

**THE EFFECT OF USING *KNOW WANT LEARNED* (KWL'S TECHNIQUE) IN
TEACHING READING A HORTATORY EXPOSITION TEXT TOWARD
STUDENTS' READING COMPREHENSION AT SMAN 1 BATIPUH**

THESIS

*Submitted as a Partial Fulfillment of the Requirements to
Obtain Strata One (S1) Degree*



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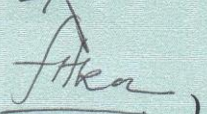
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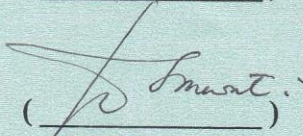
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ABSTRAK

Husna, Nurul. 2012. “**The Effect of Using *Know Want Learned (KWL’s Technique)* Toward Students’ Reading Comprehension of Hortatory Exposition Text at SMAN 1 Batipuh**”. *Skripsi*. Padang: Universitas Negeri Padang.

Kemampuan siswa SMAN 1 Batipuh dalam membaca dan memahami teks masih rendah. Hal ini disebabkan karena belum tepatnya metode dan teknik mengajar yang digunakan guru. Oleh karena itu, penerapan metode dan teknik yang bagus dan menarik sangat dibutuhkan untuk meningkatkan pemahaman membaca siswa. Dalam penelitian ini, peneliti mencoba menggunakan sebuah teknik yaitu *Know-Want-Learned (KWL)* pada kegiatan membaca. Penelitian ini bertujuan untuk melihat dampak terhadap penggunaan teknik ini dalam fase kegiatan sebelum dan sedang membaca terhadap pemahaman membaca siswa. Hasil Penelitian ini mengemukakan hipotesis yang menyatakan bahwa siswa yang diajar dengan menggunakan teknik KWL dalam kegiatan sebelum dan sedang membaca memiliki pemahaman membaca lebih baik dibandingkan dengan siswa yang diajarkan dengan menggunakan teknik biasa (teknik biasa yang digunakan guru).

Jenis penelitian ini adalah penelitian eksperimen. Populasi penelitian ini adalah siswa kelas XI SMAN 1 Batipuh tahun pelajaran 2011-2012 yang terdiri dari enam kelas. Sampel penelitian ini terdiri dua kelas yaitu XI IPS 3 sebagai kelas eksperimen dan XI IPS 2 sebagai kelas kontrol dengan menggunakan teknik *cluster sampling*. Masing-masing kelas memiliki jumlah siswa 33 dan 29 orang. Instrument yang digunakan adalah *Reading Comprehension Test*. Tes dilakukan sebanyak dua kali; pretest dan posttest. Tes tersebut terdiri dari empat puluh butir soal dalam bentuk pilihan ganda.

Data berupa nilai reading test oleh kedua kelompok sampel di analisis secara statistik dengan menggunakan rumus *t-test*, dan ditemukan bahwa *t-hitung* sebesar 4,42, sedangkan *t-tabel* sebesar 2,00, yang berarti *t-hitung* > *t-tabel*. pada taraf signifikansi 0,05. Berdasarkan hasil hitungan ini, disimpulkan bahwa penggunaan teknik KWL dalam pembelajaran dapat memberikan pengaruh yang lebih baik terhadap pemahaman siswa dalam membaca.

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The Writer

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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is one of basic skills that are absolutely needed for the foreign students who want to learn a new language. The students need reading to get information and know anything else. Reading is a process of getting idea and information from the writer by reading the text or passage. Reading has been learned since the students are at elementary school until senior high school level. In elementary school, the students are asked to understand the sentence; while in high school level, they have to understand the text or passage like narrative, descriptive, expository, explanation, etc.

In School-based curriculum (KTSP), teaching English subject apply genre-based approach.

The basic competence of reading for the second semester of the second year students at senior high school is to respond the meaning and rhetorical of written text accurately, fluently, and acceptable in daily context to gain knowledge in narrative, spoof, and hortatory exposition text (Depdiknas:2006).

Since the students in senior high school have learned English for six years, it is expected that they can understand English text easily. However, it seemed that they often got difficulty in activating background knowledge when reading a text. Based on the preliminary observation, the researcher found that the students' ability in English, especially in reading, is still low. This assumption was based on the result of their final semester test in Semester I. In that test, it was found that there was 64% of social science students in SMAN 1 Batipuh grade XI got score less than 70. The result

showed that from 139 students in four classes of social science only 49 students got score more than 70. From those students who got score more than 70, only 4% of them had score more than 75.

There are several causes from students' side which caused their low reading abilities. The first one is the students have lack of background knowledge. Sometimes, they feel confused to catch the information of the text. The cause of lack background knowledge is they did not have few experiences about the topic that the teacher gave and the teacher did not provide appropriate materials with students' background knowledge. As a result, it was hard for them to comprehend the text and get the real messages from the writer.

The last is the students have lack of motivation from themselves to be critical readers. Usually, they are reading the text just to find out the answer of the questions or task's questions from the teacher. It seemed that reading process only to fulfill the teacher's instruction for them. When the teacher gave another text in a test, they were not able to answer the question. They did not care about the content such as information or new knowledge from the text. It means, they just accepted all of writer's ideas even though not all of the ideas were correct. In this case, the students would be passive readers.

The teacher might also influence the students' ability, especially in teaching reading process. From the teacher's side, the first cause is a few students realize that some of them did not know about what the aim of reading a text is. They did not know the real goals of the lesson and the

content of the text because the teacher did not explain about it. Therefore, the students often got difficulties in comprehending the reading text for the reason that they did not have a purpose in reading. According to Sari (2008), reading is an activity with a purpose because its purpose also determines the appropriate approach to reading comprehension. The purpose of reading is guiding the reader's selection of texts. In short, the readers must have a purpose in reading process to guide them in selection particular texts.

The next is teaching technique or method used by the teacher also influenced the learners' achievement in reading. In this phenomenon, the teacher used conventional technique. She gave the copies of the text to the students without introduced and explained the text first. The teacher did not introduce an appropriate reading strategy, especially in reading monologue text. She only gave the topic to the students and asked them to read the full text. Then when the students finished reading, she delivered some questions about the text to them. In short, the teacher still used conventional technique that uninteresting for the students in reading.

The last one is the teacher still provided ineffective media which related to the text, such as: pictures, video, etc. She rarely found out the suitable media to catch students' attention in learning. Sometime, she did not have enough time to prepare the media. As a result, the students feel bored as long as learning process in the class. The difficulties that were faced by the students in reading were not only caused from the students' side, but also the teacher' factors such as: strategy, selecting appropriate materials, and media.

The teacher often used conventional technique in reading, as the mention above, that made the students had less attention in reading. Finally, they got low score for this subject.

Based on the problem and causes of the problem above, it is suggested to use KWL technique to help students in reading the text. KWL technique is applied by using chart which consists of three columns; *Know*, *Want to know*, and *Learned*. The first column is *Know*. In this column, the students write down about what they have known about the topic that will be discussed by the writer in the text. The second column is *Want to know*. This column is fulfilled by the students concern with what they want to know more about the topic. The last column, *Learned*, is a part of the KWL chart that is completed about what the students have learned after read the text to answer their questions.

KWL is a kind of technique which using a chart that helps the teacher to improve students' reading ability, especially in activating students' prior knowledge becomes an active reader. Besides that, KWL also helps them to know what their purpose of reading the text is. In this case, the teacher encourages the students to be a critical reader about the content of the text. In addition, the teacher also provides a KWL chart which will be filled by the students based on their opinion. It makes the students more interest in reading.

According to Carr and Ogle (1987), students will be an active reader when they read by using KWL chart. It means that this chart can improve

students' interest in reading the text because it will help to activate their prior knowledge to be an active reader and critical reader. Usually, this method make them easy to understand about what they read and catch the writer's messages. The ideal time of using KWL chart is in pre reading. Because of the reasons above, the writer assumes that KWL technique can help the students to understand the English text easily.

B. Identification of the Problem

Based on background of the problems above, the problem that would be solved is students' reading ability is low. There are two main factors that cause students' ability in reading is low; students' side and teacher's side. The students' sides are: First, the students had lack of background knowledge because they just read another information little bit. Last, the students had lack of motivation from themselves to be critical readers. They just read to find out the answer of the tasks questions that the teacher gave.

Moreover, from the teacher's side, the teacher did not explain about the aim of reading. So, the students did not know the real goals of the lesson and the real concept of reading a text actually. The next is the teacher still used conventional technique in teaching reading. The last is teacher did not provide the interesting media to teach the text. As a result, the students could not interest in reading a text. In short, they could not be able to comprehend the text easily and the students' reading ability became low.

C. Limitation of the Problem

From the identification above, the researcher focused on the main problem which students' reading ability is low. There are five causes of the students' reading ability is low. KWL is a technique that would be used to solve this problem. KWL consist of three columns; *Know*, *Want to know*, and *Learned*. It was help teacher in activating students' background knowledge, to guide them to know the aim of reading text, and to encourage students to be a critical reader.

In this research, the researcher focused on teaching reading hortatory exposition text. It was considered based on the syllabus and semester program at SMAN 1 Batipuh, the students learned about hortatory exposition text around April to May. In addition, KWL is only suitable for teaching Expository text. This research is limited to the effects of using KWL's technique toward students' reading comprehension at SMAN 1 Batipuh, Kab. Tanah Datar.

D. Formulation of the Problem

The problem of this research is formulated in this following question: "Does the KWL technique give a better effect toward students' reading comprehension than conventional technique in teaching reading at SMAN 1 Batipuh, Kab. Tanah Datar?"

E. Purpose of the Research

Based on the research question above, the purpose of this research is to find out and explain about the effect of using KWL technique toward students' reading comprehension.

F. Significance of the research

The researcher expected this research gave many advantages both practically and theoretically to the English language teaching, especially in reading. In practicality, it is expected that it can provide information for the teachers to find a method or teaching technique to make the students become active readers. Theoretically, it is expected that the research finding can enrich the knowledge related to the role of KWL technique in teaching reading. Finally, it is also hope that the research finding would be beneficial as a useful information for the next researchers or writers who wish to conduct further research or to write paper concerning KWL technique.

G. Definition of Key Terms

1. KWL : A technique in teaching reading which The K stands for what students *know*, the W stands for what students *want* to learn, and the L stands for what the students *learn* as they read or research.
2. Reading comprehension: the students' ability to construct the meaning or important ideas of the text by using their background knowledge and experiences.