

THE EFFECT OF USING KWL (KNOW, WANT, LEARNT) TECHNIQUE ON THE STUDENTS' READING COMPREHENSION ACHIEVEMENT THROUGH ONLINE TEST

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Abstract

This research has a purpose that is to investigate the effectiveness of using KWL technique on the tenth grade students' reading comprehension achievement of SMAN 1 Giri. This research is a quasi-experimental research which employs X MIA 6 as experimental group and X MIA 4 as control group. The researcher treated the experimental group by giving KWL technique and group discussion in the control group. The researcher conducted this research in five meetings, four meetings as teaching in class and a meeting for post-test by online because of covid 19. The data were collected by using multiple choices reading comprehension test. The researcher employed independent sample t-test to analyze the obtain data. From the calculation, it shows that there is a significant effect of using KWL technique on the tenth grade students' reading comprehension achievement of SMAN 1GIRI ($p=.024$).

Keywords: reading comprehension, KWL technique

INTRODUCTION

A good reader is to understand the text both literal and inferential information. According to Pennell (2014:2) a good reader gets a new knowledge through determining and analyzing text. There are some readers who have not understood the content of the text after reading. According to Sulistiyo (2011:20) a written text is as media for communication between reader and writers. In other words, the readers have to understand about the message from the writer. So, the readers can communicate indirectly with the writer about the message being transferred through reading activity.

Comprehension is an understanding the meaning of communication. It has relation with two receptive skills which are reading and listening. Listener and reader have to use their comprehension to make sense in their communication. Richard and Schmidt (2002:99) argue that a comprehension is an identification process of the intended meaning from the written or oral communication. It means that people have to understand what the writer or speaker mean in the communication. There are some aspects in comprehending text, as Pennell (2014:1) states that two components which should be found by students are literal and inferential information. The students need to find what information is stated in the text, and what the writer's say which is not stated in the text. Reading comprehension is neither just reading a text nor finding some information. The reader has to grasp implicit and explicit information from the passage. The students often feel bored when they must read a text. There is no sense in their reading activity that causes a problem in their comprehension. They seem too busy when grasping a text, but they do not get a point of the text.

Indeed, they have an aim that is to find some points of the text. They can use their own strategies to comprehend the text. Renandya and Jacobs. (2016:13) argue that students need learning strategy to increase their comprehending a text that includes understanding, analyzing and applying their knowledge. Students who read a text with bringing their comprehension strategy can understand the information easily. In reading activity, the students need to focus and investigate the meaning of the text through intensive strategy in learning.

KWL (Know, Want, Learnt) is a learning and teaching technique for grasping information with good preparation through activating prior knowledge in pre-reading activity. This technique provides a chart that consists of three column (K, W, L) to make students' planning in reading activity. Alberta (2009:72) states that KWL technique is as stimulus for students to start reading activity. It means that this technique is suitable for students to comprehend the text through creating a KWL chart and activating their prior knowledge in pre-reading activity. According to Ogle (1986, in Spigelman) KWL technique can encourage the students' reading comprehension through activating background knowledge of students about a kind of information that is appropriate with the text, establishing what they want to get in the text after reading the text, and reflecting about what the students have gotten after reading a text. Further, the students can know what they have known before reading, what they want to know, and what they get after reading.

A previous research was conducted by Yanti (2017) through classroom action research which informed that KWL could increase the eighth grade students' reading comprehension. She conducted the research with three cycles to make her research more reliable. The result in the first cycle showed the students' mean score was 42.5. The second cycle indicated the mean score was 66.8. In the third cycle, she was interested to measure if the result was reliable or not, and she got the mean score that was 76.76. So, it shows that KWL could improve the students' score in reading comprehension.

Another previous research on KWL was conducted by Fengzuan (2010) through experimental method. His research dealt with two language skills that were reading and writing. He chose non-english major as the sample of this research which were chemistry and medicine major. After he had given treatment to them, the result of t-test formula was $t = 2.161$ and $p = 0.34$. From the result, it indicated that there was significant effect of using KWL on reading and writing skill in non-english major.

Some previous research on KWL often used descriptive text and narrative text as instrument in reading comprehension. According to Ogle (1986, in Spigelman), KWL technique is suitable for expository text and kinds of text. It makes teaching and learning more interactive. Meanwhile, the researcher is interested to conduct a research on KWL technique that used a report text as instrument in conducting the research because there is no previous research which employed a report text to be research instrument. Also, this research used quizizz as online test for conducting try out and post-test. This research has an aim that is to investigate the effectiveness of using KWL technique on the tenth grade students' reading comprehension achievement by conducting quasi experimental research. And the researcher states research question that is whether the students who are taught by KWL technique achieve better score on reading comprehension test than who are taught by group discussion or not.

METHOD

RESEARCH DESIGN

The research employed quasi experimental as research design. Also, this research applied post-test only. The students' reading comprehension score from teacher became as pre test score. In general, the procedure of the research activities are described such as, determining experimental and control group, administering homogeneity analysis of the two classes by using the data that is students' reading comprehension score from the teacher, constructing instruments that were used in the research, giving a treatment to the experimental group through KWL technique while the control group were taught by using group discussion, giving post-test to both of them, analyzing the collected data by using SPSS program and making conclusion.

SUBJECT

The subjects of this research are the tenth grade students of SMAN 1 GIRI in 2019/2020 academic year. The tenth grade of SMAN 1 GIRI consists of nine classes. Each class consists of 33. The researcher took X MIPA 6 as experimental group, and the control group is X MIPA 4.

The researcher calculated the homogeneity for both groups from their reading score that had been gotten from the teacher. The analysis of homogeneity used independent sample t-test through SPSS program. From the calculating, it shows that the mean score of X MIPA 6 is 69.85 and the mean score of X MIPA 4 is 70.91. Also, the result of analysis is 0.565 which is higher than 0.05. The significant level set by the researcher is .05 (5%). It means that the difference is not significant.

TREATMENT

This research has two teaching reading technique that are implemented for two groups (Experimental and Control group). KWL technique is for experimental group and group discussion as conventional technique for control group. Each group had four meeting for learning in classroom and a meeting for doing post-test by using quizizz as online test because of covid 19.

Experimental Group

In pre-reading activity, the researcher gave the title of a text and KWL chart. Then, the researcher asked them to activate their background knowledge by writing what they have known about the topic into column K. Then, they should decide what they want to know about the topic. It could be written into column W. The students arranged some questions that they used to grasp and find some information in the text. In whilst reading activity, the students had to read a text silently to find the answer of their questions before. After reading a text, they had to write the answer of their questions into column L. In post reading, the teacher asked them to explain their charts in front of their friends and submitted their charts.

Control Group

In pre reading activity, the researcher gave a report text for each group. Then, the researcher asked about the topic orally and they answered. In whilst reading, the students had to read a text silently in their group. Also, they had to discuss about the text to conclude the text. In post reading, the teacher asked them to present their discussion in front of class.

TEST VALIDITY

Items of test that are based on indicators of syllabus can establish content validity. In other words, the items of the test are constructed to measure students' reading comprehension through finding literal and inferential information. The test materials are according to the 2013 curriculum for Senior High School. The items of test covered basic competence that is about reading report text. Also, the objective of the test is students can answer some questions about literal and inferential information. So, the test was accurate and suitable with the material in syllabus. There were five report texts in this test that were adopted from the English book that was used in their learning and from internet that were appropriate with the material. There were 30 literal comprehension and 10 inferential comprehension.

TEST RELIABILITY

Further, the reliability analysis could be done through administering try-out. The researcher conducted try-out in X MIPA 3 because this group was not both experimental and control group. It contained 33 students. Then, the score was analyzed by using split half correlation through SPSS. Based on the analysis, the result of coefficient is .781. It indicates that this test has high reliability.

The test analysis is used to know how very easy, easy, moderate, difficult or very difficult each item is. The researcher analyzed the difficulty of the test items by using difficulty index. The level of the difficulty index is the number of right answer in each item that is divided by the number of subject. The level of difficulty level shows 0 – 0.125 as very difficult, 0.126 – 0.25 as difficult, 0.26 – 0.75 as moderate, 0.76 – 0.875 as easy, and 0.876 – 1 as very easy (Adopted from Sulisty, 2019:215). There were 9 questions as easy, 27 questions as moderate, 3 questions as difficult and 1 question as very difficult. The researcher took only 30 items for post-test because of some consideration which were about test difficulty and appropriate material. There were 3 items considered as easy, 23 items as moderate, 3 questions as difficult and 1 question as very difficult. The researcher deleted 10 questions that were not good questions for the students.

For the treatment, both groups got four times for teaching and learning process of reading comprehension. Both of them got same material in post-test. The test consisted of 30 items in multiple choices form. The time was allocated 60 minutes.

DATA ANALYSIS

Based on the calculation of homogeneity analysis, the result shows that the mean score of X MIPA 6 is 69.85 and the mean score of X MIPA 4 is 70.91. Also, the result of analysis is .565 which is higher than .05. The two classes were not significantly different, the researcher used independent sample t-test through Statistical Package for Social Science (SPSS). The significant level set by the researcher is .05 (5%). This means that if the finding has a 95% chance for being true, the theoretical hypothesis is supported by the empirical finding.

RESULTS AND DISCUSSION

RESULTS

Result of Calculation before Treatment

The researcher analyzed the homogeneity both groups from their reading score that had been gotten from the teacher. The analysis of homogeneity used independent sample t-test through SPSS program. The result of homogeneity analysis is in the following table.

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	1	33	69,85	16,793	2,923
	2	33	72,27	17,279	3,008

X	Score	
	Equal variances assumed	Equal variances not assumed
Assumed		
Frequency	.052	
Significant	.820	
T	-.578	-.578
Df	64	63.948
significant (2-tailed)	.565	.565
mean Difference	-2.424	-2.424
Std. Error Difference	4.194	4.194
95% Confidence Interval of the Difference – lower	-10.804	-10.804
95% Confidence Interval of the Difference – upper	5.955	5.955

From the table, the result of analysis shows that the mean score of X MIPA 6 is 69.85 and the mean score of X MIPA 4 is 70.91. Also, the result of analysis is 0.565 which is higher than 0.05. The significant level set by the researcher is .05 (5%). It means that the difference is not significant.

Result of Students' Post-Test Score Comparison

The data was the students' post test score from experimental and control group. The researcher analyzed the score by using independent sample t-test through SPSS. The result of independent sample t-test analysis is in the following table.

X	Score	
	Equal variances assumed	Equal variances not assumed
Assumed		
Frequency	.157	
Significant	.693	
T	2.315	2.315
Df	64	60.695
significant (2-tailed)	.024	.024
mean Difference	3.364	3.364
Std. Error Difference	1.453	1.453
95% Confidence Interval of the Difference – lower	.462	.459
95% Confidence Interval of the Difference – upper	6.266	6.269

	group	N	Mean	Std. Deviation	Std. Error Mean
Score	Ex	33	80,52	5,167	,899
	Con	33	77,15	6,553	1,141

Based on calculation, the mean score is 80.52 as experimental group and 77.15 as control group. It shows that the students who are taught by using KWL technique achieve better score on reading comprehension test than those who are taught by group discussion.

From the data mentioned, the mean score of both groups before doing treatment was balance. But after doing treatment, the mean score of two groups are different. Based on the table, the mean score of experimental group is higher than control group. But to check the significant difference between experimental group and control group, it was not enough only by calculating the mean score of both groups.

Further, it is known that t value is 2.315 and the significant level value is .024. The significant level set by the researcher is .05 (5%) It means that the mean difference of the group is significant. It shows that the tenth grade students of SMAN 1 Giri who are taught by using KWL technique achieve better score on reading comprehension test than those who are taught by using group discussion.

The result finding shows that KWL technique has significant effect on the tenth grade students' reading comprehension achievement. It means that the experimental group who was taught by using KWL achieved better score than the control group who was taught by using group discussion.

DISCUSSION

Based on the application of KWL technique in experimental group, this technique could make the students easier to comprehend the text. It indicated from teaching and learning process. In pre reading activity, the students could activate their background knowledge about a topic of the text. Also, they made some questions what students wanted to know about a topic before reading a text. It could be used their planning before reading a text. The students could do those activities as preparation before reading the text. Their preparation could help them to grasp the information of text. They could look for the answer of their questions in whilst-reading activity. In post-reading activity, they answered their questions as reflection of their reading activity. So, this technique could help them to comprehend the text easily. According to Mustofa et,al (2019:8), teachers should add teaching strategy to help students understand material easily.

KWL technique is an appropriate technique for reading comprehension, especially in comprehending report text. It could be seen from the result of the research that it has significant effect on the tenth grade students' reading comprehension. This technique provides a chart that can help students as their planning in reading activity. It can activate students' background knowledge and think critically through questioning before reading activity. In post reading activity, there are reflection that students had to write what they got after reading.. Thus, this technique could be applied in reading comprehension.

Further, students' prior knowledge can help them in reading comprehension. They can comprehend the text through remembering what they have already known about a topic or issue. According to Tankersley (2003:93) "prior knowledge makes sense to give the brain more ways to connect new information with old information". It means that readers can use their own prior knowledge to connect with new information for comprehending the text. Prior knowledge includes experience and old information. The students can use it to comprehend the text based on the topic. He also states that the students can analyze the text and answer some questions about the text through connecting their prior knowledge with the topic. The students should activate their prior knowledge for comprehending the text with teacher's instruction especially through KWL technique

This technique has the strengths and weaknesses. Based on applying this technique, it could help the students to comprehend the text. They could put their idea in the KWL chart as preparation and reflection. Also, it can help the teacher to prepare the instrument by making KWL chart for teaching. It is effective in reading comprehension, this technique made the students confused with the chart and instructions at the first meeting. The researcher should explain clearly about the instructions. And this technique needed long time because the students should have few minutes to activate the prior knowledge and make some questions about the text.

The researcher applied KWL technique by grouping students and employing report text as the instrument. In four meetings, the researcher never changed group discussion to be individual project and material which were four report texts. The researcher suggests future researchers to investigate KWL technique in reading class by individual project, and try other kinds of text as instrument.

In conclusion, KWL technique can make them easier to comprehend the text through the chart as preparation and reflection.

CONCLUSION

Based on the result of data analysis, there is significant effect of using KWL technique on the tenth grade students' reading comprehension achievement of SMAN 1 Giri ($p=.024$). Further, the tenth grade students of SMAN 1 Giri who are taught by using KWL technique achieve better score on reading comprehension test than those who are taught by using group discussion.

KWL technique on teaching reading comprehension has proved to give a significant effect on reading comprehension achievement. There are some suggestions for English teacher, and future researchers.

The English teacher can apply this technique in teaching reading because the students can achieve better score by using KWL technique. In addition, the result of this research can be used as reference or information to conduct a further research on the use of KWL technique through individual project.

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