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THE USE OF KWL STRATEGY ON STUDENTS' READING COMPREHENSION

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Abstract

Reading is a dynamic process of catching the words' meaning and getting the text's information. In reading comprehension, students must engage with their reading to comprehend the text. However, reading interest is still a big problem in Indonesia. This research aims to prove the effectiveness of using KWL strategy on students' reading comprehension. The KWL strategy stands for what I Know, what I Want to learn, and what I did Learn. This research applied a pre-experimental method with one group pre-test and post-test design as the research methodology. The tenth-grade students in senior high school are taken as the population of this research. Thirty-five students were selected as the samples using a random sampling technique with the lottery method. The tests were given to measure their reading comprehension ability, and the data were analyzed using the t-test formula. From the calculation, the researcher finds the result of the t-test value is 11.28 with the degree of freedom (df) is 34, and the t-table value at the significant level of 0.05 is 2.042. the result shows that the value of the t- test is higher than t-table 11.28 > 2.042. it means that the alternative hypothesis (ha) is received. Therefore, the researcher concludes that using the KWL strategy affects students' ability in reading comprehension.

INTRODUCTION

Reading is one of the skills which play an essential role in developing students' English ability. It facilitates students to get new information from the text. Olson et al., (2018) defines reading comprehension as the essence of reading because if the students do not understand the message, they are not reading. O'Shea et al., (2016) state that reading involves active thinking throughout engaging with the text. It analyzes that reading is a dynamic process of catching the words' meaning and getting the text's information. Moreover, Sutisna et al., (2020) say that comprehension of the text is the main goal and the primary reason why some readers find reading easy and others find it difficult. Based on the statement above, comprehending is a goal of reading.

The teachers must have a strategy to help students comprehend the text. Reading comprehension strategies can support students to be more active and responsible in teaching-learning (Kendeou et al., 2016). Students need strategies to help them comprehend the text. According to Crossley & McNamara, (2008), reading strategies are essential to overcome students' problems and become better readers. Moreover, Afflerbach et al., (2008) say that a successful reading program has varied important outcomes that should include students' growth in the ability to use reading strategies, skills, and increased motivation to read. However, the reader's success in using reading strategies depends on how these strategies are learned.

KWL (Know, Want, Learned) is an instructional reading strategy that guides students through a text (Ogle, 2000). KWL strategy stands for what I Know, what I Want to learn, and what I did Learn by activating students' background knowledge. Hassard & Dias, (2013) in (Hidayat, 2016) state that KWL strategy is an active reading strategy that prepares students to make predictions about what they will be reading and engages them with other students in a discussion of the content of the topic. According to expert definitions, KWL (Know, Want to know, and Learned) is an excellent method to help students

in reading comprehension by activating students' background knowledge. According to Lenski & Nierstheimer, (2002), the KWL strategy helps students become good readers by doing many good ones. This strategy gets students to read silently with comprehension. In addition, students relate new information to what they already know. Gill & Irena (2020) mentioned that the KWL reading strategy has a value that enables reading to read comprehension better. Jared & Jared (1997) state that the KWL model creates to enhance reading comprehension in content areas. KWL strategy has three stages in the reading comprehension strategy. Every step is helpful for students reading comprehension. As the researcher noted, this research aims to engage students in reading to comprehend the text. The whole stage of KWL, known, wanted, and learned, was expected to solve problems. According to Usman et al., (2019), three basic steps should consider in using the KWL strategy.

As a result, the researcher would like to investigate whether applying the KWL strategy affects students' reading comprehension.

RESEARCH METHODOLOGY

The researcher uses the quantitative method. Pre-experimental design with one group pre-test and post-test is used to see the y variable's effects on x. This research was conducted at SMAN 1 Cisaat Sukabumi from 10th to 17th June 2022. The sample of this research was 35 students of X IPA 1 from a total population of 432 students.

DISCUSSION

From the data of frequency distribution of pre-test, it shows that the score of students pre-test in the range 28-36 has 29% with ten students, range 37-45 has 11% with four students, range 46-54 has 23% with eight students, range 55-63 has 14% with five students, range 64-72 has 17% with six students, range 73-81 has 3% with one student, and range 82-90 has 3% with one student. Therefore, the histogram and polygon graph of pre-test scores can be seen in figure 4.1.

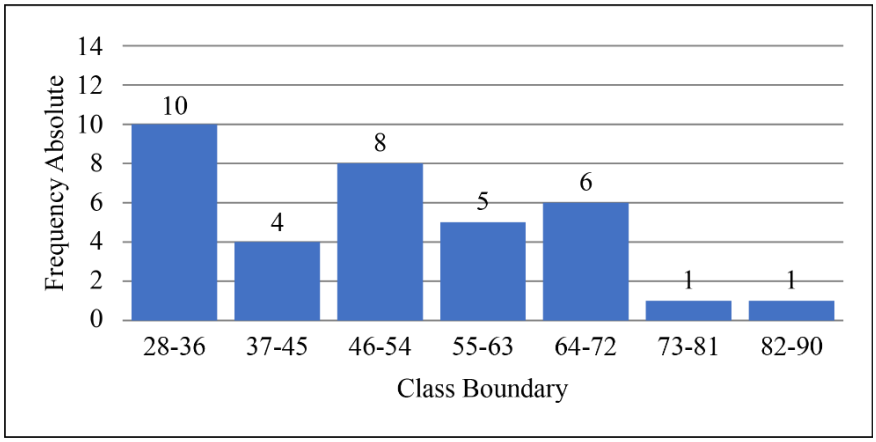

Figure 4.1 Histogram Graph of Pre-test Scores

Based on figure 4.1, the pre-test data show that the highest bar of most of the students' scores in the range of 28-36, and the lowest bar shows less of the students' scores in the range of 73-81 and 82-90. From the data of frequency distribution of post-test, it shows that the score of students post-test in the range 30-40 has 9% with three students, range 41-51 has 9% with three students, range 52-62 has 14% with five students, range 63-73 has 29% with ten students, range 74-84 has 23% with eight students, range 85-95 has 14% with five students, and range 96-100 has 3% with one student. The histogram graph of the post-test score can be seen in figure 4.2.

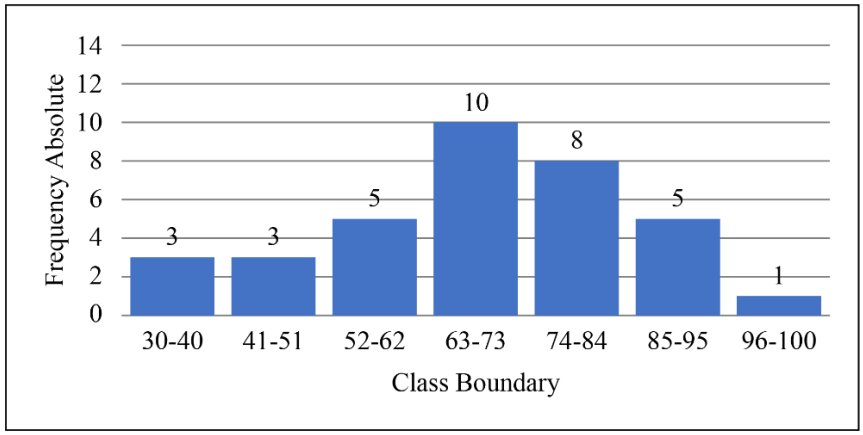

Figure 4.2 Histogram Graph of Post-test Scores

Based on figure 4.2, the post-test data show that the highest bar of most students' scores is 63-73, and the lowest bar shows fewer students' scores is 96-100. Calculating the mean is to find out the average result of the sample. The mean is counted by dividing the total scores of differences by difference (d). Meanwhile, the total number of students is shown by n.

According to the calculation, the total gain is 680, and the total number of samples is 35. The total shows that the mean of gain is 19.4. The deviation of difference is used to find the gap score between gain and mean of difference to calculate the deviation of the difference. Based on the formula, the procedure should be reduced one by one with the mean of gain. That was the result of the deviation of gain score from one student. The score of gain (d) 14 is reduced by the mean of gain (Md) 19.4, and the gain result is -5.4. To summarize, the gap score between gain and mean gain is -5.4.

T-test calculation is to find out the t-test score. Calculating the t-test is to determine the effect of the KWL strategy on students' reading comprehension. The above result shows that the impact of the t-test score is 11.28. Then, the researcher compares this result with a degree of freedom (df) to determine the significance

level and approve whether the hypothesis is rejected or accepted. The testing hypothesis is used to find out the degree of freedom, the researcher reduced 1 number from the total number of samples

The result of the degree of freedom (df) is 34. Based on the t-table, the degree of freedom of 30 at the significant level of 0.05 is 2.042. Meanwhile, the t- test score is 11.28. It means that the t-test score is higher than t-table 11.28>2.042. So, it can be concluded that the alternative hypothesis (Ha) is accepted.

In conducting the research, a reading comprehension test was administered to the students twice. The pre-test was administered to the students in the first meeting of conducting this research. It is used to know students' reading comprehension before the treatment is applied. In the next meeting, the students got the treatment three times. In this treatment, the researcher used the KWL strategy because the pre-test result showed that the students needed an alternative way to foster reading comprehension.

The result showed that students' scores did not pass the fair value. Because of that, by applying the KWL strategy, students can make predictions about what they will be reading and engage with other students in discussing the topic's content, as stated by Paris & Stahl (2005). After the students got treatments, the post-test was administered to the students at the last meeting in conducting this research.

The researcher administered a reading comprehension test to the students in the pre-test and post-test with the exact total of questions. There were 25 questions of multiple-choice and ten questions of short-answer of recount tests. They had to finish the questions by identifying the main idea, determining stated and unstated specific information, recognizing vocabulary in context, and determining pronoun references. When the students did the pre-test, they looked confused. They did not understand what the question was about. In the pre-test, the lowest score is 28. Meanwhile, the lowest score in the post-test is 30. In the pre- test, 83 is the higher score, and 97 is the highest score in the post-test.

In applying KWL strategy, the students should consider three basic steps known as know, wanted, and learned, (Sholeh et al., 2020). Because of the limitation, the students were given a topic related to the recount text. The treatments were done in three meetings. Besides, the students still face some difficulties in applying this strategy.

The post-test result after treatment showed that the students' reading comprehension increased. It can be seen from the effect that the post-test is higher than the pre-test score. This data indicates that the KWL strategy can improve students' reading comprehension. The data of the t-test score is higher than the t-table score of 11.28 > 2.042. the alternative hypothesis is accepted.

In conclusion, the result of this research is in line with Syafi'i et al., (2020) statement that the KWL model creates to enhance reading comprehension in content areas. Thus, the KWL strategy in this research can be applied as an appropriate strategy for reading comprehension in recount text.

Last but not least, three previous researchers support this research. The first, JANNATI et al., (2019), cited that the treatment using the KWL technique affects students' reading comprehension. Another researcher, (Syafi'i et al., 2020)stated that the KWL technique could integrate into English language teaching. The last, Detti Lismayanti et al. (2014) mention that the KWL method effectively improves reading comprehension. This technique contains steps for helping students read texts and can apply in high school.

CONCLUSION AND SUGGESTION

The researcher researches "The Use of KWL Strategy on Students' Reading Comprehension." Moreover, this research was applied to the tenth-grade students of SMAN 1 Cisaat Sukabumi with a total sample of 35 students. The research aims to find the effect of using the KWL strategy on students' reading comprehension.

After conducting this research and calculating the data, it is concluded that using the KWL strategy affects students' ability in reading comprehension. It is supported

by the t-test value, which is higher than the t-table. The t-table test value is 11.28, with the degree of freedom (df) is 34, and the t-table value significant level of 0.05 is 2.042. the value of the t-test is higher than t-table 11.28>
2.042. The alternative hypothesis (Ha) is accepted.

Based on the data, it is concluded that the KWL strategy affects students' reading comprehension in recount text. So, the strategy can facilitate the students to comprehend a text.

There are two suggestions for the teachers who teach English and the subsequent researchers. The first suggestion is for English teachers to use the KWL strategy to teach reading comprehension. They must understand the rules and the procedures in applying this strategy and should try to distract students' attention and focus on the teachers' instruction clearly during the learning process.

The second suggestion is for subsequent researchers interested in the same fields. It is suggested to use a unique alternative strategy that can be used in teaching English to make the teaching-learning process more fun and worthwhile. It is preferable to conduct the pre-observation before analyzing the situation of the students who will be given the treatments.

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