

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

(A Thesis)

By

Indah Rizqia Putri Warganegara



MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM

LANGUAGE AND ARTS EDUCATION DEPARTMENT

TEACHER TRAINING AND EDUCATION FACULTY

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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

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A Thesis

**Submitted in a Partial Fulfilment of
The Requirement for S-2 Degree**



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
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Research Title : **THE COMPARISON OF THE STRATEGIES OF KNOW, WANT, LEARN (KWL) AND SURVEY, QUESTION, READ, RECITE AND REVIEW (SQ3R) ON STUDENTS' READING COMPREHENSION ACHIEVEMENT WITH DIFFERENT PERCEPTIONS**

Student's Name : **Indah Rizqia Putri Warganegara**

Student's Number : 1923042022

Study Program : Master in English Language Teaching

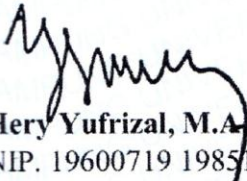
Department : Language and Arts Education


Faculty : Teacher Training and Education



Advisor

Co-Advisor



Hery Yufrizal, M.A., Ph.D.
NIP. 19600719 198511 1 001


Dr. Muhammad Sukirlan, M.A.
NIP. 19641212 199003 1 003

The Chairperson of Department
Of Language and Arts Education

The Chairperson of Master
In English Language Teaching


Dr. Nurlaksana Eko R., M.Pd.
NIP. 19640106 198803 1 001

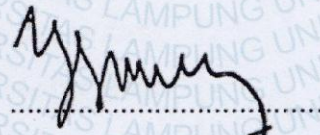

Prof. Dr. Flora, M.Pd.
NIP. 19600713 198603 2 001

ADMITTED BY

I. Examination
Committee

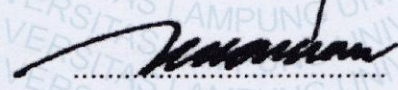
Chairperson

Hery Yufrizal, M.A., Ph.D.



Secretary

Dr. Muhammad Sukirlan, M.A.

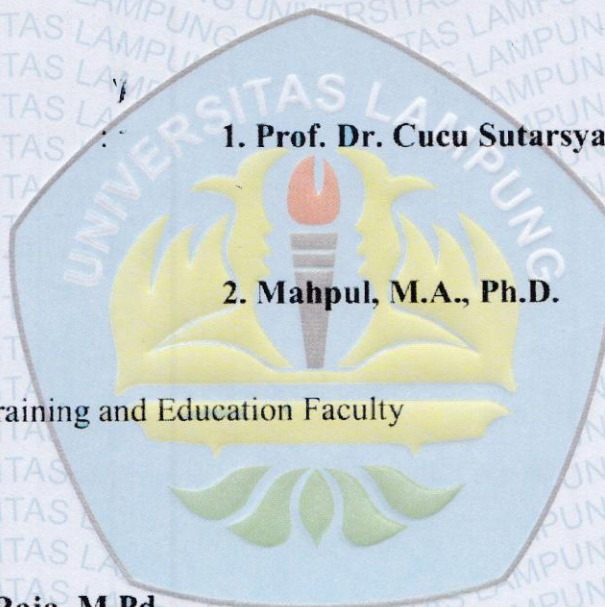
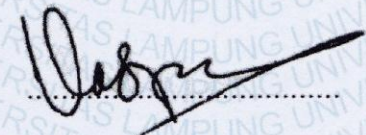


Examiners

1. Prof. Dr. Cucu Sutarsyah, M.A.

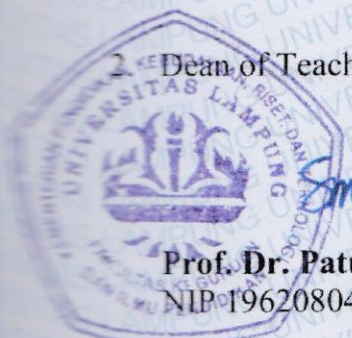


2. Mahpul, M.A., Ph.D.



2. Dean of Teacher Training and Education Faculty

Prof. Dr. Patuan Raja, M.Pd.
NIP.19620804 198905 1 001



3. Graduated on : **February 10th, 2022**

LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa:

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Bandar Lampung, 10 Februari 2022

Yang membuat pernyataan



Indah Rizqia Putri Warganegara

NPM 1923042022

CURRICULUM VITAE

The writer's name is Indah Rizqia Putri Warganegara. She was born on 27th September 1994 in Bandar Lampung. She is the youngest child of four children from the parents H. Apriyanto Warganegara, S.E., and Hj. Rolina, S.Pd.I. She has two brothers namely Rio Setiawan Warganegara, S.H., Tommy Virlianda Warganegara, S.T. M.T., and one sister Tri Lestira Putri Warganegara, S.E., M.M.

Her educational background started at TK Al-Azhar 2 Bandar Lampung in 2000. She continued her study at SD Al-Azhar 1 Bandar Lampung in 2001 and graduated in 2006. In the same year, she studied at SMP Negeri 4 Bandar Lampung and graduated in 2009. Then, she entered SMA Negeri 3 Bandar Lampung and graduated in 2012.

In 2012, she was registered as the student of English Educational Study Program at Teacher Training and Education Faculty of Lampung University. She finished her study on 16th August 2016. In 2018, she was awarded scholarship to take teacher professional education for one year at Jakarta State University.

DEDICATION

This script is fully dedicated to:

My beloved parents

H. Apriyanto Warganegara, S.E., and Hj. Rolina, S.Pd.I.

My brothers and sisters

Rio Setiawan Warganegara, S.H., Renny Silvia P., S.Kom.,
Tommy Virlianda Warganegara, S.T. M.T., Siska P. Yudowati, S.E., MBA.,
Tri Lestira Putri Warganegara, S.E., M.M.

My nieces and nephews

Janeeta Najla Callysta Warganegara
Jasmine Maleeka Amody Warganegara
Rasyid Atharva Warganegara
Malik Arrasya Warganegara

My fraternities Master of English Education 2019

My almamater Unila

MOTTO

“You will slowly grow up yourself; just do your best. Everyone’s growing up method, procedure and time are different”

(Indah)

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The writer hopes this thesis will give a positive contribution to the educational development, the readers, and the other researcher. The writer is completely aware that this thesis far from perfection. Therefore, constructive input and suggestion are expected to compose a better thesis in the future.

Bandar Lampung, 10 February 2022
The writer

Indah Rizqia Putri Warganegara

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I. INTRODUCTION

This chapter discusses about background of the research, formulation of the problems, objective of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background of the Research

Reading is one of the necessary skills in learning English. Besides, reading holds important role in building students' receptive skill. By reading students will have a chance to learn new words, and structure of the sentences. Reading itself is the process of understanding a written or printed text. Grabe & Stoller (2002: 9) state that reading is the ability to draw meaning from printed page and interpret this information appropriately. This activity requires the readers not only to read the texts but also understand it. It can be said that reading always comes along with comprehension. Reading comprehension itself is an active process that the reader is required to interact and engage with the text to construct the meaning from a text (Kruidenier, 2002). Therefore, by comprehending the text, the reader can become a good reader who is able to link the information with their own background knowledge to build meaning, to be success in writing since they have solid knowledge, and to have higher success of understanding (Anderson,2012).

There are at least three aspects why reading is very significant in English as second or foreign language. First, reading in second language or foreign language settings is increasingly important as English continues to spread, not only as a global language but also as a language of science, technology and advanced research (Grabe and Stoler, 2002). Second, the implementation of Genre Based Approach in Curriculum 2013 in Indonesia which is text-based will enhance students to deal with many types of texts, providing an implication that reading is necessary. Finally, reading is one of skills tested in national final examination in secondary schools, indicating that reading skill needs to be mastered by the students.

Based on the importance of reading for the students, teaching reading to the students is a necessity. In order for the students master the skill optimally, teacher is recommended to apply teaching reading strategies during teaching learning process. When students learn to read they need to be taught how to use specific strategies to understand the text. In fact, many teachers still face some problems in teaching reading. Traditionally, the problems arise from the condition of ineffective classroom. The problems might include: low motivated students, unprofessional teachers, and limited teaching strategies. This issue also provides a strong fact that English teachers are confused to apply the relevant teaching strategies in the context of classroom teaching learning processes. Therefore, the researcher has an interest in applying two different teaching strategies in reading class.

Reading, which is defined as establishing and structuring the meaning in the related literature, is evaluated as an effective process that involves the stages of pre-reading, while-reading and post-reading stages within. Accordingly, effective readers should be able to use the reading comprehension skills at defined stages in order to structure the meaning. Riswanto et al (2014) briefs that EFL students can usually read words with lack of understanding of what they read and cannot 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). In this context, it can be claimed that strategies that develop comprehension should support the process of meaning structuring, and therefore cover the processes of students' mental structuring the text starting from pre-reading knowledge and experiences. For these reasons, the researcher is interested in applying KWL (Know, Want, Learn) strategy to teach reading comprehension in experimental class and the researcher will also apply SQ3R (Survey, Question, Read, Recite, Review) strategy in control class of this research. Those two strategies might become appropriate teaching strategies to help the teacher in achieving the learning goals.

Ogle (1986) states that KWL is a three-phase strategy that develops students' independent skill in comprehending a text. It helps the students engage with texts in deliberate and purposeful ways. In the first phase (What I know?), students activate their prior knowledge which then help them develop a curiosity on the

subject and gets them interested in learning more about it. This can be done individually or in a group. Then, in the second phase (What I Want to Know?), learners generate what they want to learn about the subject that gives them motivation to read and make up their own questions to predict that additional information they are needed and developed a plan to gather that information. In the final phase (What I have Learned?), students generate what they have learned an excellent way to compare prior knowledge which might have been accurate or retrieved knowledge. In KWL, the teacher functions as facilitator for this teaching strategy is student-centered. KWL (*Know, Want to know, Learn*) strategy might be promising and beneficial to be applied in teaching learning process of reading. It 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).

Recent studies have revealed the effectiveness of KWL strategy. Alshatti, et al. (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.

In the same way, Febtrina (2019) conducted a research dealing with KWL strategy. Here, the researcher modified the strategy by adding a new step which was KWHL (Know, Want, How, Learn) in teaching writing. The objective of this research was to find out whether modified KWL strategy in teaching writing descriptive text affect students' writing or not, the writing aspects which affected the most by modifying KWL strategy. The finding revealed that Students' writing score in the experimental group increased significantly compared to the score of students in the control group. In the result for the second research question, the organization became the most affected aspect. Organization improved 34.37 %, it probably happened because in the modification of KWL the teacher gave an additional stage which focused on preparing students to organize their ideas well before writing. It can be concluded that modified KWL strategy can be affective in teaching writing.

The KWL was efficacious to promote the reading comprehension, lexiconas well as its memory and to gain the attitudes (Rahim, 2015). In addition, K-W-L technique allows the non-English department students to extend the materials of reading and keep the students reading more reading texts (Emaliana, 2011). Some advantages of using KWL should be well-considered when it is appropriately applied to Non-English Department students. KWL encourages the students to perform critical thinking, assist them to keep track of their comprehension, and

knowledge, can be used for all subject especially reading skills, and it is suitable for all instruction degrees from novice up to advanced, makes the educators along with the students get more interactional in the teaching and learning activity, also it sets out the intention of reading (Huriati, 2017). Moreover, KWL makes the students read actively either separately or not. Besides, the students' motivation will be increased because it activates the previous background knowledge, sets the reading purpose, and assesses and monitors their reading comprehension of the text (Emaliana, 2012).

Another reading strategy that will be used in this research is SQ3R strategy. The SQ3R strategy was found by Robinson (1941). Robinson (1941) states that SQ3R is one of the reading strategies which provide students with a systematic approach presenting a detailed step by step outline of what readers should complete and accomplish while reading. Besides, this strategy is also supported by Nuttall (1989) and Brown (2001). First, Nuttall (1989) states that SQ3R makes students responsible for guiding themselves in reading texts, and also it promotes purposeful and active involvement to students in reading texts. Second, Brown (2001) states that SQ3R is one of the principles for designing interactive reading techniques.

In the process of reading comprehension learning using SQ3R had 5 stages, namely survey, Question, Read, Recite, and reviews. Survey activities are carried out to get to know the concepts that will be studied by reviewing the reading titles, paragraphs, and forms of the discourse. Question has purpose to help students

understanding learning material by asking questions. Read is reading activity to find the answers of student questions that already made in question stage, these questions are about reading topics, main ideas, explanatory sentences, and reading organizations. Recite is an activity to retell the contents of the reading with its own language. If student could retell content of the reading properly, it means that they are successfully. Review is a rereading activity with the aim of correcting errors. This SQ3R method is expected to overcome the problem of students' low reading comprehension ability. Some previous studies have been carried out on the application of SQ3R strategy. Yenisa (2017) states that SQ3R was more effective than teaching reading of hortatory exposition text without using SQ3R.

On top of that, this research was also intended to apply both strategies KWL and SQ3R that might promote students' reading comprehension in a pair work. Many theories and language teaching approaches highlight the importance of pair work (e.g. communicative approach, task based learning) as a form of collaborative learning. Furthermore, Lightbown and Spada (1999) state that students are able to develop their language competence and achieve a better performance in a collaborative environment than they would be capable of independently. According to Richards and Schmidt (2002:381) pair work is a learning activity which involves learners to work together in pairs. Another definition that ties pair work to learning is by Moon (2000) who defines pair work as a strategy to organize them (students) in ways that will maximize opportunities for learning. Therefore, working in pairs enriches and promotes meaningful interaction between the learners and as a result will increase their knowledge.

This research also focused on reading skill in analytical exposition text. Analytical Exposition text is a text elaborates the writer's idea about the phenomenon surrounding. It can be said that while having text, the writer's opinion is involved. In addition, the Analytical Exposition text includes in the syllabus at the second semester of the eleventh grade. According to Anderson and Anderson (1997; 123), Analytical Exposition is a piece of text that presents one side of an issue. Social function of it is to give the readers an argument or opinion from writer about the topic. Djuharie (2009: 121) also states that analytical exposition is a text elaborates the writer's idea about the phenomenon surrounding. It can be said that while having the text, the writer's opinion is involved. To make the readers easily get the purpose of the text, it is necessary to arrange the text in good order. The arrangement of the text stresses on the thesis, argument and reiteration. The other important one is make it sure that we have used grammar correctly. The researcher believes that students can get better achievement on reading analytical text by using KWL and SQ3R strategies.

Good teaching strategy should be able to make the students have a positive perception on it. Perception can be defined as the process in which someone creates an impression about what happened around them. Besides, perception is influenced by our emotionality, expectation, personal preference as well as by current status and psychological processes. The researcher believes that students' perception is an important aspect that should be considered by the teacher in choosing a teaching technique. The researcher believes students' perception is able to influence attitudes and impressions in the teaching-learning process which

finally affected their ability in learning. That is why finding students' perception is important for the teacher to achieve learning goals. Some studies related to students' perception of teaching technique had been done by some previous researchers, for example Campbell (2001), Ismail (2011), Tom (2013), and Ho (2017) who had done a research on students' perception toward teaching techniques applied by the teacher in English language teaching class. The results of their researches showed that students' perceptions were different from each other. Most of the students had positive perception toward the implementation of the technique.

From those explanations above, the researcher applied two reading strategies in a pair work to see which strategy between KWL and SQ3R can give better result on students' reading comprehension through online class. Additionally, student's perception also became a concern in this study because the researcher assumed that students' perception of KWL and SQ3R strategy can affect students' reading comprehension achievement. Further, after applying these reading strategies, the researcher needs to know the interaction between the teaching strategies used and students' perception.

1.2. Research Questions

Based on the background discussed above, the researcher formulated the problems as follows:

1. Is there any difference of students' reading comprehension achievement between students taught through KWL strategy and SQ3R strategy?

2. Is there any difference of students' reading comprehension achievement between the students with positive and negative perceptions?
3. Is there any interaction between those two strategies and students' perceptions?

1.3. Objectives of the Research

Based on the research questions above, the objectives of the research were:

1. To find out the difference of students' reading comprehension achievement between students taught through KWL strategy and SQ3R strategy.
2. To find out the difference of students' reading comprehension achievement between the students with positive and negative perceptions.
3. To find out the interaction between those two strategies and students' perceptions.

1.4. Uses of the Research

The uses of this research were:

1. Theoretically, the result of this research is useful for supporting the theory about teaching reading through KWL strategy and SQ3R strategy.
2. Practically, the result of this research can be used as an alternative strategy for English teacher in teaching reading comprehension.

1.5. Scope of the Research

This research focused on finding the difference in students' reading comprehension achievement through KWL strategy and SQ3R strategy. The subjects of this research were two classes of second grade students of SMAN 4 Bandar Lampung, XI MIA 4 and XI IIS 2. The researcher choose analytical exposition text as a genre of the text as the focus, because this text needs to be learned by eleventh grade students based on K-13 curriculum. The materials were taken from various types of reading materials and sources english e.g. English magazines, newspaper, students' textbooks in form of advertisement and schedule (functional text), and short article (monologue/essay text). The test was given form multiple choice. The questions used in the material were questions that consist of reading comprehension concepts i.e. main idea, specific information, inference, reference, and vocabulary.

1.6. Definition of Terms

In this research, there were several definitions of terms which are used by the researcher, namely:

Reading Comprehension

Reading comprehension is an ability which depends on the accuracy and speed of grapheme perception, that is, perception of written symbol, control of language relationship and structure, knowledge of vocabulary items and lexical combination, awareness of redundancy, the ability to use contextual clues and recognition of cultural allusions (Finocchiaro and Bonomo, 1973: 132).

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. (Ogle,1986)

SQ3R Strategy

SQ3R stands for Survey, Read, Question, Recite and Review, one of the reading strategies which provide students with a systematic approach presenting a detailed step by step outline of what readers should complete and accomplish while reading. (Robinson:1941)

Analytical Exposition

An analytical exposition is a text elaborates the writer's idea about the phenomenon surrounding. Djuharie (2009: 121)

Interaction

An interaction is present when the effects of one independent variable on behavior change at the different levels of the second independent variable (Keppels:1991)

II. LITERATURE REVIEW

This chapter reviews the theories that support the research. It consists reading, reading comprehension, reading aspects, teaching reading, analytical exposition text, KWL strategy in teaching reading comprehension, questioning strategy, modified KWL strategy, procedure of teaching reading through modified KWL strategy, advantages and disadvantages of modified KWL strategy, students' perception, theoretical assumption and hypothesis.

2.1. Reading

Reading is one of the important skills taught to the students from elementary school to university. There have been several experts who define reading. Nuttal (1982: 42) defines reading as the meaningful interpretation of printed or written verbal symbols. Other linguists, Finichiaro and Bonomo (1973: 199) state that reading is bringing and getting meaning from the printed or written materials. Smith (1982: 5-6) says that reading certainly implies comprehension, and reading is something that makes sense to the reader. The readers try to understand and get the meaning and information in the written texts in form of symbols, letters, graphs, etc. Thus, they grasp the writer's messages from the texts.

Smith (1978) stated that reading is an active process of deriving meaning. Reading as an active skill, where the reader interacts with the text, and to some

extent the writer. It means if a reader finds a reading passage is interesting, his/her mind is fully engaged in trying to understand the reading.

According to Pang, et al. (2003: 6) reading is defined as understanding written texts. He says that reading consists of two related processes: word recognition and comprehension. Word recognition is defined as the process of getting how written symbols correspond to one's spoken language while comprehension is the process of making the meaning of words, sentences and connected text. He adds his statement that the reader who has background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies can help them understand written texts.

It can be assumed that reading is an act of communication in which information is transferred from a writer to a reader. It means that in reading there is an interaction between the writer and the readers through the texts. The writer tries to encode the messages to the readers. Then, the readers try to decode the messages that sent by the writer. Additionally, the writer should choose the words when he or she writes something so that the readers are able to understand the meaning of written text, including: 1). Grapheme (is a letter or a number of letters that represent a sound (phoneme) in a word), 2). Structure (how information is organized in a passage), and 3). Semantics (the study of the meaning of language).

2.2. Reading Comprehension

Reading comprehension is the ability to understand a written passage of text. Reading comprehension is what allows the reader to interact with the text in a meaningful way. It's the bridge from passive reading to active reading -- from letters and words to characters and contexts. Smith (1982: 15) states that comprehension in reading is a matter of "making sense" of text, of relating written language to what we know already and to we want to know. Comprehension can be regarded as a condition where certainty exists. We comprehend when we have no doubt about alternative interpretation or decisions in our mind. Furthermore, Kamil et al. (2011:91) state that in reading comprehension, the students tend to understand more when it is in the language they know better and when the text they are reading deals with culturally recognition context. Comprehension is a process in which readers use their formal schemata (rhetorical structure of language knowledge) and content schemata (background knowledge of context) in order to get meaning of printed symbol.

Furthermore, Finnochiaro and Bonomo (1973: 132) suggest that reading comprehension is ability which depends on the accuracy and speed of grapheme perception, that is perception of written symbol, control of language relationship and structure , knowledge of vocabulary items and lexical combination, awareness of redundancy, the ability to use contextual clues and recognition of cultural allusions.

In short, reading comprehension is two ability which cannot be separated, in reading the students deal with the goal which is to understand the whole message content of the text, and to understand the text itself the readers should gather the concept of comprehending first. Reading comprehension helps the students to get the deepest meaning of the text.

2.3. Reading Aspects

According to Mahfoodh (2007: 1), there are five aspects in reading comprehension, they are:

1. Main Idea

Basically, main idea refers to important information that tells more about the overall idea of a paragraph or section of a text. Segretto (2002:12) states that main idea of a reading selection is what the passage is mostly about. The author often states the main idea in the first or last few sentences of the first paragraph. However, the author may state the main idea anywhere in the passage. Sometimes the author only suggests the main idea by leaving clues within the passage. Longer reading passage can get specific information have more than one main idea. Sometimes the main idea of a literary passage is called theme.

2. Supporting Details

Supporting details are the facts and ideas that explain or prove the topic sentence or main idea. Furthermore, Segretto (2002) states that supporting

details provide the reader with more information about the main idea or subject of a passage. They are pieces of information that help the reader to see the big picture in a text. Detail in a fictional story also support main ideas about the setting, characters and events in the story.

3. Inference

Ordinarily, inference is about guessing something from the information which have we read or know. By definition, inference requires that each reader construct a meaning that makes the text a reflection of her experience (Moreillon, 2007:77). Graesser, Wiemer Hastings, & Wiemer Hastings (2001) state that 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.

4. Vocabulary

As a matter of fact, vocabulary is all the words which exist in a particular language or subject. 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 the statements, vocabulary is indeed basic for everyone who wants to develop or to produce utterances for reading. If they cannot understand the meaning of words in the text, so they will not catch the information of that text. Reader is

usually found some questions which test the vocabulary ability. For example of the question is about finding the similarity or antonym of a word. If readers do not know the meaning of that word, they will find difficulty in comprehending the text.

5. Reference

One of sub process in sentence comprehension is referential representation; this process identifies the references that words in a sentence make to external word. Referential representation is aided by making referents easy to identify. Readers take less time to identify the referents of a pronoun when the referent has been mentioned recently in the text than when it was mentioned earlier (Young, 2011:146).

In order to comprehend a reading text in the term of analytical exposition text, the aspects proposed by Mahfoodh are applied because these aspects are fairer in scoring each aspect of reading.

2.4. Teaching Reading

In teaching reading activities, some teachers do not usually teach the strategies how to comprehend the text, they let the students read the text by themselves then answer the questions. This phenomenon does not make the students stimulate their feelings to read and concentration and also gain their skills in comprehending the texts successfully. Hedge (2003) states that any reading component of an English language teaching may include a set of learning goals for:

- The ability to read a wide range of texts in English. This is the long-range goal most teachers seek to develop through independent readers outside EFL/ESL classroom.
- Building a knowledge of language which will facilitate reading ability.
- Building schematic knowledge.
- The ability to adapt the reading technique according to reading purpose (i.e. skimming, scanning).
- Developing an awareness of the structure of written texts in English.
- Taking critical stance to the content of the texts.

Alyousef (2005: 143) says that in teaching reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-, while-, and post-reading stages. The pre-reading stage helps in activating the relevant schema. For example, teachers can ask 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 texts by developing their linguistic and schematic knowledge. Post-reading includes activities, which enhance learning comprehension using matching exercises. Close exercises, cut-up sentences, and comprehension questions.

According to Richek et al (1996: 156), activities in reading that teachers should employ to help students improve reading abilities. As follow:

1. Before Reading

Teacher helps students to relate background information in reading, introduce the students to the text in order to build students' background knowledge,

gently correct misperceptions, and mention something that students might enjoy or learn from the material.

2. During Reading

Teacher encourages silent reading, ask students to predict what will happen next, and encourage students to monitor their own comprehension while reading.

3. After Reading

Teacher checks students' comprehension and encourage active responses. Similarly, the above activities can be well applied to teaching students to read texts.

The aim of teaching is to develop students' skill so that they can read English texts effectively and efficiently. In teaching reading, the teacher should provide technique to the students along with the purpose for reading. The purpose for reading also determines the appropriate approach to reading comprehension. Therefore, reading technique should be matched to reading purpose for achieving an effective reading. For example, if their purpose of reading is to find the specific information and main idea of the texts, they should apply scanning technique in their reading process.

In teaching reading, the teacher should provide technique to the students to deal with various types of reading texts. Therefore, reading technique should be matched with the purpose of reading so that the students are able to read efficiently and effectively. As Suparman (2005: 1) states that there are two major

reasons for reading (1) reading for pleasure; (2) reading for information (in order to find out something or in order to do something with the information reader get).

In short, teaching reading is the process by which individuals are taught to derive meaning from text. In this process, the teacher should provide appropriate and possible technique based on the purpose of reading in order to get the comprehension.

2.5. Analytical Exposition Text

An Analytical Exposition text is a text elaborates the writer's idea about the phenomenon surrounding. It can be said that while having text, the writer's opinion is involved. In addition, the Analytical Exposition text includes in the syllabus at the second semester of the eleventh grade. This type of text can be found in scientific books, journals, magazines, newspaper articles, and research report. According to Anderson and Anderson (1997; 123), Analytical Exposition is a piece of text that presents one side of an issue. Djuharie (2009: 121) also states that analytical exposition is a text elaborates the writer's idea about the phenomenon surrounding. It can be said that while having the text, the writer's opinion is involved. To make the readers easily get the purpose of the text, it is necessary to arrange the text in good order. The arrangement of the text stresses on the thesis, argument and reiteration. The other important one is make it sure that we have used grammar correctly.

Social function of it is to give the readers an argument or opinion from writer about the topic. According to Gerot and Wignel (1995: 197) the organization of it as follows:

1. Thesis, it usually includes a preview argument or opinion.

In this part, the writer introduces the topic or main idea will be discussed.

Thesis is always presented on the first paragraph of analytical exposition text.

2. Arguments, it consists of a point and elaborate sequence.

In this part, the writer presents arguments or opinions to support the writer's main idea. Usually in an analytical exposition text are more than two arguments. The more arguments presented, the more the reader that the discussion of the topic is a very important one and needs to attention.

3. Reiteration, testate the position more forcefully.

This is the last part of analytical exposition text. Re-iteration contains restatement of the main idea on the first paragraph. It is also called as a conclusion of the whole text.

According to explanation above, the example of analytical exposition text is as follows:

COVID-19 health protocol violators should be sanctioned

Thesis

COVID-19 health protocol violators should be sanctioned. As we know, the number of people infected with the covid virus is still increasing in our country, but some people still ignore the health protocol by not wearing mask and keeping their distance.

Argument

Firstly, the violators will continue to ignore the health protocol suggested by the government if they aren't sanctioned. By being sanctioned, they will feel deterred and ashamed so that in the future they will obey the rules given. Secondly, by sanctioning the violators, they will understand responsibility. Not only does it prevent us from being infected by the virus, but adhering to health protocols also keeps others safe. We may not

feel infected, but at least we prevent bad things by continuing to keep distance and wearing masks. That way, we will fulfill our responsibilities to ourselves and others. Lastly, giving sanctions to the violators will make them more aware of the danger of COVID-19. It is said that WHO declared COVID-19 a pandemic, which means that this virus is very dangerous, so it is best to continue to maintain health and avoid COVID-19.

Reiteration

Therefore, the health protocol violators should be sanctioned because of the reasons given above.

Source: Kompas

Analytical exposition was chosen as the focus of the research since on the 2013 curriculum, the students of the second year of senior high school have to be able to comprehend short text in form of analytical exposition text.

2.6. Pair Work

Many theories and language teaching approaches highlight the importance of pair work (e.g. communicative approach, task based learning) as a form of collaborative learning. Furthermore, Lightbown and Spada (1999) state that students are able to develop their language competence and achieve a better performance in a collaborative environment than they would be capable of independently. According to Richards and Schmidt (2002:381) pair work is a learning activity which involves learners to work together in pairs. Longman dictionary of language teaching defines pair work as putting students in small groups of twos or threes to do an activity together. These two definitions introduce the term from a mechanical point of view.

Another definition that ties pair work to learning is by Moon (2000) who defines pair work as a strategy “to organize them (students) in ways that will maximize opportunities for learning” (p.53). The last definition seems more convenient to the purpose of this research as the researcher aims to focus more on the strategy

rather than the formation of students during pair work activities. Therefore, working in pairs enriches and promotes meaningful interaction between the learners and as a result will increase their language production. One advantage of pair work is that it increases learners' opportunities to use the language. Pair work provides an effective method to use language as it is used in normal life. This matches Moon's claims that pair work is "valuable in providing more opportunities for more language exposure" (2000, p.54); this enables students of expressing themselves and express their own ideas in English. 29). In addition, Nunan (2003) claimed that pair work can be used to increase the amount of time that learners get to speak in the target language during lessons which reflects more language production.

A relevant study done by Storch (2001) conducted in a large Australian university, investigated the performance of three pairs of adult ESL students on a writing task assigned in class. Storch looked at the nature of pair interaction in a tertiary ESL classroom. This study proved that collaboration between pairs is essential to learning success. In addition, this study gave preference to the mixed ability pairs as the mixed ability pair achieved the best language production. Storch formed this mixed ability pair as a lower-level student with a higher level-student. Therefore, these findings confirm the importance of the nature of pair interaction for the learning opportunities available to the students.

The researcher applied pair work strategy during the implementation of KWL and SQ3R strategy. The researcher expected that applying pair work in each strategy can give students' better result.

2.7. KWL Strategy in Teaching Reading

The KWL strategy was firstly developed by Ogle (1986). KWL is a strategy that facilitates the students' achievement in reading comprehension. Through KWL strategy, the students can activate their prior knowledge, retrieve the information from the text, interpret the text, and reflect and create personal knowledge. Ogle (1986) asserts that KWL strategy can help the students become active readers and also help the teachers become interactive in teaching reading comprehension. 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 steps are how the KWL strategy runs in a reading class.

1. *Know*

Before reading an article, people's 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.

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 rehearse their reading comprehension by retelling what they just read, for instance, by drawing a graphic or a mind-map of what he just read.

Therefore, it can be assumed that KWL strategy focuses on the three stages (Know, Want, Learn). As stated by Blachowicz and Ogle (2008), KWL is an activity in which the teacher leads active readers to engage with reading texts. The activity processes any information and knowledge that the students possess in order to help their friends in a group to establish a good learning condition and to communicate the results of their reading. In other words, this strategy stimulates the students to activate their prior knowledge when reading. They also become active readers who analyze texts in three steps, starting with K table (what they know), then W table (what they want to learn more), and end with L table (what they have learned).

2.8. Procedure of Teaching Reading through KWL Strategy

These steps in KWL strategy are adopted from Ogle (1986). The following procedures of KWL strategy which will be applied in pair work can be described as follows:

I. Pre-Activities

- Teacher greets the students
- Teacher gives the warm up activity
- Introducing the lesson procedure to the students (know, want, learn).
- Giving students some pictures related to the topic.

II. Main Activities

- Asking students to write what they know upon the topic on the K chart. (*Know*)
- Discussing together related to their background knowledge. (*work in pair*)
- Students list some questions that they want to know related to the topic on column W. (*Want*)
- Students read the text silently.
- Students find the answers from the listed questions in W column.
- Students write the answers on L column. (*Learn*)
- Students add new information that they find from the text in W column. (*work in pair*)
- Students and teacher discuss the work together.

III. Post Activities:

- Teacher asks the students to reflect after they read the text.
- Students can give their opinion about the text.
- Asking the students whether they have some difficulties on lesson or not.
- Giving the students feedback.

2.9. Advantages and Disadvantages of KWL Strategy

Beside assumptions and procedures above, the technique has also these following advantages and disadvantages:

The Advantages:

1. It provides teacher with an inventory of students' background knowledge about a topic and reminds students what they already know.
2. Class prior knowledge is "booled" as students who know less about a topic are included in interactive conversations with students who bring more knowledge to the reading.
3. Students are guided into meaningful organization of new information in order to synthesize their understandings.
4. Students' misconceptions about the topic are revealed and addressed during instruction.

The Disadvantages:

1. This strategy does not encourage asking questions while reading and the fact that some of background information may not be correct.

2. It also does not help with growing vocabulary, because if students do not know what a word is, they may just skip it and go on.
3. Teacher may feel that if students don't have prior knowledge on a topic, the chart will not be a successful tool.

2.10. SQ3R Strategy in Teaching Reading

The SQ3R strategy was introduced by Robinson in his book "Effective Study" in the year 1946. He is also known as "the grandfather of study strategies". SQ3R has five steps and it is an abbreviation of Survey, Question, Read, Recite and Review.

- a. The first step, survey (S), is surveying through the title, the pictures, the introductory paragraph, the headings and subheadings, and the concluding paragraph to form ideas and to get the main points of the text (Baier, 2011). By surveying headings and pictures, readers can activate their prior knowledge. Surveying the text also helps the reader to get a greater understanding of the text (Robinson, 1961 in Baier, 2011). In other words, the students should have a general understanding of the text content (Tearney, Readence, & Dishner, 1990).
- b. The second step is question (Q) that is converting selected headings into questions (Robinson, 1961 in Baier, 2011). This step gives a purpose for reading the text in more detail so that students should be ready for a more detail study of the text (Tearney, Readence, & Dishner, 1990). Questioning also causes the reader to search the

answer to the question (Robinson, 1961, in Baier, 2011). It will arouse readers' curiosity about the text so that it can increase their comprehension about the text (Robinson, 1961, in Baier, 2011).

- c. The third step is read (R-1) that is reading to find the answers to the questions created in step 2 (Robinson, 1961 in Baier, 2011; Tearney, Readence, & Dishner, 1990). Robinson (1961, in Baier, 2011) also describes the reading step of SQ3R as an active search for the answers in which the students read the text to find the answers to the questions in step 2.
- d. The fourth step is recite (R-2) that is restating the answers in step 3 by own words and then writing the response (Wright, 2003). In this step, students may write brief notes in their notebook for later review and study (Tearney, Readence, & Dishner, 1990).
- e. The last step is review (R-3) that is scanning the taken notes and observing the relationship between both the main points and the supporting details (Robinson, 1961 in Barrier, 2011). In this step, the students also write a summary about the text. As stated in Ganske, in Ganske & Fisher (2010), summarizing is one of the activities in activeness of good reader. This last step is useful for long-term remembering (Tearney, Readence, & Dishner, 1990).

The SQ3R strategy provides a structured approach for students. This strategy has proven to be effective and can easily be integrated into many content areas with a variety of types of text and across grade levels. It is a strategy that students may

use throughout the reading process. Using this strategy, students first preview texts in order to make predictions and generate questions to help direct their reading. As students read, they actively search for answers to their questions, and, when they have finished reading, they summarize what they have read and review their notes, thus monitoring and evaluating their own comprehension (Robinson: 1961). In short, SQ3R is a comprehension strategy to help students think about the text they were reading. Often categorized as a learning strategy, SQ3R can help students 'get something' from the first time they read the text.

The SQ3R strategy helps to enhance comprehension and retention of information. It is meta-cognitive in nature in that it is a self-monitoring process. It is recommended that the teacher show the students how to go through the steps. Students develop effective study habits by engaging in the pre-reading, during-reading, and post-reading steps of this strategy:

1. Prior to reading — preview text and establish purpose.
2. While reading — monitor students' comprehension.
3. After reading — summarize and review content.

2.11. Procedure of Teaching Reading through SQ3R Strategy

There are some steps of teaching reading through SQ3R strategy. Nuttal (1982) has prescribed the procedure of teaching reading through the SQ3R as follows:

1. Survey: Go through the text rapidly (skim) to make sure it is relevant and to get an overview of its main points.

2. Question: Pause to ask the questions that students want the text to answer; beginners can usefully write them down.
3. Read: Now read carefully, looking for the answers to students' own questions and also making sure they have not overlooked anything else that is relevant.
4. Recite: This is not reciting the text, but the answers to students' questions. Speaking the answers aloud to students self is recommended because the effort involved will help to fix them in mind; writing them down would also be effective.
5. Review: Remind students' again what they have learned, but this time organizes the information in students' mind, consider its implications for other things students' know, assess its importance and so on.

At this stage, the aim is to process the information in a useful form and to integrate it with your previous knowledge or experience. This stage may with advantage take place sometime later, rather than immediately after stage (recite) to provide reinforcement and revision. Adapting from Nuttal's procedure of teaching reading through the SQ3R strategy, the procedure as follows:

I. Pre-activity

- The students are given the brainstorming of the material based on their background knowledge.
- The students are informed about the material they are going to learn, the goals of the learning, and the reading technique that will be used.

II. While-activity

- The teacher explains about a analytical exposition text.
 - The teacher gives the text like “School Uniform” as the material.
 - The teacher introduces SQ3R strategy to the students; tells the procedures and how to learn the lesson through its procedures.
 - The students begin the procedures of the SQ3R strategy.
- 1) Survey: the students are asked to skim the text for about five minutes, it aims the students can find some points of a text such as a title, the character, the place, the main idea, specific information, inference, reference, and vocabulary, some generic structures and also language features.
 - 2) Question: the students are asked to make five questions based on the keywords and main idea acquired in the previous step.
 - 3) Read: the students are asked to read the whole text carefully. Then, the teacher should guide the students to get detailed information from the text, reminding them to get the answer to their questions, and not to let them write notes doing this step.
 - 4) Recite: the students answer their own questions and not to let them open the text again.
 - 5) Review: the students are asked to review or retell the content of the text. (*work in pair*)

III. Post-activity

- The teacher checks the students' work.
- The teacher gives the response toward the students' answer by giving revision or additional information that the students have not conveyed yet and also lead the discussion into a conclusion.
- The students ask their difficulties related to the topic.
- The teacher infers what the students have just already learned.

2.12. Advantages and Disadvantages of SQ3R Strategy

Beside assumptions and procedures above, SQ3R strategy has also these following advantages and disadvantages:

The Advantages:

There are advantages to be gained by the students while implementing the SQ3R strategy as a reading strategy as follows:

1. The strategy of SQ3R can be a useful way of approaching a text in a systematic and enquiring manner (Fairbairn and Winch, 1996). This means that SQ3R provides the analysis of process to make students become successful learners so students more conscious of what they are reading.
2. SQ3R involves students to become more active readers during the process of comprehending texts. It can be concluded that SQ3R strategy organized ways of getting the idea of the text and make it easier for students to comprehend the text and get the messages from the writer.

3. The SQ3R strategy makes the students easier to remember and to make reference simpler to the text (Robinson, 1941).

The Disadvantages:

There are disadvantages to the SQ3R strategy:

1. Less communication between teacher and students. It is because the time rocks in reading and the material or the text of reading were limited usage in teaching reading the students with lower proficient in vocabulary faced difficulty in understanding the meaning of the word (Kurniasih, 2008).
2. Difficulties associated with the SQ3R strategy is the complexity of the process, particularly for students experiencing the reading problem. (Kholifah, 2015).
3. This strategy provides many step, therefore, it needs much time and gives a complex process. Furthermore, the level of the students' reading ability is different (Kholifah, 2015).

2.13. Students' Perception

Perception is a term that is applied to the more complicated processing of complex, often stimuli like people encounter in everyday life. Perception is a process by which people regard, analyze, retrieve and react to any kind of information from the environment. People evaluate individual sensations in terms of additional information from other sensations, recently received or retained from past experience. Perception can be said as what someone thinks about what

happened around him/her. Catling & Ling (2011) state, “Perception is a complicated series of processes through which we acquire and interpret sensory information”. It means that perception is creating a meaning based on the sensory experience. Feldman (2011) states, “Perception is influenced by attention, beliefs, and expectations”. In other words, by knowing students’ perception, it also knows about students’ belief indirectly.

According to Struvyen cited in Fatriana (2016), perception as the awareness of things that we have through our senses, especially the sense of sights, refers to the cognitive psychological movement. Learning is then described as a simple information processing model. The human memory is compared to the processing of information by a computer. A short-term working memory sorts out incoming perceptions and relates them to previous knowledge, and the long-term memory stores experience and conceptual knowledge. In this way, information processing conceptual hierarchies are developed. Memory involves logically ordered sets of concepts, stored in terms of increasing generality. This emphasis may apply to everyday objects whose defining features are readily deduced, but abstract concepts or those which have no agreed formal definitions cannot be stored in this way. They are built up from sets of experiences which are only partially shared with others. Learning thus becomes a matter of personal construction of meaning.

Individual perceptions are frequently influenced or altered by individual acquired motives, values, expectations, or personality characteristics, which produce

particular sets or perceptual tendencies within the individual. It means that in making a perception about something, it is influenced by an individual's feelings which are contained by value, motives, and personality behavior. That is why one's perception can be different from the others. It can be a positive or negative perception. As had been stated before, there are two kinds of perception, positive and negative. Below are the explanations of positive and negative perception:

1. Positive perception

Positive perception is a perception that describes all of the knowledge (known or unknown) and respond object that perceived positively. Positive perception makes the students are easy to adapt to a new teaching and learning situation.

2. Negative perception

Negative perception is a perception that describes all of the knowledge (known or unknown) and respond object that perceived negatively (not suitable with the object of perception).

In this research, the researcher uses a rating-scale questionnaire adapted from Fennel (1992) which will be used to collect the data of students' perceptions toward the implementation of the techniques. The questionnaire consisted of 14 statements which are related to the teaching-learning process through cooperative learning technique. The statements are classified into statements of the usefulness and feeling. The statements are:

Table 2.1. The category of questionnaire statements

No.	Statements	Category
1.	I can acquire valuable information through this learning technique.	Usefulness
2.	I can share information and ideas with other students through this approach.	
3.	I can evaluate ideas and opinions and solve problems through this learning technique.	
4.	I can see how this learning technique is able to make students learning	
5.	I listen to the thoughts and opinions of my classmates through this approach	
6.	I can practice skills of listening, sharing and giving encouragement to classmates through this approach.	
7.	I can review information, check on my level of understanding, and get help through this approach	
8.	Most of my classmates participate actively in these activities	
9.	I look forward to these learning activities	
10.	I feel actively involved in these learning activities	Feeling
11.	I feel patient in doing these activities	
12.	I didn't get confused about doing these activities	
13.	I feel my ability is improved through these learning activities	
14.	I feel closer to my classmates in these activities	

2.14. Interactions Effect

Interaction effects represent the combined effects of variables on the criterion or dependent measure. When an interaction effect is present, the impact of one variable depends on the level of the other variable. Part of the power of ANOVA is the ability to estimate and test interaction effects when the predictor variables are either categorical or continuous. As Pedhazur and Schmelkin (1991) note, the idea that multiple effects should be studied in research rather than the isolated effects of single variables is one of the important contributions of Sir Ronald Fisher. When interaction effects are present, it means that interpretation of the individual variables may be incomplete or misleading

Generally, interaction is said to occur when the effect of an independent variable (X) on a dependent variable (Y) varies across levels of a moderating variable (Z). Identifying and specifying relevant and important interaction effects pertaining to

relations between independent and dependent variables is at the heart of theory in social science (Cohen, Cohen, West, & Aiken, 2003) and indicates the maturity and sophistication of a field of inquiry. Interactions provide researchers with the ability to enrich our understanding of economic and social relationships by establishing the conditions under which such relationships apply, or are stronger or weaker. As such, interactions enable the extension of well-known relationships to contexts that the original research did not consider, and they also help provide more detailed predictions about the relationships, going beyond the simplistic argument “it depends”. However, merely detecting a statistically significant effect of the interaction between independent and moderating variables on the dependent variable is not sufficient to be considered a contribution to the literature. The interaction effect has to be explained, and there must be theoretical arguments for why including this interaction results in better theory.

The choice of the moderating variable should be based on a specific theory regarding why, or under what conditions, a given relationship may be significantly influenced for some types of firms, teams, or individuals rather than for others. This choice is important because it drives the specific type of interaction that needs to be explained. First, there are interactions between two continuous variables, which can take three typical patterns (Cohen et al., 2003: 285–286): (a) enhancing interactions, in which both the predictor and moderator affect the outcome variable in the same direction and together they have a stronger effect than a merely additive one; (b) buffering interactions, in which the moderator variable weakens the effect of the predictor variable on the outcome;

and (c) antagonistic interactions, in which the predictor and moderator have the same effect on the outcome but the interaction is in the opposite direction. Second, there are interactions between a categorical variable and a continuous variable, which can take two different patterns: (a) existence interaction, when an independent variable is positively related to the dependent variable for one particular group but unrelated for another group; and (b) competing interactions, when an independent variable is positively related to the dependent variable for one particular group but it is negatively related for another.

The focus of this research was to find out the interaction between students' perception and teaching strategies. In this case teaching strategy is as independent variable (X), reading comprehension as dependent variable (Y) and students' perception as moderating variable (Z).

2.15. Theoretical Assumption

Based on the previous theory above, the research assumed that reading comprehension is a complex and multifaceted ability that involves the reader's with written text. The process of reading comprehension was primarily affected by readers' prior knowledge, purpose, content, features of the text and strategies used to accomplish the tasks. Realizing that there were many students are still difficult in comprehending a text, the teacher should find appropriate and suitable strategies in teaching reading comprehension in order that the students were able to extract the meaning from the text, integrate information with their own knowledge, comprehend the text deeply, use the strategies to monitor

comprehension and evaluate expectations. KWL strategy and SQ3R strategy were believed can be alternative to increase students' achievement in reading comprehension. Additionally, the researcher applied both strategies in a pair work. It was believed that pair work is best used when it is not the only classroom interaction pattern, but when it is combined with other strategies. Working in pairs can enrich and promote meaningful interaction between the learners and as a result might increase their ability.

The rationale behind the use of KWL as a strategy for teaching reading skills is that KWL can function as a bridge from the abstract concepts of the text to more visible ideas that ease the reader in getting the intended meanings. It encourages students to activate their prior knowledge of the topic before doing the reading. Meanwhile, using SQ3R strategy can train their reading ability to think critically about the text. The students not only read a text, but the students can understand the meaning of the whole text regularly. It is regularly because this strategy has some steps to do it. Students' perception is also an important aspect that should be considered by the teacher in choosing a teaching strategy. It was believed that students' perception was able to influence attitudes and impressions in the teaching-learning process which finally affected their ability in learning. That is why finding students' perception was important for the teacher to achieve learning goals. Good teaching strategy should be able to make the students have a positive perception on it. Therefore, by applying these strategies, hopefully, the students can achieve better improvement and be more active in reading class.

2.16. Hypothesis

Based on the theoretical assumptions, the hypotheses of this research were as follows:

1. There is a difference of students' reading comprehension achievement between students taught through KWL strategy and SQ3R strategy
2. There is a difference of students' reading comprehension achievement between the students with positive and negative perceptions.
3. There is any interaction between those two strategies and students' perceptions.

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

III. RESEARCH METHOD

This chapter deals with the methods of the research and they are research design, population and sample, data collecting techniques, research instruments, validity and reliability, research procedures, data analysis, and hypothesis testing.

3.1. Research Design

This research used quantitative design. This research was carried out by applying experimental research and the design used is factorial design 2x2. A factorial design was one in which two or more variables are manipulated simultaneously in order to study the independent effect of each variable on the dependent variable as well as the effects due to interaction among the several variables (Ary, 1979).

In this research, the design included two variables and each variable has two levels. The variables were reading strategies consist of two levels i.e. KWL and SQ3R strategies, and students' perception has two levels i.e. positive and negative perception. This would be called a 2x2 (two-by-two) factorial design because there were two independent variables, each of which has two levels. The experiment design was explained based on the picture below:

Table 3.1. Research Design

Reading Strategies (A)	Strategies	
	KWL Strategy (A ₁)	SQ3R Strategy (A ₂)
Students' Perception (B)		
Positive Perception (B ₁)	A ₁ B ₁	A ₂ B ₁
Negative Perception (B ₂)	A ₁ B ₂	A ₂ B ₂

Note:

A: Reading strategies

B: Students' perception

A₁: KWL (Know, Want to know, and Learnt) strategy

A₂: SQ3R (Survey, Question, Read, Recite, Review) strategy

B₁: Students that have positive perception

B₂: Students that have negative perception

A₁B₁: The students' reading comprehension achievement with positive perception that is taught by KWL strategy.

A₂B₁: The students' reading comprehension achievement with positive perception that is taught by SQ3R strategy.

A₁B₂: The students' reading comprehension achievement with negative perception that is taught by KWL strategy.

A₂B₂: The students' reading comprehension achievement with negative perception that is taught by SQ3R strategy.

3.2. Population and Sample

The population of this research was second grade students of SMAN 4 Bandar Lampung, XI MIA 4 class and XI IIS 2 class. Senior High school student was chosen because KWL and SQ3R strategy forces student to have critical thinking while activity runs. The researcher used two classes (XI MIA 4 and XI IIS 2) as the sample of the research, XI MIA 4 was taught by using KWL strategy while XI IIS 2 was taught by using SQ3R strategy.

3.3. Data Collecting Technique

This research aimed to find out whether KWL and SQ3R strategy can be used to improve students' reading comprehension. To collect the data of this research, the

researcher used some techniques to collect the data of the research. Those techniques were:

3.3.1. Reading tests

In this test, the researcher gave the students reading comprehension test consists of 20 questions about analytical exposition text in the pretest and posttest. The purpose of these tests was to obtain the result of students' reading comprehension.

3.3.2. Questionnaire

The questionnaire was distributed to the students to collect the data of students' perception about the strategies that have been applied in students' reading class. The researcher provided the students with some questions to answer in the form of Likert-scale questionnaire.

3.4. Research Instrument

Instrument referred to the tool that was used by the researcher to collect the data of the research. Instrument was very important to make the activities in the research run smoothly and easily. There were two instruments that will be used in this research i.e. reading test and perception questionnaire. The explanation of the instruments would be elaborated below:

3.4.1. Reading Test

The reading test was conducted twice for each class in this research, in the first and last meeting of the research. These tests were conducted to collect the data of

students' reading comprehension before and after the treatments were applied by the researcher. Pre-test and post-test contained 30 items of reading in which there were four alternative answers for each (A, B, C, and D), one was the correct answer and the rest were the distracters. The test were developed by the researcher and discussed with the experts (lectures and advisors) to measure the degree of agreement. Reading tests were measured based on two principles, validity and reliability. The validity of the instruments referred to the content and construct validity in which the question represented five of sort reading skill i.e. detemining idea, finding the detail information, reference, inference and vocabulary (Nuttal, 1985).

3.4.2. Students' Perception Questionnaire

The questionnaire was used to find out students' perception about the value of KWL and SQ3R strategy which were applied in their reading class. It was used to get the majority of the students' opinions on whether or not these reading strategies can be used to increase their reading comprehension. The questionnaires consisted of 14 questions with five Likert-scale related to the application of the cooperative learning strategy in reading class which were adapted from Fennel (1992). The questionnaire was originally written in English but to make the students understand the questions well; the researcher decided to put translation (Bahasa Indonesia) below the original questions.

3.5. The Validity and Reliability

A good test must be valid and reliable. Based on Ary et al (2010) states two very important concepts that researchers must understand when they use measuring instruments are validity and reliability. The detail explanation of the validity and reliability of the instruments of the research was elaborated below:

3.5.1. Validity

Validity was the most important consideration in developing and evaluating measuring instruments. Validity was defined as the extent to which an instrument measured what it claimed to measure (Hatch and Farhady, 1982).

1. Validity of Reading Test

Validity of the instrument was considered in this research. The researcher used content and constructs validity for this research. It was considered that instrument should be valid and in line with reading theory and the material. The validity of the instrument was presented as follows:

- a. Content validity referred to the extent to which a test measures a representative sample the subject matter contents, the focus of the content validity is adequacy of the sample and simply on the appearance of the test (Hatch and Farhady, 1982:251). Content validity was intended to know whether the test items were good reflection of what will be covered. The test items were adapted from the materials that will be taught to the students. The test should be so constructed as to contain a representative sample of the course (Heaton, 1975:160). This research applied analytical

exposition text as the material. These were the following ways to prove whether the test has a good content validity; 1) it is adopted from Educational goal stated on Curriculum 2013 and syllabus for the eleventh grade of SMA students, 2) It represents the material teach in the class. According to Setiyadi (2006), to fulfill this type of validity the researcher should be aware of all the indicators of the test items and analyze whether the instrument, in this case reading test, have represented the material which will be measure.

Table 3.2. Specification of the instrument

No.	Skills of Reading	Item Numbers of Try out Test	Percentage of Items
1.	Identifying Main Idea	1, 5, 9, 16, 20, 27.	20%
2.	Finding specific information	2, 6, 13, 22, 25, 26.	20%
3.	Making Inference	10, 15, 18, 21, 23, 30.	20 %
4.	Determining Reference	4, 7, 11, 19, 24, 28.	20%
5.	Understanding Vocabulary	3, 8, 12, 14, 17, 29.	20%
Total		30	100%

- b. Construct validity was concerned whether or not the test performance can be described psychologically (Hatch and Farhady, 1982:252-253). The procedure was to determine experimentally what factors are related to test performance. A measure must relate construct to the real world observation. So, construct validity was concern with whether the test is actually in line of the theory of what reading comprehension means or not. To know that the test is true reflection of the theory of language that is being measured, it means that the items should really test the students whether they have master the reading text. Related to this research, the test

items should be questioning the five aspects of reading such as: main idea, specific information, inference, reference, and vocabulary.

2. Validity of the Questionnaire

The validity of the questionnaire used construct validity. It was concerned with whether the questionnaire was actually in line with the theory. It means that the test items should test the students or the test items should measure the students' perception of the applied techniques. Regarding construct validity, it measured 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). Besides, before the questionnaires were distributed, the researcher would test the instruments to English teacher to make sure that the statements do not have multiple interpretations. Additionally, for the construct validity of students' perception questionnaire was adapted from Fennel (1992) about cooperative learning strategy was done since in those previous researches, the questionnaire was intended to get the students' opinions on the implementation of KWL and SQ3R strategy. Then, the perception questionnaire was 14 items, for each was translated into Indonesian language to avoid misunderstanding among the researcher and learners.

Table 3.3. The category of questionnaire statements

No.	Original	Adapted	Category
1.	I often acquire valuable information through this learning technique.	I can acquire valuable information through this learning technique.	Usefulness
2.	I often share information and ideas with other students through this approach.	I can share information and ideas with other students through this approach.	
3.	I often engage in critical thinking (evaluating ideas and opinions and solving problems through this learning technique)	I can evaluate ideas and opinions and solve problems through this learning technique.	
4.	I often listen to the thoughts and opinions of my classmates through this approach	I can see how this learning technique is able to make students learning	
5.	I get a chance to see how ideas can be applied to teaching-learning process through this approach	I listen to the thoughts and opinions of my classmates through this approach	
6.	I often practice skills of listening, sharing and giving encouragement to classmates through this approach	I can practice skills of listening, sharing and giving encouragement to classmates through this approach.	
7.	I can review information, check on my level of understanding, and get help through this approach	I can review information, check on my level of understanding, and get help through this approach	
8.	I look forward to these learning activities	Most of my classmates participate actively in these activities	
9.	I feel actively involved in these learning activities	I look forward to these learning activities	
10.	I get frustrated or impatient in these activities	I feel actively involved in these learning activities	
11.	I get confused about these activities	I feel patient in doing these activities	
12.	I feel intellectually challenged in these activities	I didn't get confused about doing these activities	
13.	I feel closer to my classmates in these activities	I feel my ability is improved through these learning activities	
14.	Most of my classmates participate actively in these activities	I feel closer to my classmates in these activities	

In this research, the researcher also measured the validity of the questionnaire using SPSS ver.16, the results of calculation were presented in the table below:

Table 3.4. The Validity of The Questionnaire items in KWL and SQ3R Class

		KWL Class (N=32)	SQ3R Class (N=32)
item1	Pearson Correlation	.703**	.771**
	Sig. (2-tailed)	.000	.000
item2	Pearson Correlation	.672**	.580**
	Sig. (2-tailed)	.000	.001
item3	Pearson Correlation	.735**	.762**
	Sig. (2-tailed)	.000	.000
item4	Pearson Correlation	.682**	.716**
	Sig. (2-tailed)	.000	.000
item5	Pearson Correlation	.738**	.531**
	Sig. (2-tailed)	.000	.002
item6	Pearson Correlation	.616**	.650**
	Sig. (2-tailed)	.000	.000
item7	Pearson Correlation	.670**	.820**
	Sig. (2-tailed)	.000	.000
item8	Pearson Correlation	.555**	.603**
	Sig. (2-tailed)	.001	.000
item9	Pearson Correlation	.472**	.361*
	Sig. (2-tailed)	.006	.043
item10	Pearson Correlation	.656**	.568**
	Sig. (2-tailed)	.000	.001
item11	Pearson Correlation	.541**	.592**
	Sig. (2-tailed)	.001	.001
item12	Pearson Correlation	.687**	.791**
	Sig. (2-tailed)	.000	.000
item13	Pearson Correlation	.724**	.635**
	Sig. (2-tailed)	.000	.000
item14	Pearson Correlation	.722**	.717**
	Sig. (2-tailed)	.000	.000

From the table above it can be stated that all questionnaire items were valid which can be proven by the significance value (Sig. (2-tailed)) of each item which is lower than 0.05 (see appendix 15). Besides, it can also be proven by comparing

the r value with r table. If the r value (Pearson Correlation) is higher than t table, the item was valid. In which for both classes with N=32 the r table is 0.349. From the table above, it can be seen that all r values for both classes are higher than the r table. It can be concluded that all items in the questionnaire were valid.

3.5.2 Reliability

Reliability deals with how far the consistency as well as the accuracy of the scores given by the raters to the students' writing performance. The concept of reliability adapted from the idea that no measurement is perfect. Even if one goes to the scale there will always be differences in the weight which become the fact that measuring instrument is not perfect.

1. Reliability of Reading Test

A test that can be trustworthy if the test can provide a consistent result. In another word, reliability is the test that can be tested in a different situation but having a consistent result for every test that given. According to Hatch and Farhady (1982: 243), the reliability of a test can be defined as the extent to which a test procedures consistent result. Split-Half Method was used in order to analyze the odd (x) and even (y) of the test items (see appendix 11). Reliability of the test in this research can be determined by using split half method in order to estimate the reliability of the test. The researcher used the following formula:

$$r1 = \frac{\sum xy}{\sqrt{[\sum x^2 \sum Yx^2]}}$$

$$r_l = \frac{2938}{\sqrt{3244 \times 2857}}$$

$$r_l = \frac{2938}{\sqrt{9268108}}$$

$$r_l = \frac{2938}{3044.356}$$

$$r_l = 0.9650$$

Where:

r_l = the coefficient of reliability between first half group and the second half group

x = total number of the first half group

y = total number of second half group

x^2 = square of x

y^2 = square of y

xy = total number of first and half group

And then to find out of reliability of the test, the researcher used “Spearman Brown Prophecy Formula” (Hatch and Farhady, 1982:286).

See the following formula:

$$r_K = \frac{2r_l}{1 + r_l}$$

$$r_K = \frac{2 \times 0.9650}{1 + 0.9650}$$

$$r_K = \frac{1.93}{1.9650}$$

$$r_K = 0.9821$$

Where:

r_K = The reliability of the test

r_l = The reliability of half test

And the criteria of the reliability as follow:

0.80-1.00 = very high

0.60-0.79 = high

0.40-0.59 = average

0.20-0.39 = low

0.00-0.19 = very low

(Hatch and Farhady, 1982:246)

The computation showed that the reliability coefficient of the test is 0.9821 (see Appendix). It can be stated that the test had very high reliability since the range of high criteria of reliability is 0.80-1.00 (Hatch and Farhady, 1982:246).

a. Level of Difficulty

The difficulty level of an item shows how easy or difficult that particular item done by the participants, (Heaton, 1975:182). Level of difficulty was generally expressed the percentage of the students who answered the item correctly. To find out the level of difficulty of the test, the researcher used the following formula:

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

Where:

LD = level of difficulty

R = number of the students answer correctly

N = total number of the students

Here the criteria of the level of difficulty:

<0.30 = difficult

0.30-0.70 = average

>0.70 = easy

(Shohamy, 1985: 79)

The items should not be too easy and also not be too difficult for the students as research object. From the result of level difficulty in try-out test (see appendix), it can be seen there were 3 items which had difficulty level lower than 0.30. It means the items were difficult. Additionally, there were 9 items which had difficulty level more than 0.70. It means the items were very easy. There were 18 items belong to average level in which had level difficulty between 0.30 and 0.70. Those items could be used to collect the data of the research.

b. Discrimination Power

Discrimination power refers to the extent to which the item differentiates between high and low level students on that test. A good item which was according to this criterion, is one in which good students did well, and bad students failed (Shohamy, 1985:81).

The formula was:

$$DP = \frac{Upper-Lower}{1/2N}$$

Where:

DP = discrimination power

Upper = proportion of "high group" students getting the item correct

Lower = proportion of "low group" students getting the item correct

N = total number of students

The criteria are follows:

LD = 0.00-0.20 = poor

LD = 0.21-0.40 = satisfactory

LD = 0.41-0.70 = good

In discrimination power, it was found that there were 16 items belong to poor items since the discrimination power was between 0.00 to 0.19. There were 19 items had satisfactory discrimination power and the rest 11 items included in good discrimination power. Then, there were 3 items belong to good items which discrimination power between 0.41-0.70 (see Appendix 12).

Table. 3.5. Result of Try-Out Reading Test

Level of difficulty		Discrimination Power		Decision	Total
Criterion	Items	Criterion	Items		
Difficulty	3	Poor	16	Revised	2
Average	18	Satisfactory	11	Dropped	10
Easy	9	Good	3	Administered	18

After analyzing level difficulty and discrimination power, it was found there were 2 items were revised, 10 items were dropped and 18 items were administered. In conclusion, there were 20 items questions for pre-test and post-test.

c. Scoring System

Arikunto's formula was used in scoring the students' result of the test. The higher score will be 100. The researcher calculated the average of the pre-test and post-test by using this formula:

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

Where:

S = score of the test

R = right answer

N = total of the items

(Arikunto, 1997:223)

2. Reliability of Questionnaire

The researcher used Cronbach Alpha because the questionnaire was Likert scale questionnaire. According to Setiyadi (2006), if the test is arranged by Likert scale; it is better use Alpha minimum 0.70

Table 3.6. The criteria of Alpha Cronbach

Cronbach'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

After the data were computed using SPSS ver.16 and the reliability tests were conducted, the results of the reliability test on the questionnaire for KWL Strategy and SQ3R classes were presented in the table below:

Table 3.7. Reliability of the Questionnaire

	Reliability	Internal Consistency
KWL Strategy Class	0.896	Good Reliability
SQ3R Strategy Class	0.891	Good Reliability

From the table above it can be concluded that the questionnaire that was used to collect the data of students' perception is reliable (see appendix 16). The detail results of each questionnaire item's reliability can be seen in appendix.

3.6. Research Procedures

The procedures of the research were as follow:

1. Determining the research problem

The main problem of this research was whether there are any differences in students reading comprehension achievement after using KWL and SQ3R strategy in reading class. Additionally, this current study is also intended to know students' perception towards the implementation of KWL and SQ3R strategy.

2. Determining the population and sample of the research

The population of this research was second grade students of SMAN 4 Bandar Lampung in 2020/2021 academic year. The researcher used two classes (XI MIA 4 and XI IIS 2), the first one was KWL strategy class and the second one was SQ3R strategy class.

3. *Selecting the instrument material*

The materials were based on the students' handbook of senior high school. Besides, the materials were searched and added from network. Analytical exposition text was chosen as the focus.

4. *Trying out the instrument*

Try-out was intended to determine the quality of the test used as the instrument of the research and to determine which item has to be revised or dropped for the pre-test and the post-test. This test consisted of a reading comprehension test taken from analytical exposition text comprised of 30 items of multiple choices with four options, and one of them is as the correct answer.

5. *Administering the pre-test*

Pre-test was conducted before the treatments. It was done to find out the students' reading comprehension achievement before they were given the treatments in the experimental class. This test consisted of reading comprehension of multiple choice tests taken from analytical exposition text.

6. *Giving treatment*

After getting students' pre-test answer, the researcher conducted the treatments. The treatments were conducted in three meetings which took 90 minutes for every meeting in the experimental class and three meetings in the control class. KWL Strategy and SQ3R strategy are conducted to teach the students in reading class.

7. *Conducting post-test*

After having treatment, researcher administered the post-test. This test was

conducted in order to find out the students' reading comprehension achievement after they got some treatments. Post-test consisted of 20 reading comprehension of multiple choice tests taken from analytical exposition text.

8. *Distributing students' perception questionnaire*

The researcher distributed students' questionnaire perception of using KWL and SQ3R strategy in order to know students' perception in using the strategy in reading class. The students' perception questionnaire consists of 14 statements.

9. *Analyzing the Data*

This step was to find out there are any differences in students reading comprehension achievement after using KWL and SQ3R strategy in reading class. The researcher drew the conclusion from the tabulated results of the pre-test and the post-tests that have been administered

3.7. Teaching and Learning Process

This research was conducted to find out whether KWL strategy and SQ3R strategy can give significance difference on students' reading comprehension achievement and students' perception towards the implementation of the strategies. The sample of this research was the eleventh-grade students of SMA Negeri 4 Bandar Lampung, in 2021/2022 academic year. There were three classes that were chosen by the researcher as the subjects of the research. The subjects of this research were XI MIA 1, XI MIA 4 and XI IIS 2. XI MIA 1 consists of 30 students for the try-out class. Meanwhile, XI MIA 4 and XI IIS 2 as the treatment classes which consist of 32 students. The students in each class were given

different treatment, the first-class XI MIA 4 were taught using the KWL strategy and XI IIS 2 were taught using the SQ3R strategy. The research was done by the researcher from September 20th, 2021 to October 19th, 2021. There were two instruments which were used in collecting the data of the research; the instruments were reading tests, which were used to collect the data of students' reading comprehension achievement and questionnaire which were used to collect the data of students' perception toward the implementation of the technique in their reading class.

3.7.1. The Application of KWL Strategy

1. Pre-Test

The researcher conducted the pretest in the first meeting on September 20th, 2021. This test was administered to investigate students' reading comprehension before being taught through KWL strategy. After introducing herself, the researcher told the students about the topic of the pretest and gave them the reading test. The learning process applied the protocol of COVID situation. Therefore, the class was divided into two; offline and online learning class. The students were asked to answer 20 items of reading test and the time provided was 40 minutes. In reading activity, the students still face some difficulties in finding the main idea and also lacking of vocabularies. The difficulties that were faced by the students affect students' reading comprehension and made some students could not understand the text.

2. First Treatment

The first treatment in the control class (XI MIA 4) was done by applying the KWL strategy in students' reading activities. The teaching-learning process was divided into pre, whilst, and post activities. During COVID 19 situation, the learning process only occurred for 40 minutes. The class was divided into two, offline and online learning class. In the pre-activities, the researcher explained about analytical exposition text briefly to the students and gave an example of analytical text. In the while activities, the students were asked to work in pair. Then, the researcher explained how to use KWL strategy. First, the students were shown a mobile phone picture to activate their prior knowledge. Then, the researcher asked them some questions; "*do you have mobile phone?*" "*Do you think using mobile phone is needed?*" After that the students were asked to write what they know with the topic "*Mobile phones should be banned at school*" (*Know*). Many students wrote some disadvantages of mobile phone like "*It can distract the learning*" "*students barely interact with friends*". Then, students discussed in pair and made some questions that they want to know related to the topic given. Mostly, the questions from the students were "*Why mobile phone should be banned?*", "*What is the disadvantage of phone according to the writer?*". After listing the questions (*Want*), the students read the text given carefully. In reading activity, they were led to find the main idea of the text and to find the answers from questions listed such as the main idea and detailed information and added some new information that they found from the text (*Learn*). In the discussion, some of the students asked about the difficult

words to the researcher and some of them also looked for the difficult word in the dictionary. It was found that many students still lack in some vocabularies. Then, the students and the researcher discussed together about the text given. After the discussion, the researcher gave a little summary about the text given and asked the students whether they agreed to the writer's opinion or not. In the post activities, the researcher and students discussed what they have done during the teaching-learning process. It was found that in the first treatment the students were still confused with the guide from researcher about the implementation of KWL strategy.

3. Second Treatment

In the third meeting, the second treatment was administered to the students. The procedures of the second treatment were similar to the procedures that were done in the second meeting of the control class. The researcher only used different pictures and reading text in whilst activity to make the students read different text from the second meeting. In the pre-activity, the researcher gave some review related to the analytical text and KWL strategy that had been learnt last week. Then, the researcher gave some questions related to the topic; *"Do you think Covid is dangerous?"* *"What do you know about Covid?"* Most students agreed that covid is dangerous. After that, the researcher gave a text about *"Covid 19 health protocol violators should be sanctioned"* and asked them just to read the title first. In the while activity, the students made some lists upon what they knew about covid situation (*Know*). Then before reading, the students made some

questions related to the text (*Want*). Most students' questions were "*Why people should be sanctioned?*" "*What should we do to face covid?*" "*Why covid is dangerous?*". Then, they read the whole text and found out what the writer's thought. Here, the students were asked to find the main idea and also the newest information from the text. After reading, the students wrote what have they learnt from the text (*Learn*). In the second treatment, the students looked more accustomed to the reading activities using KWL strategy because they knew what they have to do during the reading activities and it made them more comfortable in discussing and reading the text.

4. Third Treatment

In the last meeting of treatment, the students confidently knew about how KWL strategy works. The last topic was about "*The government should provide rehabilitation program for drug users*". Similar with the previous meeting, the researcher started the class with some questions, "*What do you know about drugs?*" "*Do you think drugs are dangerous?*" to activate their prior knowledge. Then the researcher showed some pictures related to the text. In the while activity, the students started to list the things that they knew about rehabilitation for drug users (*Know*). The progress of students in the last treatment can be seen from their vocabularies. Most students were confidently to share their opinion with their classmates. Then before reading, the students also made some questions that they want to know from the text (*Want*). They continued the lesson by reading the whole text

and found the answers from their questions. Most of students' questions were "*Why drug users need rehabilitation?*". After reading, they have learned the point of view from the writer of the text (*Learn*). In the last treatment, it was found most of students know the nature of analytical text. For the post-activity, the researcher asked the students to conclude what the writer's thought from the text and whether they agreed or not with the writer. Students looked more comfortable in discussing together about the text.

5. Post-test

In the last meeting of the control class, the researcher conducted the posttest after the students received treatments in their reading activities using the KWL strategy. In the posttest, the students were asked to answer 20 reading questions in form of multiple choices. The text given was similar to pre-test but with different numbers. The time that was given to the students to finish their reading test in the posttest was similar to the pretest, 40 minutes. In the posttest, the students looked more relax than in the pretest and most of the students could finish their post-test better which could be seen from their reading score. After doing the post-test, the students were given a perception questionnaire that consisted of 14 statements.

3.7.2. The Application of SQ3R Strategy

1. Pre-Test

The researcher conducted the pretest in the first meeting on September 20th, 2021. This test was administered to investigate students' reading comprehension before being taught through SQ3R strategy. After introducing herself, the researcher told the students about the topic of the pretest and gave them the reading test. In the first meeting, the researcher explained about recount text briefly to the students and gave a simple example of the text to the students. The learning process applied the protocol of COVID situation. Therefore, the class was divided into two; offline and online learning class. The students were asked to answer 20 items of reading test and the time provided was 40 minutes. In reading activity, the students still face some difficulties in finding the main idea and also lacking of vocabularies. The difficulties that were faced by the students affected students' reading comprehension and made some students could not understand the text.

2. First Treatment

In the second meeting the researcher conducted the treatment using SQ3R at XI IIS 2 class to improve students' reading comprehension achievement. The teaching-learning process was divided into pre, whilst, and post activities. During COVID 19 situation, the learning process only occurred for 40 minutes. The class was divided into two, offline and online learning class. In the pre-activities, the researcher explained about analytical exposition text briefly to the students and gave an example of recount text.

Then, the researcher explained the procedures of SQ3R strategy and how to learn the lesson through its procedures. To activating students' background knowledge the researcher gave some simple questions such as "*How often do you use mobile phone in a day?*" "*Do you think using mobile phone is important?*" from students' answer, it was found that students used mobile phone a lot in a day. In the while activities, the students were asked to work in pair. First, the researcher gave the reading text. Then the researcher guided them to apply SQ3R strategy. First, students were asked to skim the text for about five minutes (*Survey*). It aimed the students to find some points of a text such as a title, the character, the place and the main idea. Second, the students made some questions related to the text based on the keywords given (*Questions*) for example; "*Why the writer wants to banned the mobile phone?*". It was useful for students to make them curious for what the writer think of the issue. After that the students read the whole text carefully (*Read*). In this step, the researcher guided them to get detailed information from the text and reminded them to get the answer to their questions. After finding the answers from the text, the students wrote the answers from their own questions without reading the text again (*Recite*). In this step, most of students still got confused to recite the text because the minim of vocabularies. The last, students worked in pair and they reviewed the content of the text together (*Review*). Then, the students and the researcher discussed together about the text given. After the discussion, the researcher gave a little summary about the text given and asked the

students whether they agreed to the writer's opinion or not. In the post activities, the researcher and students discussed what they have done during the teaching-learning process and some of the students shared their feeling after receiving the treatment.

3. Second Treatment

After conducting the second meeting the researcher administered the third meeting to apply the SQ3R strategy to the students for the second time. In the second treatment, similar to the first treatment of the experimental class, the researcher divided the meeting into three phases, pre, whilst and post activities. The procedures that were done in the second treatment were similar to the first treatment in each phase. The researcher only replaced the reading text with different topic of analytical exposition. The topic for second treatment was about "*Covid 19 health protocol violators should be sanctioned*". Then the researcher gave some questions such as, "*Do you think Covid is dangerous?*" "*What do you know about Covid?*" then, the researcher gave the reading text to the students and asked them to apply SQ3R strategy. The students read by just skimming the text (*Survey*) to find the main idea and the topic discussed about. Then, they made some questions related to the text (*Question*), for example: "*What is the topic about?*", "*Why covid violators should be sanctioned?*". Then, they read the text carefully to find the main idea, supporting details and also specific information from the text (*Read*). After finding the answers from the text, the students wrote the answers from their own questions without reading

the text again (*Recite*). In this step, most of students still got confused to recite the text because the minim of vocabularies. The last, students worked in pair and they reviewed the content of the text together (*Review*). However in the second treatment, the students looked more accustomed to the reading activities using SQ3R strategy because they knew what they have to do during the reading activities and it made them more comfortable in discussing and reading the text. In the post-activities, the teacher asked the students whether they have difficulties in using SQ3R strategy. Compare to the first treatment, they felt more understand how to apply this strategy and made them more focus during reading.

4. Third Treatment

In the last treatment, the researcher still applied the similar procedures in each phase. The researcher only replaced the reading text with different topic of analytical exposition. In the last treatment, the students looked more accustomed to the reading activities using SQ3R strategy because they knew what they have to do during the reading activities and it made them more comfortable in discussing and reading the text. The topic was about "*The government should provide rehabilitation program for drug users*". Similar with the previous meeting, the researcher started the class with some questions, "*What do you know about drugs?*" "*Do you think drugs are dangerous?*" to activate their background knowledge. Then, students skim the reading text that given by the researcher (*Survey*). After that, they made some questions before reading the text (*Questions*). Next,

they read the whole text to find out the answers from the reading text (*Read*). From the researcher's observation the students looked more confident in applying this strategy. Then, the students answered the questions made by them and the researcher did not let them to read the text anymore. The last step, the students gave some review about the text and they shared their opinion whether they agreed or not with the author. In the post activities, the researcher gave some feedback to the students.

5. Post-Test

In the last meeting, the researcher conducted the posttest after the students received treatments in their reading activities using the SQ3R strategy. In the posttest, the students were asked to answer 20 reading questions in form of multiple choices. The text given was similar to pre-test but with different numbers. The time that was given to the students to finish their reading test in the posttest was similar to the pretest, 40 minutes. In the posttest, the students looked more relax than in the pretest and most of the students could finish their post-test better which could be seen from their reading score. After doing the post-test, the students were given a perception questionnaire that consisted of 14 statements.

3.8. Data Analysis

In analyzing the data obtained, the researcher used quantitative data analysis according to the types of data gathered. Data analysis of each instrument would be described as follows:

The data gain from pre-test and post-test was analyzed through following step:

1. Scoring the pre-test and post-test.
2. This study then tabulated the result of pretest, posttest, and N-Gain for both classes into SPSS 16. The result of N-Gain between the pretest and posttest scores in control and experimental classes are to avoid the subjective researcher conclusions. The comparison of normalized gain values (N-Gain) between the experimental and control classes can be calculated by this formula:

$$g = \frac{S_{posttest} - S_{pretest}}{S_{maximum} - S_{pretest}}$$

The criteria are:

$g > 0,7$: high

$0,7 > g > 0,3$: average

$g < 0,3$: low

3. Drawing conclusion from tabulated results of the pre-test and post-test administered, that is by statistically analyzing the data using statistical computerization, i.e., matched t-test of Statistical Package for social Science (SPSS) version 16.0 for Windows to test whether the improvement gained by the students is increase or not, in which the significance is determine by $p < 0.05$.

3.9. Hypothesis Testing

The hypothesis testing was used to prove whether the hypothesis propose in this research is accepted or not. The hypotheses was also statically tested by using statistical computerization (SPSS 16), in which the significance is determined by $p < 0.05$. Therefore, the hypothesis which can be stated was as follows:

1. H_0 : There is no difference of students' reading comprehension achievement between students taught through KWL strategy and SQ3R strategy
 H_1 : There is a difference of students' reading comprehension achievement between students taught through KWL strategy and SQ3R strategy.
2. H_0 : There is no difference of students' reading comprehension achievement between the students with positive and negative perceptions.
 H_1 : There is difference of students' reading comprehension achievement between the students with positive and negative perceptions.
3. H_0 : There is no interaction between those strategies and students' perceptions.
 H_1 : There is interaction between those strategies and students' perceptions.

In brief, those are the explanations of this chapter which are research design, population and sample, data collecting techniques, research instruments, validity and reliability, research procedures, data analysis, and hypothesis testing.

5. CONCLUSIONS AND SUGGESTIONS

The last chapter of this thesis deals with conclusions of the results of the data analysis and suggestions. It presents the conclusions of this research and the suggestions for English teachers and further researchers.

5.1. Conclusions

In line with the results of the data analysis and discussion the following conclusions are drawn:

1. KWL strategy and SQ3R strategy can be a helpful reading strategies that can be used in teaching learning process of reading class. After being taught using KWL strategy, students' reading comprehension achievement is significantly improved because students are engaged to activate students' prior knowledge before reading the text. KWL strategy also made students more courageous to present ideas and knowledge from what they have read from the reading text. In the SQ3R group, there is also an improvement in the students' reading comprehension achievement after the researcher applied SQ3R strategy. However, from the

calculation, it can be concluded that there is a significant difference in the students' post-test mean between KWL and SQ3R group, in which the mean score of students who were taught by using KWL is higher than those who were taught through SQ3R strategy.

2. Students' perception towards the implementation of both teaching strategies, KWL and SQ3R strategy, can give different result on students' reading comprehension achievement. Based on the result of the research, it was found out that there is significance difference on students' reading comprehension achievement based on students' perception, positive and negative. Students with positive perception were having better result on students' reading comprehension achievement than those with negative perception. It can be concluded that having positive perception toward the implementation of the teaching strategies means students were likely enjoy the learning process. Moreover, effective teaching strategies will not only increase students' reading achievement, but also to gain their interest in teaching learning process.
3. The last research question, the researcher wanted to find the interaction between the teaching strategies, students' perception and students' reading achievement. Based on the result, it can be concluded that there is no interaction between the teaching strategies (KWL and SQ3R strategies), students' perceptions (positive and negative) on students' reading achievement. It happened because the strategy proposed by the

researcher might have similarity in process. In addition, students' perception did not influence much in the way the students involve during reading activity by using a certain reading strategy. However, the result showed that using the KWL strategy was better than SQ3R strategy in improving students' reading achievement.

5.2.Suggestions

Given the conclusions above, the following suggestions are put forward:

5.2.1. Suggestions For English Teachers:

The English teachers are recommended to apply KWL and SQ3R strategies in teaching reading, especially for young learners, to make students have better comprehension in reading a text. KWL and SQ3R strategies encourage the students to perform critical thinking and activate their knowledge during the implementation. Therefore, the researcher suggested that:

1. In the implementation of both strategies, students might skip one or two phase of KWL or SQ3R strategies. So, the teacher should be able to control the students and make sure they follow all the steps of both strategies, KWL and SQ3R, and make students focus on the teacher's instruction during the implementation of the strategies, so that the students will be able to get the benefit from doing KWL and SQ3R strategies.

2. The teachers should avoid giving topics without prescreening and checking the background of knowledge of the students because both strategies involve activating the students' prior knowledge on a given topic. Here, the researcher recommends narrative text to be used as the material since mostly the students are not familiar of the issue in the analytical text.

5.2.2. Suggestions for Further Researchers:

1. The researcher recommends conducting these strategies in on other English skills, such as writing because most previous researchers have used the KWL strategy to teach reading. It also can be used to improve student's vocabulary because they are expected to make a written text by themselves.
2. In addition, the result of the third research question showed that there was no interaction between students' perception and teaching strategies. The researcher suggests that other researcher can combine teaching strategies with other factors that also affect reading comprehension achievement such as students' self-esteem, motivation, personality or other variables that extremely influence the teaching and learning of reading comprehension.
3. Further researchers are suggested to carry out the study by adding other instruments such as interviews to strengthen the result of the questionnaire related to students' personality and the students' perception toward the implementation of the teaching strategies.

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