

**MEINGKATKAN PEMAHAMAN MEMBACA SISWA KELAS DELAPAN
SMP ISLAMIC SCHOOL PALU MELALUI TAU MAU BELAJAR**

***IMPROVING STUDENTS' READING COMPREHENSION AT THE EIGHTH
GRADE OF SMP ISLAMIC SCHOOL PALU THROUGH KNOW WANT LEARNED
(KWL)"***

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ABSTRAK

Penelitian ini bertujuan untuk membuktikan apakah penggunaan Strategi KWL dapat meningkatkan pemahaman membaca di kelas delapan SMP Islam Palu. Peneliti menggunakan penelitian eksperimental semu sebagai desain penelitian. Sampel adalah teknik purposive sampling yang terdiri dari dua kelas yaitu VIII A sebagai kelas eksperimen adalah 24 siswa dan VIII B sebagai kelas kontrol adalah 24 siswa. Instrumen penelitian adalah tes yang meliputi pilihan ganda 10 item dan esai 5 item dengan memberikan pre-test dan post-test. Hasil analisis data menunjukkan bahwa ada perbedaan yang signifikan antara hasil pre-test dan post-test. Hasil penelitian menunjukkan hitung 0,32 taraf signifikansi 0,05 dan derajat kebebasan (df) 46 (48-2). Tingkat kebebasan menunjukkan t-tabel adalah 2,015. Kemudian nilai t-hitung lebih tinggi dari nilai t-tabel. Ini berarti hipotesis penelitian diterima. Untuk penggunaan Know Want Learned (KWL) dapat Meningkatkan Pemahaman Membaca di Kelas VIII SMP Islam Palu.

Kata kunci: kemampuan membaca, pengetahuan mau belajar (KWL).

ABSTRACT

This research aims at proving whether the use of KWL Strategy can improve reading comprehension at the eighth grade of SMP Islamic School Palu . The researcher used quasi-experimental research as research design. The sample was purposive sampling technique which consist two classes namely VIII A as the experimental class was 24 students and VIII B as the control class was 24 students. The instrument of the research was test that includes multiple choice 10 items and essay 5 items by giving pre-test and post-test. The result of the data analysis shows that there is a significant difference between the results of the pre-test and the post-test. The result of the research showed counted was 0.32 the level significance was 0.05 and degree of freedom (df) was 46 (48-2). The degree of freedom showed the t-table was 2.015. Then the t-counted value was higher that t-table value. It means the research hypothesis was accepted. for the use of Know Want Learned (KWL) can Improve Reading Comprehension at The Eighth Grade of SMP Islamic School Palu.

Key words: *reading comprehension, know want learned (KWL).*

INTRODUCTION

Reading is one of the basic skills in English which is not simply translated word by word but needs to be acquired during language course. Therefore, when the students learn to read, they should be able to comprehend reading text during the process of reading. They are not only expected to read the text in good pronunciation, but also to find out the meaning of words within the text. Reading in a foreign language is essential not only for promoting the students' personal and cognitive development, but also for improving their study and job prospects in a globalization society. Due to the importance of reading, one of the priorities of language teaching should provide students with the tools they need to Comprehend text in variety of context and to define purposes more intensively.

Based on the KTSP (*Kurikulum Satuan Pendidikan*), in learning language, there are four skills should be mastered by students, such as listening, speaking, reading and writing. These four skills should be involved by teacher in the process of teaching and learning in a classroom. Speaking and writing refers to productive skills while reading and listening refers to receptive skills (Harmer, 2003)

At preliminary research especially at SMP Islamic School Palu, the researcher found that many students failed in comprehending reading English passage for some reasons: First, the students got difficulty in comprehending reading text. This is because the more they read the more vocabulary they would get, and the new words they can encounter. But how they can acquire many understanding of English word, phrases, and sentences if they have no interest in reading. They read only if they are instructed by their teachers. Second, the students have difficulty in finding specific information of the text they read. Third, Students have less practice reading in the classroom and in everyday life. Last, the other problem was that the teacher did not teach and train the students to use reading strategy in reading. Based on that factors, the biggest problem is how to choose appropriate method to teach reading skill.

Based on the problem above it is necessary to apply the method or strategies to solve problem students from reading problem in English in order to students can read and understand meaning of every reading passage. KWL (Know-Want-Learned) strategy is chosen to solve this problem. KWL strategy helps students engage with texts in deliberate and purposeful ways. In the first phase **K** (Know), students activate prior knowledge. Then in the second phase **W** (Want to know), they predict what additional information they are likely

to need and develop a plan to gather that information. In the final phase **L** (Learned), students reflect on the new knowledge generated or retrieved as the plan is implemented.

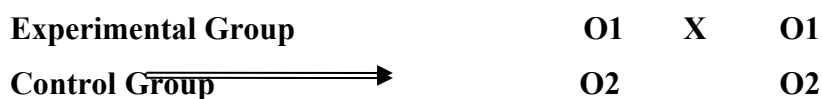
Considering on the explanation above, the researcher would like to do a research to find out whether Know-Want-Learned (KWL) strategy solves problems on students' reading comprehension ability and help them understand what they are reading. Further, students will be taught a reading comprehension using strategy. Which is called K-W-L, that stands as. K stands for what you know, W stands for what you want to know, and L stands for what you have learned. For this propose, the research is conducted entitled "Improving Students' Reading Comprehension at the Eighth Grade of SMP Islamic School Palu Through Know Want Learned (KWL)" Strategy.

Through this research, the researcher intends to find out whether the use of KWL strategy can more improve students' reading comprehension at the eighth grade of SMP Islamic School Palu then that of traditional method.

RESEARCH METHODS

The researcher used quasi experimental research non equivalent design with an experimental group and a control group. The researcher treated one group only that is an experimental group using KWL strategy while a control group was taught by teacher using traditional method. Meanwhile, the researcher gave treatment improving students' reading comprehension at eighth grade of SMP Islamic School Palu. The aim of this research is to find out whether after using K-W-L strategy is effective in improving students' reading comprehension. The design in this research is one group pretest and posttest design. It means the research give treatment to one class.

The design of this research is adopted from Sugiono (2010:112) as follows:



Where:

O1 : Pre-test

O2 : Post-test

X : The treatment that the researcher will give to the experimental group by using KWL strategy to teach.

According to Gay (2000:122), "Population is the group of interest to the researcher, the group to which she or he would like the result of the study to be SMP Islamic School Palu that consisted of two classes with 24 students in each class. The totals of two classes are 48

students. Gay (2000:121) states, “Sampling is the process of selecting a number of individuals for a study in such a way that they represent the large group from which they were selected total sampling technique”. There are two classes at the eighth grade students of SMP Islamic School Palu. The researcher took both classes sample. This research consists of two variables; they are the independent variable and the dependent variable. The independent variable in this research is the application of KWL strategy while dependent variable is the English reading comprehension of the eighth grade students of SMP Islamic School Palu.

RESULTS AND DISCUSSION

The researcher conducted her research on July, 27th 2018 at eight grade of SMP Islamic School Palu. The researcher gave the test (pre-test and post-test). First, She gave pre-test to both classes’ namely the experimental group and control group. The pre-test was given to collect data. She conducted pre-test before giving treatment to the students. The aim of pretest was to find out students prior knowledge in reading comprehension. Second, the researcher gave treatment to the experimental group while the control group while the control group is treated using conventional method and taught by the teacher herself. The treatment was given by using KWL (Know-Want-Learned) to the experimental group.

Before the researcher applied the use of KWL strategy in her treatment, the researcher gave the test to the students. The first test was conducted before treatment was called pre-test. After getting the data, the researcher analyzed the data by using a certain formula. The results of the data analysis showed that the pre-test mean score result of the experimental class was 28.75 and control class was 27.29. These results of pre-test mean score indicated that most students in experimental and control class had difficulties in reading comprehension.

After giving the pre-test, the researcher taught the experimental class in six meetings. She taught the students by applying the KWL strategy. The researcher explained the technique in details to the students including the step by step procedure of using KWL strategy, how to find the main topic and main idea of the text, and how to guess the meaning of unfamiliar words contextually. The researcher implemented the KWL strategy systematically.

As the result, they could enlarge their reading comprehension. The researcher actively controlled and guided the students during the application of using KWL strategy. The researcher restricted the use of a dictionary. She gave the students a time limitation for each task and evaluation. It was important to accustom the students to work punctually. If they

were allowed to always consult with their dictionaries, they would spend much time working on their dictionaries. The researcher asked the students to try to guess the meaning of unfamiliar words contextually. They were assigned to understand the text sentence by sentences rather than word by words. The level of reading text given by the researcher was in harmony with the level of reading comprehension the students had.

After conducting the treatment, the researcher gave post-test for both experimental and control classes. She found the significant difference mean scores between pre-test and post-test for both classes. The result of the data analysis showed that the post-test mean score result of the experimental class is 68.12 and control class is 62.91. It showed that the post-test results of the experimental class are higher than the result of the control class. It means there is an improvement of the student's results in the experimental class. It is because of the treatment.

CONCLUSIONS AND SUGGESTIONS

Firstly, the used of KWL (Know Want Learned) strategy can improve the students' reading comprehension. Secondly, there was the significant difference between the mean score in pre-test and post-test. This proved that the t_{counted} value 0.32 was higher than the t_{table} 2.021 (2.015). It means that Students' reading comprehension at the eighth grade of SMP Islamic School Palu cannot more improved through know want learned (KWL) strategy. Than that of traditional method. Recommendations that researchers recommend teachers should not apply Know Want Learned (KWL) strategy since it does not create some activities which can accomodate the students to acces their prior knowledge and connect it with the new knowledge in the new material.

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APPENDICES

Table 1
Post-test Score of the Experimental Class (N=24)

No	Initial	Raw Score	Score	Qualification	Category
1	AAA	14	70	Fair	Moderate
2	AA	10	50	Very Poor	Failed
3	AR	14	70	Fair	Moderate
4	An	15	75	Good	Successful
5	AS	10	50	Vary Poor	Failed
6	A	16	80	Good	Successful
7	ADR	14	70	Fair	Moderate
8	EN	16	80	Good	Successful
9	F	14	70	Fair	Moderate
10	GW	13	65	Very Poor	Failed
11	HI	15	75	Good	Successful
12	KN	16	80	Good	Successful
13	Lm	16	80	Good	Successful
14	M	10	50	Very Poor	Failed
15	MI	16	80	Good	Successful
16	NA	15	75	Good	Successful
17	NH	10	50	Very Poor	Failed
18	NF	13	65	Very Poor	Failed
19	R	13	65	Very Poor	Failed
20	RN	14	70	Fair	Moderate
21	RR	15	75	Good	Successful
22	Sa	10	50	Very Poor	Failed
23	SY	13	65	Very Poor	Failed
24	TY	15	75	Good	Successful
Total		327	1.635		
Average			68.12	Fair	Moderate

Table 2
Post-test Score of the Control Class (N=24)

No	Initials	Raw Score	Score	Qualification	Category
1	AF	13	65	Very Poor	Failed
2	AR	13	65	Very Poor	Failed
3	AY	11	55	Very Poor	Failed
4	DS	10	50	Very Poor	Failed
5	DA	11	55	Vary Poor	Failed
6	DAI	11	55	Very Poor	Failed
7	FD	16	80	Good	Successful
8	FP	11	55	Very Poor	Failed
9	HR	13	65	Very Poor	Failed
10	IA	16	80	Good	Successful

11	IM	10	50	Very Poor	Failed
12	JR	16	80	Good	Successful
13	MA	11	55	Very Poor	Failed
14	MF	13	65	Very Poor	Failed
15	MG	16	80	Good	Successful
16	MH	13	65	Very poor	Failed
17	NM	13	65	Very Poor	Failed
18	RE	13	65	Very Poor	Failed
19	RL	10	50	Very Poor	Failed
20	SA	16	80	Good	Successful
21	SNI	13	65	Very Poor	Failed
22	WC	13	65	Very Poor	Failed
23	W	10	50	Very Poor	Failed
24	WW	10	50	Very Poor	Failed
Total		302	1510		
Average			62.91	Fair	Fair

Table 3
Students' Score Deviation of the Control Class (N=24)

No.	Initial	Student's Scores		Deviation	Deviation Square
		Pre-test	Post-test	$X^2 - X^1$	X^2
1	AF	25	65	40	1600
2	AR	30	65	35	1225
3	AY	20	55	35	1225
4	DS	30	50	20	400
5	DA	20	55	35	1225
6	DAI	40	55	15	225
7	FD	20	80	60	3600
8	FP	25	55	30	900
9	HR	25	65	40	1600
10	IA	20	80	60	3600
11	IM	30	50	20	400
12	JR	40	80	40	1600
13	MA	20	55	35	1225
14	MF	20	65	45	2025
15	MG	20	80	60	3600
16	MH	20	65	45	2025
17	NM	25	65	40	1600
18	RE	40	65	25	625
19	RL	40	50	10	100
20	SA	40	80	40	1600
21	SNI	20	65	45	2025
22	WC	30	65	35	1225
23	W	25	50	25	625
24	WW	30	50	20	400
Total		665	1510	855	34675