

THE EFFECTIVENESS OF USING K-W-L TECHNIQUE TO INCREASE STUDENTS' READING COMPREHENSION AT THE EIGHT GRADE OF SMP PGRI POOPO

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Abstract: This study aims at determining whether the K-W-L technique is effective in increasing students' reading comprehension or not. This study was conducted at SMP PGRI Poopo. The subject in this study were class VIII for the academic year 2021/2022 which consisted of 20 students. The design of this study was pre-experimental with one group pre-test and post-test design. The pre-test was given before the treatment and post-test was given after the treatment. The data of this study is collection is through a given test. The data is analysis by comparing the mean score of the tests. Based on the results of the analysis, the mean score of the post-test (T2) is higher 83,75 than those of the pre-test (T1) 34,7. This means that students who were taught using the "KWL technique" scored higher in their reading comprehension than students who were not taught using the technique. So it can be concluded that the K-W-L technique is effective to increasing students' reading comprehension.

Keywords: *Effectiveness, K-W-L, Reading Comprehension, Increasing*

INTRODUCTION

Reading comprehension can be thought of as a series of steps that readers take to find and comprehend the information in a reading text (Tatipang, Oroh & Liando, 2021). As a result, reading comprehension is the process of coordinating a number of intricate processes, such as reading with words and knowledge, in order to construct meaning. According to Kamagi (2020) and Hikmah, Olii & Tuerah, (2021):

“Reading comprehension is the goal of instruction in reading. Although word recognition is a means to an end, reading comprehension represents the major goal or end product of reading. Experts in reading comprehension concur that success in reading comprehension is determined by the reader’s schemata of prior knowledge.

Reading comprehension is considered to be the real heart of the reading process. Tangkersley said that reading comprehension is central to reading. According to Manuas, Tatipang & Pratasik, (2022) “Reading comprehension is one of the skills in reading that needs to be increase during the student learning process in this very relevant to the student’s life. Besides that, the combination with authentic material will make students more active in describing things that have been observed Sholeh, Rosalina & Weganova, (2020). Understanding the text after reading will really help students to be more effective in learning English, therefore a good understanding will make students faster and can indirectly strengthen their reading skills.

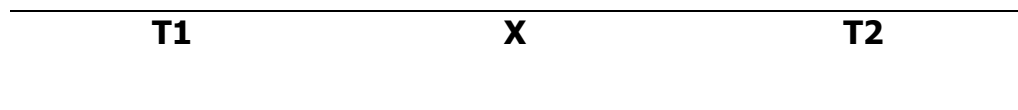
In order to assist students in increasing their reading comprehension, the writer makes use of K-W-L technique. Usta & Yilmaz, (2020) mentioned that the acronym K-W-L stands for “What I Know, What I want to learn, What I learned”. Before reading, students are encouraged to consider what they already know and what they want to learn about a subject using the K-W-L technique, because Andries et al, (2019) mentioned that it can encourage students to reflect on newly acquired information and can also strengthen students’ ability to develop question on various topic. Usma, Fata & pratiwi, (2019) came up with the teachers bring to life background knowledge and students’ understanding of a topic.

Based on the initial observations obtained information that the students of grade VIII SMP PGRI Pooopo in the implementation of English learning has been carried out and from the observations that researchers get that most of the students when understanding English text is a difficult subject for them. when they are given a text to read, they still have difficulty understanding the meaning of difficult words so they have to use a dictionary when reading. they find words they don't know the meaning of. this condition shows that students have a low ability to understand a text. this is what makes some students in grade VIII SMP PGRI pooopo still not master English. For that

the writer uses the K-W-L technique to help students increase their reading comprehension.

RESEARCH METHODOLOGY

The researcher used quantitative research through pre-experimental design with a single group pre and post-tests (Arikunto, 2010). The researcher administers pre-test to the treatment group, after that, give treatment. A pos-test is administered by the writer following treatment. The picture below illustrates the research's paradigm for easier comprehension:



One group pre –posttest design

(Arikunto, 2010)

Explanation:

X = Experimental treatment

T₁ = Observation₁ (pretest)

T₂ = Observation₂ (posttest)

Subject of the research

The subject in this research is eight grade students of SMP PGRI Poopo in the academic year 2021/2022, VIII A class which consist of 20 students.

Instrument

The instrument of this study is (multiple choice) and (matching) test. In the pre-test there were 30 questions and in the post-test there were 30 questions too was given to the students.

Analyze the data

In data analysis the researcher used Mean score formula by Sudjana (1996:67):

$$\bar{x} = \frac{\sum x}{N}$$

\bar{x} = the mean score

$\sum x$ = the total score of the sample

N = total number of students

FINDING AND DISCUSSION

This study was quantitative research through one group pre-test and post-test design which involved 20 students of eight grade SMP PGRI Poopo as the subject of study. In collecting the data, the writer used tests in form of multiple-choices and matching test question.

In this research, researcher used pre-experimental design with one group of pre-test and post-test. The sample of this research was one class consisted of twenty students. When the researcher collected the data the researcher gave pre-test and post-test to compare the scores of pre-test (before given treatment) and post-test (after given treatment using K-W-L technique). The data were collected and analyzed statistically. The data obtained were put into the table of frequency distribution were computed using the mean score formula.

Table 1. The data of the students in T1 (pre-test) and T2 (post-test)

Students number	Pre-test (T1)	post-test (T2)
1	34	81
2	17	78
3	23	76
4	69	94
5	37	78
6	40	88
7	37	88
8	54	94
9	17	72
10	37	85
11	45	85
12	28	81
13	29	88
14	34	85
15	29	88
16	37	81
17	51	91
18	28	81
19	23	76
20	25	85

So that the results of the use of K-W-L technique is effective to increase students' reading comprehension. The post-test score is higher than the pre-test. In other words, this K-W-L technique applied in reading comprehension is effectiveness.

The mean score of computation above:

$$N = 20$$

$$\bar{X} = \frac{\sum x}{n}$$

$$= \frac{694}{20}$$

$$= 34.7$$

The result of computation of mean score of pre-test above that the mean score is 34.7

The mean score of computation above:

$$N = 20$$

$$\bar{X} = \frac{\sum x}{n}$$

$$= \frac{1.675}{20}$$

$$= 83.75$$

The result of computation of mean score of post-test above that the mean score is 83.75

Table 2. Frequency distribution matrix of pre-test (T1)

Scores	Tally	Frequency	Cumulative frequency	Cumulative proportion	Cumulative presentage
17	II	2	20	0,10%	100
23	II	2	18	0,10%	90
25	I	1	16	0,05%	80
28	II	2	15	0,10%	75
29	II	2	13	0,10%	65
34	III	3	11	0,15%	55
37	III	3	8	0,15%	40
40	I	1	5	0,5%	25
45	I	1	4	0,5%	20
51	I	1	3	0,5%	15
54	I	1	2	0,5%	10
69	I	1	1	0,5%	5

Table 2. Showed that 20 students participated in pre-test, there are two (2) students or (10%) who got seventeen (17), two (2) students or (10%) who got twenty three (23), two (2) students or (10%) got twenty five (25), two (2) students or (10%) got

twenty eight (28), two (2) students or (10%) got twenty nine (29), three (3) students or (15%) got thirty four (34), three (3) students or (15%) got thirty seven (37), one (1) student or (5%) got forty (40), One (1) student or (5%) got forty five (45), one (1) student or (5%) got fifty one (51), one (1) student or (5%) got fifty four (54), and there was one (1) student or (5%) who got sixty nine (69).

Table 3. frequency Distribution Matrix of post-test (T2)

Scores	Tally	Frequency	Cumulative frequency	Cumulative proportion	Cumulative presentage
72	I	1	20	5%	100
76	II	2	19	10%	95
78	II	2	17	10%	85
81	IIII	4	15	20%	75
85	IIII	4	11	20%	55
88	IIII	4	7	20%	35
91	I	1	3	5%	15
94	II	2	2	10%	10

Table 3. Showed that 20 students participated in pre-test, 2 students got ninety four or (10%), 1 student got ninety one or (5%), 4 students got eighty eight or (20%), 4 students got eighty five (20%), 4 students got eighty one (20%), 2 students got

seventy eight (10%), 2 students got seventy six (10%), and 1 student who got seventy two (5%).

Table 4. The mean score of pre-test and post-test

	Pre-test	Post-test
Mean score (\bar{x})	34.7	83.75

Discussion of Finding

This section presents a discussion of the research results. This study aims to determine whether the use of K-W-L technique can increase students' reading comprehension in descriptive text in SMP PGRI Poopo. Students have difficulty understanding the text and are still confused about getting information in the reading text. It means that students' reading ability is still low and must be increased. Therefore, the K-W-L can be an effective technique to help and solve the above problems.

As described in tables 1,2 and 3 we can see the difference in scores on the pre-test and post-test. In this case, the students got better score in the post-test. It means that the treatment that has been given to them before affects their ability to understand readings that use descriptive texts, this is in line with (Mogea, 2019), (Farha & Rohani, 2019) and (Wardiman, 2009). The implementation of the K-W-L technique in the treatment makes students able to increase their reading ability.

The results of the data analysis showed that 20 students who took the pre-test who got the highest score (69) achieved by one student or 5% and the lowest score (17) achieved by two students or 10%. In the post-test, two students obtained (94) as the highest score and the lowest score (72) was obtained by one student. Table 6 shows that the average value of pre-test is (34.7) and the mean score of post-test is (83.75). therefore, it should be said that the results of the post-test are better than those of the

pre-test. Pre-test results showed that students' reading comprehension was low before applying the K-W-L technique because they did not understand the text. So, this research proved that the K-W-L technique is effective in teaching descriptive text reading to increase students' reading ability.

Conclusion

The results of this research showed that the mean score of post-test = 83.75 higher than the mean score of the pre-test = 34.7. This means that this research successfully increased the reading ability of students teaching reading by using the K-W-L technique effectively to help them in increasing their reading ability, especially in reading text. Therefore, the results of this research showed the K-W-L Technique was very suitable to use in helping the students to increase their reading ability.

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