

**IMPROVING STUDENTS' READING COMPREHENSION THROUGH
KWL (KNOW- WANT TO KNOW- LEARNED) STRATEGY THE
ELEVENTH GRADE AT MAN PALOPO IN 2017-2018 ACADEMIC YEAR**



A THESIS

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TABLE OF CONTENTS

| | Page |
|--------------------------------------|-------------|
| TITLE PAGE | i |
| THESES APPROVAL | ii |
| CONSULTAN APPROVAL | iv |
| NOTA DINAS PEMBIMBING | v |
| PRONOUNCEMENT | vi |
| ACKNOWLEDGEMENT | vii |
| TABLE OF CONTENTS | viii |
| ABSTRACT | ix |
| CHAPTER I: INTRODUCTION | 1 |
| A. Background | 1 |
| B. Problem Statement | 4 |
| C. Objective of the Research | 4 |

| | |
|---|--|
| D. Significant of the Research | |
| 4 | |
| E. Scope of the Research | |
| 4 | |
| F. Definition of the Term | |
| 5 | |
| CHAPTER II: REVIEW OF RELATED LITERATURE..... | |
| 6 | |
| A. Review of Related Literature | |
| 6 | |
| B. The Concept of Reading Comprehension | |
| 8 | |
| 1. Definition | |
| 8 | |
| 2. Problem in Reading | |
| 10 | |
| 3. Factors Affecting Reading Comprehension | |
| 13 | |
| 4. Strategies of Reading Comprehension | |
| 13 | |
| 5. Kinds of Strategies in Reading Comprehension | |
| 14 | |

| | |
|--|----|
| C. Narrative text | |
| ..... | 16 |
| D. The Relationship between the Know-Want-Learn (KWL) Strategy and Reading Comprehension | |
| ..... | 19 |
| E. KWL (Know – Want – Learning) | |
| ..... | 20 |
| a. Definition of K-W-L (Know-Want-Learning) | |
| ..... | 20 |
| b. The purpose of KWL strategy..... | |
| ..... | 22 |
| c. The Characteristics of Know-Want-Learn (K-W-L) Strategy | |
| ..... | 23 |
| d. The Advantages of Using Know-Want-Learn (KWL)..... | |
| ..... | 24 |
| e. The Implementation of KWL Strategy in Reading Comprehension | |
| ..... | 26 |
| F. Conceptual Framework | |
| ..... | 28 |
| G. Hypothesis..... | |
| ..... | 28 |

| | |
|--|----|
| H. Hypothesis Acceptability | 29 |
| CHAPTER III: RESEARCH METHOD..... 30 | |
| A. Method and Design of the Research | 30 |
| B. Variable of the Research | 31 |
| C. Definition of Operational Variable | 31 |
| D. Population and Sample..... | 32 |
| E. Instrument of the Research..... | 33 |
| F. Procedure of Collecting Data | 33 |
| G. Technique of Data Analyses | 37 |
| CHAPTER IV: FINDINGS AND DISCUSSIONS 39 | |
| A. Findings..... | 39 |
| B. Discussions..... | 52 |

CHAPTER V: CONCLUSION..... **57**
.....

A. Conclusions **57**
.....

B. Suggestions..... **58**
.....

BIBLIOGRAPHY **60**
.....

APPENDICES

ABSTRACT

Nursinar, 2018. Improving Students' Reading Comprehension Through KWL (Know-Want to Know- Learned) Strategy the Eleventh Grade at MAN Palopo in 2017-2018 Academic Year. Thesis, English Study Program Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies (IAIN) Palopo. Supervised by (1) Wisran, S.S.,M.Pd. and (2) Muh. Irfan Hasanuddin, S.Ag., MA.

Key words: *Teaching Reading Comprehension, KWL Strategy, Quasi Experimental*

This thesis was about Improving Students' Reading Comprehension Through KWL (Know-Want to Know- Learned) Strategy at the Eleventh Grade of MAN Palopo in 2017-2018 Academic Year. The problem of the statement of this research was KWL Strategy effective to improve students reading comprehension at MAN Palopo. The objective of the research was to find out whether or not KWL strategy was effective to improve Reading Comprehension of the student at MAN Palopo.

This research applied quasi-experimental. The population of this research was 236 students. The sample were class XI MIA 3 consisted of 25 students as experimental group and class XI MIA 3 consisted of 25 students as control group. The sampling technique in this research was purposive sampling. The instrument of the research was reading test. The researcher gave pretest and posttest to the students.

The result showed that the students' mean score of posttest in experimental group 58.40 and pretest was 44.00. The mean score of posttest was higher than the mean score of pretest ($58.40 > 44.00$). While the mean score of posttest in control group was 46.56 and the mean score of pretest was 44.48. The mean score of posttest was higher than the mean score of pretest ($46.56 > 44.48$). The result of statistical analysis the experimental group for level or significance 0.05 with degree of freedom ($df = 29$); the probability value was smaller than α $0.00 < 0.05$ and the result of statistical analysis the control group in which the probability value was bigger than α . $0.44 > 0.05$. As a result, there was a significant difference in reading comprehension achievement between the students who are taught through KWL strategy and those who are taught through non KWL strategy. Based on the result of this study, the researcher concluded that KWL strategy effective the students' reading comprehension.

CHAPTER I

INTRODUCTION

A. Background

The research about English teaching strategy has always become an issue of research. To encourage students to develop effective reading skills, there were various teaching and learning strategies that can be used by the teachers in classroom. Most of the teaching and learning strategies usually focus on a particular strategy or skill. KWL (Know, Want, Learned) strategy is one of teaching and learning strategy used mainly for information text (Ogle, 1986). Its aims are more diverse. It helps readers elicit prior knowledge of the topic of the text; set a purpose for reading; monitor their comprehension; assess their comprehension of the text; and expand ideas beyond the text. KWL Strategy benefits in many ways according to Ogle can be used for brainstorming, monitoring, guidance for studying.¹ This research will argue that the implementation of KWL (Know, Want to know, Learned) strategy can improve students reading comprehension.

Reading is a process to understand and reconstruct the meaning contained in reading material. Harmer states that reading is useful for other purposes to

¹ Ogle, D. M. (1986). *KWL: A Teaching Model that Develops Active Reading of Expository Text*. *Reading Teacher*, 39, 564-570. Retrieved from <http://www.indiana.edu/~l517/KWL.htm>.

provided students understand it more and less is good thing for language students.² In addition, Harrison argues that the importance of reading is not only related to the development of knowledge but also it is related to the people thinking capability³. From this point of view, the researcher can sum up that reading is the way to know the literature that we read.

Reading comprehension strategies has been realized by many research studies. The main of purpose of reading a text is to comprehend and obtain much information. To understand a text a student must have a good command of vocabulary of the target language but it does not mean merely learning the words. Chamot and O'Malley in Bouchard make groups of learning strategies into three categories. Those strategies are cognitive, meta-cognitive, and socio-affective strategies.⁴ Klingner, Vaughn and Broadman there are some factors from readers' basic skills which cause difficulties in reading comprehension.⁵ Those factors are word reading, fluency, vocabulary mastery, and world knowledge. To mention some, such as Short and Ryan (1984), Rosenshine, Meister, and Chapman (1996) have indicated that students employing reading strategies in their reading classrooms are more capable to understand reading texts than students who do not

² Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Logman, 1991) p. 19

³ Harrison, C. *Understanding Reading Development*. (London: SAGE Publication Ltd. 2004) p. 3

⁴ Bouchard, Margaret. *Comprehension Strategies for English Language Learners*. (New York: Scolastic Inc. 2005). p. 4

⁵ Klingner, Janette K., Sharon Vaughn and Alison Boardman, *op. cit*

apply reading strategies.⁶ This study argue that the process of achieving knowledge through KWL was effective to improve students reading comprehension in narrative text of reading.

Based on observation conducted at MAN Palopo, reading comprehension was one of problems. The students tend to read word by word, especially if the text is difficult. Reading text at MAN Palopo contain of vocabulary, structure, and semantic. The teacher said that, “there were some difficulties encountered by students in reading, namely the lack of student interest in reading, less reading resources, and students were less practice in reading”.⁷ In English learning especially reading, teachers usually use Jigsaw learning model. The teacher sometimes move to another strategy when the students become bored in learning so that the students can be more enthusiastic in learning again. So it can be concluded that the problems faced by the students were they not able to absorb material well and some are lazy to read seriously.

Based on the problem above, the researcher applied the KWL strategy to solve students problem in reading so they can understand every reading passage. KWL Strategy was chosen to solve this problem. The KWL method and the KWL strategy were the same, and also the steps were the same. The KWL method/strategy, derived from Know-Want to know-Learned, was developed by Ogle to help teachers evoke a background of students' knowledge and interests in a topic.

⁶ Short and Ryan, *Metacognitive differences between skilled and less skilled readers: Remediating deficits through story grammar and attribution training*. Journal of Educational Psychology. 1984.

⁷ Rahmawati. (Interview) at MAN Palopo. (2017)

Therefore, it was necessary to do research on how the application of KWL strategy on English subjects was effective to Improve Students' Reading Comprehension at the Eleventh Grade at MAN Palopo.

B. Problem Statement

Based on the explanation in the background above, the research formulated the problem statement as follow: "Was KWL Strategy effective to improve students' reading comprehension at MAN Palopo"?

C. Objective of the Research

The aim of this study was to find out whether or not the KWL strategy was effective to improve Reading Comprehension of the student at MAN Palopo.

D. Significance of the Research

On the basis of the objective about, the significance of the study can be stated as follows:

- (1) For the students, KWL strategy can improve reading comprehension students'.
- (2) For the teacher, to provide lesson strategies to improve teacher's performance in the teaching process.

E. Scope of the Research

This research restricted to the application of the KWL Strategy by the teacher to improve reading comprehension in narrative text through KWL strategy

at MAN Palopo. In this study, the researcher took class XI MIA 1 and XI MIA 3 2018 academic year as my sample.

F. Definition of the Term

To make it quite clear in comprehension the research therefore there were some terms such implementation, KWL Strategy, reading comprehension, and MAN Palopo as to be explained.

1. KWL Strategy

KWL charts assist teachers in activating students' prior knowledge of a subject or topic and encourage inquisition, active reading, and research. KWL charts are especially helpful as are reading strategy when reading the text and may also serve as an assessment of what students have learned during a unit of study. The K, stands for what students know, the W, stands for what students want to learn, and the L, stands for what the students learn as they read or research.

2. Reading Comprehension

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Reading comprehension by the students toward narrative reading.

3. MAN Palopo

MAN Palopo was the level of senior high school. And the research focus in class XI MIA 2.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

In writing this Thesis the researcher found some studies related to topic which the researcher was eager to conducting research on KWL.

Hamdan (2014) also proves that using K-W-L strategy can improve students' reading comprehension in the tenth graders of Jordanian Male Students. The main purpose of his study was to examine the effectiveness of the K-W-L strategy on the performance of the Jordanian Tenth Grade male students in reading comprehension. To achieve this aim, the sample of the study was selected from a private school and a public school. They participants were divided into an experiment group and a control group. All the public school students represented the experimental group. Whereas, the private school students represented the control group. The experimental group was taught reading with the K-W-L strategy, while the control group was taught with the conventional reading strategies. To collect the data, pre and post reading comprehension tests were administered. The pre-test was conducted prior to the application of the strategy, and the post-test was given to the students in the two groups after the application of the strategy. Data were analyzed by using mean scores, standard deviation,

t test and covariance. The findings indicated that the experimental group of the public school scored higher on the reading comprehension post-tests than their peers did in the control group. The researcher concluded that the strategy was effective in improving the reading comprehension performance.⁸

Besides Yuniarti (2013) proves that K-W-L strategy is effective to improve the students' reading comprehension. The subject of her research is eleventh grade students of SMAN I Sanden in the academic year of 2012/2013. In her research, she explained that the study was action research in two research cycles. The data of this study were qualitative in nature supported by quantitative data. Qualitative data were obtained from the results of classroom observation and collaborators' discussion quantitative data were obtained from pretest and posttest results. The instruments for collecting the data were observation guides, interview guides, and the pre-test and post test. The data were in the form of field notes, interview transcripts, and the scores of the students' pre-test and post test. A *t*-test was used for the analysis of the quantitative data. It is supported by the qualitative data which show that (1) K-W-L strategy can help the teacher to scaffold the students' comprehension of the text by focusing on the steps before, during, and after reading; (2) K-W-L strategy can help the students to preview the text, assess what they have learned after reading, and attract their interest in reading; (3) The kind of activities given such as pre teaching vocabulary, using skimming and

⁸ Hamdan, M.H. 2014. KWL-Plus Effectiveness on Improving Reading Comprehension of Tenth Graders of Jordanian Male Students. *Theory and Practice in Language Studies*, Vol. 4, No. 11, pp. 2278-2288. Retrieved from: <http://www.Academypublication.com/issues/past/tpls/vol04/11/10.pdf>. Last time retrieved: November, 24th 2015.

scanning, using fix-up strategies, and guessing meaning can help the students to read the text efficiently. The finding is also supported by the quantitative data. The mean of the students' reading comprehension scores improves from 70.5 in the pre-test to 82.5 in the post-test. According to the t statistic, the difference is significant at $p < 0.05$. From the results above, it can be concluded that the use of K-W-L strategy can improve students' reading comprehension.⁹

Based on the explanation about the implementation of K-W-L strategy in increasing students' reading comprehension, the researcher assumes that K-W-L strategy can be used as the strategy in teaching reading. This assumption is supported by those previous researches since they prove that K-W-L strategy is able to improve students' reading ability at intermediate level. Therefore, in this research, the researcher uses K-W-L strategy to improve reading comprehension of students.

B. The Concept of Reading Comprehension

1. Definition

Reading is one of the most important skills in learning language besides listening, speaking, writing. The fundamental goal of any reading activity is to know language. There some statements about reading. Harmer Jeremy also states that reading is useful for other purposes to provided students understand it more

⁹ Yuniarti, E. 2013. *Improving The Students' Reading Comprehension Through Know-Want-Learn Technique at the Eleventh Grade of SMA Negeri 1 Sanden in the Academic Year Of 2012/2013*. (Unpublished Script). Yogyakarta: State University of Yogyakarta.

and less is good thing for language students.¹⁰ From this point of view, the researcher can sum up that reading is the way to know the literature that we read.

Reading is a process of constructing meaning through the dynamic interaction among:

- a. The reader exciting knowledge
- b. The information suggested by the text being read
- c. The context of reading situation

In addition, Harrison argues that the importance of reading is not only related to the development of knowledge but also it is related to the people thinking capability¹¹. Comprehension is a process that involves thinking, teaching, past experiences, and knowledge.¹²

According Klingner et al. Reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).¹³ In addition, Snow defines reading comprehension in slightly different ways. Snow categorizes the component which is interacting and involving in reading comprehension into

¹⁰ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Logman, 1991) p. 19

¹¹ Harrison, C. *Understanding Reading Development*. (London: SAGE Publication Ltd. 2004) p. 3

¹² Prado, L., & Plourde, L. (2005). *Increasing reading comprehension through the explicit teaching of reading strategies: is there a difference among the genders?.* *Reading Improvement*, (2005). p 32-43

¹³ Klingner, Janette K., Sharon Vaughn and Alison Boardman. *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guilford Press. 2007). P. 8

three components.¹⁴ Those components are the reader, the text and the activity. According to Hodgson reading is a process done by the reader to get message conveyed by the writer through written representation. Reading is an exercise dominated by the eyes and the brain. The eyes receive the messages and the brain then has to work out the significance of these messages. Reading is likely to be an essential element. This is because reading is a means of discovering information, of expanding your knowledge and understanding of a subject, and is often very enjoyable.¹⁵

In conclusion, reading comprehension is a brain process involving several components in which those components interact with one another to draw the meaning of the text. Those components are mainly from the reader, the text and the activity.

2. Problem in Reading

We find many kinds of problems that we never found before. Usually composed how to solve them or what to do about them. In this case, student problems in doing the reading are that he does not know the language all enough to chunk effectively. He tends to read word by word, especially if the text is difficult.

¹⁴ Snow, C., Chair. *Reading for Understanding (Towards an R&D Program in Reading Comprehension)*. (Santa Monica: RAND. 2002.) p.11

¹⁵ Suparman Ar, *Improving Students' Reading Skill Through Scanning and Skimming at the Second Year of Madrasah Aliyah Negeri (MAN) Palopo* " (Thesis STAIN Palopo, 2008), p.4

According to Harmer reading is useful for other purpose too: any exposure to English (provided students understand it more or less) is a good thing for language students. At the very least some of the languages stick in their minds as part of the process of language acquisition and if the reading text is especially interesting and engaging acquisition is likely to be ever more successful.¹⁶

As the students, he needs to read many books in order that he increases his knowledge. But many students read without knowing or understanding the main idea, the meaning and the content of the text. Therefore, writer presents the students problem in reading. In additional to that, the writer also writes about the different expects reading components.

a) Problem of Vocabulary

When we read book, we feel that the greatest problems that is vocabulary. If we do not have enough vocabulary, it is sure that we are difficult to understanding the content. Some students quickly read few, if any difficulties. The teacher's role is to help these students' identity problem and try to provide exercise and activities to help them overcome their weaknesses.

According to Nuttal, the students are generally not aware of, but it is important that they should make themselves understand that possible vocabulary should make be taken into consideration. Once they accept that is naturally to have an active vocabulary (word we know well enough to use or levels, and receptive one word understand approximately when we meet them, but cannot use)

¹⁶ Jeremy Harmer, *How To Teach English*, (England Logman, 1998) P.17

their attitude to know word may become more relaxed. On the other hand, new vocabulary cannot be found without reading.¹⁷

b.) Problem of Structure

Sentence structure is part sentence problems especially in understanding reading. Nuttal says that: we can make use of structural clues establish, not exactly the meaning, but at last the type of the grammatical category of words represented by the new item. This tells us kind of meaning of understand.¹⁸

Based on the opinion above, we knew is a verb, then the sequence, “the spooky rundle kneaded” would begin to make be a noun, because a gap between “the” and a verb must be followed by a noun. Students may not know what a rundle is, but once he has in defied it as a noun, he is a little nearer to understand the sentence. Of course, new words do not always occur in such straight forward surrounding as the sentences about the hurdle. But providing the neigh word which similar, or at last identify able as a verb, adjective, etc. It should be possible to work the part of speech of new word, and this is the beginning of making sense of the text.

Sentence structure is very important in language. If the students are not understanding about that, the students will final difficulties in grammatical language. Of course, this is not enough for accurate understanding of the word, but it maybe enables the reader to understand the text sufficiently for his purpose.

¹⁷ Cristian Nuttal, *Teaching Reading Skills in Foreign Language*, (London, Cristian Nuttal, 1932). P.33

¹⁸ Cristian Nuttal, *op.cit.* P.26

If not, when the reader look up the word in the world in the dictionary, he well be able also to slot the meaning into its place.

c.) Problem of Semantic

As it is learning situation, some students quickly learn to read a few, if any difficulties. But not all word is difficult. Therefore, it the students find difficulties words, the teacher must help them to identity problems and provide exercises, and activities to help them overcome the problems. According to Nuttal there are some difficulties that readers have to deal with student's difficulties in semantic.¹⁹

3. Factors Affecting Reading Comprehension

Snow stated that the text, the reader and the activity affect the reading comprehension. The text affects the reading comprehension in the matter of how the text is built by the writer²⁰. The readers affect their reading comprehension through information they have in their background knowledge. In addition to Klingner, Vaughn and Broadman there are some factors from readers' basic skills which cause difficulties in reading comprehension.²¹ Those factors are word reading, fluency, vocabulary mastery, and world knowledge.

¹⁹ Cristian Nuttal, *Teaching Reading Skills in Foreign Language*, (London, Cristian Nuttal, 1932). P.33

²⁰ Snow, *op.cit.*

²¹ Klingner, Janette K., Sharon Vaughn and Alison Boardman, *op. cit*

4. Strategies of Reading Comprehension

Zhang and Hui-Fang states that reading comprehension is a state which is achieved through integration and application of many strategies and skills.²² Chamot and O'Malley in Bouchard make groups of learning strategies into three categories. Those strategies are cognitive, meta-cognitive, and socio-affective strategies²³. Chamot and Kupper in Zhang and Bouchard state that the cognitive process is a strategy in which the readers manipulate the text to achieve comprehension.²⁴ According to Chamot and Kupper in Zhang, the meta-cognitive strategy is a strategy in which the readers think about their learning process, plan their learning, monitor the task and evaluate the state of achievement. Bouchard defines socio-affective strategies as strategies in which the readers need another parties to support them in comprehending the text.

5. Kinds of Strategies in Reading Comprehension

There are some kinds of strategy in reading comprehension such as Choral Reading (CR) Strategy, The Paired Reading (PR), Porpe Strategy, SQ4R Strategy, and KWL strategy.

a. Choral Reading (CR) Strategy

The first reading method is called Choral Reading Strategy, or frequently called “un is on reading.” Choral Strategy provides many opportunities for

²² Zhang, Hui-Fang. 2010. Reading Strategy Use, *Self-Efficacy and EFL Reading Comprehension*. Busan: Asian EFL Journal Press

²³ Bouchard, Margaret. *Comprehension Strategies for English Language Learners*. (New York: Scolastic Inc. 2005). p. 4

²⁴ Zhang.*op.cit*

repeated readings of particular piece, and gives practice in oral reading. Choral reading is particularly suitable to poetry and rhymes. There are four principles for selecting materials that are planned to read in chorus or together. The principles are:

1. Try to take short selection of stories or poems.
2. Select the material that every student can read easily.
3. Look for something with an attractive title that will make imaginations work.
4. Select a poem or story that will come alive when it's read aloud, words with char.

b. The Paired Reading (PR)

The paired reading was formerly used by parents with their children at home. But because of its advantages, the use of this method then was modified to broader area. It has also been utilized by schools to conduct classroom action research or to train tutors to read with students on a regular basis in natural settings. The technique allows the students to be supported while reading texts of greater complexity levels than they would be able to read individually. Evaluation studies show that students involved in paired reading, on the average, make three times the normal progress in reading accuracy and five times the normal progressing reading comprehension.

c. Porpe Strategy

Porpe is a method to study textbook materials in which the students create and answer essay questions. It can be a time-consuming process, but it is an excellent means for preparing for essay exams.

d. SQ4R Strategy

This SQ4R Strategy is very practical to help students keep studying organized and efficient. The steps to SQ4R are Survey, Question, Read, Recite, Record, Review.

e. KWL Strategy

KWL (Ogle, 1986) is an instructional reading strategy that is used to guide students through a text. Students begin brainstorming everything they **Know** about a topic. This information is recorded in the K column of a K-W-L chart. Students then generate a list of question about what they **Want to Know** about the topic. These questions are listed in the W column of the chart. During or after reading, students answer the questions that are in the W column. This new information that they have Learned is recorded in the L column of the K-W-L chart,” (K-W-L,” 2014).

C. Narrative Text

1. The Understanding of Narrative Text

There are two main categories of texts, literary and factual. Within these, there are various text types. Each type has a common and usual way of using

language. In this paper, the writer will only discuss one of the texts that is being used for his research, that is narrative text. A narrative is a text that tells a story and, in doing so, entertains the audience.²⁵ Also, its narrative purpose is mainly to inform often contains large passage arranging the events in a story strictly in chronological order. Narrative can be imaginary or factual (fairy tales, mysteries, fables, romances and adventure stories, myths and legends). Anderson and Kathy describe many different types of narrative; namely humour, romance, crime, real life fiction, historical fiction, mystery, fantasy, science fiction, diary novel, and adventure.²⁶

From the explanation above, narrative text is a story occurred in past time which its social function is to amuse or entertain the readers. It is written with certain characteristics and its language features.

Chatman classified narrative text into four basic elements as follows:²⁷

a. Characters

In every story, there must be characters that play in it. There are two characters take place within a story. They are main characters and secondary characters. Character is the single most important element in the narrative text. It

²⁵ Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: Mcmillan, 1998), p. 3.

²⁶ Mark Anderson and Kathy Anderson, *Text Types in English 2*, (South Yarra: Mcmillan, 2003), p. 18.

²⁷ Chatman, S., and B. Attebery, *Reading Narrative Fiction*, (New York: McMillan, 1993), p. 23.

describe physical of the character such as age, weight, height, even personality traits including the strength and weaknesses.²⁸

A character is the most important part in the story which will be more focus in it. He or she plays the role of the story.

b. Settings

Settings are what author writes to describe the reader where and when the story takes place. The setting addresses the location (where) and period (when) of the story whether the story tells a reader among realistic, historical fiction or fantasy.²⁹

c. Plot

The plot includes a series of episodes or events written by the author to hold the reader's attention and to build excitement as the story progresses. The plot contains an initiating event, starting the main character of the series of events toward problem solving.³⁰ A good writer will make the reader drown to the plot of the story that he writes. The writer will be as an actor of the story its self.

d. Conclusion

The writer ends up the story by summarizing and telling the solution of the problems in the story. This last part is called by conclusion.

²⁸ *Ibid.*, p. 23.

²⁹ *Ibid.*,p. 23

³⁰ *Ibid.*,p.23

2. The Purpose of Narrative Text

People write narrative text might be basically for pleasure, to gain and hold the reader' interest in a story. It means that they like to write any kinds of stories to entertain or even to teach the readers about the writer's reflection on experience.

This is one idea to Anderson's explanation that narrative is used to present a view of the world that entertains or informs the reader or listener.³¹ It is also to entertain the readers or listener by presenting a story. From the explanation above, it means that the social function of narrative text is to emuse the reader or listener, other than providing entertainment, can be to make the audience thinks about an issue, teach them a lesson, or excite their emotions.

D. The Relationship between the Know-Want-Learn (KWL) Strategy and Reading Comprehension

Based on the previous explanation, it can be understood that the purpose of teaching is to read so that students have an adequate understanding of ways to obtain the expression of the author contained in the writing. While reading comprehension is a brain process involving several components in which those components interact with one another to draw the meaning of the text. Those components are mainly from the reader, the text and the activity. K-W-L

³¹ Mark Anderson and Kathy Anderson., *Op.Cit.*, 2003, p. 6

method/strategy is a method of teaching reading that emphasizes the importance of background knowledge of the reader.³²

Strategy KWL give to the students the purpose of reading and provide an active role of students before, during, and after reading. This strategy helps them to think about new information that they receives. The Know-Want-Learn (KWL) Strategy is a way of making students think about what students have *know* about a topic and what students *want to know* about the topic before students read. In this way students can understand the content in a reading before students read, or after they read it. Thus it can be understood that the Know-Want-Learn (KWL) method is an alternative in improving students' reading comprehension.

So it can be concluded that reading comprehension and KWL strategy are related to each other because its not only related to the development of knowledge but also it is related to the people thinking capability and active role in learning.

E. KWL (Know – Want – Learning)

This method was developed by Donna M. Ogle. Method k-w-l developed by Ogle in 1986 to help teachers turn on background knowledge and student interest in a topic. Method KWL give to the students the purpose of reading and provide an active role of students before, during and after reading. this is evidenced by research conducted by Carr and Ogle with the findings that the method of (KWL) know want to know, to learn to produce a method of thought

³² Aryani, Fifindwi. Thesis: *The effect of KWL on EFL Students' Reading Comprehension Grade VII SMP*. Yogyakarta: PBSI FBS UNY, 2007. P .27

reading, which is beneficial to the improvement or not for students to the realm of intensive reading.

a. Definition of K-W-L (Know-Want-Learning)

K-W-L method/strategy is a method of teaching reading that emphasizes the importance of background knowledge of the reader.³³ Shelly (1997:234) asserts that the K-W-L strategy is designed in a three-column format, requires students first to list what they have already known about a topic (calling attention to prior knowledge) second, to write what they would like to know about a topic (tapping student interest and providing purpose for reading) and third, after reading and discussion, to list what they learned and would still like to learn (making connections between questions asked and information encountered).³⁴ Moreover, K.W.L is also the strategy that helps students to collect everything they know about the topic to be read before they come in to the reading assignment (Rahim, 2015).³⁵

KWL charts assist teachers in activating students' prior knowledge of a subject or topic and encourage inquisition, active reading, and research. KWL charts are especially helpful as a reading strategy when reading the text and may

³³ Aryani, Fifindwi. Thesis: *The effect of KWL on EFL Students' Reading Comprehension Grade VII SMP*. Yogyakarta: PBSI FBS UNY, 2007. P .27

³⁴ Shelly, A.C. Bridwell, B. Hyder, L. Ledford, N and Patterson, P. 1997. Revisiting the K-W-L: What We Knew; What We Wanted to Know; What We Learned. *Reading Horizon. Volume 37, Issue 3 1997 Article 5*. Retrieved from: <http://scholarworks.wmich.edu/readinghorizons>. Last time retrieved: November 24th, 2015.

³⁵ Rahim, A.R.M.A.A. 2015. *The Effectiveness of KWL Strategy on Palestinian Eleventh Graders' Reading Comprehension, Vocabulary and its Retention and Students' Attitudes Towards English*. (Unpublished Script). Gaza: The Islamic University of Gaza.

also serve as an assessment of what students have learned during a unit of study. The K, stands for what students know, the W, stands for what students want to learn, and the L, stands for what the students learn as they read or research. KWL helps students become better readers and helps teachers to be more interactive in their teaching.

Know –want- learn (KWL) consists of three basic stages they are K stage, W stage, and L stage. In the K stage: *what I know*, students access their background knowledge to the text by listing what they already know about a specific topic. Then in the W stage: *what I want to know*, students determine what they want to know by making question related to the topic, and finally assess what they learn in the L stage: *what I learn*. From the definition, know-want-learning (KWL) technique can be concluded as a technique which has well-organized steps to be followed by the students. The technique combines the use of reading strategies in the effort to improve reading comprehension.

b. The purpose of KWL strategy

KWL Strategy gives students the purpose of reading and gives students an active role before, during and after reading. This strategy helps them to think about new information that they receives. This strategy could also strengthen the ability of students to develop questions on various topics. Students also can assess their own learning outcomes.

This strategy develop by Oagle to assist teachers in turning on the background knowledge and student interest in a topic. There are some purposes of K-W-L technique namely:

1. Elicits students prior knowledge of the topic of the text
2. Sets a purpose for reading
3. Help students to monitor their comprehension
4. Constructs meaning from what they read
5. Allows the students to assess their comprehension of the text.³⁶

c. The Characteristics of Know-Want-Learn (K-W-L) Strategy

Know-want-learn (KWL) has characteristics that are different from other. Instructional reading technique. Below, four characteristics of Know-Want-Learn (KWL) are presented.

1. Using charts

In the implementation of Know-Want-Learn (KWL) strategy, the use of chart is important. The chart used in this technique is know as KWL chart. KWL chart consist of three columns. They are *What are I know* (K) column, *what I want to know* (W) column, and *What I Learn* (L) column.³⁷ The chart presents a before-during-after strategy that must be completed by the students during the thinking-reading process. The first two sections of the chart are to be filled out prior the lesson while the last column is to be filled out after the lesson. KWL chart helps students to be active thinkers while they read, gives them specific things to look

³⁶ Moreillon, J. 2015. "K-W-L Strategies". *Journal English Linguistics Research*. Vol. 4, No. 3. PP. 77-86

³⁷Zhang Fengzuan. 2010. "The Integration of the Know –Want-Learn (KWL) Strategy into English Language Teaching for Non-English Majors". *Chinese Journal of Linguistics (Bimonthly): Soochow University*. Vol.33, No. 4. pp. 25-33

for, and get them reflect on what they have learned. It can be used as a short introduction to a lesson to stimulate prior knowledge and assist the teacher's instruction during the teaching and learning process below is the example of KWL chart.

| K | W | L |
|--------------------|----------------------------|-----------------------|
| What I know | What I want to know | What I learned |
| | | |

2. Involving three basic stages

Know-want-learn (KWL) consist of three basic stages they are K stage, W stage, and L stage. In the K stage: *what I know*, students access their background knowledge to the text by listing what they already know about a specific topic. Then in the W stage: *what I want to know*, students determine what they want to know by making question related to the topic, and finally recall what they learn in the L stage: *what I learn*. Below is the illustration of the use of KWL chart.³⁸

d. The Advantages Of Using Know-Want-Learn (KWL)

Know-want-learn (KWL) has some advantages that can help the students understand the text, below, three advantages of know-want-learn (KWL) are presented:

³⁸ Desykurnia. 2015. *The Effect Of Using KWL (Know-Want-Learn) Strategy on The Eleventh Grade Students' Reading Comprehension Achievement at SMAN 1 Besuki*. Thesis, Jember University. P. 8

a. Helping the students to check prior knowledge

The use of (KWL) strategy in teaching of reading helps the students check their prior knowledge of a topic, concept, or process before learning about it. With this prior knowledge, the brains to join the old knowledge with the new information from the text. Learners who start making connection about what they already know can create meaning of the text more easily.

b. Building the students interest in reading

The second benefit of the use of (KWL) strategy is to stir the students' interest in what students' also want (the W of KWL) to know additionally about the topic. Making their own questions about the topic can increase the students' interest because of the fact that the students felt the necessity of finding out what would really happen in the text. The students are interested to read the text because they want to find the answer of their own question or not. By completing K and W column, the students are not only making use of their prior knowledge but also are motivated to keep reading the text.

Providing a chance for the students to assess what they have learned to look back and assess what they have learned in the lesson. By completing the last column namely what I learned column, the students record the information they get from the text. Here, the students can access their own thinking process.³⁹

³⁹ Tran Tie Tan. (2015). "Trying K-W-L Strategy on Teaching Reading Comprehension to Passive Students". *Journal of English linguistic and literature*. Vol. 3 No. 6. PP. 59-75

e. The Implementation of KWL Strategy in Reading Comprehension

There are varieties of strategies for helping students to activate prior knowledge: (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.

According to Ogle, there are some steps that should be considered in using KWL strategy: (1) choose a text (narrative or expository texts), (2) create a KWL chart. The teacher should create a chart on the blackboard or on an overhead transparency. In addition, the students should have their own chart on which to record information, (3) ask students to brainstorm words, terms, or phrases they associate with a topic. The teacher and students record these associations in the K column of their charts. This is done until students run out of ideas. Engage students in a discussion about what they wrote in the K column, (4) ask students what they want to learn about the topic. The teacher and students record these questions in the W column of their charts. This is done until students run out of ideas for questions. If students respond with statements, turn them into questions before recording them in the W column, (5) have students read the text and fill out the L column of their charts. Students should look for the answers to the questions in their W column while they are reading. Students can fill out their L columns either during or after reading, (6) discuss the information that students recorded in

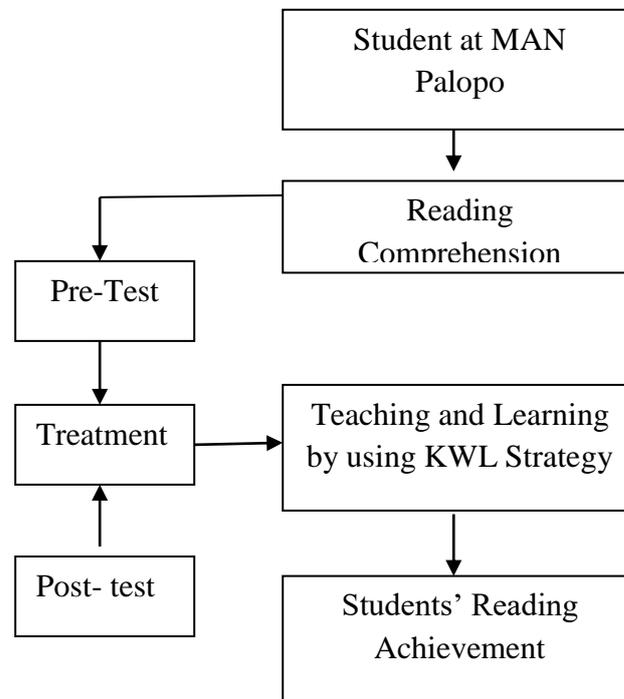
the L column, and (7) encourage students to research any questions in the W column that were not answered by the text.⁴⁰

Based on the explanation above, it can be concluded there are some procedures in the KWL Strategy, they are:

1. Grouping students
2. Distributes the KWL worksheet
3. Explain the procedure and implementation of KWL strategy
4. Step K (What I Know)
5. Step “W” (What do I Want to Learn?)
6. Distributes the descriptive text
7. The teacher ask students to guess the meaning of unfamiliar Words
8. Step L (What I Learned)

⁴⁰ Ogle, D.M. (1986). *KWL: A teaching model that develops active reading of expository text*. *Reading Teacher*, 39, 564 -570.

F. Conceptual Framework



The three main components are explained in the following:

Input : This refers to gave the Materials to the students that applying reading comprehension.

Process : In this section the students to the teaching and learning reading through the KWL Strategy.

Output : Refers to achievement of the students in reading comprehension.

G. Hypothesis

There were two hypothesis of this research, they are:

H_0 = KWL Strategy was not effective to improve in teaching reading comprehension of the eleventh grade students of MAN Palopo.

$$T_{\text{count}} \leq t_{\text{table}}$$

H_1 = KWL Strategy was effective to improve in teaching reading comprehension of the eleventh grade students of MAN Palopo.

$$T_{\text{count}} \geq t_{\text{table}}$$

H. Hypothesis Acceptability

Criteria of hypothesis acceptability by using the following formula:

If $t_o \geq t_t$ = Rejected null hypothesis

If $t_o \leq t_t$ = Acceptable null hypothesis.⁴¹

⁴¹ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2010), p. 85.

CHAPTER III

RESEARCH METHOD

A. Method and Design of the Research

This research was a kind of an experimental research. According to Gay and Airasian, experimental research is “the only type of the research that can test hypothesis to establish cause - effect relationship.”⁴² The design of this research is quasi - experimental design. According to Gay and Airasian quasi – experimental research is the researcher has to agree to keep the students in existing classroom while doing the research.⁴³ This design of research uses non-equivalent control group design.

Two classes became samples in this research. Where, one was called the experimental class, while another was the Control class. Both of the classes were given a pre-test and a post-test. Only the experimental class received the treatment through KWL strategy. However, the materials taught to each group were similar.

⁴² L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application Sixth Edition*, (New Jersey: Prentice Hall, Inc., 2000), p. 367

⁴³ Ibid, p. 394

The formula as follow:

| Sample | Pretest | Treatment | Posttest |
|----------------------------|----------------|----------------|----------------|
| Experimental Group (EG) | O ₁ | X ₁ | O ₂ |
| Control Group (CG) | O ₁ | X ₂ | O ₂ |

O₁ : Pre-Test

O₂ : Post- Test

X₁ : The treatments of experimental group through KWL strategy on students' reading comprehension in narrative text.

X₂ : The treatments of control group through non KWL strategy on students' reading comprehension in narrative text.⁴⁴

B. Variable of the Research

In this research, there were two categories of variable, namely:

1. Independent variable was KWL Strategy.
2. Dependent variable was Reading Comprehension.

C. Definition of Operational Variable

1. KWL is a strategy where by students first know (Knowing, analyzing, predict), then Want (Developing thoughts on what will be learned by

⁴⁴ John W. Creswell, “ *Research Design Qualitative and Quantitative Approaches*, (Landon New Delhi : Sage Publication International Educational and Professional Publisher Thousand Oaks, 1994) P. 132

making questions related to the text), then just Learn (Summing up what has been learned and Answer the question).

2. Reading comprehension is a brain process involving several components in which those components interact with one another to draw the meaning of the text.

D. Population and Sample

1. Population

The population of this research was the Eleventh grade students of MAN Palopo. It consists of eighth classes and each class consists of 25, 27, 29 and 30 students. The total numbers they were 236 students.

2. Sample

The researcher took two classes as a sample, i.e XI MIA 1 and XI MIA 3 in academic year 2017/2018. There were 50 students (25 students of experimental group and 25 students of the control group). The technique sampling was purposive sampling. The reason the researcher choose purposive sampling because one of sample non-probability sample that is selected based on characteristics of a population and objective of the study. And the purposive sampling because the students were still lack of reading comprehension and the teacher did not use various method in teaching reading comprehension students. The researcher believes that the students can be a representative population.

E. Instrument of the Research

In this research, the researcher used reading test. The tests were pretest and posttest. The purpose of the reading test was to know the students' level in reading comprehension. The total number of the test was 25 items. Each item had one point. For both test (pretest and posttest) use the same test but the researcher random the number item of test in posttest.

F. Procedure of Collecting Data

To data collecting by using the procedure below:

1. Pre-test

The researcher gave a test about reading comprehension with pre-test and post-test. The pretest was used to find out the prior knowledge of the students about reading comprehension and the post test was used to find out the prior knowledge of the students after learning reading comprehension by using KWL Strategy.

2. Treatment

The researcher conducted treatment that was done six during meetings, the steps were followed:

- I. The first meeting, the researcher divided the students into 4 or 5 groups. The researcher presented a about a topic "Issumboshi" while asking them questions. Teacher distributed K-W-L chart to the students. The researcher explained the way to answer the chart. After that, the researcher gave the instruction by using the chart. In "K" column (What I Know) section, the researcher asked them to write everything they had already known related to

the topic. In “W” column (what I want to know) section, students were asked to write what they want to know about the topic. Besides, the researcher gave some questions related to the given narrative text if they do not have an idea about what they want to know. Then, the researcher instructed some questions written in the W column. If they find the answer, they have to write it down in what I learned column (L). The researcher asked several of groups to presents their chart. After that the researcher and the students discussed the students’ work in the chart. Finally, the researcher evaluated their answers by giving an explanation and confirmation.

- II. The second meeting, the researcher divided the students into 4 or 5 groups. The researcher presented about a topic “Issombushi” while asking them questions. Teacher distributed K-W-L chart to the students. The researcher explained the way to answer the chart. After that, the researcher gave the instruction by using the chart. In “ K” column (What I Know) section, the researcher asked them to write everything they had already known related to the topic. In “W” column (what I want to know) section, students were asked to write what they want to know about the topic. Besides, the researcher gave some questions related to the given narrative text if they do not have an idea about what they want to know. Then, the researcher instructed some questions written in the W column. If they find the answer, they have to write it down in What I learn column (L). The researcher asked several of the groups to presents their chart. After that the researcher and the students

discussed the students' work in the chart. Finally, the researcher evaluated their answers by giving an explanation and confirmation.

- III. The third meeting, still continue from the second meeting, The researcher presented a about a topic "Lutung Kasarung" while asking them questions. Teacher distributed K-W-L chart to the students. The researcher explained the way to answer the chart. After that, the researcher gave the instruction by using the chart. In "K" column (What I Know) section, the researcher asked them to write everything they had already known related to the topic. In "W" column (what I want to know) section, students were asked to write what they want to know about the topic. Besides, the researcher gave some questions related to the given narrative text if they do not have an idea about what they want to know. Then, the researcher instructed some questions written in the W column. If they find the answer, they have to write it down in What I learn column (L). The researcher asked several of the groups to presents their chart. After that the researcher and the students discussed the students' work in the chart. Finally, the researcher evaluated their answers by giving an explanation and confirmation.
- IV. The fourth meeting, The researcher presents a about a topic "Lutung Kasarung" while asking them questions. Teacher distributed K-W-L chart to the students. The researcher explained the way to answer the chart. After that, the researcher gave the instruction by using the chart. In "K" column (What I Know) section, the researcher asked them to write everything they had already known related to the topic. In "W" column (what I want to know)

section, students were asked to write what they want to know about the topic. Besides, the researcher gave some questions related to the given narrative text if they do not have an idea about what they want to know. Then, the researcher instructed some questions written in the W column. If they find the answer, they have to write it down in What I learn column (L). The researcher asked several of the groups to presents their chart. After that the researcher and the students discussed the students' work in the chart. Finally, the researcher evaluated their answers by giving an explanation and confirmation.

- V. The fifth meeting, students still play to the rule in the four meeting. The researcher give a topic about "Cinderella". Teacher distributed K-W-L chart to the students. The researcher explained the way to answer the chart. After that, the researcher gave the instruction by using the chart. In "K" column (What I Know) section, the researcher asked them to write everything they had already known related to the topic. In "W" column (what I want to know) section, students were asked to write what they want to know about the topic. Besides, the researcher gave some questions related to the given narrative text if they do not have an idea about what they want to know. Then, the researcher instructed some questions written in the W column. If they find the answer, they have to write it down in What I learn column (L). The researcher asked several of the groups to presents their chart. After that the researcher and the students discussed the students' work in chart. Finally, the researcher evaluated their answers by giving an explanation and confirmation.

VI. The sixth meeting, students still play to the rule in the fifth meeting. The researcher gave a topic about “Pinochio”. Teacher distributed K-W-L chart to the students. The researcher explained the way to answer the chart. After that, the researcher gave the instruction by using the chart. In “ K” column (What I Know) section, the researcher asked them to write everything they had already known related to the topic. In “W” column (what I want to know) section, students were asked to write what they want to know about the topic. Besides, the researcher gave some questions related to the given narrative text if they do not have an idea about what they want to know. Then, the researcher instructed some questions written in the W column. If they find the answer, they have to write it down in What I learn column (L). The researcher asked several of the groups to presents their chart. After that the researcher and the students discussed the students’ work in chart. Finally, the researcher evaluated their answers by giving an explanation and confirmation.

3. Post-test

After giving treatment to the students, the researcher gave posttest. In posttest, the researcher gave the test as in the pretest.

F. Technique of Data Analysis

Before analyzing the data, the writer collected the data and analyzed them by using procedures as follows:

1. Analyzing the raw data of the pretest. Each of the students correct answer got 1 and the wrong answer got 0.

2. Raw scores were converted to a set of score maximum of 100, using the formula below:

$$\text{Score} = \frac{\text{The total of the students' correct answer}}{\text{The total of items}} \times 100$$

$$P = \frac{F}{N} \times 100$$

Where:

P: Percentage

F: Frequency

N: Number of Sample.⁴⁵

3. Converting the score of the students into values.
4. Classifying the score of the students into the following score classification.⁴⁶

| | | |
|----|----------|------------------------|
| A. | 90 – 100 | Excellent |
| A. | 80 – 89 | Good |
| B. | 70 – 79 | Adequate |
| C. | 60 – 69 | Inadequate |
| D. | Below 60 | Failing/ unacceptable. |

5. Calculating the mean score, standard deviation, frequency table and test between reading comprehension achievement of the experimental by using SPSS 22 for windows evaluation.

⁴⁵ L.R Gay and dkk, *Education Research*, (tenth edition, USA : 1981), P.225

⁴⁶ H. Douglas Brown, *Language Assesment: Principle and ClassroomPractices*, (San Fransisco, California: Pearson Longman, (2003), P. 287

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections. The first section deals with the finding of the research and the second section deals with discussion. The findings of the research deal with the result of the data analysis from the field and discussion section deals with argument and further explanation of the findings.

A. Findings

The findings of the research were shown to describe the result of the data that analyzed statically and tabulating data. It comprised of the students score in pretest and posttest, classification percentage of students score in pretest and posttest for experimental and control group.

1. The analysis of students' scores of experimental group and the control group

In this part, the researcher reports the result of each group by comparing pretest and posttest and the result of both groups by comparing the pretest and posttest of both groups.

a. Students' score of experimental group

1) Pretest and Posttest

In this classification, the researcher presented the percentage of the students' pretest and posttest of the experimental group. It shows that the students'

score in experimental group before giving treatment through KWL strategy and after the treatment.

Table 4.1. The Rate Percentage of Students' Pretest and Posttest

| No. | Classification | Score | Pretest | | Posttest | |
|-------|---------------------------|----------|---------|-----|----------|-----|
| | | | F | P | F | P |
| 1 | Excellent | 90-100 | 0 | 0% | 0 | 0% |
| 2 | Good | 80-89 | 2 | 8% | 3 | 12% |
| 3 | Adequate | 70-89 | 0 | 0% | 5 | 20% |
| 4 | Inadequate/unsatisfactory | 60-69 | 4 | 16% | 5 | 20% |
| 5 | Failing/unacceptable | Below 60 | 19 | 76% | 12 | 48% |
| Total | | | 25 | 100 | | 100 |

Based on the table above, the researcher found that the students' reading comprehension through the KWL strategy in reading text was Failing/unacceptable classification. It was proved by the table above were there 25 students' ability research, it was found that none of them got excellent. There were 19 students or 76% were in Failing/unacceptable classification, 4 students or 16% were inadequate/unsatisfactory, 2 students or 8% were in classified good. After giving the treatment, 12 students or 48% were in classified failing/unacceptable, 5 students or 20% were in classified inadequate/unsatisfactory, 5 students or 20% were in classified adequate, 3 or 12% were in good classification, and none of was classification excellent.

2) The mean score and standard deviation of students' pretest and posttest

The result of the students' pretest and posttest of the experimental group was indicated by the mean score and standard deviation. The analysis of the mean score was meant to know if there was a different between the students' score in pretest and posttest of the experimental group.

Table 4.2. The Mean Score and Standard Deviation of Students' Pretest and Posttest

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|---------|----------------|
| PRETEST | 25 | 12.00 | 80.00 | 44.0000 | 18.51126 |
| POSTTEST | 25 | 24.00 | 88.00 | 58.4000 | 17.32051 |
| Valid N (listwise) | 25 | | | | |

Table 4.2 shows that there was a significant difference between the mean score of pretest and posttest in the experimental group. The mean score of posttest was higher than the mean score of pretest ($58.40 > 44.00$). It means that there was an improvement after giving the treatment through KWL strategy. The standard deviation of posttest was lower than the standard deviation of pretest ($17.32 < 18.51$). It means that the scores range of posttest was closer than the score range of pretest to the mean score.

3) The calculation of t-test pretest and posttest for experimental group

The data shown in the table 4.3 below indicates the students' score of experimental group before conducting the treatment (pretest) and after the treatment (posttest).

Table 4.3 The Paired Samples Test of Pretest and Posttest for experimental group

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 | Pretest - Posttest | -14.40000 | 17.35896 | 3.47179 | -21.56542 | -7.23458 | -4.148 | 24 | .000 |

Table 4.3 indicates that the statistical hypothesis was based on statistic test of pretest and posttest in probability value (significant 2-tailed), probability value was lower than alpha ($0.00 < 0.05$). It means that there was a statistically significant difference between students' score in pretest and posttest of experimental group giving treatment through KWL strategy improve students' reading comprehension of the experimental group.

b. Students' score of control group

1) Pretest and posttest

The following table was the data obtained from the control group before and after giving treatment using non KWL strategy.

Table 4.4 The Rate Percentage of Students' Pretest and Posttest

| No. | Classification | Score | Pretest | | Posttest | |
|-------|---------------------------|----------|---------|-----|----------|-----|
| | | | F | P | F | P |
| 1 | Excellent | 90-100 | 0 | 0% | 0 | 0% |
| 2 | Good | 80-89 | 0 | % | 0 | 0% |
| 3 | Adequate | 70-89 | 0 | 0% | 0 | 0% |
| 4 | Inadequate/unsatisfactory | 60-69 | 1 | 4% | 1 | 4% |
| 5 | Failing/unacceptable | Below 60 | 24 | 96% | 24 | 96% |
| Total | | | 25 | 100 | | 100 |

Based on the table above, the researcher found that the students' reading comprehension through the KWL strategy in reading text was Failing/unacceptable. It was proved by the table above were there 25 students' ability researched, it was found that none of them got excellent. 24 students or 96% were in Failing/unacceptable, one student or 4% was in poor classification. After giving the treatment using non KWL strategy, score pretest and posttest same. 24 students or 96% were in Failing/unacceptable, one student or 4% was in poor classification, and none of them got excellent.

2) The Mean Score and Standard Deviation of Students' Pretest and Posttest

The result of the students' pretest and the students' posttest of control group were indicated by the mean score and standard deviation. The analyses of the mean score were meant to know if there was a significant difference between

the students' score in pretest and posttest of the control group. The standard deviation was needed to know how closer the scores to the mean score.

Table 4.5. The Mean Score and Standard Deviation of Students' Pretest and Posttest

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|---------|----------------|
| PRETEST | 25 | 16.00 | 64.00 | 44.4800 | 11.56547 |
| POSTTEST | 25 | 28.00 | 60.00 | 46.5600 | 8.31705 |
| Valid N (listwise) | 25 | | | | |

Table 4.5 shows that the mean score of posttest was higher than the mean score of pre test. In the control group ($46.56 > 44.48$) and the standard deviation in posttest was lower than the standard deviation of pretest ($8.31 < 11.56$). it means that there was improvement of the students of the students' score in control.

3) The calculation of t-test pretest and posttest

The data shown in the Table 4.6 below indicates the students' score of the control group before conducting the treatment (pretest) and after the treatment (posttest).

Table 4.6 The Paired Samples Test of Pretest and Posttest of Control Group**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 | Pretest - Posttest | -2.08000 | 13.37261 | 2.67452 | -7.59994 | 3.43994 | -778 | 24 | .444 |

Table 4.6 indicates that probability value was higher than alpha ($0,44 > 0,05$). It means that there was no statistically significant improvement of students' score of control group after giving the treatment through KWL strategy.

c. Students' Score of Experimental and Control Groups**1) Pretest**

The researcher found the pretest results of the students in frequency and percentage experimental group and control group as shown below:

Table 4.7. The Rate Percentage of Students' Pretest

| No. | Classification | Score | Experimental | | Control | |
|-------|---------------------------|----------|--------------|-----|---------|-----|
| | | | F | P | F | P |
| 1 | Excellent | 90-100 | 0 | 0% | 0 | 0% |
| 2 | Good | 80-89 | 2 | 4% | 0 | 0% |
| 3 | Adequate | 70-89 | 0 | 0% | 0 | 0% |
| 4 | Inadequate/unsatisfactory | 60-69 | 4 | 16% | 1 | 4% |
| 5 | Failing/unacceptable | Below 60 | 19 | 76% | 24 | 96% |
| Total | | | 25 | 100 | | 100 |

Table 4.7 shows that most of the students' pretest results for the experimental group were in Failing/unacceptable classification, the data showed that those 19 students or 76% out of 25 students got Failing/unacceptable classification, and some of them 4 students or 16% were in Inadequate/unsatisfactory classification, 2 students or 4% was in good, classification.

In the control group, Table 4.7 indicates that most of the students were in Failing/unacceptable classification. 24 students or 96% out of 25 students were in Failing/unacceptable classification, one student or 4% was in Failing/unacceptable classification, there was none belonged to the excellent classification. It was the same like in the experimental group, there was none in excellent classification.

2) Posttest

Table 4.8 shown below describes that the frequency and percentage of the students' posttest score taught through KWL strategy was different from those who taught through non KWL strategy .

Table 4.8. The Rate Percentage of Students' Posttest

| No. | Classification | Score | Experimental | | Control | |
|-------|---------------------------|----------|--------------|-----|---------|-----|
| | | | F | P | F | P |
| 1 | Excellent | 90-100 | 0 | 0% | 0 | 0% |
| 2 | Good | 80-89 | 3 | 12% | 0 | 0% |
| 3 | Adequate | 70-89 | 5 | 20% | 0 | 0% |
| 4 | Inadequate/unsatisfactory | 60-69 | 5 | 20% | 1 | 4% |
| 5 | Failing/unacceptable | Below 60 | 12 | 48% | 24 | 96% |
| Total | | | 25 | 100 | | 100 |

Table 4.8 indicates that out of 25 students in the experimental group, twelve students or students or 48% were in Failing/unacceptable, five students or 20% were in Inadequate/unsatisfactory classification, five students or 20% were in Adequate classification. Three students or 12% were in good classification, it was found that none of them got excellent.

In the control group, twenty four students or 96% were in failing/unacceptable classification. One student or 4% were in inadequate/unsatisfactory classification, and none of them got excellent.

3) The Mean Score and Standard Deviation of Students' Pretest

Before the treatment conducted both of the experimental and control groups were given a pretest to know the student achievement in reading comprehension knowledge. The purpose of the test was to find out whether both experimental and control groups were in the same level or not. The standard deviation was meant to know how close the scores to the mean score.

Table 4.9. The Mean Score and Standard Deviation of Students' Pretest of Experimental and Control

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|---------|----------------|
| Experimental | 25 | 12.00 | 80.00 | 44.0000 | 18.51126 |
| Control | 25 | 16.00 | 64.00 | 44.4800 | 11.56547 |
| Valid N (listwise) | 25 | | | | |

Table 4.9 above shows that the mean score of students' pretest of the experimental group was 44.00 and control groups was 44.48. Based on the table 4.9 shown above, it was concluded that the students mean score of the experimental group was statistically the same with the control group.

4) The Calculation of t-test Pretest

The data shown in the Table 4.10 below indicates the achievement of experimental and control groups before giving the treatment.

Table 4.10. The Paired Samples test of Pretest**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 | Experimenta l – Control | -.48000 | 22.45944 | 4.49189 | -9.75080 | 8.79080 | -107 | 24 | .916 |

Based on the statistical test of pretest in probability value (significant 2-tailed), probability value is higher than alpha ($0.916 > 0,05$). It means that there was no a statistically significant difference between the average scores of the students' pretest in both experimental and control groups. In other words, the students score of both groups before conducting the treatments was almost the same.

5) The Mean Score and Standard Deviation of Students' Posttest

In this section, the researcher presented the difference of the students' score after treatment of experimental and control groups. The result of the posttest was shown in the table below:

Table 4.11. The Mean Score and Standard Deviation of Students' Posttest**Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|---------|----------------|
| EXPERIMEN | 25 | 24.00 | 88.00 | 58.4000 | 17.32051 |
| CONTROL | 25 | 28.00 | 60.00 | 46.5600 | 8.31705 |
| Valid N (listwise) | 25 | | | | |

Table 4.11 shows that the mean scores of both experimental and control groups were different after treatment. The mean score of the experimental group was higher than control group ($58.40 > 46.56$). The standard deviation for the experimental group was 17.32 and control group 8.31.

It shows that after giving the treatment, the result of the experimental group on the mean score was higher than the control group. It proves that KWL strategy improve students' reading comprehension rather than non KWL strategy.

6) The Paired Sample of t-test Posttest

The data were shown in the Table 4.12 below indicated the achievement of experimental and control groups after the treatment.

Table 4.12. The Paired Samples Test Posttest**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 | Experimental – Control | 11.84000 | 16.95012 | 3.39002 | 4.84333 | 18.83667 | 3.493 | 24 | .002 |

Table 4.12 above indicates that the statistical hypothesis was based on statistics test in a probability value (significant 2-tailed), the probability value was lower than alpha ($0.002 < 0.05$). It means that H_1 was accepted and H_0 was rejected. It was concluded that after giving the treatment to the both groups, through the KWL strategy in the experimental group and non KWL strategy in the control group, the students score' of both groups' was statistically different. It indicates that the KWL strategy was more effective rather than non KWL strategy in improving students' reading comprehension.

7) Students' Score Achievement

The tabulation data for the students' score achievement can be seen as follow:

Table 4.13. Students Reading Comprehension Achievement

| | Pretest | | Posttest | |
|-------------|--------------|---------|--------------|---------|
| | Experimental | Control | Experimental | Control |
| Respondents | 25 | 25 | 25 | 25 |
| Mean | 44.00 | 44.48 | 58.40 | 46.56 |
| SD | 18.51 | 11.56 | 17.32 | 8.31 |

Table 4.13 above shows that the total number of respondents in each group which experimental group were 25 students and control group were 25 students. The mean score and standard deviation showed difference in pretest and posttest to both groups.

From the data shown in the Table 4.13, the mean score pretest of the experimental group and the control group was statistically the same before giving the treatment. After giving the treatment, the posttest score of both groups, experimental and control groups shown a difference mean score.

B. Discussion

This section was about the explanation of the data analysis. It aims to describe the effectiveness of students' reading comprehension through KWL strategy the eleventh grade at MAN Palopo.

The result of students' scores of pretest and posttest of each group, the mean score and standard deviation was analyzed in this case. In the experimental group, the mean score of posttest was higher than the mean score of pretest ($58.40 > 44.00$) and the difference was statistically significant because of the t-test

of posttest where probability value was lower than alpha ($0.00 < 0.05$). While in control group, the mean score of posttest was also higher than the mean score of pretest ($46.56 > 44.48$) but the difference was not statistically significant because a probability value was higher than alpha ($0.44 > 0.05$). It was also strengthened by comparing the mean score of posttest of both groups and then by calculating t-test of posttest. The mean score of students' posttest in experimental was 58.40. While the mean score of students' posttest in control group was 46.56. The t-test of the posttest shown that there was a significant difference where probability value was lower than alpha ($0.00 < 0.05$). Thus, if both strategies were compared in the implementation of teaching reading comprehension, KWL strategy was better than non KWL strategy. This statement is in line with the statement of the experts, Carr, E. & Ogle defined K-W-L is a strategy that models the active thinking needed when reading Narrative text. The letters K-W-L stand for three activities student engage in when reading to learn, recalling what they know, determining what they want to learn, and identifying what they learn as they read.⁴⁷

The question in pretest and posttest were about Narrative text. In the pretest and posttest there were 25 questions and six topics. In the topic, some topics are familiar and unfamiliar. For example like the topic "the Issumboshi" and "the strong wind", so that the students difficult to answer question about the topic but after giving treatment there was significance progress to the students' score because most of the students' get "Good" classification.

⁴⁷ Carr, E. & Ogle, D. 1987. "KWL Plus: A strategy for comprehension and summarization". *Journal of Theory and Practice in Language Studies*. Vol.4, No.3. pp. 3-15

As for the steps of teaching KWL strategy in the Treatment; (1) Before reading K (What I Know) stage (Prior Knowledge), Students are divided into the groups, each groups has 4 or 5 members. Teacher presents a Issumboshi while asking the students question. “*What do you know about the topic?*” Teacher distributes K-W-L chart. In “K” column (what I Know) section, teacher asks the students to write everything that they have already known related to the topic. For example, “*Issumboshi is very small*”, “*Issumboshi has a friend, her name is Princess*”. (2) And W (What I want to Know) stage (During reading), In “W” column (what I want to know) section, students are asked to write what they want to know about the topic. Besides, teacher gave some questions related to the given narrative text if the students do not have idea about what they want to know. For Example the question of Issumboshi in the column what *I want to know* “*Who is Issumboshi?*”, “*Who gives Issumboshi a magic hammer?*”. “*Why Issumboshi always being bullied by the children of the village?*” And etc. (3) And L (What I Learn) stage (After reading), Teacher asks the students to find the answer of their own questions in What I Want to Know column. If they find the answer, they have to write it down in What I learn column. Students are asked to write new information they find in the text in What I learn column. Teacher asks several of groups to present their KWL chart. Teacher and students discuss the students’ work in KWL chart. In the process of carrying out the treatment, there were several problems faced by researcher that is when the researcher gave a topic to the students but they are less aware of the topic. For example the topic “Issumboshi”. The researcher faced students difficulties in learning by

approaching students then the researcher provide an explanation of the topic so that the students can began to understand the topic and reopen their memories about the topic because this KWL strategy is a process of generating students' prior knowledge.

Based on the students' score in the pretest, both experimental and control groups have the same ability before giving the treatment. Students' scores of both groups in posttest were significant difference. The students' score achievement taught reading comprehension through KWL strategy was higher than non KWL strategy.

This research was in line with previous researcher findings, Zhang and Hui-Fang states that reading comprehension was a state which is achieved through integration and application of many strategies and skills.⁴⁸ Shelly (1997:234) asserts that the K-W-L strategy is designed in a three-column format, requires students first to list what they have already known about a topic (calling attention to prior knowledge) second, to write what they would like to know about a topic (tapping student interest and providing purpose for reading) and third, after reading and discussion, to list what they learned and would still like to learn (making connections between questions asked and information encountered).⁴⁹

⁴⁸ Zhang, Hui-Fang. 2010. Reading Strategy Use, *Self-Efficacy and EFL Reading Comprehension*. Busan: Asian EFL Journal Press.

⁴⁹ Shelly, A.C. Bridwell, B. Hyder, L. Ledford, N and Patterson, P. 1997. Revisiting the K-W-L: What We Knew; What We Wanted to Know; What We Learned. *Reading Horizon*. Volume 37, Issue 3 1997 Article 5. Retrieved from: <http://scholarworks.wmich.edu/readinghorizons>. Last time retrieved: November 24th, 2015.

This strategy develop by Oagle to assist teachers in turning on the background knowledge and student interest in a topic.

Based on the result of data analysis, the researcher concluded that KWL strategy was strongly recommended as one strategy in improve students' reading comprehension because in teaching reading comprehension through KWL strategy has great benefits that may serve a variety of learning purposes.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The discussion in this chapter indicates conclusions and some of suggestions related to the finding and the application of the research.

A. Conclusions

Based on the findings, data analysis, and discussion in the previous chapter, the writer draws conclusions as in following.

Having implemented the treatments through the KWL strategy in the experimental group and non KWL strategy in the control group, the researcher concluded that the KWL strategy improve students' reading comprehension at the eleventh grade at MAN Palopo. KWL strategy was really effective to use learning and teaching process because it made students involve directly and also made students' become active in learning. It could be proven by the students' result of the mean score of in the pretest of the experimental group was 44.00 and the mean score of the students in the posttest was 58.40. The students' result of the mean score in the control group was 44.48 and the mean score of the students in the posttest was 46.56. The mean score of posttest in the experimental group was greater than posttest in the control group. After giving treatment to the students and based on the result of data analysis or the finding in chapter IV, the researcher found that p value was 0.00 and the alpha 0.05, therefore $p < \alpha$ ($0.00 < 0.05$). It proves that the hypothesis (H_0) is rejected and hypothesis (H_1) were accepted.

B. Suggestions

The researcher realized that this thesis was far from being perfect. The researcher hoped that the results of this research could be useful for the readers. It was hoped that the readers would have more information about KWL strategy. This research could be one of the references for the next researcher in conducting other researchers with more detailed information about good strategy to improve students' reading comprehension.

Considering the conclusion above, the writer presented some suggestion as follows:

1. The teacher can apply KWL strategy to teach reading comprehension for other materials to improve students' reading comprehension. When using this strategy, firstly the teacher should be to prepare material or topic to be taught appropriate to level students'. The teacher must explain the strategy clearly to students so they can understand what is taught so that students were interested about the strategy.

2. For the students, they should prepare themselves to accept learning, especially for learning reading comprehension because reading comprehension, students should be more active thinking and more used prior knowledge them when the students using the KWL strategy.

3. The next researcher can do research about KWL strategy in improve students' reading comprehension and can use this research as an additional

reference for further relevant research certain with different variables and condition.

4. The researcher suggest from the results of this thesis was hopefully learning in the use of KWL strategy in reading comprehension is more developed especially for the teacher who want to use this KWL strategy more creative in teaching so that the students were interested and students interest in learning is increased especially in English learning.

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