 0.30          = difficult

0.30 – 0.70    = average

> 0.70          = easy

Based on the result of tryout related to the criteria, this try-out test consisted of 4 difficult items (5, 21, 29, and 46); 34 average items (1, 2, 3, 6, 7, 8, 9, 10, 11, 13, 15, 20, 22, 23, 27, 28, 31, 32, 33, 34, 35, 36, 38, 40, 41, 42, 43, 44, 45, 47, 48, 49 and 50); and 13 easy items (4, 12, 14, 16, 17, 18, 19, 24, 25, 26, 30, 37, and 39) (See Appendix. 7).

- **Discrimination Power**

Discrimination power is the ability of the item to discriminate between the students who have high ability and those who have low ability. In determining the discrimination power, the researcher used the following formula:

$$DP = \frac{U - L}{1/_2\, N}$$

Notes:

DP     = discrimination power

U     = the number of students in upper group who answer correctly

L     = the number of students in lower group who answered correctly

N     = the total number of the students in upper and lower groups

The criteria are:

DP     = 0.00 – 0.19  = poor

DP     = 0.20 – 0.39  = satisfactory

DP     = 0.40 – 0.69  = good

DP     = 0.70 – 1.00  = excellent

DP      = negative/minus (-), all is poor

(Daryanto, 2012:186)

In analyzing discrimination power, there were 12 items that had negative value (4, 5, 14, 18, 19, 21, 24, 25, 30, 37, 39, and 46), 3 poor items (12, 16, and 17), 24 good items (1, 3, 10, 11, 13, 15, 20, 22, 27, 28, 29, 31, 32, 33, 34, 35, 38, 40, 41, 42, 43, 44, 48, and 50), and 11 satisfactory items (2, 6, 7, 8, 9, 23, 26, 36, 45, 47 and 49). In addition, the items that had criteria level of difficulty < 0.30 and > 0.70 – 1.00 but had satisfactory and good discrimination power were revised. There were two items (26 and 29) that were revised.

## *2. Observation*

The second instrument in this research was *observation*. The researcher observed the process of the implementation of K-W-L strategy in teaching. She used the observation sheet which helped her to describe the process of teaching reading using K-W_L strategy. In this research, the researcher used observation sheet which was adapted from Ur (1991:323). It was attempted to K-W-L strategy. So, the observation sheet could describe the process of the implementation of K-W-L strategy in teaching reading clearly. In order to find out the validity and the reliability of the observation, the researcher will explain in the following explanation.

- **Validity of Observation**

Observation sheet was created based on the procedures of teaching reading using K-W-L strategy which had been desccribed in the previous chapter; as, this

instrument was to describe the process of the implementation of K-W-L strategy in teaching reading.

After analyzing the level of difficulty and discrimination power, it was found that 35 items were good and administered for the pre-test and post-test. On the other hand, 15 items were bad and dropped because they did not fulfill the criteria of level of difficulty and discrimination power. The researcher used three steps of teaching reading (Ogle (as cited in Riswanto et. al., 2014:227)) namely what the students *know* about the reading material, what the students *want* to know about the reading material, and what the students have *learned* from the reading material. Therefore, each number of activities in observation sheet was developed derived from the steps.

**Table 3.2. Specification of Observation Sheet**

| No. | K-W-L Steps | Item Numbers | Total Items |
|---|---|---|---|
| 1. | Know | 1, 2, 3, 4 | 4 |
| 2. | Want | 1, 2 | 2 |
| 3. | Learn | 1, 2, 3 | 3 |
| Total | | | 9 |

- **Reliability of Observation**

Observation is an instrument of qualitative research. In order to get the reliability of this instrumet and the data, the researcher did participant observation. Participant observation is the process that enables the researcher to learn about the activities of the people under the study in the natural etting through observing and participating in those activities (Kawulich, 2005). Bernard as cited in Kawulich (2005) believes that participant observation a the process of gaining information

by learning to act in such a way as to blend into the community so that as members will act naturally. It was an attempt to understand what was going on and be able to write about it.

The researcher, during the treatment, did the observation sheet by herself. The researcher taught the students as stated in the procedures and observed the activities of students. It meant that participant observation kept the researcher to involve the process of observing while she was teaching. This method was expected can turn out the reliable data.

## 3.5. Data Collecting Technique

Since the data was in the form of students' reading comprehension, the data was collected by using three reading tests; tryout test, pretest and posttest, and also observation. Each student had to answer reading comprehension test of descriptive text in each test. The students' scores from pretest and posttest were analyzed to find out the students' ability before and after having the treatments. The technique of collecting the data was clarified as follows:

*1. Tryout*

This test was given in order to find out the reliability, level of difficulty and discrimination power. It used an objective test in form of 50 items in 80 minutes.

*2. Pretest*

This test was given in order to find out how far the students' reading comprehension before being given the treatment. It was to see the basic quality of

students' reading comprehension before receiving the treatment. The pretest was a reading test. The pretest was conducted in 60 minutes.  In the pre-test, students were asked toanswer 30 items of reading comprehension test.

*3. Post-test*

After conducting the teaching through K-W-L strategy as the treatment, the researcher administered a posttest to the students as the last steps. It is done in order to know the students' development in reading comprehension test after having the treatment. In the pre-test, students were also asked toanswer 30 items of reading comprehension test.

*4.  Observation*

Observation sheet was used in this research in order to gain information about the process of the the implementation of K-W-L strategy, specifically in reading skill.

## 3.6. Research Procedure

In this sub chapter, the researcher will explain the research procedure in this research. There are two steps in research procedure. They are planning and application.

## 3.6.1. Planning

Before doing the research, the research made some plans to make the research run well. The procedure of planning could be seen as follows:

a. Preparing the tryout

The researcher prepared a kind of test that was called a tryout test which was given to the students. It used an objective test in form of 50 items in 80 minutes. This test was conducted in order to find out reliability, level of difficulty and discrimination power.

b. Preparing the Pretest

After the researcher conducted the tryout, the researcher prepared a kind of test that was called pretest which was given to the students. The same items in tryout test were given in pretest. The numbers of items and arrangement of the text in tryout test were changed. This test was administered in order to check the students' reading comprehension before treatment was given.

c. Preparing the lesson plan

The researcher determined the material that was taught to the students. The material related to curriculum 2013, for second grade of junior high school, in the second semester. Then, the researcher arranged the objectives and indicators of the material. The researcher also arranged the steps in teaching process that include pre teaching, whilst teaching and post teaching. In the last part of lesson plan, the researcher prepared reading comprehension test based on the given text. The researcher prepared the lesson plan in order to make the limitation and to know what the material that needed in the teaching process.

d. Preparing the posttest

After the researcher conducted the treatment, the researcher prepares posttest in order to check students' reading comprehension after the treatment. The same

items in pretest were given in posttest. The numbers of items and arrangement

of the text in pretest were changed.

### 3.6.2. Application

After making a plan, the researcher applied the research procedure that had some

steps as follows:

a. In the first meeting, the researcher gave try-out. The researcher administered

the test papers to the students and asked them to do the test.

b. In the second meeting, the researcher conducted the pretest. The researcher

administered the test papers to the students and asked them to do the test.

c. After giving pretest, the researcher gave three times of treatments.

d. In the last meeting, the researcher conducted posttest in order to find out the

difference of students' reading comprehension and which aspect of reading

skills that increased the most after treatments.

In short, from the explanation above, there are two steps of research procedure in

this research. They are planning step to prepare the research and application step

to conduct the research.

### 3.7. Data Analysis

In analyzing the data, the researcher treated the data through the following steps:

1) Scoring the pretest and post test

The formula is as follow:

$$X\%C = 100 \frac{R}{T}$$

Notes:

X%C      = percentage of correct score

R         = the total of the right answer

T         = the total number of items

(Lyman, as cited in Muthiah, 2013:36)

2) Tabulating the result of the test and finding the mean of the pretest and the post test. The mean is calculated by applying the following formula:

$$\overline{X} = \frac{\sum x}{N}$$

Notes:

$\overline{X}$      = mean

$x$      = the total number of the students' score

$N$      = number of students

(Arikunto, 2006:272)

3) To find out whether there is difference betwean mean from pretes and posttest, this research applies *Repeated Measure t-test*. This is used to compare mean from pretest and posttest. The formula is preseted below:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r\left(\frac{s_1}{\sqrt{n_1}}\right)\left(\frac{s_2}{\sqrt{n_2}}\right)}}$$

Notes:

notes:

$\overline{X}_1$  = the average score of pre test

$\bar{X}_2$ = the average score of post test

$s_1$ = standard deviation of pre test

$s_2$ = standard deviation of post test

$n_1$ = number of students of pre test

$n_2$ = number of students of post test

r = correlation between two samples

(Sugiyono, 2011:197)

4) Drawing conclusion from the tabulated results of the test given by comparing the means of the pretest and the post test in order to know whether the students get any progress, the formula is as follow:

$$I = \bar{X}_2 - \bar{X}_1$$

Notes:

$I$ = the improvement of students' reading comprehension

    achievement

$\bar{X}_2$ = the average score of post test

$\bar{X}_1$ = the average score of pre test

(Hatch and Farhady, as cited in Muthiah, 2013:37)

5) *Descriptive Statistics* formula is used to determined scores of reading comprehesnsion aspects. This formulation is already in SPSS Version 20. In addition, to determine the the most increased on aspects of reading comprehension, the researcher will compare the means of each aspect in pre test and post test.

6) Observation sheet is used to analyze the qualitative data in this research. The information that was found by the researcher would be gathered and analyze descriptively and generally.

**3.8. Data Treatment**

In order to find out the improvement of students' reading comprehension after being taught by using K-W-L strategy, the researcher uses statistical to analyze the data using the statistical computation i.e. repeated measures T – Test of SPSS version 20.

According to Setiyadi (2006:168-169), using Repeated Measures t-test for hypothesis testing has 3 basic assumptions, namely:

1. The data is interval or ratio.

2. The data is taken from random sample in population (not absolute).

3. The data is distributed normally.

Thus, the writer used these following procedures to treat the data:

- **Normality Test**

This normality test will be used to measure whether the data from students score is normally distributed or not. Here, the researcher would use SPSS 20 to analyze the data. So, the hypothesis for the normality test is as follow:

$H_0$        : the data do not distributed normally

$H_1$        : the data is distributed normally

While the criteria for the hypothesis is $H_1$ is accepted if sign > , with the level of significance 0.05.

### 3.9. Hypothesis Testing

The hypothesis testing is used to prove whether the hypothesis proposed in this research is accepted or not.

1. In order to find out whether there is an improvement of students' reading comprehension after they are taught through K-W-L strategy. The researcher used repeated measure t-test to find out the difference of the treatment effect. The formulation can be seen as follows:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r\left(\frac{s_1}{\sqrt{n_1}}\right)\left(\frac{s_2}{\sqrt{n_2}}\right)}}$$

Notes:

$\overline{X}_1$ = the average score of pretest

$\overline{X}_2$ = the average score of posttest

$s_1$ = standard deviation of pretest

$s_2$ = standard deviation of posttest

$n_1$ = number of students of pretest

$n_2$ = number of students of posttest

$r$ = correlation between two samples

(Sugiyono, 2011:197)

The first hypothesis was analyzed at significant level of 0.05 in which the hypothesis is approved if Sig < . It meant that the probability of error in the hypothesis is only about 5 %. The hypotheses were as follows:

$H_{0.1}$: There is no significant improvement of the students' reading comprehension after being taught through K-W-L strategy. The criteria $H_0$ is accepted if alpha level is higher than 0.05 ( > 0.05).

$H_{1.1}$: There is a significant improvement of the students' readingv comprehension after being taught through K-W-L strategy. The criteria $H_1$ is accepted if alpha level is lower than 0.05 ( < 0.05).

2. In addition, the researcher will analyze them to find out the aspect of reading skill that increases the most by using K-W-L strategy in teaching reading. The researcher will use *Descriptive Statistics* in SPSS Version 20.

The second hypothesis is analyzed at significant level of 0.05 in which the hypothesis is approved if Sig < . It means that the probability of error in the hypothesis is only about 5%. The hypotheses are as follows:

$H_{0.2}$: Supporting detail is not the reading aspect that improved the most after the students are taught through K-W-L strategy. The criteria is $H_0$ is accepted if alpha level is higher than 0.05 ( >0.50).

$H_{1.2}$: Supporting detail is the reading aspect that improved the most after the students are taught through K-W-L strategy. The criteria $H_1$ is accepted if alpha level is lower than 0.05 ( < 0.05).

In brief, those are the explanation of this chapter which are the methods of the research and they are research design, research design, variables, population and sample, research procedure, data collecting technique, research instrument, data analysis, data treatment, and hypothesis testing.

# V. CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions that are based on the research's result and discussions in the previous chapter. It also presents some suggestions for English teachers and other researchers who want to try to apply K-W-L strategy in the teaching reading.

## 5.1. Conclusions

In line with the results of the data analysis and discussion, the writer comes to this following conclusion:

1. After the research has been conducted, it is concluded that K-W-L strategy is a good strategy for reading comprehension because it can make the students participate well in the class. K-W-L strategy consists of three steps and divides the students in groups. It can help the teacher arrange the students easily.

2. Finding supporting details becomes the most increased aspect because the students are more encouraged to work related to the supporting details. They got it because in the W step in K-W-L strategy, the students have to make some questions that guide them to focus in finding the information. Those questions can be as the clues for the students in finding supporting detail.

3. The process of the implementation of K-W-L strategy during the treatment shows that the steps in K-W-L strategy can help the students to comprehend the reading material well.

## 5.2. Suggestions

Referring to the conclusion above, some suggestions can be listed as follows:

1. Suggestions for teacher

   a. English teachers are recommended to apply K-W-L strategy as the alternative strategy in teaching reading using descriptive texts because it can help the students in comprehending the text easier.

   b. Teachers should not too concern about the students have to fulfill the K-W-L chart using English, because the students will easier in expressing their idea when they using *Bahasa*. It can help the students easier to relate their prior knowledge with the material.

   c. The teacher should give key words or guiding questions to the students if the students have no idea to write down what they want to learn in the second step of K-W-L strategy.


2. Suggestions for further researcher

   a. There are a few studies of K-W-L strategy and its implementation in reading monologue text. Thus, the further researcher could be about the study of this strategy in teaching reading the other monologue text.

   b. K-W-L strategy can provide a specific purpose about the topic of the text and it seems practical in writing field. Further research could use this strategy in study of writing skill.

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