

Improving Students' Reading Comprehension Through "KWL Plus" Technique at SMAN 2 Kampar

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Abstract

The objective of this research is to find out the significant improvement of using KWL Plus technique in comprehending reading text. Thus, to find out the improvement of students' reading comprehension, the writer carried out experimental research, which focused only in experimental class. The writer used KWL Plus technique that consisted of some steps. First, the students must completed KWL grid that consists of three columns. Then, the students made concept map based on information from KWL grid. After that, they wrote a summary based on concept map. The sample of this research are thirty five students. The research has been conducted from May to June 2020 at the first year students of SMA N 2 Kampar. In collecting data, the writer gave reading texts in form of multiple choice tests that consists of 30 questions to the sample of experimental class. After giving the test to the sample, the writer collected the answer sheets to be calculated for the data. The obtained data was analyzed by using the formula of t-test in Hatch and Farhady Book (1982:105). It was found that t-calculated was 7.06 and t-table on the level of significant 5% or 0.05 and degree of freedom (df) 34 was 2.042. It was seen that $T_c > T_t$. It means that null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. In other words by using KWL Plus technique was able to give positive contribution to improve students' achievement in reading comprehension at the first year students of SMA N 2 Kampar.

Keywords: reading comprehension, KWL Plus technique.

INTRODUCTION

Reading is one of the four language skills that have to be mastered by the students in learning English in order to set the information from the English paragraph. In reading we can get important things such as knowledge, news, and etc. Beside that in reading we do not only get scientific knowledge, but also we can get pleasure activities such as to read short story, novel, and comic. Students usually find some difficulties in process of learning English, which influence their achievement. Reading is one of the important parts in getting achievement in English. The aim of teaching reading is to comprehend and to react to what is written. However, it is not easy for the students to comprehend text.

They should have the ability to comprehend the author's message. In reading activity, language learners should have purpose in order the reading process run smoothly and they read the text efficiently. Besides, reading is a complex process, moreover they read in foreign language, they have to be able to comprehend it because each language has different structure, meaning, and vocabulary. In fact, many students still get confuse in comprehending and interpreting the ideas of paragraph.

Many aspects determine the success of teaching reading for senior high school, for example, reading materials, facilities, teachers, the students themselves, and the way of teaching. According to KTSP (2006), teaching reading has equal duration to other English skill, such as listening, writing, and speaking. It means that the students have shorter time to comprehend text than they do. Therefore, teacher should apply an appropriate reading technique to improve the students' ability in comprehending reading text. Reading should be taught in effective and efficient way.

Many students have some difficulties to get information from the reading text. They do not understand the reading text and they cannot get the author's ideas. It means that they have low ability to comprehend the text. There are some reasons why it is hard for the students, they are:

First, they have limited vocabulary. There are some difficult words that the students found but they do not know the meaning. So, it makes them difficult in understand the text. Second, the lack motivation to read that make their achievement in reading comprehension is not satisfied yet. They do not have good interest in learning English especially reading. So, they are lazy to read the reading text.

Third, limited time that teacher and students had in learning reading also make the students more complicated in comprehending reading text. And Fourth, teacher does not use appropriate or suitable technique in teaching reading, so that the students are not interested in learning reading. Choosing technique in teaching reading can influent the students' achievement in comprehending the text, so teacher should apply a good technique in teaching reading because it can arouse the students interest and motivation in reading. It becomes the main reasons which caused reading text is hard to be understood.

To comprehend a reading text well, the students have to understand about the existences of different text tasks such as how to get factual information through text, identify main idea, finding the meaning of vocabularies, identify references, and how to make referent. Therefore, the effort to overcome the problems above is extremely needed. To improve students' reading comprehension, there should be some techniques to be applied in teaching reading. There are some numerous techniques that can be applied in teaching reading, such as SQ3R, repeated reading, collaborative strategic reading, guided reading, KWL Plus, and etc. Realizing the phenomenon above, appropriate reading technique in teaching reading should be developed in the classroom. In this part, the writer wants to apply KWL Plus technique.

KWL Plus is technique that is used to make connection between what the students already know and what the text is about that they will be reading. The "K" stands for "Know". What do the students already know about the topic she /he is going to read about?. The "W" stands for "Want to Know", encourages the students to put it in writing what she/he hopes the text will tell him/her about the topic of text. Finally, the "L" stands for "Learned", students write what they learned about the topic and check which questions were unanswered. The last "Plus", students add mapping and summarizing. After reading, students discuss what they lean from the text and try to make a concept map and write a summary about the topic.

The research that relates to the writer's study has been done by Fitriyani (2014). He conducted a research entitled "The Effect Of KWLH Technique To Improve Students'

Reading Comprehension Of The First Year Students At SMAN Siak Hulu Pangkalan Baru.” In his research, he focused to investigate the effects of Conceptual Physics Texts (CPT) and KWL Reading Strategy and Reading without KWL (Non KWL) on ninth grade students' achievement and attitude toward heat and temperature. From his research, he got conclusions that the KWL was effective in increasing the achievement and the CPT was effective in increasing the attitude. Therefore, their combined effects should increase both achievement and attitude of the students' heat and temperature like classroom observations indicate.

The second research was conducted by Volkan Akyus (July 2014). He conducted a research entitled “The Effects Of Textbook And Reading Strategy On Students' Achievement And Attitudes Towards Heat And Temperature”. In his research, he focused to investigate the effects of Conceptual Physics Texts (CPT) and KWL Reading Strategy and Reading without KWL (Non KWL) on ninth grade students' achievement and attitude toward heat and temperature. From his research, he got conclusions that the KWL was effective in increasing the achievement and the CPT was effective in increasing the attitude. Therefore, their combined effects should increase both achievement and attitude of the students' heat and temperature like classroom observations indicate.

Aand the third research that relates to the writer's study has been done by Kristie O'Brien (May 2017) with his research paper entitled “The Effects Of Pre-Reading Strategies On The Comprehension Of Culturally Unfamiliar Texts For Adolescent English Language Learners: A Case Study At Coulee's Faculty Of Hamline University”. Related to his research, he taught students how to build sociocultural background and activate prior knowledge through the use of many strategies. He used KWL Chart and anticipation guides in reading fields. The result of teaching reading using KWL Chart and anticipation guides is satisfactory. These strategies can create classroom environments where authentic and meaningful lessons that engage students, build background, and activate prior knowledge play active roles in the learning experiences.

The difference between this research and previous research is that in this research the writer tried to continue their research and focused on three text types that learned by the first year students of Senior High School on the second semester, they are: narrative text, descriptive text and news item text. The writer also added concept map and write a summary after complete the KWL Chart.

According Carr & Ogle, 1987 in M.Corner stated that KWL Plus in teaching reading offers some advantages as below:

1. KWL provide teachers with an inventory of student background knowledge about a topic.
2. Students are given a structure for making prediction about what they will be reading.
3. Students develop self-questioning skills and learn to read actively in answer their reading question about the topic.
4. Students are guided into meaningfully organizing the new information.
5. KWL Plus can be used for lessons in social studies, science, math, and other subject areas.
6. Use KWL Plus to help readers with asking questions and determine importance.
7. Increase students' comprehension and retention of reading material.

METHOD

This research is an experimental research. There are two variables: independent variable and dependent variable. The independent variable is a variable that is identified as a causal variable is taught to cause the dependent variable. Meanwhile, the dependent variable is variable that is identified as an effect, the result variable is taught to be caused by the independent variable. In this case, the independent variable is using KWL Plus technique in teaching reading comprehension and dependent variable is the result of using KWL Plus in teaching reading comprehension that is students' reading comprehension.

In this research the writer only used experimental group that consisted of pre-test, treatment and post-test. The students were given the experimental instruction or treatment for a given period of time to know their improving after giving the approach and technique. (Hatch & Farhady, 1982;19).

The purpose of this research is to know the improvement of students' reading comprehension. Firstly, the writer gave the pre-test. Secondly, the writer gave treatment by using KWL Plus technique. And finally, the post-test was done to see the improvement of students' reading comprehension. The research is design as follows:

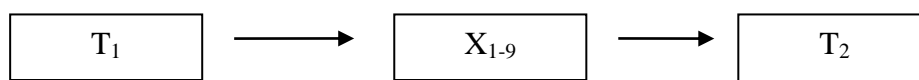


Figure 1. Research Design (Hatch and Farhady, 1982:20)

Where :

- T₁ : Pre-test
- X₁₋₉ : Treatments (9x meetings)
- T₂ : Post-test

The population of this research is all the first year of students of SMAN 2 Kampar in academic 2019/2020. The are 240 students is seven classes, consist of:

35 students of X1 grade, 35 students of X2 grade, 40 students of X3 grade, 42 students of X4 grade, 42 students of X5 grade, 43 students of X6 grade and 43 students of X7 grade. Because of the number of population is quite large, so the writer used cluster sampling because the students are already formed into classes.

According to Sudjana (1996:173) in cluster sampling, population is divided into some groups/clusters. These clusters will be taken in random process. Every number in cluster that has been taken randomly will be a sample. Then, Gay (1987:115) states that for experimental studies, a minimum of thirty subjects per group is generally recommended. In percentage, the sample of this research was 25% of the population.

To get the sample, the writer named cards based on every first year class in SMA N 2 Kampar, after that the writer took one card randomly as the sample only for experimental group, it is class X₂ with 35 students.

The instrument of this research is reading tests in form of multiple-choice tests. In this research, the test consisted of six reading tests with 30 questions in various topics.

a. Pre-test

Before treatment the students in experimental group would be given pre-test. The purpose is to know the students' reading comprehension before treatment. Pre-test was conducted for first meeting. The number of students who follow the pre-test are 35 students. The test items consisted of 30 items of multiple choices.

Table 1. The Blueprint of the Test Items of Pre-test

No	Material	Criteria	Items number
1	Narrative Text (Real Brotherly Love)	1. Identify the character of text	1
		2. Identify the Setting of Text	2
		3. Identify the Plot of Text	3
		4. Identify the climax/complication of text	4
		5. Finding the message or moral lesson of text	5
		6. Identify the Purpose of Text	6
2	Narrative Text (The Lion and The Mouse)	1. Identify the character of text	7
		2. Identify the Setting of Text	8
		3. Identify the Plot of Text	9
		4. Identify the climax/complication of text	10
		5. Finding the message or moral lesson of text	11
		6. Identify the Purpose of Text	12
3	Descriptive Text (The Prambanan Temple)	1. Identify the special participant/subject of text	13
		2. Identify parts of subject	14
		3. Identify characteristics of subject	15
		4. Identify the purpose of Text	16
4	Descriptive Text (Elephant)	1. Identify the special participant/subject of text	17
		2. Identify parts of subject	18
		3. Identify characteristics of subject	19
		4. Identify the purpose of Text	20
5	News Item Text	1. Identify the time/place of news	21
		2. Identify the amount of subject in the news	22
		3. Identify the amount of events in the news	23
		4. Finding the Sources of the News	24
		5. Identify the purpose of text	25
6	News Item Text	1. Identify the time/place of news	26
		2. Identify the amount of subject in the news	27
		3. Identify the amount of events in the news	28
		4. Finding the Sources of the News	29
		5. Identify the purpose of text	30

b. Treatment

After pre-test the students in treatment used KWL Plus technique while teaching and learning process. In teaching and learning process, the writer herself that applied and taught the teaching procedure based on lesson plan. The instrument of teaching by using KWL Plus technique as follow:

Table 2. Instrument of Teaching KWL Plus Technique

Meetings	Materials	Explanations
1 st	Narrative, Descriptive, and News Item	Pre-test
2 nd	Narrative text (A Greedy Dog)	KWL Plus technique: 1. Completing KWL grid 2. Making Concept Map 3. Writing Summary
3 rd	Narrative text (The Fly and The Bull)	KWL Plus technique: 1. Completing KWL grid 2. Making Concept Map 3. Writing Summary
4 th	Narrative text (Bandung Bondowoso and Roro Jonggrang)	KWL Plus technique: 1. Completing KWL grid 2. Making Concept Map 3. Writing Summary
5 th	Descriptive text (Jakarta City)	KWL Plus technique: 1. Completing KWL grid 2. Making Concept Map 3. Writing Summary
6 th	Descriptive text (The Borobudur Temple)	KWL Plus technique: 1. Completing KWL grid 2. Making Concept Map 3. Writing Summary
7 th	Descriptive text (Elephant)	KWL Plus technique: 1. Completing KWL grid 2. Making Concept Map 3. Writing Summary
8 th	News item text (Earthquake Jolts Japan Capital)	KWL Plus technique: 1. Completing KWL grid 2. Making Concept Map 3. Writing Summary
9 th	News item text	KWL Plus technique: 1. Completing KWL grid 2. Making Concept Map 3. Writing Summary
10 th	News item text	KWL Plus technique: 1. Completing KWL grid 2. Making Concept Map 3. Writing Summary
11 th	Narrative, Descriptive, and News item	Post-test

c. Post-test

After finish the treatment, the writer gave post-test to the students. The purpose is to know there is improvement on students' reading comprehension after the treatment by using KWL Plus Technique in teaching and learning process. The test consisted of 30 items of multiple choices.

Table 3. The Blueprint of the Test Items of Post-test

No	Material	Criteria	Items Number
1	Narrative Text (Real Brotherly Love)	1. Identify the character of text	1
		2. Identify the Setting of Text	2
		3. Identify the Plot of Text	3
		4. Identify the climax/complication of text	4
		5. Finding the message or moral lesson of text	5
		6. Identify the Purpose of Text	6
2	Narrative Text (The Lion and The Mouse)	1. Identify the character of text	7
		2. Identify the Setting of Text	8
		1. Identify the Plot of Text	9
		2. Identify the climax/complication of text	10
		3. Finding the message or moral lesson of text	11
		4. Identify the Purpose of Text	12
3	Descriptive Text (The Prambanan Temple)	1. Identify the special participant/subject of text	13
		2. Identify parts of subject	14
		3. Identify characteristics of subject	15
		4. Identify the purpose of Text	16
4	Descriptive Text (Elephant)	1. Identify the special participant/subject of text	17
		2. Identify parts of subject	18
		3. Identify characteristics of subject	19
		4. Identify the purpose of Text	20
5	News Item Text	1. Identify the time/place of news	21
		2. Identify the amount of subject in the news	22
		3. Identify the amount of events in the news	23
		4. Finding the Sources of the News	24
		5. Identify the purpose of text	25
6	News Item Text	1. Identify the time/place of news	26
		2. Identify the amount of subject in the news	27
		3. Identify the amount of events in the news	28
		4. Finding the Sources of the News	29
		5. Identify the purpose of text	30

RESULTS AND DISCUSSION

Most of the important thing in a research is the presentation of data and research finding. In this chapter the writer is going to present the data which has been collected from experimental classroom to the first year students especially class X₂ at SMA N 2 Kampar.

After administering the pre-test, the writer carried out the post-test in order to get the data of the research. Subsequently, it will show the students' score increase from pre-test to post-test in order to find out whether there is a significant difference between students' achievement in pre-test and students' achievement in post-test.

The Presentation of the Data in Pre-test

Before giving treatments, the writer had given pre-test to the sample students. It was done to know the ability of students in reading. The writer presented the students' score in pre-test as follows :

Table 4. The students' score in pre-test

N	Score X	Deviation $X_1 - \bar{X}$	Score $(X_1 - \bar{X})^2$
1	53.33	-2	4
2	60	4.67	21.81
3	60	4.67	21.81
4	60	4.67	21.81
5	63.33	8	64
6	60	4.67	21.81
7	60	4.67	21.81
8	50	-5.33	28.41
9	43.33	-12	144
10	60	4.67	21.81
11	63.33	8	64
12	63.33	8	64
13	60	4.67	21.81
14	63.33	8	64
15	73.33	18	324
16	50	-5.33	28.41
17	56.67	1.34	1.79
18	63.33	8	64
19	50	-5.33	28.41
20	43.33	-12	144
21	60	4.67	21.81
22	66.67	11.34	128.59
23	53.33	-2	4
24	66.67	11.34	128.59
25	46.67	-6.66	74.99
26	50	-5.33	28.41
27	40	-15.33	235.01
28	43.33	-12	144
29	53.33	-2	4
30	46.67	-8.66	74.99
31	46.67	-8.66	74.99
32	43.33	-12	144
33	46.67	-8.66	74.99
34	63.33	8	64
35	53.33	-2	4
N=35	1936.64	0.09	2382.06

$$\bar{X} = \frac{\sum X_1}{N-1}$$

$$\bar{X} = \frac{1936.64}{35}$$

$$\bar{X} = 55.33$$

$$S^2 = \frac{\sum (X_1 - \bar{X})^2}{N-1}$$

$$S^2 = \frac{2382.06}{34}$$

$$S^2 = 70.06$$

$$S = \sqrt{70.06}$$

$$S = 8.37$$

From the analysis above, the means of pre-test is 55.33, the variance is 70.06, and the standard deviation is 8.37.

The presentation of the Data in Post-test

After giving pre-test and computing the students' score, the writer carried out treatments to the experimental class. At the last meeting, the writer gave post-test to the sample students. The writer presented the students' score in post-test as follows:

Table 5. The students' score in post-test

<i>N</i>	<i>X</i>	$X_1 - \bar{X}$	$(X_1 - \bar{X})^2$
1	80	5.81	33.76
2	83.33	9.14	3.54
3	76.67	2.48	6.15
4	83.33	9.14	83.54
5	86.67	12.48	155.75
6	83.3	9.14	83.54
7	83.33	9.14	83.54
8	66.67	-7.52	56.55
9	66.67	-7.52	56.55
10	60	-14.19	201.36
11	90	15.18	230.43
12	86.67	12.48	155.75
13	90	15.18	230.43
14	60	-14.19	201.36
15	90	15.18	230.43
16	80	5.81	33.76
17	60	-14.19	201.36

<i>N</i>	<i>X</i>	$X_1 - \bar{X}$	$(X_1 - \bar{X})^2$
18	56.6	-17.52	306.95
19	86.67	12.4	155.75
20	60	-14.19	201.36
21	80	5.81	33.76
22	90	15.18	230.43
23	86.67	12.48	155.75
24	66.67	-7.52	56.55
25	46.67	-27.52	757.35
26	50	-24.19	585.16
27	60	-14.19	201.36
28	60	-14.19	201.36
29	86.67	12.48	155.75
30	80	5.81	33.76
31	6.67	2.48	6.15
32	60	-14.19	201.36
33	53.33	-10.18	435.14
34	90	15.18	230.43
35	80	5.81	33.76
N=35	$\sum = 2596.69$	$\sum = -2.43$	$\sum = 6109.93$

$$\bar{X} = \frac{\sum X_2}{N}$$

$$\bar{X} = \frac{2596.69}{35}$$

$$\bar{X} = 74.19$$

$$S^2 = \frac{\sum (X_1 - \bar{X})^2}{N - 1}$$

$$S^2 = \frac{6109.93}{34}$$

$$S^2 = 179.70$$

$$S = \sqrt{179.70}$$

$$S = 13.40$$

From the analysis above, the means of post-test is 74.19, the variance is 179.70, and the standard deviation is 13.40. The increase of the students' score can be seen in the following table:

Table 6. The increase of students' score

	Pre-test	Post-test	Increase
\bar{X}	55.33	74.19	18.86
S^2	70.06	179.70	109.64
S	8.37	13.40	5.03

The table shows that the average score of the pre-test is 55.33 and post-test is 74.19, then the variance of the pre-test is 70.06 and post-test is 179.70. The standard deviation of the pre-test is 8.37 and post-test is 13.40. It means that there is increase of the students' reading comprehension after being taught by using KWL Plus technique. The progress explained that teaching reading using KWL Plus technique could develop or improve students' reading comprehension.

In order to find out whether the Null Hypothesis or the Alternative Hypothesis is accepted, firstly, we need to find out the standard error of the mean score of post-test and pre-test, then the calculation of the t-test.

It makes no difference whether the obtained value is positive or negative. Since the distribution is symmetrical, the minus quantities would be the same (Hatch and Farhady,1982:110). So, the t-test result is 7.06. The degree of freedom of this sample could be calculated as follows :

$$\begin{aligned} df &= N-1 \\ &= 35-1 \\ &= 34 \end{aligned}$$

The degree of freedom 34 is at level 0.05 and consequently the critical value is 2.042. It means that the value of t-calculated is bigger than value of t-table at 0.05 level ($7.06 > 2.042$). Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. So, there is significant improvement of students' reading comprehension through KWL Plus technique.

The Interpretation of Data

From the data analysis, the writer found out that total score of pre-test was 1936.64 with mean score was 55.33. After the treatment was given in teaching for nine meetings through KWL Plus Technique, the post-test was administered for the group. The total score of post-test was 2596.69 with mean 74.19. It can be seen that the means increase made by the pre-test to post-test was 18.86. It means that KWL Plus is one of teaching techniques that can help the students to improve their reading comprehension.

Moreover, based on the calculation of standard deviation of pre-test it was found that score was 8.37 and post-test 13.40, then the writer used t-test to know the increase of students' reading comprehension. It was found that the value of t-test was 7.06 and t-table is 2.042 in degree of freedom (df 34) at 0.05 level. It means that t-test is greater than t-table

(7.06>2.042) in alpha decision level @0.05. Consequently, the Null hypothesis is rejected; in short there is significant improvement of students' reading comprehension through KWL Plus Technique at SMA N 2 Kampar.

CONCLUSION

This research is an experimental research that has main purpose to find out the improvement of students' reading comprehension through KWL Plus technique at SMA N 2 Kampar. The means score for each groups has increases. The mean score on pre-test was 55,33. After having conducted the use of KWL Plus technique and analyzed the result of the post-test, it was found that the mean score of post-test was 74,19. in other words, the mean score of post-test was higher than the mean score of pre-test. According to result of t-test, it was found that the value of t-test was 7,06 and t-table was 2,042. It means that t-test was higher than t-table. Therefore, the null hypothesis was rejected. Conversely, the alternative hypothesis was accepted. Finally, the writer concluded that : After conducting the KWL Plus technique, the first year students' reading comprehension of SMA N 2 Kampar has increased. It can be seen from the result of pre-test and post-test of the students, the use of KWL Plus techniques gives positive contributions and better outcomes to raise the students' reading comprehension, there was a significant difference between students' score before taught by using KWL Plus technique and after taught by using KWL Plus technique.

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