

## **"The Effect of Using KWL (Know-Want to Know- Learned) Strategy on the Eleventh Grade Students' Reading Comprehension Achievement at SMAN 1 Besuki in the 2014/2015 Academic Year".**

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### **Abstract**

This experimental research was intended to know whether KWL (Know-Want to Know-Learned) strategy could give a significant effect to the students' reading comprehension achievement or not. The area of this research was chosen by using purposive method. The research design used was Quasi-Experimental Research with Post Test Only Design. This research began by conducting a preliminary study by interviewing the English teacher of the eleventh grade students of SMAN 1 Besuki. Question-Answer technique was usually used by the English teacher and the activity was usually done by using LKS which provided some texts and questions about the texts in it. There were two kinds of data in this research, namely primary data and supporting data. The primary data were gained from the students' reading comprehension achievement test scores while the supporting data were collected by using observation and interview. The result showed that the value of  $t$ -test (2,068) was greater than the value of  $t$ -table (2,000). The result showed that there was a significant effect of using KWL Strategy on the eleventh grade students' reading comprehension achievement at SMAN 1 Besuki. The Degree of Relative Effectiveness (DRE) was 3,94% which indicated that the use of KWL Strategy was 3,94% more effective than that of Question-Answer technique used in the control group.

**Keywords:** Experimental Research, Reading Comprehension Achievement, KWL (Know-Want to Know-Learned) Strategy

### **Introduction**

English is an important language that can be used in communication between speakers having different native languages. English also plays an important role in education. In Indonesia, English as a foreign language is taught at elementary school up to university level. In senior high school, English is taught as a compulsory subject. Based on the 2006 Institutional Level Curriculum (KTSP), the objectives of teaching English are: (1) to develop communicative competence, both in spoken and written forms to reach the level of informational literacy, (2) to have awareness of the nature and importance of English to increase competition of global nation, and (3) to develop comprehension about the relevance between language and culture.

Studying English requires the students to master the four English skills and three English components. One of the English skills is reading. Reading is a process to construct meaning that is intended by the writer (Mickulecky, 2008). Speaking and writing belong to productive skills that people use the language to produce messages through speech or written text while reading and listening belong to the receptive skills that people extract meaning from the discourse they see or hear (listen to)

(Sheri, 2012). As a receptive skill, reading has an essential part in English education. It makes students know many things. According to Padma (2008:5), reading allows us to know something even without examining it directly. For example, by reading, we know everything about the distant stars without going to the space to see them directly. Besides, reading is the basis of instruction in all aspects in language learning, for example using textbooks for language course, writing, etc. (Mickulecky, 2008).

The purpose of reading is comprehension. It means that the readers or the students should be able to understand what they read. But the fact shows that many students cannot understand the materials they read well. There are some factors that cause the difficulty in comprehending the text, such as the materials are too difficult, the lack of vocabulary, lack of background knowledge, and the readers or students do not have the purpose of reading. Therefore, the researcher tried to apply KWL Strategy in teaching reading at SMAN 1 Besuki to know whether or not KWL Strategy could affect the students' reading comprehension achievement.

KWL is a strategy that helps students activate what they already know before they begin a reading assignment. Boss and Vaughn (1991:154) state that KWL (Know-Want

to Know-Learned) strategy refers to *what we know, what we want to find out, and what we learned and still need to learn*. In conclusion, KWL strategy is a strategy consisting of three steps (activating background knowledge, determining what a reader wants to find out, and reviewing what have been read) by using KWL chart to record the three steps. Therefore, it can help the students to bring their mind about the prior information or knowledge in the text by fulfilling the K column and then put it in the W column about what the students want to learn from the text given, and finally the students should recall the information or knowledge which they have got after reading the whole text and clear up misperception about the content of the text that they might have before the reading process and put it in the L column. Moreover, those three columns were related each other. When the students could complete the first column then the students definitely capable of completing the second column. When those two columns were completed, the students had to use their mind to clarify or clear up misperception that they listed before in the previous columns.

According to Ogle (1986:75), KWL strategy is good to be used as a reading strategy for expository texts and helps teachers to be more interactive in their teaching. Meanwhile, this research used narrative texts as the teaching materials. Actually, there is no literature which says that narrative text is suitable for KWL strategy. That is why, the researcher chose an experimental research design because the researcher wanted to prove whether or not KWL was also suitable for narrative texts.

## Research Method

The research design used in this research was Quasi-Experimental research with Post-Test Only Design. The researcher administered the homogeneity test first to know whether or not the population was homogeneous. Then, the researcher chose two classes as the experimental and control groups. The experimental group was taught by using KWL (Know-Want to Know-Learned) Strategy while the control group was taught by using Question-Answer technique. At the end, both groups were given post-test.

SMAN 1 Besuki was purposively chosen as the research area because of two reasons. The first reason was KWL Strategy had never been used to teach the eleventh grade students and the second reason was the research about the use of KWL Strategy has never been conducted at this school. This information was gained through an interview with the English teacher.

The experimental and the control groups were taken by using cluster random sampling. The selection was done after administering and analysing the result of homogeneity test. The experimental group was XI A 1 and the control group was XI A 2.

There were two kinds of data in this research. They were primary data and the supporting data. The primary data were collected from the reading test using teacher-made test for both the homogeneity and post tests. The teacher-made test in this research was established in the form of objective test with multiple choice format. There were 20 test items with four options. In addition, the supporting data were collected by using documentation and interview to obtain the information about the book and the curriculum used, the number and the names of the respondents, and the schedule of the English subject.

## Discussion

The result of the data analysis showed that KWL (Know-want to Know-Learned) strategy affected the eleventh grade students' reading comprehension achievement at SMAN 1 Besuki. The data analysis of the reading post test by using independent t-test indicated that the value of t-test was 2,068 which was higher than that of t-table for  $Df=61$  (2,000). This result revealed that the result of independent t-test analysis was significant. It means that KWL Strategy gave an effect on the eleventh grade students' reading comprehension achievement which was 3,94% more effective than the use of Question-Answer technique.

In the first meeting, the students were taught how to apply the three steps used in KWL strategy. First, the researcher gave the explanation or of how to apply the KWL chart by asking the students to complete the chart that the teacher drew on the white board based on the story of Cinderella. Furthermore, the students filled the K column based on their background knowledge about Cinderella. Then the next step was the students filled the second column, it was W column that consisted of question(s) on the students' mind about what they wanted to know. After the students filled those two columns, the researcher asked them to fill the last column that was L column. In that step, the students had to make correction and answered the question that they already listed before. When the students understood about how to apply the KWL strategy, then the researcher distributed the KWL chart and asked them to complete it. The first, the researcher read the title of the text loudly, then asked them to fill the first column that was K column. After that, the students filled the second column that was W column. After the students filled those two columns (K and W columns), the teacher distributed the text entitled "The Frog Prince" and asked the students to read the text silently. When the text was already read by the students, the last step was L column that the students had to fill. Finally, after the students completed the KWL chart and comprehended the text well, they had to answer the comprehension questions based on "The Frog Prince" text that was given by the teacher. During the implementation of KWL strategy in teaching reading

comprehension, the students of the experimental group (XI A 1) found it difficult to fill the KWL chart in the first meeting. Due to the following problems: (1) KWL strategy was a new strategy for the students to apply so they still faced difficulties in completing KWL chart as expected, (2) the students tended to write only a few sentences in the chart because the students had limited vocabulary so they seemed unconfident in completing the KWL chart.

From the first meeting, the researcher could conclude that the students did not work well in applying the KWL strategy. Furthermore, in the next meeting, the researcher decided to put the students in small group discussion or in pairs in order to optimize the discussion in completing the KWL chart. This way was in line with Kee's (2004) statement that KWL strategy is based on the principle which students learn best by constructing new knowledge from existing knowledge. In its implementation, this strategy works with students' small group discussions or the whole class when they develop confidence and competence with the KWL strategy. Further, the researcher gave more explanation about how to apply the KWL strategy in reading comprehension. The researcher also gave a chance to the students to ask question(s) when they still did not understand about the text. Dealing with students' limited vocabulary, the researcher asked the students to fill the KWL chart by writing phrases or words that came up to their mind. By doing these activities, the students were easier in applying the KWL strategy.

## Conclusion and Suggestion

Based on the data analysis, it can be concluded that KWL (Know-Want to Know-Learned) Strategy gave a significant effect on the eleventh year students' reading comprehension achievement at SMAN 1 Besuki which was 3,94% more effective than that of Question-Answer technique.

In addition, by considering the results of the use of KWL Strategy in teaching reading that gave a significant effect on the students' reading comprehension achievement, some suggestions are directed to the following people.

### 1. The English Teacher

It is suggested that the English teacher of SMAN 1 Besuki use KWL strategy in teaching reading comprehension because the strategy makes the students become effective readers in teaching learning process and significantly affects their reading comprehension achievement.

### 2. The Students

It is suggested that the students of SMAN 1 Besuki actively involved in teaching learning process by using KWL strategy and learn the three steps in KWL strategy

well since this strategy gives a significant effect on the students' reading comprehension achievement.

### 3. Future Researchers

For future researchers, it is suggested that the result of this research can be used as a reference and information to conduct a further research about KWL strategy with different levels of students, different designs, or different materials (variety of texts) used in the research. For example: a research that is conducted to know the effect of KWL (Know-Want to Know-Learned) strategy on the elementary students' reading comprehension achievement.

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