MODIFYING MODEL OF TEACHING READING BY USING KWL (*KNOW, WANT TO KNOW, LEARNED*) STRATEGY IN COLLEGE AND ANALYZING STUDENTS' READING HABIT TO IMPROVE THEIR READING ABILITY

(Thesis)

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ABSTRACT

MODIFYING MODEL OF TEACHING READING BY USING KWL (*KNOW, WANT TO KNOW, LEARNED*) STRATEGY IN COLLEGE AND ANALYZING STUDENTS' READING HABIT TO IMPROVE STUDENTS' READING ABILITY

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The objectives of this research were 1) to modify a model of teaching reading by using KWL (*Know, Want to know and Learned*) strategy in college, 2) to investigate the difference between students' reading ability after being taught by KWL (*Know, Want to know and Learned*) strategy, 3) to know the aspects of reading which is influenced the most after being taught by KWL (*Know, Want to know and Learned)* strategy and 4) to find out whether students who have good reading habit have good reading ability after being taught by KWL (*Know, Want to Know, and Learned*) strategy or not. The research was done at STKIP Tunas Palapa Central Lampung. The researcher took one class in the college as the sample. The researcher used quantitative approach. Pre-experiment based on one-group pretest – posttest design was used in this research. The sample was the third semester students of English department, which comprised two classes and it consisted of 27 students for each. To analyze the improvement of the students after being taught by KWL strategy, the researcher used t-test. The results of the pretest and posttest were there was difference score after being taught by KWL strategy and significant improvement of the students' reading ability. The aspect which was influenced the most was identifying main idea. Based on the findings of the data analysis, it could be drawn that there was significant correlation between students who have good reading habit and who got good reading ability. Therefore, good reading habit had correlation with KWL (*Know, Want to know, and Learned*) strategy because it could increase the students' schemata that was neccesary to be put in *Know* column. The students could link their schemata with the topic of the text given. The students felt more curious after being taught by KWL strategy.

Key words : KWL (*Know, Want to Know, Learned*) strategy, Reading
                comprehension, reading habit

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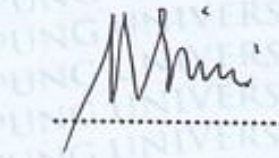
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LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa:

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CURRICULUM VITAE

Lusi Elisa was born in Jombang on June 3rd, 1988. She is the oldest daughter of a lovely couple Hendrick Panjaitan and Sumariyani. She has three brothers, Joni Remon Panjaitan, Rio Hendarko Panjaitan and Rizal Alfriantoni Panjaitan.

She was registered at elementary school in SDN 2 Karangan Jombang in 1994 and graduated in 2000. After that, she continued her study at SMPN 3 Bandar Jaya in 2000 and graduated in 2002. For the next step, she continued her study at SMAN 1 Terbanggi Besar and graduated in 2005. She continued her study in 2011 and graduated from STKIP PGRI in 2015.

DEDICATION

All praises and gratitude are only to Alloh SWT, for the abundant mercy and blessing to the writer,

I'd proudly dedicate this thesis to:

1. My beloved parents, Mr. Hendrick Panjaitan and Mrs. Sumariyani
2. My beloved husband, Edi Susanto S.H
3. My beloved children, Farrel Geraldinho Dhafa and Adeline Khanza
4. My beloved brothers, Joni Remon P, Rio Hendarko P, and Rizal A.P.
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6. My almamater, University of Lampung

MOTTO

"The root of education is bitter but the fruit is sweet"
(Aristotle)

"Alloh knows you can pass, so never give up on your dreams"
(The writer)

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Gratitude and honor are addressed to all people who have helped the writer to complete this research. Since it is necessary to be known that this research will never have come into its existence without any supports, encouragements and assistances by several outstanding people and institutions, the writer would like to express her deep gratitude and respect to:

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Finally, the writer believes that this thesis might be still far from perfect. There may be weakness in this research. Therefore, comments and suggestions are always welcome for better research. The writer hopes that this research can contribute positively to the educational development, the readers and those who want to accomplish further research.

Bandar Lampung, July 2017

The writer,

Lusi Elisa

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I. INTRODUCTION

This chapter concerns with the introduction of the research which deals with several points consisting of the background of the problems, research questions, objectives of the research, uses, scope and definition of terms. The contents of the chapter are explained in detail.

1.1 Background of the Problem

Reading is the key to successful and productive English learning at any level of education, particularly in colleges. It allows people to absorb as much knowledge as possible independently to seek advancement in this competitive era. Many studies involving students in primary, secondary, and tertiary levels prove that there is a great connection between low reading achievement and low school performance.

Odwan (2012) states that reading is a complex cognitive process and mastery of all aspects of reading is crucial for academic success and achievement. Though students' reading success skills cannot be guaranteed, but success is much harder to come without being a skilled reader. According to Addison cited in Riswanto (2014), The reading ability plays a central role in teaching and learning success at all education stages. A large number of people even learn to read in L2 to engage in advanced studies, get scholarships abroad, get promising jobs, travel, become cross-culturally aware, build global network, or

merely be entertained. These all mean that this modern society is growing more complex all the time and thus forces people to function at their best in a modern print environment.

Reading, cognitively, is more than just reading a text aloud with correct pronunciation or translating word by word. Certainly active reading involves thinking about what is read rather than simply trying to memorize it. The peak of reading skills is more about readers' ability to comprehend the text. Reading comprehension activity often requires readers to synthesize, interpret, evaluate, and selectively use information from the text. Husna et al (2012) says that reading comprehension is the active processes of reader to identify the topic, main idea, supporting details or idea, understand synonym and antonym of the writer's message by using background knowledge and experience, thus the reader has to infer the text to obtain implied information has to understand and infer from certain parts or the whole text. Based on this statement, the researcher can conclude that the reading activity is not only read word by word, but there are some activities such as identifying the topic or main idea, determining the details, finding the synonym and antonym, and inference.

Riswanto et al (2014) briefs that EFL students can usually read words with lack of understanding of what they read and can not correlate the text with their prior knowledge, whereas effective readers use their schemata in *pre-reading* activity and relate it with the new concept; they also question related issues in *while - reading* and *post-reading* activities to expand their understanding and

create their own meaning (Alyousef, 2005; Grabe cited in Wijaya, 2015). In this statement, connecting the prior knowledge to help the reader to comprehend and to ease the reading text is very needed.

College lives demands students to read to fulfill either their academic needs or their curiosity about the various kinds of texts.   Hortatory expositions are popular among science, academic community and educated people in colleges. These may cover humanities, social, health, law, and other pure/applied science. The old teaching method *'read the text and answer the following questions'* may not be effective to create good readers as the class turn out to be less interactive. Teachers and students should conduct a brainstorming discussion to recall their background information and cultural experience to carry out those interpretations successfully.

To encourage students to develop effective reading skills, there are various teaching learning techniques that can be used by the teachers in classroom. Most of the teaching learning techniques usually focus on a particular strategy or skill. KWL (*Know*, *Want to know*, *Learn*) strategy might be promising and beneficial to be applied in teaching learning process of reading. Its aims more diverse. It helps readers elicit prior knowledge of the topic of the text, set a purpose of reading, monitor their comprehension, assess their comprehension of the text and expand ideas beyond text (Riswanto et al , 2014)

There is a lot of previous research that supports KWL strategy in improving reading comprehension such as the research that was carried out by Hamid 2016, Abdulrab 2015, Hana 2015,   Hamdan 2014, Riswanto et al 2014, Roozkhoon 2013, Alshatti 2012, Samaikomsun 2012, Fengjuan 2010, from 9 researchs, 7 of the researchs support that KWL can improve students reading comprehension, but two of the researchs show that there is no significant improvement by using KWL strategy in reading comprehension they are the research carried out by Roozkhoon and Samaikomsun.

Therefore, the researcher wanted to modify model of teaching reading by using KWL strategy and to analyze the students' reading habit to improve their reading ability in tertiary level. The research was conducted in the STKIP Tunas Palapa Lampung Tengah. The researcher did the research because there was no research before that design model of teaching reading by using KWL strategy in college and analyzing the students' reading habit to improve students' reading ability. The researcher wanted to know whether the students who have good reading habit have good reading ability as well or not, because schemata that was got from the activity of reading would influence the activity in answering the know (K) column in the KWL strategy.

Another reason was because the students' reading comprehension of STKIP Tunas Palapa in the third semester were still low. The researcher determined the hortatory exposition because the reseacher thought that hortatory exposition was the most common text that was met by students of university, and it told about

argumentation and thesis statement. Another reason was the students of university also often opened the journal and the script as their reference.

 The researcher also wanted to know the students' reading habit of the students. Some of the researchers did the research that reading comprehension could be influenced by the reading habit. The activity of reading was regarded as a habit when it was repeatedly carried out (Chettri, 2013). In measurable terms reading habits was often considered in terms of the amount of materials being read, the frequency of reading as well as the average time spent on reading (Wagner cited in Chettri, 2013).

Reflecting on the success stories of KWL implementations Hamid 2016, Abdurab 2015, Hana 2015, Hamdan 2014, Riswanto et al 2014, Alshatti 2012, Fengjuan 2010, the researcher tried to design model the teaching reading by using KWL strategy in college. It might be able to solve the reading problem of the students especially in college.

Regarding the condition above, then the researcher would like to find whether there is significant improvement of the students' reading comprehension after being taught by KWL strategy that was modified by the researcher and analyzing students' reading habit or not. Furthermore, the result of students' reading comprehesion using KWL strategy is expected to be better than that of students' reading comprehension using conventional strategy.

In line with the explanation above, the researcher entitled this research with the modifying a model of teaching reading by using KWL (know, want to know, learned) strategy in college and analyzing students' reading habit to improve their reading ability.

1.2. Identification of the Problems

Based on the preliminary research, the researcher identified these problems to be identification of the problem.

a. The procedure in teaching reading is not suitable

b. The students reading ability is poor

c. The students lack practice in reading.

d. The students lack motivation

e. Students' learning strategy of reading is not suitable.

f. Lecturer's teaching strategy is not suitable.

g. The facilities is not enough required

h. The students lack exposure

i. The students may have bad reading habit

1.3 Limitation of the Problem

This research focused on the following problems:

1. The insuitability reading strategy

2. The poor students reading ability.

3. The students lack exposure

4. The students bad reading habit.

1.4 Formulation of the Research Questions

In line with the limitation of the problems, the researcher has four main research questions were investigated, as follow:

1. What is the modification model of teaching reading by using KWL (Know, Want to Know, Learned) strategy in college?

2. Is there any difference of the students' reading ability after being taught by KWL (*Know, Want to know, Learned)* strategy?

3. What aspect of reading skills is influenced the most after being taught by KWL *(Know, Want to know, Learned*) strategy?

4. Do students having good reading habit have better reading comprehension than those having bad reading habit?

1.5 The Objectives of the Research

According to   formulation of   the research questions above, the researcher investigated to:

1. Find out the modification model of teaching reading by using KWL (Know, Want to Know, Learned) strategy in college?

2. Find out whether there is difference of the students' reading ability after being taught by KWL *(Know, Want to know, Learned)* strategy.

3. Find out the aspects of reading skills that is influenced the most after being taught by KWL (*Know, Want to know, Learned*) strategy.

4. Find out whether students having good reading habit have better reading comprehension than those having bad reading habit.

1.6. Uses

The researcher hopes that this research can be used theoretically and practically, in the field of :

a. Theoretically :

1) To strengthen and verify the previous theory dealing with reading comprehension and KWL strategy.

2) To be used as a reference for further research in relation to the relationship between reading comprehension and KWL strategy.

b. Practically :

1) As information for English teachers to raise their awareness concerning with their own learning and teaching strategy.

2) As the guidance to enable teachers to publicize the empowering technique and help the learners do away with the limiting strategy.

3) As information to help curriculum developers and syllabus designers improve the quality of their textbooks by accommodating learners' views.

4) As information for the other researchers who are interested in the research related to this topic.

1.7. Scope

The problem of this research is particularly focused on the investigating students' reading habit and students' reading ability after being taught by modification model of teaching reading by using KWL (*Know, Want to know, Learned)* strategy at the third semester of hortatory exposition at STKIP Tunas Palapa in 2016/2017.

1.8. Definition of Terms

In order to specify the topic of the research, the researcher provides some definition of terms related to the research. These are the definition of some terms which are related to the research :

Reading comprehension skill,

Zare (2013) states that reading is a cognitive activity in which the reader takes part in a conversation with the author through the text.

Hortatory exposition text,

Hortatory exposition is the text that has function persuade the reader that something should or should not be done by stating some reasonable lists of arguments or facts. Such a text can be found mainly in scientific articles in newspaper or magazines, books, journals, academic speech, etc.

KWL strategy,

The K-W-L strategy stands for what I Know, what I Want to learn, and what I did Learn. By activating students' background knowledge, making lists of what we want to know, and the result from our goals in reading are the steps in using this technique.

Reading Habit

Richards & Schmidt (2002) state that habit is a pattern of behavior that is regular and which has become almost automatic as a result of repetition. So, Reading habit is the pattern of behavior that is regular in reading activity. According to Palani (2012), reading habit is an essential and important aspect for creating a

literate society in this world. It shapes the personality of individuals and it helps them to develop proper thinking methods, and creates new ideas. However, the developments in the Mass Media, had continued to influence interest in reading (hard copy of literatures such as…) books, magazines and journals, among others.

II. LITERATURE REVIEW

This chapter explains some theories related to the research. The theories are the references for the researcher in conducting the research. There are several points of theories and previous studies which should be reviewed, such as concept of reading comprehension, the concept of hortatory exposition, the operation of KWL strategy in teaching reading, and reading habit. The contents of this chapter will be explained in detail below.

2.1 Review the Previous Researchs.

This sub-chapter tells about the previous researches that used KWL strategy towards students' reading comprehension.

Hamid (2016) in the research were to find out whether the use of Prezi with KWL strategy enhances the reading comprehension and students' interest. This research used quasi-experimental design. The result is there is significant improvement in using the KWL strategy and based on the questionnaire showed that the mean score of interest was categorized as interested.

Abdulrab (2015) in his purpose of article was to determine the effectiveness of KWL- Plus strategy on acquisition the concepts in science and attitude towards science for eighth grade students. In analyzing the data, the researcher used t-test,

the finding was the study show that KWL-Plus strategy improves students' acquisition the concepts in science and their attitude towards science.

Hana (2015) in her study had the aim to find out the effectiveness of GIST and KWL technique to improve reading achievement of male and female students. The researcher used T-test and ANOVA with F-test at 5% (0,05). The result of this study showed that GIST and KWL technique are effective to improve reading achievement of male and female students. furthermore, there is no significant difference of gender in using GIST and KWL technique to improve reading achievement.

Hamdan (2014) in his research had the purpose to examine the effectiveness of the KWL-Plus strategy on the performance of the Jordanian Tenth Grade male students in reading comprehension. The researcher used T test and covariance to analyze the data. The result was KWL-Plus was effective in improving the reading comprehension performance and recomended that the strategy should be integrated into the English curriculum of the Jordanian schools.

Riswanto et al (2014) in his objective of the research was to see of KWL (Know, Want, Learned) strategy was effective in improving the students' reading comprehension achievement in learning English as a foreign language Non-equivalent groups pre-test post-test design was used in this study. The data obtained were analyzed by using t-test formula. The effectiveness was indicated by the result of the stepwise regression formula that the contribution of KWL strategy on students' reading comprehension achievement was 70.5%.

Roozkhoon (2013) designed a study on an experimental and a control group of Persian students to examine the effects of using KWL strategy on their comprehension of culturally unfamiliar English texts. The experimental group was treated with the KWL strategy for the reading classes, and the control group was

introduced to the reading sessions in a traditional way. The researcher concluded that the KWL strategy did not have any significant effect on the reading comprehension performance of the two.

Alshatti (2012) in the research purposed to identify the KWL chart as one such toll and follows a case study of four Kuwaiti Family and Consumer Sciences' teaching/learning events to evaluate their ability to enhance the learning outcomes of eight students. the research was designed from a qualitative, multi-tiered design approach and was assessed through a constant comparative method of data analysis of interview responses, classroom observation and worksheet-assessments. The results showed that the use of KWL Charts influenced the teachers and learners toward a more inquiry based approach and facilitated a more students-centered and collaborative learning environment, raising the level of interest and the amount of personal input given by the students.

Samaikomsun (2012) conducted a study with the purposes to investigate the effect of the KWL-plus technique on grade 9 students' reading comprehension. Data analysis revealed there were no significant difference between the overall mean scores of students' pre- and post- reading comprehension tests. However, the students' opinions towards this technique showed that they were satisfied with KWL technique.

Fengjuan (2010) in the research were investigated the integration of KWL instructional scheme into ELT for non majors and the response will learners make to this integration. To analyze the data the researcher used t-test. The result is KWL strategy had brought improvement in comprehension and writing performance in the experimental group.

Those are 9 researchs that were done by the researchers. Seven of the researchs support that KWL can improve students reading comprehension, but two

researchs reject it. In this research, the researcher wants to prove whether the researcher can use KWL to improve reading comprehension of the students of college or not. It should be done to support and give contribution to the previous research. The research that has not been done is using KWL to improve the college students' reading comprehension ability.

2.2 The Nature of Reading Comprehension

Generally, people consider reading as a passive skill for readers simply sit and read a text without a factual product like in speaking and writing. Reading is naturally a complex cognitive process made up of several interlocking skills and processes. According to Alyousef (2005: 144), reading can be seen as an "interactive" process between a reader and a text which leads to automaticity (reading fluency)." In this process, the reader interacts dynalically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing).

Reading has been defined as an active process in which readers shift between sources of information, elaborate meaning and strategies, monitor their comprehension, and use the social context to reflect their response (Walker cited in Zare, 2013)

To define what reading is, it is better not to merely observe what readers do while reading, but also what processes are used by fluent readers? What happens during and after they read? Grabe defines reading as follow:

Table 2.1 Processes that Define Reading

No	Process	Definition
1	A rapid and efficient process	Fluent readers read about 250-300 wpm. Besides, it is called rapid for various processing skills work together smoothly.
2	A comprehending process	People read to understand what the writer intended to convey in writing through word recognition and schemata activation.
3	An interactive process	It is an interaction between the reader and the writer. The text provides information that the writer wants the reader to understand.
4	A strategic process	There are a number of skills and processes mixed together while reading, such as determining main ideas, making prediction and inferences, summarize information, and so on.
5	An evaluative process	It occurs when readers monitor their own reading skills and when they decide how they should respond to the text.
6	A learning process	The evaluation process while and after reading makes reading a learning process as readers make decisions about how to respond to the text.
7	A linguistic process	Readers should deal with graphemic-phonemic connections and must have linguistic knowledge (morphology, syntax, semantics) to process the text.

Grabe cited in Wijaya (2015)

From all these definitions, it can be concluded that reading although as a receptive skill is much more complex than it seems. Understanding a text or an author's message is the essence of reading, especially reading comprehension and it needs higher-order thinking. Readers should posses automatic word recognition skill, have vocabulary and grammatical knowledge, activate their schemata, place themselves in the text discourse, as well as recall and synthesis what they read.

Wijaya (2015) states that to develop expertise in reading comprehension, a good reader applies the following skills and technique: (1) indentifying the purpose of reading; (2) reading silently for rapid processing; (3) activating background knowledge to make sense of new information; (4) questioning the text before, during, and after reading; (5) using various technique for various purposes (determining word meaning, finding main ideas through skimming, finding specific information through scanning, distinguishing literal and implied meaning); (6) recalling the information and synthesizing it if possible in his own words. Different kinds of text or as they read for different purposes.

2.3. Reading Process

Reading actually involves the process of bottom-up and a "bottom-up" process which was once insisted in the great reading debate. In other words, reading actually involves the process of bottom-up and top-down which is called interaction (Sutarsyah, 2010)

A number of discussions deal with different views on the process of reading. We can also find opposite views in some literature. Goodman cited in Sutarsyah (2010) for example, mentions that it is widely found the view that (1) reading is matching sounds to letters, (2) no body knows how reading works; therefore, in instruction, whatever 'works' is its own justification. These views, according to him, can be considered as non-productive at best at the worst seriously impede progress.

2.3.1 Bottom up Process

It is widely accepted that reading is begun from getting meaning from written symbols. The reader imagines transferring sounds into letters to get the meaning out. Bottom up model was proposed by structural linguistis and behavioral psychologists. According to this theory reading entailed the application of automatic habit, induced respose to written text. reading is considered essentially a mechanical decoding process. At this process, a reader is assumed to decode or translate the printed symbol in the text by moving his eyes, recognizing letters, combining them to form words, then combining the words to form phrases, clauses, and sentences of the text. These words are identified and decoded into speech from which the reader derived meaning (Sutarsyah, 2010: 7)

In addition, in all reading processes, there are eight levels at which attention may be focused (Biggs and Telfer cited in Sutarsyah, 2010)

1. *Features*, such as the loops, lines and curves that make up letters;

2. *Letters* themselves;

3. *Sounds*, which are associated with letters and letter combinations;

4. *Words*, encoded both visually and phonemically (not one or the others)

5. *Chunks*, or combination of words into meaningful phrases which give a unit of sense.

6. *Ideas*, a statement of meaning at the sentence level. For the first time the level of meanings is not direct association of what is on the page, but an abstraction and synthesis.

7. *Main ideas,* which are a distinction of what the text has to say: the gist, which is constructed out of all the ideas in the passage;

8. *The theme,* which is infereed, going beyond the main ideas and generalizing them to a new level of the abstraction

So in this process, the readers should know mechanic of the text reading text well when they want to understand the content of the reading text. The readers should translate the text and recognize the words, phrases, clauses and sentences.

2.3.2   Top-Down Process

According to Harris and Smith cited in Sutarsyah (2010) the ability to construct meaning is based on reader's previous experience with a topic, familiarity with key concept, and knowledge how language works, even a fluent reader searches the page for cues to meaning. This is not a precise, letter by letter, or even word by word process but rather by predicting and anticipating meaning.

Goodman cited in Sutarsyah (2010) viewed reading is "psycholiguistic guessing game" in which the reader reconstructs a message that has been encoded by a writer as a graphic display. He described it as a cyclical process of sampling, predicting, testing, and confirming. The reader does not need to use all of the textual cues. It is claimed that the reader reconstructs meaning from written language by using the graphophonic, syntatic, and semantic systems of the language. But he or she merely uses cues from these three levels of language to predict meaning, and most important, confirms those prediction by relating them to his or her past experiences and knowledge of the language.

These views have recently been characterized by several reading experts as a concept-driven, top-down pattern in which higher level process interact with and direct the flow information processor who predicts while sampling only parts of

actual text (Widdowson cited in Sutarsyah, 2010). In this model, the reader is not only an active participant in the reading process, making predictions and processing information, but everything in the reader's prior experience or backgrond knowledge plays significant role in the process of reading (Sutarsyah, 2010)

So in this process, background knowledge is essential needed in the process of reading comprehension. The reader ahould have much background knowledge when they want to have good understanding in reading.

2.4 Teaching Reading

There are many reasons why getting students to read English texts is an important part of the teacher's job. In the first place, many of them want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. Anything we can do to make reading easier for them must be a good idea (Harmer, 1998). Because of that consideration, teaching reading is very important to ease the reader using certain strategy in reading.

Nuttal (1996) says that some people would go so far as to say that reading cannot be taught, only learnt. Certainly the measure of the teacher's success is how far the students learn to do without her help. Does this mean that there is nothing for the teacher to do? The teacher's responsibilities include the following aspects:

1. Enjoying and valuing reading ourselves, and showing that we do so by reading a lot at times when the students can see us

2. Helping students to enjoy and value reading, including making sure there is an attractive extensive reading programme

3. Understanding what reading involves, how language conveys meanings and how texts are put together

4. Finding out what the students can and cannot do, and working out a programme to develop the skills they lack

5. Choosing suitable texts to work on

6. Choosing or devising effective tasks and activities

7. Preparing the students to undertake the tasks

8. Making sure that everyone works productively and to their full potential by encouraging students, promoting text-focused discussion and providing 'scaffolding' to enable them to intepret the text themselves, ratehr than having to rely on the teacher

9. Monitoring progress to make sure that everyone in the class improves steadly according to their capabilities

2.5 Teaching Reading Comprehension Strategies

Suparman (2001) states that comprehension strategies can be referred to as spesific tactics, or techniques, observable or non- observable, that a comprehender uses to store, retrieve and use information to make sense of the ideas in the text.

Types of comprehension strategies were classified into six major categories, as stated below:

1. Prediction, guessing and inference

2. Skimming, skipping and topic priority

3. Repeating and note taking

4. Translation, coinage, paraphrase and alternative interpetation

5. Language analysis

6. Dictionary consultation, help-seeking and self asking

The following section describes the definition and the details of each strategy used.

Prediction, Guessing, Inference

The two main predictive strategies are *guessing* and *inferring* meaning from the context.

Guessing is a strategy used to comprehend the intended idea of an unfamiliar word in a certain context. A context refers to "the writing – a word or group of words – surrounding a word". A context can be " a phrase, a sentence, or sometimes even a paragraph" (Wassman & Rinsky cited in Suparman : 2001)

Wassman & Rinsky in Suparman (2001) classify context clues that are considered useful in understanding unknown words into two types. The first type is semantic clue that provides "meaning" information about the unknown word. The second type is a syntactic clue that provides grammatical information about the unknown word, indicating whether the word is a noun, a verb, an adjective, or an adverb.

Wassman & Rinsky cited in Suparman (2001) argue that the use of semantic and syntactic clues constitue an important strategy in vocabulary development although those context clues are not always obvious and may require "detective-like thinking". More importantly, the authors state that "the two types of clues are

interdependent, and together they can help you in anticipating and confirming the meaning of a word".

Inference

Suparman (2001) states that another important strategy that a reader may employ while making sense of a text is inference. Making an inference is relating what we know already to what we read. Making an inference is similar to the process of making sense of the text. Making an inference can be defined as "forming your own conclusion by reasoning on the basis of what has been suggested by a writer but not stated directly" (Wassman & Rinsky cited in Suparman, 2001).

To comprehend the ideas contained in a text, an EFL reader is supposed to be able to "deduce the word meanings from context; find out the unstated main idea; determine the writer's implied thesis, and recognise the organisational pattern" (Wassman & Rinsky cited in Suparman, 2001)

Inference is not exclusively used when comprehending the ideas in a text. Most people use it in daily life using their "institutions and feelings" (Wassman & Rinsky cited in Suparman, 2001). People usually make inferences from from "a person's facial expressions, tone of voice, or body language" (p.349). "For instance, if a teacher scowls at a student when he/she arrives late for a class, one can infer than the teacher is unhappy with the tardiness. One can also make an inference from dark, gray, puffy clouds overhead that it may not be the best day for a picnic, and many other examples that can be found in everyone's daily life" (Suparman, 2001).

Suparman (2001) states that in drawing an inference particularly in comprehending the ideas contained in a text, one's background knowledge and past experience play an important role especially for the topics relating to social sciences.

Making an inference is considered by Wassman & Rinsky in Suparman (2001) similar to "detective thinking" because critical readers try to "uncover hidden or indirectly stated meanings" in much the same way as a detective looks for clues and evidence.

The skills of making an inference when comprehending a text in a foreign or second language play an important role because in a text there is explicitly stated information and there is also implicitly input. To comprehend explicitly stated information, the comprehenders need consious kowledge of the language and background knowledge of the topic under discussion. They should be able to obtain the ideas in a text directly from the information provided in the text. However, to make sense of the unstated ideas contained in a text, the comprehenders need another type of skilss, that is, the skills to draw an inference about the ideas based on contextual and or linguitics clues. (Suparman, 2001)

Topic Prioritisation

Topic Prioritisation refers to a strategy used by a reader in trying to make sense of the ideas contained in a text. When employing this strategy, a reader reads quickly (skims) noting only the chief points, putting an emphasis on the most important parts of the text – the ideas under discussion. Anything – words, phrases, or even clauses – which does not relate directly to the understanding of the main idea is

ignored, or skipped at least for the time being until the main idea can be understood.

Repeating and Note Taking

Some readers frequently repeat what they are reading to make sure that they understand what the writer intends in his or her writing. Sometimes re-reading is "necessary to understand difficult material amd to remember additional details" but it frequently hinders the comprehensionbecause the reader intend to read more slowly and tend to focus on the details rather than on the main idea. (Suparman, 2001)

Translation

Translation can be defined as "rendering ideas from one language to another in a relatively verbatim manner" (O' Malley & Chammot cited in Suparman, 2001). The definition shows that in a translation strategy, a reader makes use his/her own L1 to understand the ideas contained in a text by translating word by word. Although this strategy does not necessarily reflect the understanding of the ideas contained in a text, EFL readers may frequently use this strategy because the strategy seems to be a direct way to understand the language. (Suparman, 2001)

When translating a text, the reader may pronounce the English word in an Indonesian way, (in this study it is called as *coinage*).

Coinage

Indonesian, like many other languages in the world, is constantly acquiring English words and reworking them into the Indonesian system. Such reworking of

English words to facilitate the acquisition of difficult English words is becoming very common in Indonesia. This is called coinage in the current study. (Suparman, 2001)

For example, in Indonesia there are a lot of nouns ending in − si deriving from English nouns ending in –tion, or –ation, like organisasi 'organisation', sensasi 'sensation', distribusi 'distribution', kontribusi 'contribution', solusi 'solution'. This strategy is frequently used when translating an English text into Indonesian, or in a formal speech made by professional or politician. However, what makes things worse is that it is used by anyone who does not know the meaning of a word at all. This stratgey is, in reality, frequently used not to comprehend the ideas contained in a difficult word but as way out of, or getting rid of an unfamiliar word. A proficient reader usually does not frequently use such a strategy because they may know or may be able to predict the meaning of the new word based on context clues. (Suparman, 2001)

Another strategy that belongs to this category is paraphrasing, which may be better than coinage, because it may be based more on the contextual meaning rather than on lexical meaning, as will be discussed in the following section. (Suparman, 2001)

Paraphrasing

Another strategy used when making sense of the ideas contained in a text or sentence is using a paraphrase. Paraphrase is an important way to self-test whether a reader comprehend the ideas contained in a text or not. Paraphrsing can be

defined as expressing the ideas ccontained in a text using one's own words. (Suparman, 2001)

McWhorter cited in Suparman (2001) states that there are two skills involved in paraphrasing, that is, first, using synonyms (words that means the same thing) to replace the author's words, and rearranging the order of ideas.

Language Analysis

Analysing the construction of the language used in a text may cover a wide range of analysis starting from word analysis through sentence and intrasentence analysis. Such an analysis is to locate the key ideas and to make sense of the ideas of a difficult word in a sentence.

In the following section, the last set of comprehension strategies, *Dictionary consultation*, *help-seeking* and *self-asking*, will be discussed.

Dictionary consultation, help-seeking and self asking

Some students may prefer to employ dictionary consultation to ther techniques as one of the techniques to overcome the difficultis encountered while comprehending the ideas in the text, because a dictionary provides direct access to the lexical meaning of a difficult word, but the meaning provided by dictionary is not always the meaning intended by a certain context. Therefore, it frequently happens that relaying for comprehension so much on the meaning provided by a dictionary may result in a misinterpretation. Therefore, the comprehension of the idea intended in a text will not be achieved. (Suparman, 2001)

Help- Seeking

Help-seeking is "a reader's attempt to elicit additional information, explanation, example, rephrasing, or verification from a teacher or peer" (O'Mally et al cited in Suparman, 2001). As a short cut strategy, a reader may sometimes ask his/her teacher or classmates to explain to him/her about the ideas in a difficult word or phrase. (Suparman, 2001)

Suparman (2001) states that he agrees that help-seeking is good, normal and inevitable in learning. He also agrees that help-seeking is one of the strategies that the students use to achieve or to overcome the problem encountered when they are learning. In addition to help-seeking, the redaer frequently ask him/herself, called self-asking, as it will be discussed in the following section.

Self-asking

Self-asking or self-talking is strategy the reder uses "to reduce anxiety by using mental tehcniques that make him/her feel competent to do the learning task" (O' Malley et al cited in Suparman, 2001). Therefore, self-asking is different form help-seeking in that the former is much more psychologically oriented – to reduce anxiety, and it does not need an answer, whereas the latter is much instrumentally oriented to get the solution to a problem, and needs an answer. (Suparman, 2001)

1.6   Hortatory Exposition Text

According to Siahaan & Shinoda (2008, 101), hortatory exposition text is a text functioning to persuade readers that they should do something for the benefit of others.

Generic Structure of Hortatory Exposition Text

Every text has specific structures that differentiate one to others. A hortatory exposition text consists of these following structures (Gerot and Wignell cited in Siahaan & Shinoda (2008):

a) Thesis

Thesis is the announcement of the issue of concern.

b) Arguments

Arguments contain of the reasons of doing something.

c) Recommendation

Recommendation is the statement of what ought to happen.

Language features of hortatory exposition text are (Gerot and Wignell cited in Siahaan & Shinoda, 2008)

a) Focus on generic human and non-human participants, except for speaker or writer referring to self

b) Use of:

  (1) Mental Processes : to state what writer thinks or feels about issue for example: realize, feel, appreciate

  (2) Material Processes : to state what happens for example: is polluting, should be treated

  (3) Relational Process : to state what is or should be for example: doesn't seem to have been, is

  (4) Use of simple present tense

The researcher chooses hortatory exposition text because it is the most suitable one for the students of college. The students of college often meet this kind of the text such as to analize journals or books.

Example of hortatory exposition:

THESIS : Going out in the burning sun without sensible protection is extremely dangerous. There are many reasons why you shoud stay safe from the burning sun. Some of them are you can get sunburnt, you can get skin cancers, and you can damage your eyesight.

ARGUMENT 1 : The first reason is that you can get extremely sunburn. Sunburn is the skin's reaction to the ultraviolet (UV) radiation from the sun. You can see sunlight and feel heat (infrared radiation), but you can't see or feel UV radiation. It can damage your skin even on cool, cloudy days.

ARGUMENT 2 : The second reason is that you can get horrible skin cancers because of damaging light rays. In Australia, over many people die from skin cancer because they do not stay safe in the burning sun. Although this can be cured, the prevention of getting burnt is a better solution than curing this skin cancer.

ARGUMENT 3 : Another reason is that too much time out in bright sunlight can damage your eyesight. The intense ultraviolet (UV) rays of the sun damage sensitive cells in the eyes, eventually affecting vision. Experts say it is difficult to isolate the exact amount of damage that UV radiation imposes on the eye over a long period. However, a number of studies have shown that the effects build up and may increase the chance of developing eye problems later in life. These may include cataracts, a clouding of the lens of the eye.

RECOMMENDATION : The last, after knowing all dangers of the burning sun without sensible protection, I recommend you to wear a hat which can help your

face, head, and hair stay safe in the sun. You should also put on a shirt which can protect you from many skin deseases, and you had better use sunscreen and wear sunglasses to prevent eye problems.   (Englishindo, 2011)

1.7   The Operation of KWL Strategy in Teaching Reading

The KWL strategy was firstly developed by Ogle (1986). KWL stands for "what I know", "what I want to know", and "what I learn". A number of studies investigate its effectiveness in teaching reading on information texts.

The old way of teaching reading simply instructs students to directly read a passage and answer some comprehension questions that follow. This approach will not let the new information last longer in students' mind. Meanwhile, KWL direct students to involve in writing their own ideas before, during, and after reading a text. These continual stages allow the new concept from the passage stay longer in students' long-term memory. The following graphic summarizes how the KWL strategy runs in a reading class.

Table 2.2 . The implementation of the KWL strategy
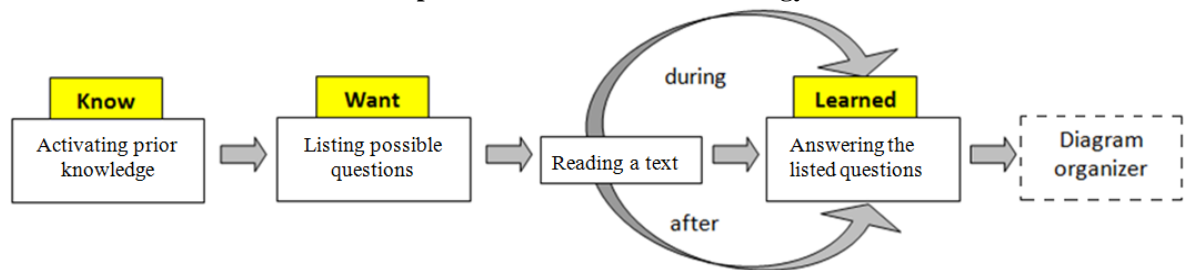
                                                                              (Wijaya, 2015)

1. *Know*

Before reading an article, people's adult minds begin to activate what they already know, hear, experience, or believe about the given topic. A great number

of research attest to the role of prior knowledge or *schema* (plural: *schemata*) in ESL/EFL reading comprehension skills.

For all these reasons, in pre-reading activities, teachers should help the students to access their schemata through different activities. Media such as pictures or photographs, real objects, video might be occupied to that end. Besides, teachers can facilitate an oral discussion or uttering some questions to the students related to the topic. Teachers then write what the students mention on the board until they run out of ideas.

Riswanto et al (2014) list several technique to help students recall their past experience or memory as follows:

(1) prior knowledge activation through reflection and recording,

(2) prior knowledge activation through interactive discussion,

(3) prior knowledge activation through answering questions,

(4) computer-assisted activation of prior knowledge, and

(5) prior knowledge activation through interpretation of topic-related pictures.

2. *Want*

In W column, students can individually list some questions that they are curious about. Once students finish writing their big questions in their minds, teachers can give them the text to read. In some cases, the task types for reading might differ based on the students" competence. Teachers can vary the task type such as asking students to work in pairs or small groups.

3. *Learned*

Students can fill out the L column during reading although usually after reading results in better comprehension. They finish their reading first then continue to answer their previous questions. In this research context, sometimes

students left some questions unanswered as the text did not provide the information they wanted to know. The researcher usually asked the students to do further reading to fulfill their curiosity.

A notion that, somebody is not considered understands a material unless he can explain it to others with his own words in a simpler way" is supposed to be the core of every learning objective. It is important for students to rehears their reading comprehension by retelling what they just read, for instance, by drawing a graphic or a mind-map of what he just read.

To sum up, KWL strategy serves three basic advantages for students:

(1) before reading through eliciting their schemata of the topic they are about to read;.

(2) during reading by setting their purpose for reading as they list some issues that they are questioning.

(3) after reading since they monitor their own learning. To this end, the researcher implemented KWL strategy to overcome her students" low reading comprehension skills on hortatory exposition texts.

2.8 Reading Habit

Reading is the identification of the symbols and the association of appropriate meaning with them. It requires identification and comprehension. Comprehension skills help the learner to understand the meaning of words in isolation and in context (Palani, 2012). He believes reading is a process of thinking, evaluating, judging, imagining, reasoning and problem solving. Reading is an essential tool for knowledge transfer and the habit of reading is an academic activity that increases skills in reading strategies. To know about the

world and its environment, a child helps himself through reading books, newspapers and other magazines. Once the child has been taught to read and has developed the love for books, he can explore for himself the wealth of human experiences and knowledge through reading. Children, who miss the opportunity of getting in reading books in their early stages of life, find it hard to acquire good reading habits in their future. Richards & Schmidt (2002) state that habit is a pattern of behavior that is regular and which has become almost automatic as a result of repetition. So, Reading habit is the pattern of behavior that is regular in reading activity. Reading is an intellectual action which is possible only if a man forms a habit of reading and practices these from childhood. Reading habits, therefore, play a very crucial role in enabling a person to achieve practical efficiency. "Laws die but books never." Indeed, books are the most suitable medium through which knowledge is transmitted from generation to generation (Issa et al, 2012).

Reading habits are well-planned and deliberate pattern of study which has attained a form of consistency on the part of students toward understanding academic subjects and passing at examinations. Reading habits determine the academic achievements of students to a great extent. Both reading and academic achievements are interrelated and dependent on each other. Students often come from different environments and localities with different levels of academic achievement. Therefore, they differ in the pattern of reading habits. While some students have good reading habits, others tend to exhibit poor reading habits.

Achievement of academic determine the knowledge the individual has got from the school.

Kraus (2004) says that there are so many kinds of habit; two out of them are good habit and bad habit. Good habit has a positive effect for our life, but bad habit will make us not well. Good habit will lead people into success, but bad habit will make the contrast. Because of that, the people need good habit to lead them to be success. One of the good habit is reading. By reading people can enrich their knowledge.

According to Shen (2006) reading habit focuses on how often, how much and the purpose of reading. So in this this research, the researcher will use the spesification based on the theory of Shen and also consider the kinds of reading habit which are good reading habit and bad reading habit.

2.8.1 Criteria of Good Reading Habit

Salla (2007) says that if reading is a habit you would like to get into, there are a number of ways to cultivate it. First, realize is highly enjoyable. If you have a good book, if you have extremely difficult book and you are forcing yourself through it, it will seem like a chore. If this happens for several days in a row, consider abandoning the book and finding one that you will really live. Other than that, try these tips to cultivate a lifetime reading habit:

1) Reading with spesific time. You should have a few set times during every day when you read for at least 60 minutes. These are times that you will read no matter what triggers that happen each day. For example, make it a habit to read during breakfast and luch and even dinner if you eat alone. When

you go to bed, now you have four times a day when you read 30 minutes or 60 minutes each day. That is a great start, and by itself would be an excelent daily reading habit.

2) Reading in everywhere, wherever you go, take the book with you.

3) Making booklist, you have to make a note that what book that is not been read by you.

4) Reading in right place, please choose the most comfortable one to read.

5) Reading in a library day. Even cheaper that a used book is a library. You can go form one library to another library.

6) Reading fun and compelling book, you can start the reading by read the fun one first.

7) Reading a book in pleasure, make you reading time as your favourite time of day.

8) Reading with high goal should be had by the reader.

9) Reading is leisure.

2.8.2. Criteria of Bad Reading Habit

Feldman (2006) says that there is variety of faulty in reading. It causes bad in reading habit such as:

1) Reading late at night, this is commonly done by students of college, especially with the textbooks. It will reduce the concentration and poor reading comprehension.

2) Reading without spesific purpose.

3) Reading in the wrong environment.

4) Reading again what you have just read. This is known as "regression" and not only hurts your reading speed, but also make your reading unpleasant task.

5) Reading by saying the words in your head. This is known as " sub vocalization" effective readers do not realize read the words inside their heads; they read little or no sub vocalization.

6) Reading everything at the same speed. A common fault habit. Some materials must be read faster that others.

7) Reading details before main ideas. Without reading main ideas first, known as skimming or surveying, it is much more difficult to understand the organization of what you are reading and assimilate the details in your memory.

8) Reading with yellow highlighter. One of the least effective ways to do your reading and studying. Highlighting creates a false sense of security that you really understood what you highlighted. The result: a second reading is almost always required.

9) Reading everything line by line. While some materials must be read line by line, the majority of materials require a combination of skimming, scanning and line by line reading. Without combining reading techniques your reading is almost guaranteed to be slow and your comprehension reduced.

10) Reading without time limits, giving yourself unlimited time to complete your reading result in inefficient reading and mind wondering. In fact,

allowing yourself too much time will not only reduce you reading speed
but your reading comprehension as well.

Bad reading habit common happen because the readers are not aware that their
activity in reading is included in bad reading habit.

2.9 Theoretical Assumption

From the related theories on the literature review above, the researcher assumes
that KWL strategy is very useful to help students' reading comprehesion in this
case specially hortatory exposition because the success of reading ability may
depend on what and how learning strategy applied by readers. Otherwise, each
individual has individual differences such as strategy and reading habit, from
those individual differences, the researcher fells that reading strategy is
interesting aspect that holds very essential role in supporting someone's success in
reading comprehesion skill.

2.10 Hypothesis

Concerning to the concept and theoretical assumption above, the researcher is
going to formulate hypotheses as follows :

H_0: There is no difference of the students' reading ability after being taught
by KWL (*Know, Want to Know, Learned*) strategy.

H_{1a}: There is difference of the students' reading ability after being taught by
KWL (*Know, Want to Know, Learned*) strategy.

H_0: There is no difference of students' reading comprehension between those who have good reading habit and bad reading habit

H_{1b}: There is difference of students' reading comprehension between those who have good reading habit and bad reading habit

This chapter already discussed the literature review of this research which deals with several points of theories. The next chapter discusses about the method of this research.

III.   RESEARCH METHOD

This chapter provides an overview of research design, population and sample, data collecting technique, validity of the instrument, reliability of the instrument, level of difficulty, discrimination power, scoring system, research procedure, data analysis, and hypothesis testing that were applied in this research.

3.1   Setting

The research held at STKIP Tunas Palapa Lampung Tengah. The time started on Thursday 8th December 2016 until 14th January 2017

3.2 Population and Sample

The population of this research was the third-semester of English education Department who learns English for academic purpose. The population of the third semester is 54 students. The third semester are two classes. The researcher used one group pretest-posttest design, T1 was given first, the treatment was given after that, and T2 was given after treatment. The writer took 50 % from the population as sample. According to Surakhmad (1990), if the population is homogen, population which is less than 100 can be taken as 50 % from the population.

3.3 Research Design

The researcher used quantitative approach. Pre-experiment based on one-group pretest- posttest design was used for this research. From two classes of third semester, one class was taken as the subject of the research. They were the experimental class. It means that the researcher attempts to find out the significant effect of KWL Strategy on students' reading comprehension. Moreover, this study also deals with the effect of the students' reading habit level on their reading comprehension ability. The research can be as follows:

T1 X T2
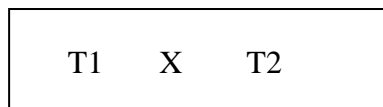
T1   : Pre test

T2   : Post test

X   : Treatment

(Hatch and Farhady, 1982: 20)

The researcher took one class as experimental class. The experimental class was be taught by KWL (Know, Want to Know, Learned) strategy. Firstly, the researcher tried out the instrument of reading habit. The questionnaires were tried out to find out the validity and reliability. The rearcher used *Alpha Cronbach* to determine the reliability of the questionnaire. After that, the reseacher administered questionnaire of reading habit to classify the students based on their reading habits in term of good and bad levels. Then, the researcher gave the pretest to measure the students' reading comprehension ability (the pretest was tried out first out from the sample). After knowing students' reading ability, The researcher did the treatment to the students by teaching using KWL strategy. The

treatments were conducted four times. After that, the researcher took the test for reading comprehension or doing the posttest to the students (the test of post-test and pre-test items were the same items but the position of number questions were different).

Since the researcher wanted to investigate effect of students' reading habit level, their level of reading habit was moderator variable that affect reading comprehension. By adding the moderator variable, the design was adjusted into factorial design (Setiyadi: 2006) as follow:

```
                          ┌──────────────────────────────────────┐
              ┌───────────┤ L1 (bad level of reading habit)       │
              │           └──────────────────────────────────────┘
┌──────────┐  │
│ T1 X T2  ├──┤
└──────────┘  │
              │           ┌──────────────────────────────────────┐
              └───────────┤ L2 (good level of reading habit)      │
                          └──────────────────────────────────────┘
```
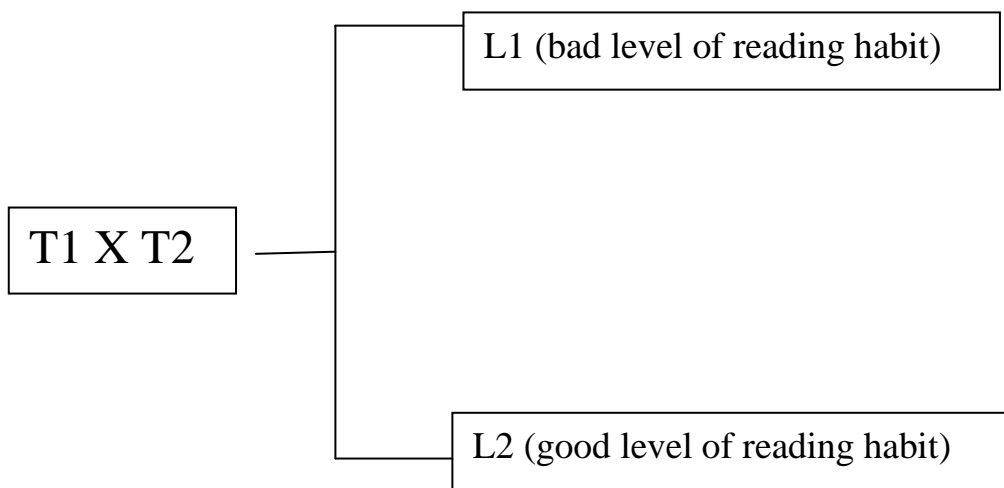
3.4 Variables

This research consists of the following variables:

1. The students' reading achievement in reading as dependent variable,

   It is categorized as dependent variable because students' achievement is based on the activity output. The achivements of students can be measured to determine whether there is an effect of the independent variable or not.

2. KWL (Know, Want to know, Learned) as independent variable ,

It is categorized as dependent variable because KWL is the variable that can influence the dependent variable to determine the correlation between phenomenon and the object which is observed.

3. Reading Habit as moderator variable,

It is categorized as moderator variable because reading habit modifies the relationship between the dependent and major independent variables. According to Hatch and Farhady (1982), they state that a moderator variable is a special type of independent variable which you may select for study in order to investigate whether it modifies the relationship between the dependent and major independent variables. (p.15).

3.5 Data Collecting Techniques

The researcher used two kinds of data collecting techniques.

a. Test

The instrument of this research was a set of reading comprehension test. The researcher used pre-test and post-test. To determine the quality of the instrument, the researcher tried out first about the instrument.

b. Non test

The researcher gave the questionnaire to know about the students' reading habit.

1.6. Research Instruments

The data that were collected should be valid and reliable. Therefore, the researcher

tried out the instruments to know the quality of test.

3.6.1 Try Out Test

The try out were done to determine the quality of the test that were used in taking

the data. The researcher wanted to know whether the test is good or not, because

of that the researcher apply a good test criteria such as validity, reliability, level of

difficulty, and discrimination power.

3.6.1.1 Validity

Validity refers to the extent to which the test measures what is intended to

measure. It means that it relates directly to the purpose of the test. A test can be

considered valid if it can precisely measure the quality of the test. There are

several types of validity according to the different purpose of the test. In this

research, content validity, face validity, and construct validity ar used. The

questionnaire that is used in this research would be examined also to know the

validity of it. The reading comprehension test would based on face validity,

content validity and construct validity, meanwhile the reading habit questionnaire

would be based on construct validity.

3.6.1.1.1 Face Validity

Face validity focuses on the layout or appearance of the test. The instrument is in

form of multiple choices question, and it contained of five aspects that became the

aspects that are concerned in applying KWL strategy. It aims to measure the students' mastery of five aspects, such as determining main idea, references, finding spesific information and inferences also comprehending vocabulary.

3.6.1.1.2 Content Validity

To get the content validity of reading comprehension, the materials should be found based on the standard competence in syllabus for the third grade of college or tertiary level. the materials is about the horatatory exposition and the kinds of that text. The objective of teaching is to make the students are able to find out the main idea, identify the spesific details or information, reveal the meaning of the words and determine the reference of words stated in the text.

3.6.1.1.3 Construct Validity

Construct validity is concerned with whether the text is actually in line with the theory. It means that the test items should really test the students or the test items should really measure the students' ability in reading comprehension.

Regarding the construct validity, it measures whether the construction has already inferred the theories, meaning that the test construction has already been in line with the objectives of learning (Hatch and Farhady, 1982: 252).

The reading habit questionnaire was also made based on construct validity. The researcher used based on theory of good and bad reading habit. The questionnaire was modified from Salla: 2007 & Feldman:2006.

3.6.1.2. Reliability

Consistency of results is the concept of reliability of the test. In fact, reliability can be defined as rhe extent to which a test produces consistent results when administered under similar conditions (Hatch and Farhady, 1982 : 244)

3.6.1.2.1 The Reliability of Reading Test

The researcher measured reliability of the test by using Pearson Product Moment formula as seen below:

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

Notes:

r_{xy} : Correlation of coefficient of reliability between odd and even numbers
N : The number of students who take part in the test
X : The total number of odd number item
Y : The total number of even number item
X^2 : The square of X
Y^2 : The square of Y
$\sum X$: The total score of odd number
$\sum Y$: The total score of even number

<div align="right">(Hatch and Farhady, 1982:198)</div>

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

$$Rk = \frac{2rxy}{1+rxy}$$

Rk = the reliability of the whole test

2rxy = the reliability of the half test

<div align="right">(Hatch and Farhady, 1982:247)</div>

The criterias of reliability are:

0.80 up to 1.00 is very high

0.60 up to 0.79 is high

0.40 up to 0.59 is average

0.20 up to 0.39 is low

0.00 up to 0.19 is very low

3.6.1.2.2 Reliability of Questionnaire

The reseacher used Alpha Cronbach because the reseacher use likert scale for the questionnaire according to Setiyadi (2006) if the test is arranged by Likert scale, it is better use Alpha minimum 0.70.

Table 3.1 The criteria of Alpha Cronbach

Crobach's Alpha	Internal Consistency
$\alpha \geq 0{,}9$	Excellent
$0{,}9 > \alpha \geq 0{,}8$	Good
$0{,}8 > \alpha \geq 0{,}7$	Acceptable
$0{,}7 > \alpha \geq 0{,}6$	Questionable
$0{,}6 > \alpha \geq 0{,}5$	Poor
$0{,}5 > \alpha$	Unacceptable

3.6.1.3 Level of Difficulty

Arikunto (2013) states that good test is the test that is not too easy and not too difficult. Level of difficulty is generally expressed as the fraction (or percentage) of the students who answered the item correctly. Besides that, the level of difficulty can be determined by dividing the number of students who get it right by the total number of students, it is calculated by the following formula:

$$LD = \frac{R}{N}$$

Notes :

LD : level of difficulty

R   : The number of students who answer correctly

N   : the total number of students in higher and lower goup

(Arikunto : 2013)

The criteria of the difficulty level are:

1. 0.00 - 0.03   : Difficult

2. 0.30 - 0. 70   : Average

3. 0.71 - 1.00   : Easy

The good items which are in average. The items that have difficulty index 0.30 until 0.70.   (Arikunto, 2013: 225)

3.6.1.4   Discrimination Power

Discrimination power (D) refers to the extent to which the item differentiates between high and low level students on the test. It is proportion of the high group students getting the items correctly minus the proportion of the low-level students who get the items correctly. Then, the discrimination power of an item the extent to which the item discriminates between the test-taker from less able. The formula of the discrimination power is:

$$D = \frac{U - L}{\frac{1}{2} N}$$

Notes :

D   : discrimination power

U : the number of students from the upper who answer correctly

L : the number of students from the lower who answer correctly

N : The number of the students

<div align="right">(Shohamy, 1985:82)</div>

 Classification discrimination power

D : 0.00 - 2.00   : Poor

D : 0.21 - 0.40   : Satisfactory

D : 0.41 - 0.70   : Good

D : 0.71 - 1.00   : Excelent

D : Negative   : Should be dropped

<div align="right">(Arikunto, 2013: 232)</div>

3.6.2 Pre - Test

The pre-test was administered before the treatment. The objective of this test is to find out whether there is significant improvement of the students' reading ability after being taught by KWL (know, want to know and learned) strategy. Before conducting the pretest, the researcher did the try out first that is why the researcher prepared 50 questions in form of multiple choice and the researcher dropped the bad questions. So that, the researcher have 40 items in pretest.

Table 3.2 Specification of Reading Comprehension Test in Try out

No	Reading Comprehension Test	Item Number	Total Item
1	Determining main idea	1, 6, 11, 16, 21, 26, 31, 36, 41, 46	10
2	Identifying spesific information	2, 7, 12, 17, 22, 27, 32, 37, 42, 47	10

3	Reference words	3, 8, 13, 18, 23, 28, 33, 38, 43, 48	10
4	Inference words	4, 9, 14, 19, 24, 29, 34, 39, 44, 49	10
5	Vocabulary	5, 10, 15, 20, 25, 30, 35, 40, 45, 50	10

After knowning the result of tryout, the researcher drops 10 numbers that are not suitable to be put in pretest. 10 numbers were dropped to avoid bad test items. So the pretest became such in the table below:

Table 3.3 Specification of Reading Comprehension Pretest

No	Reading Comprehension Test	Item Number	Total Item
1	Determining main idea	8, 12, 15, 19, 22, 27, 32, 37	8
2	Identifying spesific information	1, 4, 9, 16, 20, 23, 28, 33, 38	9
3	Reference words	2, 5, 10, 13, 17, 24, 29, 34	8
4	Inference words	3, 6, 11, 14, 25, 30, 35, 39	8
5	Vocabulary	7, 18, 21, 26, 31, 36, 40	7

3.6.3 Post- Test

The post-test was administered after treatment. It is applied to find out whether there is differences of the students' reading skills between the students who are taught by using KWL (Know, Want to Know, Learned) strategy or not. The post-test is conducted after 4 meeting of treatments. The post test was done to know whether there is significant improvement after being taught by KWL (Know, Want to know, Learned) strategy or not. The researcher used the same questions as the pre-test items for the post-test, but the number of questions were put randomly.

3.6.4 Questionnaire

This questionnaire was held to find out the level of the students' reading habit. The questionnaire were 20 questions. The questionnaire is modified from Salla (2007) and Feldman (2006). The researcher also consider the items of questionnaire based on the criteria of good reading habit (page 36).

Table 3.4 Specification of Questionnaire

Criteria of Good Reading Habit	Criteria of Bad Reading Habit
1, 3, 4, 6, 9, 10, 14. 15, 16, 20	2, 5, 7, 8, 11, 12, 13, 17, 18, 19

To avoid the ambiguity that possible happen in answering questionnaire, the researcher used Indonesian in writing the questionnaire items. The researcher used 5 options in the questionnaire and the total questionnaire items are 20 items. The researcher used criteria good and bad reading habit. The criteria of good reading habit was score 5 until 1, student who answered strongly agree so, he got

5 point. Student who answered the question that was made based on criteria of bad reading got the opposite, for example he answered strongly agree, so he just got 1 point meanwhile when he answered by answering very disagree so he got 5 points. Because of that, the researcher used likert scale, it helped the researcher to determine the level of students' reading habit. After knowing the score of the students, the students' reading habits are categorized into 2, good reading habit and bad reading habit.

3.7 Scoring System

In scoring the result of the students' test, in this case the questions in form of multiple choice, the researcher used scoring without punishment. The researcher scored the students' answers and multiplied by 2,5 because the total number of item tests were 40. so that the highest score would get 100.

3.8 Research Procedure

In collecting the data, the researcher used the following procedures:

1. Determining the research instrument

   The research instrument can be divided into two, the first is questionnaire and the second is reading comprehension test. Reading comprehension test was given to answer the first, second and third research questions and the questionnaire was used to answer the fourth and five questions.

2. Distributing questionnaire of reading habit.

   The objective of this questionnaire is to classify the level of the students' reading habit level. The items were completed in the first meeting.

3. Tryout the instrument of reading comprehension test.

Tryout the instrument was conducted before pretest to investigate the quality of the test items. It is very important to know the appropriateness of the test or not. The instrument was in form of multiple choice items. The test had some functions such as to find main idea, inference, reference, vocabulary, and spesific details in the reading text. The questions were 50 items, to avoid the bad questions.

4. Conducting the pretest

The researcher did the pretest directly because the subject of this research is in third semester, the students had got the treatment about reading strategy before. The researcher used 40 items of reading test after the instrument being tried out.

5. Conducting the treatment

After giving the pre-test, the treatment was conducted in four meetings. It takes 100 minutes for each meeting of the treatment. The researcher taught hortatory exposition text by applying KWL strategy.

6. Administering the post-test

After the treatments were given, the post-test was administered to find out whether there is any increasing between the score of pre-test and post-test or not.

7. Analyzing the data

After conducting the pre-test and post-test, the data of students' answer were analyzed by using t-test. It is used in order to know whether KWL strategy able or not to increase students' reading comprehension ability. If there is an

increasing score of post-test, it means that treatment gives good effect on reading ability the students. after that, the researcher correlated the students' reading ability with their reading habit level.

3.9. Data Analysis

The researcher used Statistical Package for Social Science (SPSS) program to analyze the data. The data were got from using reading comprehension after teaching by KWL strategy. Reading test was calculated before and after treatment. T-test was used to compare mean score from the result of pretest and posttest. Because of this research compared the result of reading comprehension after being taught by KWL strategy viewed from students' reading habit, T-Test will be used to see the gain of the students that will be compared between reading comprehension and students reading habit level. So, the researcher analyzed the data statitically as follows:

I. Normality Test

Normality test of the data was conducted to determine whether the sample in this research was normally distributed or not. Then, the students' score of pretest and post-test were analyzed to gain normality test. The hypotheses for the normality are as follows:

H_o =   The data is not normal distribution

H_1 =   The data is normal distribution

The data would be determined normal if it had the criterion for the hypotheses as:

The hypotheses will be accepted if sign>α. In this research, the researcher used level of significance of 0,05

Table 3.5 Test of Normality

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.148	27	.131	.942	27	.139
posttest	.140	27	.188	.963	27	.435

a. Lilliefors Significance Correction

Based on the data above, the sign of pret-test is 0.131, so, 0.131>0.05, it meant that H_1 was accepted and the data of pre-test has normal distribution. The sign of post-test is 0.188, or the researcher can draw 0.188>0.05, so it meant that the data of post-test was normal distribution.

II.   Reliability of Questionnaire

The reliability of the instrument can describe how accurate it. Eventhough the researcher modified the questionnaire from the expert, but it is very essential to test the reliability of the questionnaire because the result will be influenced by different subjects. To measure the reliability of the questionnaire, the researcher used Cronbach's Alpha. The criteria of reliability as below:

0.80 up to 1.00 is very high.

0.60 up to 0.79 is high.

0.40 up to 0.59 is average.

0.20 up to 0.39 is low.

0.0 up to 0.19 is very low.

The researcher found that the result of reliability of the questionnaire is 0.717. It meant that the questionnaire of this research was high. So, the items of questionnaires were good.

V. CONCLUSIONS AND SUGGESTIONS

This chapter deals with the conclusions which are based on the results of the data analysis and discussions. Besides, some suggestions are put forward to the other researchers and English teachers who want to implement KWL (*Know, Want to Know, Learned*) strategy to develop student' reading skill and for those who want to conduct similar research.

5.1   Conclusions

Based on the results of the data analysis, the researcher draws conclusions as follows:

1. The modification a model of teaching reading by using KWL strategy in college was difference from original step that was conducted by Ogle (1986), the difference was especially in step of teaching, in W column teacher central role becomes students' central role. The results was good, because the students could answer the questions well. It could be proved from the scores that were got by the students. It was better to use in the college and tertiary level because the students could be independent learners, besides that the students could communicate each other well.

2. Students who were taught by KWL strategy that was modified got difference score and significant improvement. In other words, the implementation of modification KWL (*Know, Want to know and Learned*) strategy can improve students reading ability in college. It happens because students are accustomed to answer the questions in reading test by using KWL strategy.

3. Based on the gain of each aspect in reading, KWL strategy, the aspect which improved the most is identifying main idea. It can be seen from the highest total of gain score that they got the most. It happened because the students could activate their schemata well and linked it with the topic, so KWL strategy was suitable strategy to identify especially main idea.

4. From the result of the questionnaire of reading habit, it was found that the students who got good reading habit got good reading ability. It happened because from 27 students who answered the questionnaire, 8 students were categorized good reading habit and they got good reading ability as well. The researcher correlated the reading habit and reading ability by using SPSS (*pearson correlation*) and the result was there is positive significant correlation between students' reading habit and their reading ability with level 0.01. Reading habit enriched the students' schemata. Schemata is important in the process of reading. It determines the success of reading as well.

5.2 Suggestions

Based on the conclusions drawn and some problem found during the research, some suggestions put forward for researcher and English teacher.

5.2.1 Suggestions for further research

Based on the results of the research, there are several sugggestions for further researcher. Firstly, it was found that KWL (*Know, Want to know, Learned)* strategy is suitable strategy for improving students' reading skills. Therefore, it is suggested for further study to employ different skills such as listening, speaking, and writing, because it has not been done the researchs in these skills

Secondly, it is suggested to find out more about the students reading habit with qualitative design to know further about reading habit and reading ability.

Thirdly, further researchers are suggested to find out more about the students' reading aspect especially vocabularies. How to increase the students' vocabulary.

5.2.2 Suggestions for English teachers

For teacher, there are several suggestions related to teaching English. Firstly, the teacher should choose suitable strategy for students in order to increase students' reading skills. KWL strategy is recommended for the teacher because it has been proved in this research that there is significant improvement after being taught by KWL strategy. Secondly, it was found that the aspect of reading that could be improved mostly is identifying main idea. So, the teacher should use this strategy to improve the students' reading ability especially to identify main idea. Finally, the English teacher should motivate the students to read many kinds of reading texts in English and apply good reading habit in their daily life to improve the students reading ability.

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