

ABSTRACT

THE COMPARISON OF THE STRATEGIES OF KNOW, WANT, LEARN (KWL) AND SURVEY, QUESTION, READ, RECITE, AND REVIEW (SQ3R) ON STUDENTS' READING COMPEHENSION ACHIEVEMNET WITH DIFFERENT PERCEPTIONS

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The objectives of the research were to investigate: i) the difference between students' reading comprehension achievement taught by using KWL and SQ3R strategy, ii) the difference of students' reading comprehension achievement between students' with positive and negative perceptions, and iii) the interactions between those strategies and students' perceptions. Experimental research was used in the research with factorial design 2x2 with two-way anova. The subjects were 64 students of second grade at SMAN 4 Bandar Lampung. The data of the research were collected through two instruments, the reading tests and perception questionnaires. The data were compared, using SPSS version 16. The results showed: i) KWL and SQ3R strategies were able to improve the students' reading comprehension achievement significantly, ii) students with positive perception has better achievement in reading, and iii) there is no interaction between students' perception and teaching strategies. In KWL group, the mean score of pre-test was 58.91 and it increased 75.93 in post-test. Meanwhile in SQ3R group, the pre-test was 53.12 and the post-test was 67.65. Therefore, the students in the KWL group got a higher mean score of post-test than the students in the SQ3R group with t-ratio is higher than t-table $5.652 > 1.997$ in KWL group and $4.591 > 1.997$ in SQ3R group. The second finding of this research was students with positive perception had higher achievement with the mean score 78.24 in reading achievement than those with negative perception with 60.29. The result showed that the students' perception give different result on students' reading achievement. Then, the last finding of this research indicated that there was no interaction between teaching strategies and students' perception on the students' reading achievement. This indicates that the implementation of teaching strategy did not become the only factor that influenced students' reading achievement and students' perception of the students' style in learning a language. Besides, it can also be concluded that KWL and SQ3R strategy that left positive perception can give better result on students' reading comprehension achievement.

Keywords: Teaching reading, KWL strategy, SQ3R strategy, reading comprehension, students' perceptions, interactions