

THE EFFECT OF K-W-L TEACHING TECHNIQUE ON THE READING COMPREHENSION ABILITY OF THE FIRST YEAR STUDENTS OF SMAN 12 PEKANBARU.

Rahma Widi. Effendy Gultom. Fakhri Ras.

Email: rahmahwidirw@gmail.com. effendygultom@gmail.com. fakhrras@yahoo.com.

Phone number: 085265467584

*Student of English Study Program
Language and Arts Department
Faculty of Teachers Training and Education
Universitas Riau*

Abstract: *This pre-experimental study is aimed at finding out if there is a significant effect of Know, Want to know, and Learned (KWL) teaching technique on the ability of the first year students of SMAN 12 Pekanbaru in comprehending report texts. The design of the study is one group pre-test-treatment-posttest design. There are 12 classes in the first year. As many as 36 students of class X IPS 3 in the first semester of academic year 2018/2019 are chosen as the sample by using cluster random sampling technique due to the particular class presents various characters of the whole classes like; academic achievement, the students' learning seriousness toward English and the size of the classroom. The instrument of the test is in the form of multiple choice which consist of 25 items about report texts. To collect the needed data the treatments were conducted for six times. The students' scores were analyzed by using SPSS (Statistical Package for the Social Sciences) version 23.00 for windows. The results of the data analysis show that the mean score of the pre-test is 57.556 and the mean score of the post-test is 79.00. It means that the value of t-test is higher than t-table ($11.055 > 1.95996$) at 5% the significance level. Therefore, the alternative hypothesis (H_1) of this study is accepted. In other words, there is a significant effect of KWL teaching technique on the reading comprehension ability of the first year students of SMAN 12 Pekanbaru. The implication of this finding is be beneficial for the teachers in teaching and learning English especially in teaching reading.*

Keywords: *Effect, KWL Teaching Technique, Reading Comprehension*

PENGARUH TEKNIK MENGAJAR K-W-L TERHADAP KEMAMPUAN PEMAHAMAN MEMBACA SISWA-SISWI KELAS SEPULUH DI SMAN 12 PEKANBARU.

Rahma Widi. Effendy Gultom. Fakhri Ras.

Email: rahmahwidirw@gmail.com, effendygultom@gmail.com, fakhrras@yahoo.com.

Phone number: 085265467584

Mahasiswa Pendidikan Bahasa Inggris
Jurusan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstrak: Penelitian pra-eksperimen ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dari teknik pengajaran Know, Want to know, dan Learned (KWL) terhadap kemampuan siswa kelas 1 SMAN 12 Pekanbaru dalam memahami teks report. Desain penelitian ini adalah satu kelompok desain pre-test-treatment-posttest. Ada 12 kelas di tahun pertama. Sebanyak 36 siswa kelas X IPS 3 pada semester pertama tahun akademik 2018/2019 dipilih sebagai sampel dengan menggunakan teknik cluster random sampling karena kelas tertentu menyajikan berbagai karakter dari seluruh kelas seperti; prestasi akademik, keseriusan belajar siswa terhadap bahasa Inggris dan ukuran kelas. Instrumen tes ini dalam bentuk pilihan ganda yang terdiri dari 25 soal tentang teks report. Untuk mengumpulkan data yang dibutuhkan perlakuan dilakukan sebanyak enam kali. Skor siswa dianalisis dengan menggunakan SPSS (Paket Statistik untuk Ilmu Sosial) versi 23.00 untuk windows. Hasil analisis data menunjukkan bahwa nilai rata-rata pre-test adalah 57,556 dan nilai rata-rata post-test adalah 79,00. Ini berarti bahwa nilai t-test lebih tinggi dari t-tabel ($11.055 > 1.95996$) pada 5% tingkat signifikansi. Oleh karena itu, hipotesa alternatif (H1) dari penelitian ini diterima. Dengan kata lain, ada pengaruh yang signifikan dari teknik mengajar KWL pada kemampuan membaca siswa tahun pertama SMAN 12 Pekanbaru. Implikasi dari temuan ini bermanfaat bagi para guru dalam pengajaran dan pembelajaran bahasa Inggris khususnya dalam pengajaran membaca.

Kata Kunci : Pengaruh, Teknik Mengajar KWL, Pemahaman Membaca

INTRODUCTION

Reading is an important verbal skill that needs to be accomplished by students so that they can explore knowledge thoroughly (Yahya, 2010). In the process of reading a text, a reader has to understand the content, information, explanation or fact intended to be delivered by the author. In other words, the reading process can be complex because readers would have to involve the quality of thought for the purpose of understanding the text. Without understanding the text, the reader can not be considered to have mastered the reading ability (Korabiak & Mete, 2004). This is because reading and understanding are constructive processes that support one another (Yahya & Ghazali, 2010). For an effective reader, the capacity of understanding a text is important even in primary school.

Comprehension is the reason for reading. If readers can read words but do not understand what they are reading, they are not really reading (Armbruster, 2000). In addition, comprehension is an active process and the reader must interact and be engaged with the text. It is also a strategic process which can be taught (Kruidenier, 2002). As comprehension takes place, words are decoded and associated with their meaning in the reader's memory and phrases and sentences are processed rapidly or fluently enough so that the meanings derived from one word, phrase, or sentence are not lost before the next is processed. Yet, reading comprehension can be described as understanding a text, or the process of constructing meaning from a text.

The expectation of the 2013 Curriculum, the students not only read the texts on the textbooks as usual but they also should be able to comprehend what they read. The comprehension of reading will be shown by answering correctly questions the text provided such as to know main idea, factual information, vocabulary, reference and inference as stated by King and Stanley (1989) as the five components of reading. In addition, based on the syllabus of 2013 curriculum class X the basic competence to be achieved on reading skill is that the students should comprehend the main idea, generic structure, language features and social function of report text which have distinguish with other text types. In this research, the writer focuses on reading comprehension of the first year student of SMAN 12 Pekanbaru, especially on report text.

Therefore, various learning techniques are used in reading and comprehension lesson. One of the techniques is the Know, Want to Know, Learned (KWL) technique. The purpose is to increase students' perceptions on the text being read. The KWL technique is not something new in the education field. It is an instructional reading strategy that is used to guide students through a text by brainstorming everything the students *know* about a topic, generating a list of questions about what students *want to know* about the topic and have new information from *learned* material about the topic (Jones, 2012).

Based on the explanation above, the researcher decides to conduct a research entitled "The Effect of Know, Want to know, Learned (K-W-L) Teaching Technique on the Reading Comprehension Ability of the First Year Students of SMAN 12 Pekanbaru.

METHODOLOGY

This research was conducted in SMAN 12 Pekanbaru. The design of this research is a pre-experimental design. The population of this research is the first year students of SMAN 12 Pekanbaru. The population can be seen in the following table.

Table 1.1. The Population of the First Year Science Students of SMAN 12 Pekanbaru.

Classes	Total of Students
X IPA 1	36
X IPA 2	36
X IPA 3	36
X IPA 4	36
X IPA 5	36
X IPA 6	36
X IPS 1	36
X IPS 2	36
X IPS 3	36
X IPS 4	36
X IPS 5	36
X IPS 6	36
Total	432

Since the total population of the first year students of SMAN 12 Pekanbaru is large enough to be taken as sample, it was necessary to select the sample. The sample is selected by using cluster random sampling technique. Cluster random sampling is used when there are well-defined clusters (groups) within the population. Cluster sampling technique is used in order to choose the sample of this research.

To get the sample the writer provided twelve pieces of paper into a bottle, one piece of paper was written the word “sample” and others were blank. Then, the writer asked the chairman of each class to take one paper from the bottle randomly. Finally, the one who got the paper with the word “sample” became the sample of the research. As the result, class X IPS3 was chosen as the sample which the total number is 36 students.

RESULTS AND DISCUSSIONS

After collecting the data, the writer analyze it. The results of this research are presented by showing the t-test table after comparing the result of students’ reading ability in the pre-test and the post-test. The results show the students’ comprehension ability in comprehending report text for each component of reading comprehension (finding main ideas, finding factual information, finding the meaning of vocabulary in context, identifying references and indentifying inferences).

The results of this study show that the mean score of the post-test (79.00) is higher than the mean score of the pre-test (57.56). This result shows that the students’s scores

after receiving the treatments have significantly improved compared to their scores before the treatment. Then, the t-test shows that there is a significant difference between the pre-test result and the post-test result. The data analysis shows that the t-test is higher than the t-table ($11.055 > 1.95996$). It means that alternative hypothesis was accepted. So, it can be stated that KWL teaching technique is one of valueable and applicable ways to improve the reading comprehension of the first year students of SMAN 12 Pekanbaru and the researcher question of this study has answered.

The Results of the Pre-test

The pre-test is intended to know the students' reading achievement before getting the treatment. The result of the pre-test is shown on table 1.1. It shows that the average score of the students' reading ability in the pre-test is 57.56.

Table 1.1 The Result of the Pre-Test

	Mean	N	Median	Mode	Std. Deviation
Pre-test	57.56	36	58.00	60.00	14.478

Table 1.1 shows that the mean score of the students is 57.56. According to the table criteria students' score, the mean score is classified into mediocre level. Meanwhile, the median score is 58.00 and the mode score is 60. The percentage of the students' scores can be seen in the following table:

Table 1.2 The Percentage of the Students' Scores in the Pre-test

No	Range	Ability Level	Frequency	Percentage %
1	81-100	Excellent	3	8,33
2	61-80	Good	9	25
3	41-60	Mediocre	18	50
4	21-40	Poor	6	16.67
5	0-20	Very Poor	0	0
Total			36	100%

(Adapted from: Harris, 1974)

Table 1.2 shows that 3 students (8.33%) are *inexcellent* level, 9 students (25%) are in *good* level, 18 students (50%) are in *mediocre* level and 6 students (16.67%) are in *poor* level.

The data of the students' average achievement for each component of reading comprehension can be seen on table 1.3:

Table 1.3 Students' Ability for Each Component of Reading Comprehension in The Pre-test

No	Components of Reading	Average
1	Main Idea	4.22
2	Factual Information	2.5
3	Vocabulary	3.14
4	Reference	3.03
5	Inference	1.5

Table 1.3 shows that the higher score of reading for the students in the pre-test is in the main idea component (4.22). The second higherscore is in the vocabulary component (3.12), followed by reference component (3.03). The fourth component is factual information (2.5). The lowest score of reading for the students in the pre-test is in inference component (1.5).

The Results of the Post-test

The post-test was given to the students after the treatment through teaching reading by implementing KWL teaching technique. The result is shown on table 1.4. It shows that the average score of the students' reading ability in the post-test is 79.00.

Table 1.4 Descriptive Statistic of Post-test

	Mean	N	Median	Mode	Std. Deviation
Post-test	79.00	36	80.00	76.00	8.135

Table 1.4 shows that the mean scores of students is 79.00. According to the table criteria of students' scores, the mean score is classified into *good* level. Meanwhile, the median score is 80 and the mode score is 76.

The percentage of the students' scores in the post-test can be seen in the following table:

Table 1.5 Percentage of the Students' Scores in the Post-test

No	Range	Ability Level	Frequency	Percentage %
1	81-100	Excellent	14	38.89
2	61-80	Good	21	58.33
3	41-60	Mediocre	1	2.78
4	21-40	Poor	0	0
5	0-20	Very Poor	0	0
Total			36	100%

(Adapted from: Harris, 1974)

Table 1.5 shows that 14 students (38.89%) are in *excellent* level, 21 students (58.33%) are in *good* level, and 1 student (2.78%) is in *mediocre* level.

The data of the students' average achievement for each component of reading in the post-test are shown on table 1.6:

Table 1.6 The Students' Ability for Each Component of Reading Comprehension in the Post-test

No	Components of Reading	Average
1	Main Idea	4.58
2	Factual Information	3.56
3	Vocabulary	4.31
4	Reference	4
5	Inference	3.31

Table 1.6 shows that the average score for main idea is 4.58, for factual information is 3.56, vocabulary is 4.31, reference is 4, and for inference is 3.31. Based on the description on table 4.5, the lowest score if the components of reading comprehension is inference and the highest one is main idea. The average score of students' reading ability in the post-test is with the total of 79. It shows that there is a gained score if compared the pre-test and the post-test scores. The gained score is 21.44.

The Comparison Between the Results of the Pre-test and the Post-test

After calculating the results of both tests, the differences can be presented. The result can be seen in the following table:

Table 1.7 Paired Sample Statistics

Test	Mean	N	Std. Deviation	Std. Error Mean
Posttest	79.00	36	8.135	1.356
Pretest	57.56	36	14.478	2.413

Table 1.7 shows that the mean score of post-test is higher than pre-test with score 79.00 to 57.56. It shows that there is an improvement in the post-test, because the mean score of post-test increase to 79.00 and the gap of the mean score between pre-test and post-test is 21.44. The comparison level scores can be seen in the following table:

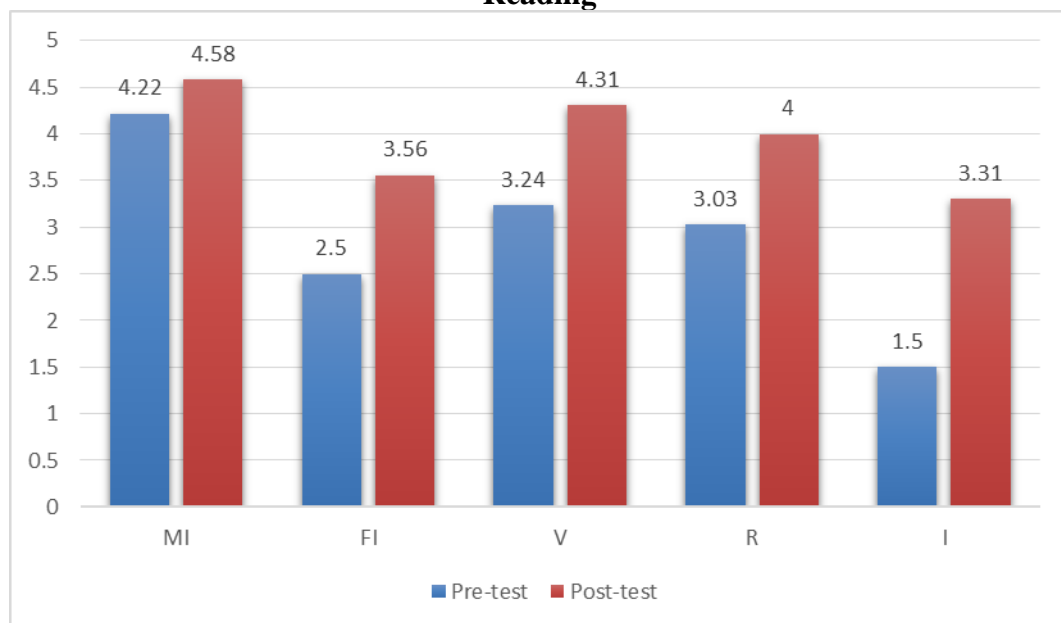
Table 1.8 The Comparison of ScoresLevel in the Pre-test and the Post-test

Test Score	Level of Comprehension	Pre-Test		Post-Test	
		Frequency	Percentage (%)	Frequency	Percentage (%)
81 – 100	Excellent	3	8.33	14	38.89
61 - 80	Good	9	25	21	58.33
41 – 60	Mediocre	18	50	1	2.78
21 – 40	Poor	6	16.67	0	0
0 - 20	Very Poor	0	0	0	0

Table 1.8 shows that there is an improvement in term of the scorelevel of students' reading comprehension from the pre-test to the post-test after applying the treatment. In the pre-test, 16.67% of students are in *poor* level; while in the post-test, there is no student in *poor* level. And surprisingly, in the post-test, 38.89% of students reach *excellent* level. Furthermore, the comparison of the students' average achievement for each component of reading comprehension can be seen in the following table:

Table 1.9 Comparison between the Results of the Pre-test and the Post-test for Each Component of the Reading Comprehension

Components of Reading	Average	
	Pre test	Post test
Main Idea	4.22	4.58
Factual Information	2.5	3.56
Vocabulary	3.14	4.31
Reference	3.03	4
Inference	1.5	3.31

Chart 1.1 Comparison between Pre-test and Post-test for Each Components of Reading

The data description above shows that the students' average score of the each components of reading increased.

The Result of T-test

In this research, t-test formula was used to compare the pre-test and the post-test results to determine whether the hypothesis is accepted and measuring whether the treatment could have an effect in the students' reading comprehension or not.

Table 1.10 Paired Sample Test
Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest - Pretest	21,444	11,638	1,940	17,507	25,382	11,055	35	,000

$$\begin{aligned}
 \mathbf{t\text{-}Table} &= n-1 ; \alpha/2 \\
 &= 36-1 ; 0,05/2 \\
 &= 35 ; 0,025 \\
 &= 1.95996
 \end{aligned}$$

Finally, to prove the hypothesis, the data is calculated by using t-test formula with assumption as follows:

1. If $t\text{-test} > t\text{-Table}$, the Null Hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted.
2. If $t\text{-test} < t\text{-Table}$, the Null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected.

The results of t-test is 11,055, the t-table from 36 students was 1.95996. The comparison between t-test and t-table is $11.055 > 1.95996$. It means that t-test is higher than t-table. It can be concluded that the alternative hypothesis "There is an effect KWL teaching technique on the reading comprehension ability of the first year students of SMAN 12 Pekanbaru" is accepted and null hypothesis is rejected.

Discussions

The data analysis shows the result of the application of KWL teaching technique on students' reading comprehension. The average score of the students' reading comprehension in the pre-test is 57.56. It is categorized as mediocre level. Some students got low scores. The students got low scores in terms of inferences. On the other hand, the average score of the students' reading comprehension in the post-test is 79.00 which is categorized as good. It shows that the post-test result is better than the pre-test

result. It indicates that there is an improvement in the students' reading comprehension ability.

The results of pre-test is categorized in a mediocre level. There are six students (8.33%) in excellent level, nine students (25%) are in good level, eighteen students (50%) are in mediocre level and six students (16.67%) are in poor level. Meanwhile in the post-test, it is categorized in a good level with fourteen students (38.89%) are in excellent level, twenty-one students (58.33%) are in good level, and one student (2.78%) is in mediocre level. There is an improvement in term of the score level of students' reading comprehension from the pre-test to the post-test after applying the treatments. In the pre-test, 16.67% of students are in poor level; while in the post-test, there is no student in poor level. And surprisingly, in the post-test, 38.89% of students reach excellent level.

Based on the results of the pre-test and the post-test, the students' mean score for each component of reading comprehension in the post-test increases. The writer found out that from the five components of reading comprehension stated by King and Stanley (1989), the lowest scores in the pre-test and the post-test are in terms of inference with the scores of (1.5) and (3.31). It happened because the students were not able to comprehend the explicit or implicit messages from the text. Meanwhile, the highest scores in the pre-test and the post-test are in terms of main idea with scores of (4.22) and (4.58). After applying KWL teaching technique, the students are able to comprehend the text after some brainstorming.

This finding is in line with the finding of previous research from Nikmaturrahmah (2016). The result of the study shows that showed that there is a significant difference in the students' reading comprehension ability ($p < 0.05$, $p = 0.05$). The students' average score of the pretest is 60.4 and their average score in the posttest is 71.5. Therefore, we can say that the implementation of K-W-L strategy can help the students comprehend the reading materials. In other words, K-W-L teaching technique is appropriate to help the students comprehend the texts.

Finally, the finding of this research shows that: There was a significant effect of using KWL teaching technique on the reading comprehension ability of the first year students of SMAN 12 Pekanbaru. The data analysis shows that the t-test is higher than the t-table ($11.055 > 1.95996$). Hence, the alternative hypothesis is accepted. It can be stated that KWL teaching technique is valuable and effective to improve the reading comprehension ability of the first year students of SMAN 12 Pekanbaru.

CONCLUSION AND RECOMMENDATIONS

Conclusion

Based on the result of the data analysis in chapter IV, the writer makes some conclusions as follows:

The students' mean score in the pre-test is 57.56. After conducting the KWL teaching technique, the researcher analyzed the result of the post-test, and compared it to the result of the pre-test. The mean score of the post-test is higher than the mean score of the pre-test.

It was found out that the t-test score (11.055) is higher than the t-table score (1.95996). Therefore, the alternative hypothesis is accepted and the null hypothesis is rejected. In other words, there is a significant effect of KWL teaching technique on the reading comprehension ability of the first year students of SMAN 12 Pekanbaru in comprehending report texts.

For that reason, it can be concluded that the implementation of KWL teaching technique is an alternative to support teaching and learning through reading. The research question has been answered namely that KWL teaching technique has a significant effect on the students' reading ability.

Recommendations

After the implementation of KWL teaching technique in teaching reading to the first year students of SMAN 12 Pekanbaru, the writer would like to offer several recommendations. The recommendations are expected to be beneficial for the teachers and the next researchers in teaching and learning English especially in teaching reading. They are as follows:

1. Regarding the reading comprehension achievement, the teacher should choose KWL teaching technique as the alternative technique that can encourage them to read the text well because they have a responsibility not only to answer the questions but also to comprehend the text.
2. The teacher should manage the time allocation when they want to apply the method because the material has to be delivered and explained to the students clearly.
3. The teacher should keep the students engaged by managing the class to avoid making too much noise during the learning process.

The next researcher should try to conduct this technique to other levels of students in various contexts in order to discover its effectiveness in developing the students' ability.

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