



## **THE EFFECT OF USING KWL PLUS (KNOW, WANT, LEARN, PLUS MAPPING AND SUMMARIZING) STRATEGY ON STUDENTS' READING COMPREHENSION**

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### **ABSTRACT**

Reading is one of the most important skills that should be learned and mastered by individual. The purpose of this research was to find out whether there was or not significant effect of using KWL Plus strategy on students' reading comprehension at second grade of MTsN Kampar. This research was an experimental research. The research design was a quasi-experimental research. The total population of this research was the second grade students of MTsN Kampar. The sample was VIII.A as experiment class and VIII.B as control class taken by using cluster random sampling. Thus, the total number of sample from two classes was 56 students. The technique of analyzing data was an independent sample t-test by using SPSS 22 version program and Effect Size (ES) formula. The result showed that the effect of using KWL Plus strategy on students' reading comprehension at the second grade at MTsN Kampar, was  $0.216 \geq 0.14$  or categorized into large effect. It can be concluded that there is significant effect of using KWL Plus strategy on students' reading comprehension of narrative text at the second grade of MTsN Kampar.

Keywords: Effect, KWL Plus strategy, Reading Comprehension.

### **INTRODUCTION**

Teaching English cannot be separated from teaching the four skills. Each of them should be mastered, they are speaking, listening, writing and reading as well. Reading is one of the most important skills that should be learned and mastered by every individual. Reading has interaction between the reader and the text.

According to Richards & Schmidt, (2010:234) reading is the processes by which the meaning of a written text is understood. In reading activity, students should be able to comprehend meaning of texts to get information and also knowledge from texts. Thus, it can be concluded that readers not only should know the meaning of words but also be able to comprehend the meaning contained in texts.

In teaching and learning process, reading becomes very important to improve general skills in English. Reading helps students learn to think in English, enlarge their vocabulary, and find new ideas, facts, and experiences. Reading is also needed by students to exercise and train in order to have a good reading skill.

Meanwhile, in reading text, comprehension is an important skill to get messages of written language. Duffy (2009:14) stated that "comprehension is the essence of reading because the goal of written language is communication of messages". The same idea is also pointed by Nunan (2003:132) stated that reading is the process of combining information from a text reader and their own knowledge to construct a meaning. Comprehension is purposed to get some information or messages from the text.

Nowadays, Junior High School MTsN Kampar, is one the public schools in Kampar Regency. Based on Curriculum (KTSP) as its guidance in arranging lesson plan, including in reading subject, the four skills should be understood by the students. In this school, English subject has two meetings in each week. In one meeting, the duration is only 45 minutes. Furthermore, the passing grade in this school for English subject is 75.

Furthermore, the goal of teaching reading in junior high school is to develop students' ability to communicate in that language, in the form of oral and written. Communication skills include listening, speaking, reading, and writing. Growing awareness of the nature and importance of language English as a foreign language becomes a major tool to learn. Develop an understanding of the interrelations between language and culture and broaden cultural horizons. Therefore, students have insight across

cultures and involving in cultural diversity.

Based on researcher's preliminary observation to the second grade students at MTsN Kampar on 5 January 2017. English Teacher Hasna Wilda S.Pd., used a text book to teach students in reading comprehension. The teacher explained the kind of the text and asked students to read the text. After that the teacher asked the students to understand and answer the questions based on the text. But, most of the students could not read the textbook well and they felt bored in the class. The result from that case was the students did not achieve the goal in English lesson especially in reading skill.

The problems that students faced are in the following phenomena:

1. Some of the students are not able to identify the main idea in Narrative text.
2. Some of the students get difficulties in identify generic structures in Narrative text
3. Some of the students are not able to find out the meaning of unfamiliar vocabulary in Narrative text
4. Some of the students are not able to identify language features in Narrative text.
5. Some of students are not able to identify specific detail information in Narrative text

Based on the phenomena above, the researcher can conclude that the students still cannot understand about Narrative text. Therefore, to solve the problem above, the researcher gives an appropriate strategy to students to improve their reading text by using KWL Plus strategy.

Ogle, D (2008:113) stated that "KWL is a process in which the teacher models and guides active engagement

with informational texts". According to Carr and Ogle in Panida (2012:4) revised the KWL strategy to KWL Plus strategy (short for know, want and learn plus mapping and summarizing), KWL Plus also is one of metacognitive strategies in its nature. Barnhardt et al (1999:36) stated that metacognitive strategy can help the students and teacher to manage their class and the teacher will provide students with a powerful approach that can help them throughout their lives.

## LITERATURE REVIEW

### 1. The Nature of Reading Comprehension

Reading is one kind of the four language skills. Reading is very important for human being to get knowledge from the books or the articles. According to Fibrinita (2013:1-2), "reading is one of the subjects to get information and knowledge about everything readers need from written form". It means that reading can improve the reader's knowledge about everything information that they read.

Reading is an interaction between the reader and the text. The requirements of reading process are practice, development, and refinement. The key of getting successful in reading is more practice by reading more books or articles to improve ability. Reading activity is used for updating the information in our daily life.

According to Harmer (2000:175), reading is not passive skill. To do it successfully, the readers have to understand what the words mean, see the pictures that the words are painting to understand the arguments and work out if the readers agree with them. Based on statement above, the researcher concluded that a reader

should be able to understand what she or he reads about. Without knowing the content of reading material, the reading activity becomes inadequate.

Comprehension can not be separate with reading and it can not be far away from reading. It means that because the goal in reading for the readers is to comprehend the information that reader reads before. The main element of reading is comprehension. Sweet and Snow (2003:243), define reading comprehension as the process of simultaneously extracting and constructing meaning.

Mikulecky and Jeffries (2007:74) state "Comprehending what you read is more than just recognizing and understanding words". True comprehension means making sense of what you read and connecting the ideas in the text to what you already know. It also means remembering what you have read. In other words, comprehending means thinking while you read.

### 1. The Nature of KWL Plus Strategy

There are many teaching strategies that have contributed to teachers and professional for improving the students ability in comprehending Narrative text. Every teaching strategy has a variety of purposes. As mentioned before, this research tends to use KWL Plus strategy that is purpose to improve the students' reading comprehension in Narrative text.

Ogle, D (2008:113) stated that "KWL (know, want to know, learn) is a process in which the teacher models and guides active engagement with informational texts. It is a process using the knowledge and information students bring to help each other build a better starting place for learning and to share the results of their reading. Carr and

Ogle in Panida (2012:4) “revised the KWL strategy to KWL Plus strategy (short for know, want and learn plus mapping and summarizing)”. It means that students can make a semantic map or graphic reorganizing of the key information about what they have learned.

Carr and Ogle in Ogle, D (2008:117) “Plus” KWL Plus means that students are asked to do more reorganizing of what they have learned by making a semantic map or graphic organizer of the key information. It can be concluded that K-W-L Plus is a strategy that requires the students to take a stock of what they know before they dive into reading and then think about the key information with make semantic mapping and graphic organizer.

Panida (2012:6) stated that KWL Plus strategy consists of four steps which is known (K) activates students’ background knowledge through brainstorming. The Wants (W) invites the students to determine what want to learn. The Learned (L) identify what is learner. (Plus) map text and summarize information.

Based on the ideas above, the researcher concludes that the implementation of KWL Plus comprises four steps of KWL Plus (1) K stands for Know; (2) W stands for Want; (L) stands for Learned (Plus) map and summarize information).

1. This step, teacher ask to the students to brainstorm words, terms, or phrases they knew related to the topic and records what they know about the topic in the K column
2. This step, the teacher allows the students make questions that they need to know more from the text and write questions in column W of their chart.
3. This step, the teacher asks the students to read the text and answer

the question in the next stage column L

4. The last step, the teacher asks students to create a map and summarize the text (plus).

## 2. Relevant Research

Relevant research is very useful for research to know about their research. According to Syafi’i (2014:102), researcher entails to observe the previous research that is relevant to the research and it is conducted by the other researchers such as :

1. Riswanto, Risnawati, and Detti (2014) conducted a study about the effect of using KWL (know, want, learned) strategy on EFL students’ reading comprehension achievement. The results of his study showed that KWL strategy was effective in improving the students’ reading comprehension achievement. The effectiveness was indicated by the result of the Stepwise Regression formula that the contribution of KWL strategy on students’ reading comprehension achievement was 70.5%
2. Panatda and Chonlada (2010) conducted a study about using mind mapping technique to improve reading comprehension ability of Thai EFL University Students. The result in this study after teaching by using mind mapping technique showed that the majority of the students improved their reading ability and their post-test mean score was 12.15 compared to the pre-test means mean score which was 11.17. The post-test mean score was higher than pre-test mean score at the 0.05 level of significance. Most of students were satisfied with their own reading comprehension ability (72.4 %) and enjoyed to work in groups (45.7

%). So this technique can improve students' reading comprehension.

In conclusion, the previous researches are different from this present in variable X and Y. This research used reading comprehension in variable Y, whereas the relevant researches that researcher found were reading achievement and reading ability and in variable X on second relevant research was Mind Mapping Technique. Then, the similarity of this research was improved students reading comprehension.

## RESEARCH METHOD

This research was an experimental research. According to Creswell (2012:295), the experimental research is conducted when the researcher intends the possible cause and effect between independent variable (variable X) and dependent variable (variable Y). It consists of two variables, the first is the KWL Plus Strategy as variable X and the second is the students' reading comprehension as variable Y. The design this research was quasi-experimental design. Creswell (2012:309) states that quasi-experimental design is in which the researcher assigns participants to groups but not randomly. In this research, quasi-experimental designs had experimental group and control group. There were two kinds of test; pre-test and post-test. Pre-test was given before treatment and post-test was given in the last of treatment. The type of this research can be

The location of the research was at MTsN Kampar. This research was conducted in March to May 2017. The subject of this study was the second grade students of MTsN Kampar. The object of the research was the effect of using KWL Plus strateg on students'

reading comprehension at second grade of MTsN Kampar.

The target of the population of this research was all of the second grade students at MTsN Kampar. It had 5 classes. The total number of population was 133 students. In taking sample of the population the researcher used cluster-sampling technique. According to Gay and Airasian (2012:135), cluster sampling selects based on group not individually, all the members of selected group have similar characteristics. The research used lottery to choose two classes from eighth classes. The researcher took only two classes as sample of the research. Furthermore, the sample of this research was 56 students.

In this research, the researcher used multiple choice to get the data. The researcher used twenty (20) items to collect the data. Every multiple choice consisted of four answer options (a, b, c and d). According to Brown (2003:194), multiple choice is practicality, it's not involute and expensive. It is easy to administer and can be scored quickly. There were two tests that the researcher gave to the students, pre-test and post-test.

Pretest was a test given to the students at the first meeting and the teacher should know the students' basic knowledge about reading comprehension of Narrative text. While post-test was a test given to the students in the last meeting and the teacher should know the effectiveness of class given treatment (experimental class) between the class without treatment (control class) on students' reading comprehension of Narrative text.

The test that researcher used to students should be valid and reliable. According to Brown (2003:20-22), reliable test is a test that is consistent and dependable. In this research, the

researcher used construct validity to know validity of reading comprehension test. It means that the test was given based on material that they have learned. Before the items are used to get the data, all of them were tried out first. Huges (2003) stated that try out intends to know the value of the test. The test was given to the students not too difficult or not too easy. The purpose of the try out was to obtain validity and reliability of the test. The test is said to be valid if it measures accurately what is intended to measure.

The level of difficulty was used to show how easy and difficult an items. The items that do not reach the standard level of difficulty are excluded from the test and they are replaced with new items that are appropriate. According to Arikunto (2009:245) the standard level of difficulty used is >0.30 and <0.70. It means that an items in blueprint is accepted if the level of difficulty between 0.30- 0.70 and it is rejected if the level of difficulty is below 0.30 ( the item is too difficult) and over 0.70 (the item is too easy). The “p” is proportion is correct, whereas the “q” is proportion of incorrect. The formula for item of difficulty can be seen as follows Arikunto, 2009:209:

$$P = \frac{B}{JS}$$

Where :

- P : index of difficulty or facility value
- B : the number of correct answers
- JS : the number of examine or students taking the test

According to Brown (2003:19-27), the reliability must be consistent and dependable. It means that all of the students should be similar level of question. The result that the testing of the students’ comprehension in reading

Narrative text should have reliability in order to get the true scores. In order to obtain the reliability of the test given, the researcher used Cronbach's alpha. Cronk (2008) stated that the Cronbach's alpha comprises a number of items making up a scale designed to measure a single construct and determines the degree to which all the items are measuring the same construct. Therefore, the cronbach’s alpha refers to a measurement of internal consistency. In this research, the reliability of the tests was processed by SPSS 22 Version, it can be seen in the following table:

Cronbach's Alpha	N of Items
.624	2

Based on at the table illustrated above, it can be seen that the total number of the students consisted of 25 students. The score of Cronbach’s Alpha was 0.624. As mentioned by Arikunto (2009) the reliability for good classroom achievement tests are expected to exceed 0.0 and closed 1.00. He stated that reliability of test is considered as follows:

- 0.0-0.20 : reliability is poor
- 0.21-0.40 : reliability is satisfactory
- 0.41-0.70 : reliability is good
- 0.71-1.0 : reliability is excellent

**Technique of Analysis Data**

Normality and homogeneity are the important aspects to analyze the data. Before analyzing the data by using t-test formula, the researcher have to find out the normality test of the data. The normality test of the data was analyzed

by using Kolmogorov-smirnov technique with SPSS 22 version. In order to find out whether there is significant effect of using KWL Plus strategy on students' reading comprehension of Narrative text the data was analyzed by using Independent sample t-test. The data was calculated by using SPSS 22 version. Furthermore, the researcher would find out the effect size of the phenomenon. Pallant (2010:207) stated that effect size statistics provides an indication of the magnitude of the differences between your groups (not just whether the difference could have occurred by chance). The effect size statistic used in this research was eta squared. For t-test, SPSS does not provide eta squared values. The formula of eta squared is as follows:

$$\eta^2 = \frac{t^2}{t^2 + (n_1 + n_2 - 2)}$$

Where:

$\eta^2$  : Eta square

$t$  : t obtained

$n_1$  : The number of experimental class

$n_2$  : The number of control class

In order to interpret eta squared values, the guideline quoted from Cohen in Julie Pallant (2010:211) can be read as follows:

**Interpretation of Eta Squared for Effect Size**

No	value	Effect
1.	0.01	Small Effect
2.	0.06	Moderate Effect
3.	0.14	Large Effect

\*Adapted from Cohen (1988)

**RESEARCH FINDINGS**

In this research, the data were analyzed by using a statistic software of Statistical Product and Service Solutions (SPSS) 22 version. The result of independent sample t-test analyzing could be seen on the SPSS output.

Based on the result of independent sample t-test by using SPSS 22 version, it could be seen that t result was 3.865, df was 54, significant was 0.387, mean difference was 7.50000, standard error was 1.9403, lower difference interval was 3.60975, upper difference interval was 11.39025. From the output above, it also can be seen that the sig (2-tailed) value is 0.000. It can be stated that  $0.000 < 0.05$ . It means that null hypothesis ( $H_0$ ) was rejected, while the alternative hypothesis ( $H_a$ ) was accepted. It means that there was a significant difference of using KWL Plus strategy on reading comprehension of eighth grade students at second grade of MTsN Kampar.

To identify the level of the effect of KWL Plus strategy on students' reading comprehension in narrative text at second grade of MTsN Kampar, the writer calculated by using Eta Square formula.

Based on the result above, it is clear that the effect size is 0.216, and to interpret the eta squared values the writer had explained in Chapter III. The guidelines as follows:

0.01 = small effect

0.06 = moderate effect

0.14 = large effect

It means that the using of KWL Plus strategy has a **large effect** on students' reading comprehension. It can be concluded that teaching reading by using KWL Plus strategy had a large effect on students' reading comprehension. Thus, there is a significant effect of students' reading comprehension in narrative text in

teaching English by KWL Plus strategy at second grade of MTsN Kampar.

## CONCLUSION AND SUGGESTION

Based on the data analysis and research finding, the researcher concluded students' reading comprehension taught without using KWL Plus strategy is at **Enough** level. Students' reading comprehension taught by KWL Plus strategy is at **Good** level. Then, there is a significant effect of using KWL Plus strategy on students' reading comprehension of narrative text at the second grade of MTsN Kampar. Based on the result of the research, it can be concluded that KWL Plus strategy has given a strong positive effect on students' reading comprehension of the second grade at MTsN Kampar.

Researcher would like to give some suggestion to the teacher. It is recommended to English teacher to use KWL Plus strategy in teaching and learning process because this strategy is easy and make the students understand. Then, the researcher gives suggestion to the students. The students should try to understand how to use KWL Plus in reading narrative text.

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