

**THE EFFECTIVENESS OF K-W-L-A (KNOW, WANT, LEARNED, AFFECT)
STRATEGY IN IMPROVING STUDENTS' READING COMPREHENSION AT
SENIOR ISLAMIC HIGH SCHOOL 4 AGAM**

*Submitted as Partial Fulfillment of the Requirements to Obtain Bachelor of Education
(B.Ed) in English Language Education*



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Strategy in Improving Students' Reading Comprehension
At Senior High School 4 Agam.

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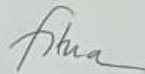
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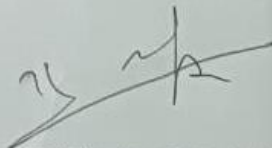


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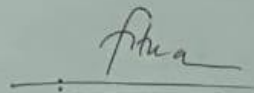
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The Writer

ABSTRACT

Wahyuni, Suci (2023): The Effectiveness of K-W-L-A (Know, Want, Learned, Affect) Strategy in Improving Students' Reading Comprehension at Senior Islamic High School 4 Agam

This research aims to examine the effectiveness of the K-W-L-A strategy on students' reading comprehension at Man 4 Agam. It is a quasi-experimental study. The researcher employed total sampling in this study. Researchers utilized a test to collect data. There were 30 questions, however 3 of them were found to be invalid following the validity and reliability tests. The researcher corrected the invalid questions so they could be used again. Eleventh-grade student social studies at MAN 4 Agam took part in this research. There are 40 students consisting of two classes. The control group is class XI IPS 1. This class consists of 20 students. The experimental group is class XI IPS 2 which consists of 20 students.

The paired sample t-test analysis indicated a significant difference in students' reading comprehension skills after using the K-W-L-A strategy. With a significance value smaller than 0.05, namely 0.000. This shows that the application of the K-W-L-A strategy has a significant effect in improving students' reading comprehension skills.

Keywords: Effectiveness, K-W-L-A strategy, reading comprehension

ABSTRAK

Wahyuni, Suci (2023): Keefektifan Strategi K-W-L-A (Know, Want, Learned, Affect) dalam meningkatkan pemahaman membaca siswa di Man 4 Agam

Penelitian ini dilakukan untuk menguji keefektifan strategi K-W-L-A dalam meningkatkan pemahaman membaca siswa di MAN 4 Agam. Penelitian ini merupakan penelitian eksperimen semu. Peneliti menggunakan total sampling. Tes digunakan untuk pengumpulan data. Terdapat 30 soal, namun 3 soal dinyatakan tidak valid setelah pengujian validitas dan reliabilitas. Peneliti memperbaiki pertanyaan yang tidak valid agar dapat digunakan kembali. Siswa kelas XI IPS di MAN 4 Agam ikut serta dalam penelitian ini. Ada 40 siswa yang terdiri dari dua kelas. Kelompok kontrol adalah kelas XI IPS 1. Kelas ini terdiri dari 20 siswa. Kelompok eksperimen adalah kelas XI IPS 2 yang terdiri dari 20 siswa.

Analisis paired sample t-test membuktikan adanya perbedaan yang signifikan pada kemampuan membaca pemahaman siswa setelah menggunakan strategi K-W-L-A. Dengan nilai signifikansi kurang dari 0,05, tepatnya 0,000. Hal ini menyatakan bahwa penerapan strategi K-W-L-A memiliki pengaruh yang signifikan dalam meningkatkan kemampuan membaca pemahaman siswa.

Keywords: Keefektifan, strategi K-W-L-A, pemahaman membaca

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is essential for students in obtaining information from the written text they read. Students who are proficient in reading will understand the meaning in the text. Reading is not just reading the text, but also understanding the meaning contained in it.

Reading comprehension is the capacity to understand, interpret, and apply the meaning of the written text. It involves a range of cognitive processes, including identifying main ideas, analyzing text structure, making inferences and understanding vocabulary in context (ESRC, 2017). For students to comprehend what they read, they must not only translate the words on the page but also actively engage with the text to construct meaning. Ceyhan & Yildiz (2020) state that reading by using the eyes and processing information in the mind is the meaning of reading comprehension. Therefore, pupils need to comprehend the meaning of words when reading a text because, without that understanding, they are going to be unable to comprehend the text. James (2000) argues that reading comprehension is the capacity to recognize and read words accurately, comprehend the meaning, make inferences, draw conclusions, and evaluate information.

Reading comprehension is a crucial ability for pupils to master, as it enables them to learn and understand from the material they read. However, many students have difficulty with reading comprehension, which can have an impact on their academic success.

According to the researcher's experience in the educational practice program (PPL) at MAN 4 Agam, there is one factor that causes this situation to occur. The reason is that Students lack vocabulary related to the topic, so they may have difficulty understanding the text. According to Rissa (2021), most students face difficulties in mastering English skills as a foreign language, especially in understanding written texts. This can cause students to be lazy to discover the meaning of difficult words in a text in a dictionary and they cannot remember the meaning of these difficult words. According to Bromley (2007), vocabulary is crucial to students' reading comprehension as their understanding of the vocabulary used in the text may be utilized to determine whether they understand the text.

Another factor is that students may also face challenges related to motivation and less involvement in reading in the classroom. If they are not interested in the material, they tend not to try hard enough to understand it. Phantharakphong & Pothitha (2014) state students had significant difficulties with their reading skills because students tend to be less motivated and find reading in English challenging, so they may not put much effort into understanding English. They tend to be passive in participating in learning activities and lack effort. They do not pay enough attention to learning activities. According to Nirwana (2021), students need learning that involves active participation. In active learning, they are required to be actively involved. This can increase their motivation to learn.

Active learning is required for students to engage in the process of learning actively. Students can easily understand the information by applying the comprehension strategies. To achieve good comprehension, students need to focus and use intensive

strategies in the learning process (Willy, 2016). Thus, teachers have to understand the importance of finding appropriate strategies so that the subject taught can be received and comprehended easily by pupils (Nudiya and Ruhani, 2019).

The consistency of learning in reading comprehension is directly related to the strategies a teacher employs to guide students toward completing the reading comprehension activities. Based on the observation, students are given reading comprehension learning by following the steps in the conventional strategy, namely exploration, elaboration, and confirmation. The steps taken by students include receiving reading texts, reading, and answering questions given by the teacher. The choice of an appropriate and successful strategy heavily depends on the teacher's role. According to Aryani (2012), the teacher has the most control over students' reading learning. Teacher must employ the right and effective strategy for students. The application of appropriate learning strategies is very important to increase students' attitudes, skills, and knowledge.

The strategy tested in this study is K-W-L-A. The K-W-L-A strategy (What I Already Know, What I Want to Know, What I Learned, and The Affect of the Text). Carr & Ogle created the K-W-L-A strategy in 1987, and Mandeville followed in 1994. This strategy not only brings students to consider new knowledge but also explores the knowledge they have about the topic so that learners can comprehend a text thoroughly (Wiesendanger, 2001: 99).

A strategy that is built on student participation is the K-W-L-A strategy. Students participate pre, during, and post-reading. This strategy provides students in

understanding what they have read and gives them a chance to relate their own interests and opinions to what they have learned (Nirwana, 2021). Students can express their opinions so that the teacher can see how much interest and knowledge related to the reading text. In addition, pupils also gain broader knowledge after reading the text with the K-W-L-A strategy.

The K-W-L-A strategy has four stages. First, the Know step, where students brainstorm related to the topic to be discussed. Second, is the Want step, where students write inquiries based on the interests of the pupils regarding the reading matter. Third, the Learned step, in which students discuss the information they get from the reading material. Fourth, the Affect step, where students again brainstorm about the effect of the reading topic they have read. In addition to support students in making connections between their prior knowledge and new information, this strategy enables them to evaluate the appropriateness, interest, and worth to them personally of their learning experience (Wiesendanger, 1994).

Several studies support this research. The first study was done by Yulianah and Raras (2020) at Hasyim Asy'ari University Tebuireng Jombang. They conducted their study to gain knowledge of the difficulties faced during the process of learning by teachers, and pupils, the enhancement of students' abilities during the process of learning through the use of the KWLA method, as well as the efficacy of the KWLA method in enhancing students' reading comprehension skills. The second study was done by Agus, Novita, and Riza (2020) at MTs Jawharot Al Muzakky Sukosari Gondanglegi. This study aims to provide a structure for activating and developing students' abilities, to establish the reading they will be doing, and to draw a conclusion from what they have already

acknowledged. The third Study was done by Nirwana (2021) SMK Negeri 1 Pangkalan Lada. This study's objective is to establish whether teaching K-W-L and Data Chart strategies to pupils significantly improves their reading comprehension compared to students who do not receive such instruction.

This research had similarities and differences with previous researchers. The similarity with other studies is that both examine reading ability. Meanwhile, this research had several differences. First, the K-W-L strategy was employed in more recent studies. Meanwhile, this study used the K-W-L-A strategy for students' reading comprehension. Second, previous research focused on cognitive aspects such as improving students' competence in understanding and interpreting the text, and increasing the detailed information and vocabulary. On the other hand, the researcher combined the cognitive aspects and affective aspects. The cognitive aspect was whether students were able to increase vocabulary, express previous knowledge, answer questions about the reading, and draw conclusions. In the affective aspect, the K-W-L-A strategy had the effect of increasing students' interest in reading and building their confidence in reading so that students were motivated to learn English. Szabo (2016) argue that K-W-L-A strategy stimulate pupils' prior knowledge and grow their motivation and interest. By using this K-W-L-A strategy, students are given the opportunity to actively participate in learning and create a sense of curiosity that will encourage them to learn with enthusiasm. Third, previous studies used narrative, descriptive, and procedure texts. Meanwhile, this research used analytical exposition text.

Learning is not only the teacher who is required to be active but also it is required of students to be engaged. so that they can master the material that has been given because in this process of learning student activeness is more dominant. Therefore, researchers are interested in research related to Reading comprehension by using the K-W-L-A strategy. Departing from the problems that occur, the researcher wants to study and research this matter. Students' reading comprehension is supposed to be enhanced by the K-W-L-A strategy. So, the researcher concerns with the effectiveness of the K-W-L-A strategy in improving students' reading comprehension at senior Islamic high School 4 Agam.

B. Identification of the Problem

According to the background of the problem, the researcher determined that students lack the vocabulary to comprehend the text, therefore they tend to perceive English to be a challenging language, and they have difficulty comprehending reading texts. Second, students may also face challenges related to motivation and less involvement in reading in the classroom. If they are not interested in the material, they tend not to try hard enough to understand it. So, Students need active learning by using the K-W-L-A strategy in order to improve students' vocabulary and motivation in reading comprehension. The K-W-L-A strategy has never been tested in learning to read comprehension of exposition texts in eleventh-grade students of MAN 4 Agam.

C. Limitation of The Problem

The problem must be limited to accomplish the goal that must be addressed and be appropriate with the researcher's objective. The researcher limits the study in the

effectiveness of using the K-W-L-A strategy in improving reading comprehension at senior Islamic high school 4 Agam.

D. Formulation of The Problem

The researcher proposed the research problem as “Does K-W-L-A strategy in teaching English effectively improve the students’ reading comprehension in the eleventh grade at senior Islamic high school 4 Agam?”

E. Research Questions

Based on the formulation of the problem above, the writer wanted to answer the following question “Does K-W-L-A strategy in teaching English effectively improve the students’ reading comprehension in the eleventh grade at senior Islamic high school 4 Agam?”

F. Purpose of The Research

The purpose of this research was to find out whether using K-W-L-A in teaching English effectively improve the students’ reading comprehension in the eleventh grade at senior Islamic high school 4 Agam.

G. Significance of The Research

The purpose of this study is aimed to have both theoretical and practical benefits.

1. The theoretical benefits

This research results are intended to provide teachers with ideas and suggestions for developing English learning strategies that will improve reading comprehension skills in English among senior high school students.

2. Practical benefits

This study results are intended to provide some significance not only theoretically but also practically to:

1. Teacher

To give information to the teachers about K-W-L-A strategy toward reading comprehension ability.

2. Students

It is intended that pupils would be able to increase their reading comprehension more quickly and accurately by employing K-W-L-A as a reading comprehension learning approach.

3. Researcher

To increase the researcher's understanding of K-W-L-A as a strategy for teaching reading comprehension.

4. Other researchers

This study intends to help other researchers by increasing their list of references and enhancing their study of reading comprehension or K-W-L-A strategy.

H. Definition of The Key Terms

1. Reading Comprehension

Reading comprehension is the skill of comprehending or understanding written text. It includes more than just reading the words on the page, it is also entails comprehending their meaning, connecting ideas, drawing inferences from the text and also paying attention to experience.

2. K-W-L-A strategy

The K-W-L-A strategy is a reading comprehension learning strategy. learning strategy that refers to student activeness and focuses on elaborating and monitoring students' understanding of the text.

3. Effectiveness

The effectiveness refers to Experimental Research. Effectiveness is a condition that shows a significant difference in the improvement of reading comprehension ability that is significant between students who treated with a particular strategy and students who are not treated with a particular strategy.