THE APPLICATION OF KWL STRATEGY IN TEACHING READING COMPREHENSION TO THE EIGHTH GRADE STUDENTS OF BINA WARGA JUNIOR HIGH SCHOOL OF PALEMBANG

Abstract
by
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Penelitian ini berjudul *"The Application of KWL Strategy in Teaching Reading Comprehension to the Eighth Grade Students of Bina Warga Junior High School of Palembang"*. Permasalahan penelitian ini berhubungan dengan kesulitan siswa dalam menemukan ide utama dalam menjawab pertanyaan secara tepat. Tujuan penelitian ini adalah menemukan apakah Strategi KWL efektif dalam meningkatkan pemahaman bacaan siswa kelas 8 di SMP Bina Warga Palembang.

Metode penelitian ini menggunakan metode pre-experimen. Populasi penelitian berjumlah 40 orang siswa kelas 8 di SMP Bina Warga Palembang Tahun akademik 2013/2014. Data penelitian ini dikumpulkan dengan menggunakan tes tertulis, dan dianalisa menggunakan rumus uji t.

Hasil penelitian menunjukkan bahwa nilai rata-rata siswa pada tes awal yaitu 50.62., dan nilai rata-rata pada tes akhir yaitu 81.25. sedangkan hasil perhitungan uji t menunjukkan bahwa nilainya yaitu 11.96, yang lebih besar daripada nilai kritis yaitu 1.684. Hal ini dapat dinyatakan bahwa penggunaan strategi KWL dinilai efektif dalam mengajarkan membaca bagi siswa kelas 8 di SMP Bina Warga Palembang.

Kata Kunci: Penerapan, Strategi KWL, Pemahaman Bacaan

A. Introduction

A.1 Background of the Study

English has been chosen as the first foreign language taught as compulsory subject from the first year of Junior high school up to University level. Teaching and learning process are two activities that can be separated. Brown (2005:7), teaching is process of guiding and facilitating learning, enabling the students to learn. It means that in the process, there will be facility and guiding process given by teachers to students.

In language, there are four skills that may be gained by the students in learning English, namely reading, listening, speaking, and writing. Reading involves the understanding of the main and supporting ideas of a written language. Speaking is concerned with the uses of a language orally. Writing refers to the ability to express one self in a written form.

Up to now, people are expected to be able to read, in which such activities are considered an important role in all aspects in life. People can get knowledge and information from reading, because there are many printed materials available such as scientific books, fiction, and newspaper. The printed materials certainly give knowledge and information for them.

There are a number of strategies that an individual can use to read a particular piece of material in learning reading. Learning strategies are techniques that facilitate the process of understanding, retaining, and applying knowledge. Richards (2007:201) states that teaching strategy is the way to teach the classroom. A teaching strategy is a component of a teaching method that has a closed relation with the other components of the method as mentioned, that the components of a teaching method are the language theory with the psychological learning theory, the teaching material, and the strategy and technique of teaching the material.

However, there are many students got difficulties when they must analyze a text, i.e., finding the main idea or the order of information. This is because they have less comprehension about the content of the text. It can be caused by the limited vocabulary mastery and inappropriate strategy If this problem cannot be solved, it can give bad effects for students. One of them, the students cannot pass the test well, because reading text is dominant in the examination.

In order to make teaching and learning process in reading comprehension easier, the writer needs supporting strategy namely *Know-Want-Learn* (henceforth K-W-L). Ogle, (1986:23) states that K-W-L uses three columns in which to write down information that we Know (background knowledge), Want to know (establishing purpose and asking questions), and have Learned (main idea). In addition to teaching students to connect background knowledge, this activity also can develop habits of summarizing, questioning, predicting, inferring out word meanings.

There are two reasons to this topic choose. Firstly, reading is very important subject to the students and one of the components of English taught at school. Secondly, it is not easy to find the main idea or the author's wishes in the text.

independent variable and dependent variable. The independent variable of this investigation in using K-W-L Strategy and the dependent variable is the students' score in reading comprehension which is measured through written test.

B.4 Population and Sample

According to Arikunto (2006:130) states that a population is the whole subjects of the research . The population is this research is the eighth grade students Bina Warga Junior High School of Palembang in the academic year 2013/2014 . The total number is 200 students from five classes.

Sample is a part of population that will be observed (Arikunto, 2006:131). Convenience sampling was applied in this research. There were 40 students used as sample of the study.

B.5 Technique for Collecting the Data

The data were collected through the use of a written test. The test consist of pre test and post test. The pre test was given before treatment. The purpose is to measure the students' achievement before the treatment. The written test consist of 20 items in the form of multiple choice questions. Furthermore, the post test was given after treatment. The treatment was given after pre test at least for 6 meetings. The writer gave the same material for the pre test and post testing the form of multiple choice test.

B.6 Technique for Analyzing the Data

To find out whether there was a significant difference between the result of the pre test and those of the post test, the writer used match sample t–test (Arikunto, 2006:116).

C. Findings and Interpretation
C.1 Findings

Based on data analysis of the study, it was found that it was effective to use K-W-L strategy in teaching reading comprehension to the eighth grade students of Bina Warga Junior High School of Palembang. The average score of the

A.2 Problems of the Study

In this study, the limitation was focused on teaching reading comprehension by using KWL Strategy to the eighth grade students of Bina Warga Junior High School of Palembang. The formulation of the study was "Is there any significant difference between the students' scores in the pretest and those in the posttest by using K-W-L strategy?

A.3 Objectives of the Study

The objectives of this study was to find out wheather or not there is any significant difference between the students' scores in the pretest and those in the posttest who are taught by using K-W-L strategy.

B. Research Procedures

B.1 Operational Definition

a) Teaching is guiding and facilitating learning, enabling the students to learn, setting conditions for learning.

b) Reading is the process of transforming print into meaning

c) K-W-L Strategy is a strategy which students explore what they know, want, they want to know, and what they learn about a topic, have been widely used in thematic unit studies.

B.2 Method of Research

In this research pre-experimental method was used. This is because they do not build in controls for threats to internal validity so one class will be taken.

The writer uses one of the pre-experimental design to conduct this research, that is the pre-test post-test one group design. Fraenkel and Wallen (1990:236) state that in the one-group pre test – post test design, single group is measured or observed not only after being exposed to a treatment of some sort, but also before".

B.3 Research Variables

Variables are defined as an contribute of a person or an object which "varies" from person to person or from object (Hatch and Farhady, 1982:12). In this study there were two kinds of research variables. They were the

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students in the pretest was 50.62. The average score of the students in posttest was 81.25. The result of matched t- test was 11.96. Exceeding 1.684.

The students' score in pre-test

The pretest was given to the students before treatment. In the pretest, the students were asked to choose one word which they think true according to the test. The data obtained from the pretest in students' sheet answers. It was found that average score in the pre-test was 50.62. The writer found that the highest score was 80 obtained by the one student and the lowest score obtained by one student too. The students' total score 2025. To get the average score of the pre-test, the writer divided the total score of the students by the number of the students and the result of this calculation was 50.62.

The Students' Scores in the Post- Test

After the writer taught reading comprehension by using K-W-L strategy, the students were given the posttest. The numbers of the students taking the posttest was the same as in the pretest; it was 40 students and 20 questions. Based on the posttest, the writer found that the lowest score was 65 reached by six students and the highest score was 100 reached by five students. The average score which the students got in the postest was 81.25 and it was higher that in the pre-test.

The Result of the Matched t-test Calculation

After gaining the result of the pretest and posttest, the writer started to analyze them by using the matched t-test. The writer calculated the matched t-test to find out whether or not it was significant difference to used K-W-L strategy in teaching reading comprehension to the eighth grade students of Bina Warga Junior High School of Palembang.

By using the students' scores they got in the pretest and posttest, the writer found that the result of matched t-test was 11.96. This score was higher than t-critical value was 1.684.

Based on the result above, it can be said that the use of K-W-L strategy in teaching reading comprehension was effective because the result of the calculation of the matched t-test formula was 11.96 and it was greater than the critical value.

C.2 Interpretation

Based on the findings in the study, the writer interprets that the used of K-W-L strategy in teaching reading comprehension to the eighth grade students of Bina Warga Junior High School of Palembang from the students' scores in the posttest was 81.25, the highest score was 100 and the lowest score was 65. They were all higher than those in the pre-test.

The students' average score in the pre-test was 50.62 and the lowest score 15. It means the students' ability in learning this reading comprehension before being taught without this method was in poor level and after being taught through K-W-L strategy was in good level.

In addition, the result of the calculation of the matched t-test formula was 11.96 and it is greater than critical value. Thus, the treatment that was given to them can influence their ability in learning reading comprehension from the poor level to the good level.

Besides, the t-obtained shows that the alternative hypothesis with 95 % of significance level was accepted because the result of the calculation of the matched t-test formula was 11.96. It means that there was a significant difference between the students' scores in the pretest and posttest in learning the reading comprehension by using K-W- L strategy at Bina Warga Junior High School of Palembang.

D. Conclusion

Based on the findings of the study as discussed in previous section, it can be concluded that it was a significant difference between the students' ability in learning the reading comprehension before being taught without K-W-L strategy and the students' ability learning the reading comprehension through K-W-L strategy .

The significant difference between the two cases can be seen from t-obtained and t-critical value. From the data analysis, the result of the calculation the matched t-test formula was greater than t-critical value. It means the writer concludes that it was significantly effective to use K-W-L strategy in reading comprehension to the eighth grade students of Bina Warga Junior High School of Palembang.

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