



## THE EFFECTIVENESS OF KWL(KNOW-NOW-WANT TO KNOW-LEARNED) FOR THE TENTH GRADERS OF MA MU'ALLIMIN NW PANCOR IN THE SCHOOL YEAR 2014-2015

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Article	Abstract
<p><b>Keywords:</b> descriptive text, KWL strategy, reading comprehension</p> <p><b>History of Article</b> Received: Apr 20, 2022; Reviewed:, May 20, 2022; Accepted: July 24, 2022; Published: July 26, 2022</p> <p><b>DOI:</b></p>	<p>This study aimed at examining the effectiveness of KWL strategy for the tenth graders of MA Mu'allimin NW Pancor in the school year 2014-2015. The problems formulated in this study were (1) Is KWL strategy effective in teaching reading comprehension of descriptive texts for the tenth graders of MA Muallimin NW Pancor in the school year 2014-2015? and (2) How is the effectiveness of KWL strategy in teaching reading comprehension of descriptive texts for the tenth graders of MA Muallimin NW Pancor in the school year 2014-2015?. This research applied experimental methodology. The population was the tenth graders of MA Muallimin NW Pancor consisted of 7 classes. The present researcher took one class as the sample there were 30 students in X Bahasa1 as the experimental class. To collect the data, a pre- test and a post-test were given to the students for the tenth graders. For technique of analyzing data, the present researcher used SPSS 17 for windows. After submitting the data to paired samples t-test, the present researcher found that there was a significant difference in the mean scores between the pre-test and the post-test, <math>t(df=32) = 7.493</math> at <math>p = 0.001</math>, meaning that the null hypothesis was rejected and alternative hypothesis was accepted. KWL Strategy was significantly effective in teaching reading comprehension of descriptive texts for the tenth graders of MA Muallimin NW Pancor in the school year 2014- 2015.</p>

### 1. INTRODUCTION

Language is a communication tool used to express ideas, emotions, and desires through a system of intentionally produced symbols. Language can provide tools that enlarge capabilities, process information, behave intelligently, associate with other people and help to appreciate groupings in the world that might not have otherwise grasp.

In this globalization era, people not only need to understand their first language (L-1) and second language (L-2) but also they need to learn international languages, particularly English. English is one of the international languages learned by humans and

nearly used by people in all over the world. It is also the foreign language taught as a compulsory subject in junior high school, senior high school and university in Indonesia.

In learning English, there are four skills that need to be mastered by students, they are listening, reading, speaking, and writing. They are divided into receptive skills (listening and reading) and productive skills (writing and speaking). These four skills are regarded important for students. Thus, students should master all of those skills including reading skill or reading comprehension.

Reading comprehension is a process involving an active interaction between the information provided by the text and the information, experiences, and actions provided by the reader, a reader who can recite statements of the meanings within the text without integrating them with her knowledge has not comprehended the text, but neither has a reader who hallucinates a fantasy of a narrative without reference to the written text. The goal of all reading instructions is ultimately targeted at helping a reader to comprehend a given text. Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials.

KWL strategy is one of the effective strategies used to teach reading comprehension. According to Gillet, et al (1994) KWL strategy is a strategy that can activate prior knowledge by brainstorming, relating new information to old, organizing information and setting a purpose of reading.

Descriptive text is a text that describes a person, place or thing. There are three parts of descriptive text. Generic structure in descriptive text is divided into two. They are identification and description.

Based on the elaborations above, the present researcher conducted research entitled "KWL strategy in teaching reading comprehension of descriptive texts for the tenth graders of MA Mu'alimin NW Pancor in the school year 2014-2015". The following statement of problems were formulated:

- (1) Is KWL strategy effective in teaching reading comprehension of descriptive texts for the tenth graders of MA Muallimin NW Pancor in the school year 2014-2015?
- (2) How is the effectiveness of KWL strategy in teaching reading comprehension of descriptive texts for the tenth graders of MA Muallimin NW Pancor in the school year 2014-2015?

## **2. METHODOLOGY**

### **2.1. Participants**

The population of this study was the whole classes of the tenth graders of MA Mu'allimin NW Pancor in the school year 2014-2015. The total numbers of population were 7 classes. The number of population was 215 students. The sample was taken from class of X-Bahasa 1 which consisted of 30 students.

### **2.2. Procedure**

#### **2.2.1 Instrument of Collecting Data**

For the instrument in collecting data, the present researcher as the teacher gave multiple choice test to measure student's reading comprehension. The present researcher administered the test which consisted of 50 items. From these 50 items, it was taken 40 items which were valid and reliable as pretest and posttest.

### 2.2.2 Data Collection

In collecting data, present researcher took data from pre-test and post-test. Pre-test was administered to the subject before applying KWL strategy in teaching reading comprehension. Meanwhile post-test was administered after applying KWL strategy in teaching reading comprehension.

### 2.2.3 Data Analysis

Before testing the normality, homogeneity, and hypothesis, the present researcher found mean score (M) and standard deviation (SD) of student's score in the pre-test and post-test. The statistic analyses were performed using statistics packages SPSS 17 for Windows.

## 3. ANALYSIS AND DISCUSSION

### 3.1. Results

Based on the data obtained, the highest score on pre-test was 29 and the lowest score was 15 with the mean score was 23.44 and standard deviation was 1.621. While on post-test, the highest score was 33 and the lowest score was 25 with the mean score was 29.25.

Table 3.1. Descriptive Statistic

		Pre	Post
N	Valid	16	16
	Missing	17	17
Mean		23.44	29.25
Median		25.00	29.50
Mode		16	28
Std. Deviation		3.915	2.049
Minimum		15	25
Maximum		29	33
Sum		375	468

Based on the above explanation and table, it could be seen that there was a difference between students' reading after and before treatment was implemented. Mean of the students' score after KWL strategy had been implemented was higher than mean of the students' score before treatment was implemented.

T-test was used to know the difference between two means. The result of the study has discovered that there was a significant difference in the mean score between the pre-test and the post-test,  $t(df=29) = 7.493$  at  $p = 0.001$ .

Table 3.2. Paired Sample Test

		Mean	Deviation	Error Mean	T	Df	Sig. (2 Tailed)
Paired	Pre-Post	-5.813	3.103	.776	-7.493	15	.0000
	Missing						

It could be concluded that KWL strategy was effective in teaching reading comprehension of descriptive texts for the tenth graders of MA Mu'allimin NW Pancor in the school year 2014-2015.

#### D. CONCLUSION

Based on results, the present researcher concludes briefly some conclusions as follows:

1. KWL strategy was effective in teaching reading comprehension of descriptive texts for the tenth graders of MA Mu'allimin NW Pancor in the school year 2014-2015. It can be seen from the result at research that post-test was higher than pre-test, the mean score of pre-test was (23.44) and post test was (29.25).
2. KWL strategy was significantly effective in teaching reading comprehension of descriptive texts for the tenth graders of MA Mu'allimin NW Pancor in the school year 2014-2015. It can be seen from the mean scores between the pre-test and the post-test,  $t(df=29) = 7.493$  at  $p = 0.001$ . It means that the null hypothesis was rejected and alternative hypothesis was accepted.

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