

**THE IMPLEMENTATION OF KWL TECHNIQUE TO IMPROVE
STUDENTS' READING COMPREHENSION ACHIEVEMENT AT THE
SECOND GRADE OF STUDENTS' IN SMP KARTIKA II-2
BANDAR LAMPUNG**

(A Script)

By:

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2019**

ABSTRACT

THE IMPLEMENTATION OF KWL TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION ACHIEVEMENT AT THE SECOND GRADE OF STUDENTS' IN SMP KARTIKA II-2 BANDAR LAMPUNG

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Reading is an interactive process between the reader and the writer. Theoretically, in teaching and learning English, reading is very complex because reading skills involve many aspects to be learned (e.g. identifying main idea, finding specific information, determining reference, understanding vocabulary, and making inference). In other word, reading is one of language skills that used to comprehend the text. The learners also have to connect the writer and the teacher.

This research was aimed at finding out whether there is a significant improvement on students' reading comprehension achievement after being taught through KWL technique, finding out the aspect which is improved the most after being taught through KWL technique. Thirty one students of SMP Kartika II-2 Bandar Lampung were selected as sample of this research. The researcher uses One Group Pre-test Post-test design. Then, the t-test was used to reach the significant value.

The result showed that the students' mean score of pre-test was 68.00 and their mean score of the post-test after being taught through KWL technique was in which their gain score was 80.00. Specifically, KWL technique improved the students' reading comprehension achievement. Moreover, KWL technique mostly improved the students' reading comprehension achievement in vocabulary. In addition, the students still faced some difficulties in answering the questions in English especially in reading comprehension. However, after practicing through KWL technique, the students gradually started to comprehend the materials and were able to overcome those problems.

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A Script

**Submitted in a Partial Fulfillment of
The Requirement for S-1 Degree**

In

**The Language and Art Department of
Teacher Training and Education**



**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2019**

**Research Title : THE IMPLEMENTATION OF KWL TECHNIQUE
TO IMPROVE STUDENTS' READING
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SECOND GRADE OF STUDENTS' IN SMP
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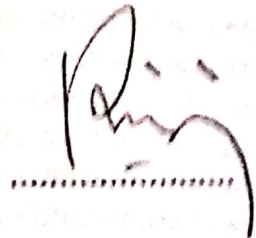
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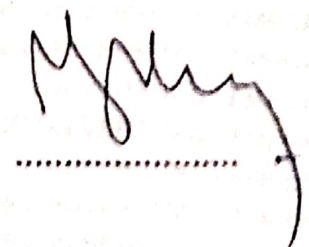
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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

The writer's name is Yulita Setiarini. She was born on July 12th, 1996 in Bandar Lampung. She is third daughter of Drs. H. Bukhori, M.H., and Hj. Sri Yulismawati, S.Pd.

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DEDICATION

This script is dedicated to:

My beloved parents Drs. H. Bukhori, M.H., and Hj. Sri Yulismawati, S.Pd.

My eldest sister Febriyanti, S.Pd., M.Pd.

My older sister Dwi Seftiyana, S.E.

My older brother Fajar Nugroho, S.H.

My fabulous friends of English Education Study Program.

My almamater, Lampung University.

MOTTO

“It is not enough to take steps which may someday lead to a goal; each step must be itself a goal and a step likewise.”

Johann Wolfgang Von Goethe (1787)

ACKNOWLEDGEMENTS

Bismillahirrahmanirrahim, the writer would like to acknowledge her countless thanks to the Most Gracious and the Most Merciful, Allah subhanahu wa ta'ala who always gives her all the best of this life and there is no doubt it to finish this research. Shalawat and Salaam was addressed to the Prophet Muhammad sallallahu alaihi wasallam and his family.

I am willing to present my thanks for everyone who has helped me, especially in this script. Alhamdulillah, all of honors are just for Allah Azza Wajalla, the almighty.

Then, I want to express my sincere thanks to:

1. The writer's first advisor, Drs. Huzairin, M.Pd for his valuable guidance, encouragement, advice, and suggestion which are very helpful in finishing this script. Then, thank you very much for your time to share your knowledge and experiences to me.
2. The writer's second advisor, Hery Yufrizal, M.A., Ph.D who has guided me with his worthy, corrections, and suggestions to improve the quality of this script.
3. Dr. Ari Nurweni, M.A. as the examiner who has given suggestions and critics to the script. It will be hard for the writer to make the script becomes perfect without her contributions.
4. All lecturers of English Department of FKIP UNILA, who have gave transferred much knowledge to me. For guidance, instruction, and help during study at the university.
5. Dr. Nurlaksana Eko R, M.Pd. as the chairperson of Language and Art Education Department for his contribution and attention.
6. Prof. Dr. Patuan Raja, M.Pd. as the dean of teacher training and education faculty.

7. The writer's beloved Parents, Drs. H. Bukhori, M.H., and Hj. Sri Yulismawati, S.Pd. Thank you so much for your prayer, support, affection, advices, guidance, and help in all my life, your love is beyond any words.
 8. The writer's siblings Febriyanti, S.Pd., M.Pd., Dwi Seftiyana, S.E., and Fajar Nugroho, S.H. who always accompany, support, caring, and help the writer in any situation.
 9. My gratitude to Headmaster of SMP Kartika II-2 Bandar Lampung, Drs. Mujeni, MM. who has given me permission, and helps for present study. Junaidi.A, S.Pd. as an English teacher, who has allowed me to conduct a research in his class. The VIII 7 grade students of SMP Kartika II-2 Bandar Lampung, who helped me to make the research.
 10. Special Thank to the writer's best friends Rizka Dwi Rahayu, Oreza Satifa, Monicca Desideria, and Windiya Prihandini, who always suggest, support, motivate, and help the writer. They all have given me a cheerful and joyful world and beautiful togetherness.
 11. The writer's beloved friends in English Education Study Program 2015. Thanks for our togetherness and your attention.
 12. The last, this script is far from being perfect, but it is expected that this script will be useful not only for the researcher, but also the readers. For this reason, constructive thought full suggestions and critics are well come to make this script better.
- Finally, may Allah subhanahu wa ta'ala receive all their works and kindness. Aamiin.

Bandar Lampung, 10 November 2019
The Writer

Yulita Setiarini

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I. INTRODUCTION

This chapter discusses introduction of the research dealing with background of the problem, research questions, objectives of the research, uses of the research, scope of the research. Definitions of terms are provided in the last chapter to avoid misunderstanding.

1.1 Background

Reading is an interactive process between the reader and the writer. Brunan W.K (1989) for instance defines reading as a two way interaction in which information its exchange between the reader and the author”. Reading is a skill many people take for granted, but the act of reading and properly comprehending a text is a complex and interactive process. It requires several different brain functions to work together and most often requires one to puzzle through multiple layers of context and meaning. Putting the letters and words together to form words, phrases, and sentences is what reading is all about, but one must also comprehend what is learned—to fully understand a text one has to interact with the text and add meaning to it. Astrid Roe states that “reading comprehension is to make meaning of what we read” (2014:24). Vivian Cook further claims that reading occurs in context, and that the meaning of a text is derived from the previous knowledge stored in the reader’s mind and the processes through which the reader tackles it (2008:121). This shows that it is not enough to decode the letters and words, one has to add knowledge and meaning to what is read.

There is a previous research that shows the problems. 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.

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.

Ogle (1986) developed the strategy for helping students to access important background information before reading nonfiction. The KWL strategy (accessing what I know, determining what I want to find out, recalling what did I learned) combines several elements of approaches. The first two steps of KWL, students and the teacher engage in oral discussion. They reflect on their knowledge about a topic, brainstorm a group list of ideas about the topic, and identify categories of information. Next the teacher helps highlight gaps and inconsistencies in students' knowledge and students create individual lists of things that they want to learn about the topic or questions that they want to answer about the topic. In the last step of the strategy, students read new materials and share what they have learned.

Know-Want-Learn, as an effective way to improve students' reading comprehension, it 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 participants were divided into two groups, an experiment group and a control group. The experimental group was taught reading with K-W-L technique, while the control group was taught by conventional reading strategies. In their research, they explain that students' achievement was taught by applying K-W-L technique 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 technique 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 apply K-W-L technique. To collect 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 than in the pretest. So, it can be concluded that K-W-L strategy can improve the reading comprehension performance.

In this case, the researcher realized that the students' achievement is not only affected by their skill in reading but also influenced by the technique which is used. The proper technique is needed to be learnt by the students so that they can improve their reading skill. One technique known as KWL can be chosen to attract students' attention in teaching and learning activity. K-W-L (Ogle, 1986) is an instructional reading strategy that is used to guide students through a text.

Students begin to learn by brainstorming everything they **know** about a topic. It is reader-centered, not author-centered. Because KWL is reader-centered, it is also limited by the background knowledge of the readers. This information is recorded in the K column of a K-W-L chart. Students then generate a list of questions about what they **want to know** about the topic. These questions are listed in the W column of the chart. During or after reading, students answer the questions that are in the W column. This new information that they have **learned** is recorded in the L column of the K-W-L chart.

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

1.2 Research Questions

Based on the background of the study in the previous part, the research problems in this study are:

1. Is there any significant improvement in reading comprehension by using the KWL technique?
2. What aspects of reading that improved the most after using the KWL technique?

1.3 Objectives of Research

Based on the research problem above, the objectives of the study are:

1. To find out whether there is any significant improvements in reading comprehension by using the KWL technique.
2. To find out which aspects of reading which is improved the most after using the KWL technique.

1.4 Uses of Research

The result of this research is expected can be benefited both theoretically and practically, as follows:

1. Theoretically

The result of this research is expected to support the theory of KWL technique.

2. Practically

The result of this research is expected to make students understand what reading and KWL technique is. Besides, this research is material for the teacher to develop their knowledge in teaching reading.

1.5 Scope of Research

This research is held to find out and solve the problem of the students' lack of in the level of junior high school. The research focuses at the progress of the student's reading comprehension. The students are taught reading by using KWL technique. The researcher chooses second grade students as the population.

1.6 Definitions of Terms

Reading Comprehension

According to Weaver (2009: 10) reading is a process to determine, what the reader's brain, emotions and beliefs bring to the reading. It means that reading is the reader's way in interpreting the printed words. It is supported by Linse (2005: 69) argues that reading is making sense of printed word. However, teaching reading comprehension is not an easy job for the teacher. The teachers need improve their teaching method or strategy in order to help the students get the point in reading the text.

KWL Technique

K-W-L (Ogle, 1986) is an instructional reading strategy that is used to guide students through a text. Students begin by brainstorming everything they know about a topic. This information is recorded in the K column of a K-W-L chart.

According to the explanations above, the researcher concludes that it focuses on background of the problem, research questions, objective of the research, uses of the research, scope of the research and definition of terms.

II. LITERATURE REVIEW

This chapter discusses about reading comprehension, aspects of reading comprehension, Types of Reading Performance, Teaching Reading, Techniques of Teaching Reading KWL (Know-Want to know-Learn) Strategy, The Advantages and Disadvantages of Using KWL, Procedure of Teaching Reading using KWL, Theoretical Assumption, and Hypotheses.

2.1. Reading Comprehension

Reading comprehension is the ability to process text, understand its meaning, and to integrate it with what the reader already knows. Fundamental skills required in efficient reading comprehension are knowing meaning of words, ability to understand meaning of a word from discourse context, ability to follow organization of passage and to identify antecedents and references in it, ability to draw inferences from a passage about its contents, ability to identify the main thought of a passage, ability to answer questions answered in a passage, ability to recognize the literary devices or propositional structures used in a passage and determine its tone, to understand the situational mood (agents, objects, temporal and spatial reference points, casual and intentional inflections, etc.) conveyed for assertions, questioning, commanding, refraining etc. and finally ability to determine writer's purpose, intent and

point of view, and draw inferences about the writer (discourse-semantics). An individual's ability to comprehend text is influenced by their skills and their ability to process information. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of reading strategies to improve reading comprehension and inferences, including improving one's vocabulary, critical text analysis (inter-textually, actual events vs. narration of events, etc.) and practicing deep reading.

Reading is a complicated skill that demands considerable time and practice to develop (Lundahl 1998:175). The ability “to read” involves more than merely decoding a text. In addition to the practical skill of putting letters together, turning them into words, one is also supposed to understand what is read: one has to combine decoding; the ability of putting words together, with comprehension; the result of interpreting linguistic elements. The multiplication relates to the fact that everything that is done to facilitate reading will multiply the result, in addition to alluding to that if one of the elements is missing, the result will be zero. Hence, if there is no understanding of what is read, there is no actual reading; there is no reading comprehension. When this first goal of reading is achieved, one has to add further elements to the reading process in order to become a proficient reader. The next steps on the way to full reading ability are motivation, empathy, and meta cognitive ability (Kverndokken 2012:28). When a reader manages all these elements, he/she reads with high proficiency. According to Ivar Bråten & Helge Strømsø, reading is often described as an interactive process, where comprehension is a result of joint efforts from the author and the reader

(2007:196). The author has to formulate the content so that it is interpretable, whereas the reader must mobilize the skills and knowledge needed to comprehend the text – a joint venture. However, the reader is the one most likely to spoil the process; fail to understand, give in, and stop reading. Hence, the reader is considered to be the one most responsible for gaining comprehension.

From the statements above, the researcher concludes that 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. In understanding read text information children to develop mental models, or representations of meaning of the text ideas during the reading process.

2.2. Aspects of Reading Comprehension

1. Main Idea

Main idea is called the topic sentence (Mc. Whother, 1986:36). It tells the content of the paragraph. In other word, the main idea is the important ideas that is developed by the writer throughout paragraph and sometimes are available in key words and explicit or implicit message. Suparman (2011) states the main idea is the most important idea stated in the topic sentence and developed by supporting sentences in a single paragraph. Commonly, the 15 main purpose of comprehension is getting the main idea. Usually the topic

sentence tells what the rest paragraph is about in some paragraphs because the main idea is the only idea that should be developed in one paragraph.

2. Specific Information

Specific information or supporting idea is developed from the main idea by giving the specific definitions, examples, facts, comparison, cause and effect that is related to the topic sentence.

3. Reference

According to Lattulipe in Marsiyah (2009) reference is the words or phrases that is used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that such words are used to be a signal to the reader to find the meaning elsewhere in the text or sometimes is called pronoun.

4. Inference

When a reader adds information that he or she already knows to what is stated, the reader is making an inference (Beech, 2005). In other words, the readers can make conclusion after reading the text. Graesser, Wiemer Hastings, & Wiemer Hastings (2001) states inference is the output of the interaction between the readers' knowledge and the information in the text. One of comprehension strategies to make a conclusion about what is not directly stated in the text based on clues. Sometimes information is not given directly. According to (Carnine, Silbert&Kameenui, 1997), The implicit or

inferential questions is appropriate for all grades if because they have been taught to think independently.

5. Vocabulary

Barnhart (2008: 697) states that stock of words are used by person, class of people, profession is called vocabulary. Concerning with the statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterance for reading. Harmer (2004: 153) states that the ability to determine the meaning of vocabulary items from context is one of the most important aspects of successful reading. Concerning with those statements indeed vocabulary is basic for everyone who wants to develop or to produce utterances for reading.

In brief, there are five aspects of reading comprehension, those are main idea, specific information, reference, inference and vocabulary. Students should know and master all of those aspects to so that their reading comprehension will be increase.

2.3. Types of Reading Performance

The variety of reading performance in classroom can be determined by the variety of texts. It means that the teacher should consider about the types of the text used in the teaching reading in order to support the process. It is stated in Brown (2001: 312) that there are two types of classroom reading performance. First is oral reading. In the process of teaching and learning teaching in the classroom, the teacher may ask the students to read orally.

There are some advantages in the oral reading done at beginning and intermediate levels. The advantages of the oral reading are as an evaluative check on bottom-up processing skills, a pronunciation check, and an extra activity for students to help the teacher to highlight a certain short segment of a reading passage. At advanced levels, the teacher also can apply this type to reach those three advantages above. Unfortunately, this type has several disadvantages according to Brown (2001: 312). The oral reading is not authentic language activity. While a student is reading a text, others can easily lose attention. It also has the outward appearance of student participation when in reality it is mere recitation.

Second is silent reading. It is subcategorized into intensive and extensive reading. The intensive reading focuses on linguistic or semantic detail of a passage. It is usually classroom-oriented activity. The students are demanded to pay attention to grammatical forms, discourse markers, and other surface details. To achieve general understanding especially when the students are asked to read longer text, such as books, magazines, novels, essays, and reading is more compatible than intensive reading. It belongs to outside of classroom activity. The extensive reading also help the students get away from their tendency to over analyze or look up words they do not know, and read for understanding.

So, the researcher focused on the extensive reading, because intensive reading involves learners reading in detail with specific learning aims and tasks.

2.4. Teaching Reading

Alyousef (2005:143) says that in teaching reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-, while-, and last- reading stages. The pre-reading stage helps in activating the relevant schema. For example, the teacher can ask the students questions that arouse their interest while previewing the text. The aim of while- reading stage (or interactive process) is to develop students' ability in tackling text by developing their linguistic and schematic knowledge. The last-reading includes activities, which enhance learning comprehension using exercises, close exercises, cut-up sentences, and comprehension questions.

The aim of teaching reading is to develop students' skill that they can read English text effectively and efficiently. To be able to do so the readers should have particular purposes in their mind before they interact with the texts. Effective and efficient reading is always purposeful and tends to focus mainly on the purpose of the activity. Then the purpose of reading is implemented into the development of different reading techniques: scanning, skimming, etc. These can be real when the students read and interact with various types of texts, i.e. functional and monologue texts.

Teaching reading is the activities of educating or instructing an ability of an individual to recognize a visual form; associate the form with a sound and or meaning acquired in the cover and on the part of experience, understands, and interprets its meaning. The aim of teaching reading is to develop students'

skill that they can read English text effectively and efficiently. To be able to do so the students should have particular purpose in their mind before they interact with the text. Effective and efficient reading is always purposeful and tends to be focus mainly on the purpose of the activity, and the purpose of reading can be decided in pre-reading activity by using pre-questioning technique. In teaching reading the teacher should provide reading technique to the students especially before reading in order to stimulate the students' interest and also the students' background knowledge to make the students comprehend the text easier. The researcher assumes that in teaching reading, appropriate and possible technique should be applied based on the purpose of reading in order to get the comprehension. They use reading technique to make their reading efficient and effective.

2.5. Techniques of Teaching Reading

Every reader has different technique in reading in accordance to their purpose. The ways of reading that Fransisco Grellet (1981:4) is mainly used, include:

1) Skimming

Skimming is quickly running eyes over a text to get gist of it. This technique is used to gather information quickly. The reader skims in order to satisfy a very general curiosity about text. It also helps the reader to recognize their thought and specify what information they can get from a text, so that their subsequent reading is more efficient.

2) Scanning

Scanning is quickly going through a text to find a particular piece of information. For example, a conference guide and airplane schedule.

Scanning involves these steps:

1. Determine what keyword to look for
2. Look quickly through the text for those words
3. When you find each word, read the sentences around it to see if they provide the information being sought
4. If they do, not read further. If they do, not continue scanning.

2.6. KWL (Know-Want to know-Learn) Technique

K-W-L (Ogle, 1986) is an instructional reading technique that is used to guide students through a text. K-W-L for the three basic cognitive steps required: accessing what I Know, determining what I Want to learn, and recalling what I did Learn as a result of reading. To facilitate both the group process and to instill in students the concreteness of the steps, we developed a worksheet that each child uses during the thinking reading process. KWL charts help students to be active thinkers while they read (Carr & Ogle, 1987), giving them specific things to look for and having them reflect on what they learned when they are finished reading. When students set their own purposes for reading, they are more motivated and active as readers. Each student has a schema, or a framework for how they view the world. Accessing a student's prior knowledge is the first step in integrating new concepts into their existing schema. KWL charts help activate background knowledge and provide an opportunity for students to set their own learning objectives.

According to Ogle (1986:565-566), the process of KWL in reading can be explained as follow: Step K-What I know. This opening step has two levels of accessing prior knowledge. The first is a straight forward brainstorming of

what the students know about the topic for reading. During this step the teacher's role is to record whatever the students know about the topic on the board or an overhead projector. The critical component here is to select a key concept for the brainstorming that is specific enough to generate the kinds of information that will be pertinent to the reading. Step W-What do I want to learn? As students take time to think about what they already know about the topic and the general categories.

Besides, Kathrine (2001) stated KWL also helps in activate students' prior knowledge and gives them a chance to reflect on and organize what they have learned from reading about a topic from one several sources. They focus on what is important in the text to develop comprehension. It means KWL technique facilitates to make connection between what students already know and what the text is about that students will be reading, encourages students to write what they want to know about the topic and from what they know and the students will learn about the topic and summarize what the student have read. Accessing prior knowledge and engaging students' interest before beginning reading activity can improve students' ability to make associations, clarify understanding, and increase comprehension.

In addition, KWL can be used with students any grade level and with verifying the abilities. The technique uses three columns which each column has a category. It makes students easy to make summary from what they read. The students can categories of information what teacher expect to use.

The chart of KWL can be shown below:

TOPIC		
K (know)	W (want to know)	L (learned)
Students list everything they think they know about the topic of study.	Students tell what they want to know about the topic.	After students have finished reading or studying a topic, they list what they have learned. They can also check the W column to see which questions were answered and which were left unanswered.

KWL consists of three basic stages. They are K stage, W stage, and L stage. In the K stage, students access their background knowledge to the text by listing what they already know about a specific topic. Then in the W stage, students determine what they want to know by making questions related to the topic, and finally assess what they learn in the L stage. From the definition, KWL technique can be concluded as a technique which has well-organized steps to be followed by the students. The technique combines the use of reading strategies in the effort to improve reading comprehension.

2.6.1 The Uses of KWL Technique in Teaching Reading

KWL is an instructional scheme that develops active reading of expository texts by activating learners' background knowledge (Ogle 1987: 570). It provides a structure for recalling what learners know about a topic, noting what they want to know, and finally listing what has been learned and is yet to

be learned. Learners begin by brainstorming everything they Know about the topic. The relevant information is recorded in the K column of the KWL scheme. Learners then generate a list of questions about what they Want to know about the topic. These questions are listed in the W column. During or after reading, learners answer these questions. What they have Learned is recorded in the L column.

2.7 The Advantages and Disadvantages of Using KWL

KWL has some advantages that can help the students understand the text. Below, three advantages of KWL are presented:

1. Helping the students to check prior knowledge The KWL technique in the teaching of reading helps the students check their prior knowledge of a topic, concept, or process before learning about it. With this prior knowledge, the brains of the students will recall what they already know (the K of KWL) about the topic. When the students get new information, the students will use their brains to join the old knowledge with the new information from the text. Learners who start making connection about what they already know can create meaning of the text more easily.

2. Building the students' interest in reading the second benefit of the use of KWL technique is to stir the students' interest in what students also want (the W of KWL) to know additionally about the topic. Making their own questions about the topic can increase the students' interest because of the fact that the students felt the necessity of finding out what would really happen in the text. The students are interested to read the text because they want to find the answer of their own question or not. By completing K and W column, the

students are not only making use of their prior knowledge but also are motivated to keep reading the text. Providing a chance for the students to assess what they have learned.

3. The third benefit is to provide a chance for students at the end of a lesson to look back and assess what they have learned in the lesson. By completing the last column namely *What I Learned* column, the students record the information they get from the text. Here, the students can assess their own thinking process.

KWL has some disadvantages also:

1. That it does not encourage asking questions while reading and the fact that some of background information may not be correct. It also does not help of growing vocabulary because if a student does not know what a word is, they may just skip it and go on.

2. There is also no encouragement for addressing emotional experience while they read. This can be prevented by having the students talk about these instances or even finding the vocabulary words they do not know and writing them down so they can figure out the meanings.

2.8. Procedure of Teaching Reading using KWL

There are some procedures of KWL Strategy that can be implied in teaching reading. According to Crawford et al (2005:23) the step of KWL are: Step 1, Begin by naming the topic, and asking students to think of what they already know about it. Step 2, Create a K-W-L chart on the chalk board or on chart

paper. Step 3, Ask students to call out what they know about the topic. Write their ideas in the column marked KNOW. Steps 4, now ask students to think of questions they have about the topic. They may begin by reviewing what they know, and finding areas where their knowledge is incomplete. Write their questions on the chart in the column marked WANT TO KNOW. Step 5, the students should now read the text. They are reminded to look for answers to their questions, and for any new ideas they did not anticipate. Step 6, the students report the things they learned from the text. First they report answers they found to their questions, and then they report any other interesting or important ideas they discovered. The teacher records these on the chart in the column labeled LEARNED.

Besides, according to Bruke (2005) KWL guides students through their reading material. Although the process begins as a before reading activity, its primary purpose is to develop a framework which students can use as they read. The Procedure of KWL technique includes three steps. First, provide students with the opportunity to brainstorm and list the ideas in the K items and details that they already know about a topic. Second, they review the topic again and consider what they still want to know. They list these items in the W section of the chart. Items should be listed as questions. Third, as they read or after they read, students add details that they have learned while reading. They list these items in the L section of the chart.

The activities of KWL technique:

Pre-activities:

K (What I Know)

1. Prepare questions in advance to help students brainstorm their ideas.
2. Prompt students what they already know.
3. Require that students explain their associations.
4. Explaining associations helps students provide specific details and requires them to put some thought into their answers.
5. Teacher asks the students about what they think of that topic.

While activities:

W (What I Want To Learn)

1. Explain that W tables need to be done as what they need to know or learn.
2. Ask alternate questions in order to prompt student responses.
Questions may include: what the student want to learn about the topic.
3. Refer back to the K section of the chart.
4. The teacher asks students what the students want to learn about the topic.

Post activities:

L (What I Learned)

1. Remind students that they should try to answer their W questions as they fill in the L column.
2. Encourage students to write any new and interesting information that they learned.
3. Suggest students search in other sources for the answers to questions that were left unanswered in the text.

2.9. Theoretical Assumption

Reading is the activity to get the meaning from the text. When the person does reading comprehension, it means that he or she tries to understand what the author has written the text. K-W-L strategy is an instructional reading that is used to guide students to comprehend a text. After the teacher introduces the topic in a general way, students are instructed to complete the first column. The teacher then leads a class discussion on what the students think they already know about the topic and write down their responses in the first or in the 'k' column. After the brainstorming session is completed, the teacher then leads them to write down what do they want to find out about the topic chosen in the second or 'W' column. Students then read the text with a big curiosity and interest because they have activated their prior knowledge, and they want to find out what the answers to their questions are in the second column. After reading the text, the students write down the answers to their questions in third or 'L' column.

2.10. Hypotheses

The researcher proposes the following hypothesis:

- 1) There is a significant improvement of the students' reading comprehension achievement after being taught by using KWL technique.
- 2) Vocabulary is the aspect of reading which improved the most.

III. METHODS

This chapter discusses about the methods of the research, such as; design, data and variable, data source, instruments, procedure of data collection, data analysis, data treatment, and hypothesis testing.

3.1. Design

Approach is a way of considering or doing something. This research is a quantitative study. Hatch and Farhady (1982) state that quantitative is a kind of research in which the data used tend to use statistics as measurement in deciding the conclusion. The design of this research is one group pre-test post-test design and represented as follows:

T1 X T2

T1 : pre-test
X : treatment
T2 : post-test

(Setiyadi, 2006: 132)

The researcher took one class as experimental class. In this study, the researcher uses pre-test and post-test to find out the improvements of the students' reading comprehension before and after being taught by using KWL technique and to find out the aspects that are most improved in reading comprehension by using KWL technique.

3.2. Population and Sample

According to Best (1981:8), "Population is any group of individuals that have one or more characteristics in common that are of interest to the researcher." Furthermore, Best (1981:8), says "sample is small proportion of population selected for observation and analysis." The population is the second grade of students in SMP Kartika II-2 Bandar Lampung, and the sample of this research is VIII 7 class in SMP Kartika II-2 Bandar Lampung.

3.3. Instruments

For collecting the data, the researcher gave pre-test and post test of reading. The test as given before and after the treatment as follows:

1. Pre-test

The pre-test was conducted before the treatment of teaching reading comprehension through KWL technique in report text, to see the students' reading comprehension before the treatment. The pre-test was given as an objective test in multiple choices form. The numbers of the items in the test were 25 items which have four options of answers, (A, B, C and D) in 60 minutes.

2. Post-test

The post-test was given to the students after the treatments to find out the significant difference between the score of the students' reading comprehension achievement after being taught through KWL technique in report text. The result of post-test was compared with the result of pre-test. The test also consists of 25 multiple choices items consisting of four options (A, B, C, and D) in 60 minutes.

3.4. Procedure of Data Collection

This research was conducted during normal class hour. The researcher will follow the following procedure:

1. Determining the population and select the samples
2. Preparing the pre test material and given pre test
3. Preparing the treatment material and presenting the treatment material by implementing the technique.
4. Preparing the post test material and giving the post test
5. Examining the result of the pre test and post test
6. Analyzing the data. The data of pre test and post test will be put into a score table and it will be used to see the significant increase of students' score in reading comprehension.
7. Making conclusion

3.5. Validity of the Test

The test is valid if the test measures the object to be measured and suitable with the criteria, Hatch and Farhady (1982: 250). Heaton (1988: 159) also states that validity of the test is the extent to which it measures what is suppose to measure. To fulfill the validity of the test, the researcher applied content validity and construct validity.

a. Content Validity

Content validity is the extent to which a test measures a representative sample of the subject matter content (Hatch and Farhady, 1982: 251). It means that to get the content validity of the reading test, the test should represent the aspects of reading test that is the students are required to be able to identify the main idea, specific information, reference, inference, and vocabulary based on the context given.

b. Construct Validity

Construct validity is fulfilled if the test measures what should be measured. Setiyadi (2006), construct validity is needed for the instrument that has some indicators in measuring an aspect or construct. Construct validity means the instrument can evaluate the indicators of the research.

In this case, the indicators of good reading test are the students are able to to identify main idea, specific information, reference, inference, and vocabulary in context.

Aspect	Number	Percentage
Main idea	1, 5, 8, 11, 13, 21	24%
Specific information	2, 6, 12, 14, 22	20%
Reference	3, 4, 10, 17, 23	20%
Vocabulary	15, 18, 19, 24	16%
Inference	7, 9, 16, 20, 25	20%
Total	25 items	100%

3.6. Reliability of the Test

According to Hatch and Farhady (1982), reliability refers to the extent to which the test is consistent in its score and gives us an addition of how accurate the test scores are. To measure whether or not the instrument is reliable, especially for reading test, the writer will used *Cronbach's Alpha*.

Reliability Statistics	
Cronbach's Alpha	N of Items
.889	25

From table above it can be seen that the reliability test is 0.889. It is higher than 0.6. Then, it can be said the test is reliable.

3.7. Data Analysis

In order to know the students' progress in comprehending the text, the students' scores are computed by doing three activities:

- a. Scoring the pre test and post test

$$S = \frac{r}{n} X 100$$

- b. Tabulating the result of the test and finding the mean of the pre test and the post test. The mean is calculated by applying the following formula:

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

Where:

\bar{X} : mean

$\sum x$: the total of number of students scores

N : number of students

- c. Drawing conclusion from the tabulated results of the test given by comparing the means of the pre-test and post-test. In order to know whether the students got any progress the following formula will be used:

$$I = M2 - M1$$

Where:

I : the increase of students' ability

M1 : the average score of pre test

M2 : the average score of post test.

(Arikunto, 2006:249)

3.8. Data Treatment

The first was writing the test items that were tested in the pretest and post test. In this action, the researcher formulated the test items taken from several resources such as the students' worksheet, the examination try out, and some course books. In addition, the researcher tried to formulate the test items based on the syllabus of English for the eight grade of the junior high school in the first semester.

The second was determining the topic of the text to be taught. Here, the researcher would present the topic of animal for the report text. Besides, the researcher also prepared the media used in the teaching and learning process such as pictures and presentation.

The last was determining the class activities. In this action, the researcher planned some interesting activities that could encourage the students to use their abilities in comprehending the reading text. In planning the actions, the researcher worked together with the English teacher of the second grade of students in Junior High School.

3.9. Hypothesis Testing

According to (Setiyadi, 2006: 131) the students were given an initial test before treatment or teaching and at the end of the program students were also given a final test. If the value of t count is smaller than t table, then H_0 is rejected, if t count is greater than t table then H_1 is accepted.

This hypothesis can be formulated as follows:

1. H_0 : There is no a significant improvement of reading comprehension achievement before and after pre-test and post-test through KWL Technique. The criteria was accepted if Alpha level was higher than 0.05 ($\alpha > 0.05$).

H_1 : There is a significant improvement of reading comprehension achievement before and after pre-test and post-test through KWL Technique. The criteria was accepted if Alpha level was higher than 0.05 ($\alpha < 0.05$).

2. H_0 : Vocabulary is not the reading aspects that improve the most after the students are taught through KWL Technique. The criteria was accepted if Alpha level was higher than 0.05 ($\alpha > 0.05$).

H_1 : Vocabulary is the reading aspects that improve the most after the students are taught through KWL Technique. The criteria was accepted if Alpha level was higher than 0.05 ($\alpha < 0.05$).

V. CONCLUSION 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 technique in the teaching reading.

5.1. Conclusion

Having conducted the research at the second grade of SMP Kartika II-2 Bandar Lampung and analyzed the data, the researcher can conclude that:

- a) Based on the data analysis, the researcher found that there is a significant improvement in reading comprehension by using KWL (Know-Want to Know-Learned) technique. It is proven from the pretest and post-test mean scores which were given. The students' mean score of pre-test increased from 68.00 to 80.00 with the gain was 12.00. There was an increase of the total scores from pre-test and post-test, i.e., from 2108 to 2480, with the gain 372.
- b) Vocabulary is the most improved reading aspect after using the KWL technique, because they need to know the appropriate words to fill up the L (Learned) table. It makes the students concern about the meaning of the words. Then, in the pre-test was 16.50, and in the post-test was 27.25. The researcher compared the mean of pre-test and post-test, and the gain was 10.75.

5.2. Suggestions

The result of this research showed that the application of KWL technique could improve the students' reading comprehension achievement. Therefore the following suggestions were offered:

a. For the English teacher

1. To improve students reading ability, the writer would suggest that the teacher can apply KWL in teaching reading because it is one of effective technique for the students joinning in teaching reading and the students will interested to follow the lesson and the students can be more active, when teaching learning processes.
2. Before the teaching leraning process the beggin the teacher can activate students' background knowledge, to activate their background knowledge the teacher ask the students about the topic that are going to be discussed, because by asking the students about it we can give the motivation to the students to learn.
3. During teaching learning process the teacher must prepared well the materials that are going to be taught to the students before entering the class, the teacher should know the students need. The teachers give more examples about reading and explaining in simply sentence in order to avoid confusion.

b. For the Further Researcher

1. This research discusses the implementation of KWL technique as a teaching strategy to improve students' reading comprehension achievement in Junior High School. It is hoped for the futher research will be better to increase students' ability in English. Explore other designs in teaching reading, because there are many other designs which can be applied to improve

students' skill, such as One-shot case study, Static Group Comparison, Quasy-Experiment ect.

2. From the results of the research, it was found that KWL (*Know, Want to know, Learned*) technique is suitable for improving students' reading skills. Therefore, it is advisable for further researcher to employ different skills such as listening, speaking, and writing, because it has not been done by the researcher in these skills.

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