



**IMPROVING STUDENTS' READING COMPREHENSION  
OF REPORT TEXT USING KWL STRATEGY  
(A Quasi-experimental Study of the Eleventh Graders  
of SMA Negeri 1 Bae Kudus in the Academic Year of 2018/2019)**

a final project

Submitted in partial fulfilment of the requirements for the degree  
of *Sarjana Pendidikan* in English

by

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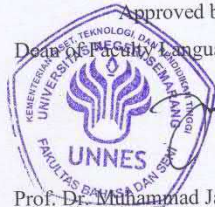
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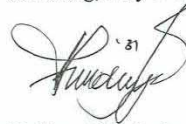


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#### DECLARATION OF ORIGINALITY

I, Nudiya Afiya Farha hereby declare that this final project entitled *Improving Students' Reading Comprehension of Report Text using KWL Strategy (A Quasi-experimental Study of the Eleventh Graders of SMA Negeri 1 Bae Kudus in the Academic Year of 2018/2019)* is my own work and has not been submitted in any form for another degree or diploma at any universities or other institutes of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, May 4<sup>th</sup> 2019



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## **MOTTO**

*“I have only created Jinns and men, that they may serve Me.”*

**(Al Qur'an 51:56)**

*“If we work with Iman, Allah will make it true.”*

**(Dewi Nur Aisyah)**

*“If Allah brings us to it, Allah will bring us through it.”*

This final project is dedicated to:

My family

My motivators

All of educators

And for everyone who love me

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Semarang, May 4<sup>th</sup> 2019

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## ABSTRACT

**Farha, Nudiya Afiya.** 2019. Improving Students' Reading Comprehension of Report Text using KWL Strategy (A Quasi-Experimental Study of the Eleventh Graders of SMA Negeri 1 Bae Kudus in the Academic Year of 2018/2019). *Final Project, English Department, Faculty of Languages and Arts, Universitas Negeri Semarang, Advisor: Rohani, S.Pd., M.A*

**Keywords:** KWL Strategy, Reading Comprehension, Report Text, Quasi-Experimental Study.

This research was carried out to know the effectiveness of implementing KWL strategy to improve students' reading comprehension of report text and to know whether there is a significant achievement difference between students who were taught using KWL strategy and those who were taught using brainstorming strategy. KWL strategy is a teaching and learning strategy using three-column organizer. It is one of reading comprehension strategy used mainly for information text. The instruments used were an observation list and a multiple choice reading comprehension test. Seventy two eleventh graders of SMA Negeri 1 Bae Kudus were selected as the sample. They were divided equally into experimental and control groups. The data collection involved pre-test, treatments, and post-test. The result of the implementation of KWL strategy in the experimental group improved the students' participation, motivation, and interest during teaching and learning process. In addition, the results of pre-test and post-test showed that mean score of the experimental group had a higher increase from 74.58 to 90.97 than the control group (from 72.77 to 87.77). However, the *Independent Sample Test* showed there was no significant achievement difference between the students who were taught using KWL strategy and those who were taught using brainstorming strategy. It showed  $t_{value}$  (1.80). The value was higher than  $t_{table}$  (1.66).

## TABLE OF CONTENT

APPROVAL.....	ii
DECLARATION OF ORIGINALITY .....	ii
MOTTO .....	iv
ACKNOWLEDGEMENTS .....	v
ABSTRACT .....	vi
TABLE OF CONTENT .....	vii
LIST OF TABELS .....	ix
LIST OF APPENDICES .....	x
INTRODUCTION .....	1
1.1    Background of the study.....	1
1.2    Reason for Choosing the Topic .....	3
1.3    Statement of the Problem .....	5
1.4    Objective of the Study .....	6
1.5    Significance of the Study .....	6
1.6    Hypotheses .....	7
1.7    Outline of the study .....	7
REVIEW OF RELATED LITERATURE .....	9
2.1    Review of the Previous Study .....	9
2.2    Review of Theoretical Studies .....	12
2.2.1    Reading .....	12
2.2.2    Definition of Reading.....	13
2.2.3    Reading Comprehension .....	14
2.2.4    Effective Reading Learning .....	14
2.2.5    General Concept of KWL Strategy .....	15
2.2.6    Report Text.....	20

2.3	Theoretical Framework .....	21
METHOD OF INVESTIGATION.....		23
3.1	Research Design .....	23
3.2	Subject of the Study .....	24
3.3	Instruments for Collecting Data .....	25
3.4	Procedures of Collecting Data.....	25
3.4.1	Try Out .....	26
3.4.2	Validity.....	27
3.4.3	Reliability .....	28
3.4.4	Item Difficulty.....	30
3.4.5	Discriminating Power.....	31
3.4.6	Pre-test.....	31
3.4.7	Treatment .....	32
3.4.8	Post-test.....	32
3.5	Procedures of Analyzing Data.....	32
FINDINGS AND DISCUSSION .....		36
4.1	Implementation of KWL Strategy to Improve Students' Reading Comprehension of Report Text. ....	36
4.2	Differences of Students Achievement .....	41
4.2.1	Result of Try-out Test .....	41
4.2.2	Result of Pre-Test.....	48
4.2.3	Result of Post-Test .....	52
4.2.4	The Differences of Pre-test and Post-test.....	55
4.3	Discussion .....	60
CONCLUSIONS AND SUGGESTIONS .....		65
5.1	Conclusions .....	65
5.2	Suggestions.....	67
REFERENCES.....		68
APPENDICES .....		73



## LIST OF TABELS

Table 2. 1 Reading Processes that are activated .....	16
Table 2. 2 KWL Instructional Scheme.....	19
Table 3. 1 Schedule of Collecting the Data.....	26
Table 4. 1 Finding of the Observation.....	39
Table 4. 2 The Result of Try-Out.....	41
Table 4. 3 The Criteria of Difficulty Level .....	45
Table 4. 4 The Criteria of Discriminating Power.....	47
Table 4. 5 Pre-test Result of the Experimental and Control Groups.....	48
Table 4. 6 <i>One-Sample Kolmogorov-Smirnov</i> of Pre-test Scores .....	50
Table 4. 7 <i>Homogeneity</i> of Pre-test Scores .....	50
Table 4. 8 <i>Independent Sample Test</i> of Pre-test.....	51
Table 4. 9 Post-test Result of the Control and Experimental Groups .....	52
Table 4. 10 <i>One-Sample Kolmogorov-Smirnov</i> of Post-test Scores .....	53
Table 4. 11 <i>Homogeneity</i> of Post-test Scores.....	54
Table 4. 12 <i>Independent Sample Test</i> of Post-test .....	54
Table 4. 13 <i>Paired Samples Statistics</i> of the Experimental Group .....	58
Table 4. 14 <i>Paired Samples Correlations</i> of the Experimental Group .....	58
Table 4. 15 <i>Paired-Sample Test</i> of the Experimental Group .....	58
Table 4. 16 <i>Paired Samples Statistics</i> of the Control Group .....	59
Table 4. 17 <i>Paired Samples Correlations</i> of the Control Group .....	59
Table 4. 18 <i>Paired-Sample Test</i> of the Control Group .....	59

## LIST OF APPENDICES

Appendix 1 List of Students' Try Out Group .....	74
Appendix 2 List of Students' Experimental Group.....	75
Appendix 3 List of Students' Control Group.....	76
Appendix 4 Instrument of Observation.....	77
Appendix 5 Try-Out Test Instrument.....	78
Appendix 6 Answer Key of Try-Out Test.....	97
Appendix 7 Computation of Try-Out Validity .....	98
Appendix 8 Computation of Try-Out Reliability.....	100
Appendix 9 Computation of Try-Out Difficulty Level.....	101
Appendix 10 Computation of Try-Out Discriminating Power.....	103
Appendix 11 The Result of Validity, Reliability, Difficulty Level, and Discriminating Power of Try-Out Test.....	105
Appendix 12 Student's Answer Sheet of Try-Out Test .....	119
Appendix 13 Pre-Test Instrument .....	120
Appendix 14 Post-Test Instrument .....	128
Appendix 15 Answer Key of Pre-Test and Post-Test .....	136
Appendix 16 Pre-Test Score of Experimental and Control Groups.....	137
Appendix 17 Post-Test Score of Experimental and Control Groups .....	139
Appendix 18 Students' Answer Sheet on Pre-Test .....	141
Appendix 19 Students' Answer Sheet on Post-Test .....	143
Appendix 20 Lesson Plan of Experimental Group .....	145
Appendix 21 Lesson Plan of Control Group.....	161
Appendix 22 Observation Letter .....	176
Appendix 23 Documentation .....	177

## CHAPTER I

### INTRODUCTION

This chapter consists of background of the study, reasons for choosing the topic, research questions, significant of the research, limitation of the study, hypotheses and outline of the study.

#### **1.1 Background of the study**

In teaching language, teacher should consider the purpose of learning. Based on the purpose of learning, there are two kinds of learning English, namely *English for General Purposes* and *English for Specific Purposes*. English for Senior High School is included in *English for General Purposes*. In this case the students of Senior High School are expected to be able to master English which will be useful for everyday life and the environment in general. Therefore, English is one of the subjects of compulsory national examination for Senior High School.

There are two main skills of language in the national examination of English subject, those are listening and reading. The reading section has more questions than the listening section. Reading is one of the important language skills in learning English. People can get information by reading a text. They have to be able to comprehend the text to get the information. The more students have knowledge, the easier they can active the other language skills such as, writing, speaking, and listening. Therefore, teaching reading is not only providing the text and then asking students to translate word by word, but also asking students to understand the content

of the text. In Indonesia, students' reading interest is still low, moreover reading an English text. It may be due to of English is their *Foreign Language*, so that there are many unfamiliar words which they do not know the meaning.

Based on *The Structure of The Senior High School Curriculum in 2013 revised in 2017*, the total hours of teaching and learning English for eleventh grade is 2 hours (2 x 45 minutes) a week. It means the intensity of students in learning English is quite a bit, because the English learning activities in classroom is only once in a week. It is undeniable that sometimes students do not enjoy in joining English learning process especially in learning reading comprehension text. There are many kinds of text for students of eleventh grade that have to understand in one of academic year. Sometimes students do not understand the material. Therefore, teacher should consider the important of finding the right method and strategy to make the material easy to be accepted and understood by students.

In preparing good material, teacher should remember the purpose of the learning process, so that the material presented to the students is appropriate and will be received well. Besides, the attractive learning strategy is also very important to teach reading comprehension text. According to Sabouri (2016) there are some effective strategies that can improve students' reading skill especially in comprehending text those are (1) activating and using background knowledge (2) generating (3) making inferences (4) predicting (5) summarizing (6) visualizing (7) comprehension monitoring.

In many studies, background knowledge is known as one of the important factors in reading comprehension. Background knowledge of text is the information or experience that students have related to the text. There is a type of reading strategy that includes background knowledge, namely *Known-Want-Learnt strategy* or can be abbreviated as *KWL strategy*. This strategy can be used by the teacher in teaching reading and learning process.

Some previous studies about the implementation of KWL strategy mention that KWL strategy is effective in improving students' reading comprehension. The difference of this study with the previous studies is the kind of text used to do this research. This study measures the students' reading comprehension of report text. According to Anderson (1997) report text is a text that contains facts about the subject, a description and information of its part. It is a very useful text to increase the readers' knowledge, because it provides a lot of information and material.

Based on the explanation above, the writer is interested in conducting a research which uses KWL strategy to improve students' reading comprehension with title "*Improving Students' Reading Comprehension of Report Text using KWL Strategy ( A Quasi-experimental Study of the Eleventh Graders of SMA Negeri 1 Bae Kudus in the Academic Year of 2018/2019).*"

## **1.2 Reason for Choosing the Topic**

The writer choses the topic "Improving Students' Reading Comprehension of Report Text using KWL Strategy" because of the following reasons:

1. Reading is one of language skills which is important in learning English. In learning reading, comprehending the text is very important because the purpose of reading text is to get new information. Dechant (1977, p. 21) reading is a complicated process that requires specialized skill of the reader. One of the special requires that have to be had by readers is comprehension skill. Comprehension is a process of knowing and understanding. However, sometimes the students find some difficulties in comprehending a text especially informative text. They usually read the whole text without understanding the meaning used in the text. It can make the students miss the information from the text. In addition, for some people reading an English text is boring because sometimes they find unfamiliar words that they do not know the meaning, so they cannot link word to word to comprehend the text. Therefore, the teacher should find an attractive strategy for teaching reading.
2. Knowledge is one of the important factors that affect someone in understanding something. Moreover in the process of reading text, because reading is activity of gaining information. Therefore, in reading activity the reader's knowledge will be connected with the passage to understand the topic well. KWL strategy is reading strategy that involves the reader's knowledge in the reading process directly. There are three parts in this strategy, namely: K (Know), W (Want to know), and L (Learnt). Therefore, in the implementation of KWL strategy in reading activity, the students do not only

read and review the text, but they are also able to understand and elaborate their own knowledge.

3. Report text is the kind of text which presents information about something in general. It is as a result of systematic observation and analysis. Sometimes, students are difficult in understanding report text because the language used in this kind of text is not always in the elementary level. Therefore, the reader needs a good comprehension skill to understand the content of such information text.

### **1.3 Statements of the Problem**

Based on the background of the study above, the problem can be formulated as follow:

1. How is the implementation of KWL strategy in improving students' reading comprehension of report text at the eleventh graders of SMA Negeri 1 Bae Kudus in the academic year 2018/2019?
2. Is there any significant achievement difference of students taught using KWL strategy and those who taught using brainstorming strategy in reading comprehension of report text?

#### **1.4 Objectives of the Study**

Based on the statement of the problems above, the objective of the study can be formulated as follow:

1. To elaborate the implementation of KWL Strategy in improving students' reading comprehension of report text at the eleventh graders of SMA Negeri 1 Bae Kudus in the academic year 2018/2019.
2. To find out if there is any significant achievement difference of students taught using KWL strategy and those who taught using brainstorming strategy in reading comprehension of report text.

#### **1.5 Significance of the Study**

The significance of the study can be explained as follows:

Theoretically, by applying KWL strategy in teaching reading comprehension of report text, the writer expects to elaborate the effectiveness of the strategy and to find out the significant difference between the subject who are taught using KWL strategy and those who are taught using brainstorming strategy.

Practically, the writer hopes that the results of this study can give benefits for some parties. The first is for English teacher. The writer hopes that the results of this study will give new information about the learning strategy to improve students' reading comprehension. The second is for eleventh grade students. The writer hopes this strategy can make the students enjoy the learning process and improve their motivation in learning reading especially informative text, so that it can help them to improve their ability in comprehending a text.



Pedagogically, the finding of this study can give information for further research which applies another method in teaching and learning reading comprehension of text.

## **1.6 Hypotheses**

Hypothesis is a suggested answer of the problem in research. There are four hypotheses in this study. They are the null hypothesis and alternate or working hypothesis

### **a. Working Hypothesis.**

- (1) H1: KWL strategy is effective to improve students' reading comprehension of report text.
- (2) H2: There is a significant difference of the students' achievement between students who taught using KWL strategy and those who taught using brainstorming strategy.

### **b. Null Hypothesis.**

- (1) H3: KWL strategy is not effective to improve students' reading comprehension of report text.
- (2) H4: There is no significant difference of the students' achievement between those who taught using KWL strategy and those who taught using brainstorming strategy.

## **1.7 Outline of the study**

The final project consists of five chapters. In the first chapter, the writer presents background of the study, reason for choosing the topic, statement of the problem,

significance of the study, and hypothesis. This chapter is about introduction of the topic is being studied.

The second chapter presents about review of related literature, theoretical studies and theoretical framework. Review of related literature explains about the previous studies related to the writer's topic. Review of theoretical studies explains the theories related to this study. And the last, framework of analysis explains how the research is processed.

The third chapter discusses the research design, subject of the research, object of the research, the instrument of the research, procedures of collecting data, and procedures of analyzing data. This chapter explains about how the writer gets the data and analyzes them based on the method.

The fourth chapter presents the results findings and discussion of the research. The last is the fifth chapter. It is presents the conclusions of the research and suggestion.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter consists of three parts. They are the review of the previous studies, review of the related studies that support my research and the last part is the framework of analysis of my research.

#### **1.1 Review of the Previous Study**

In this part, the writer would review some previous studies related to the writer's study entitled "Improving Students' Reading Comprehension of Report Text using KWL Strategy". There have been a number of studies concerning to this topic. The writer used some studies as references this final project.

Ercetin (2010) in his experimental research found that prior knowledge or background knowledge and topic interest are important factor that affect students' understand and use such text resources. Recht and Leslie (1988) confirm the important of background knowledge by showing in their experimental research that the memories of high-knowledge readers were significantly greater than low-knowledge readers. In addition, background knowledge or prior knowledge gives effect in students' reading comprehension text. The students with high-knowledge were able to recall and summarize more information after reading, and their recall was more complex than students with low-knowledge. Likewise, Osman and Ali (2002) conducted a quantitative research about background knowledge, interest and topic familiarity on reading. Their study supports the result of those two studies

before. The result of their study said that topic familiarity and background knowledge are effective in reading test for students. In addition, Al-Jauhari (2015) also conducted a research to know how prior knowledge exists in classroom. From his research he said that many teachers realized prior knowledge can prepare students for reading. Therefore, from some studies above it can be said that background knowledge is good to use as strategy in teaching and learning comprehension text both reading and listening.

There are many strategies in reading that using knowledge as the best factors in improving reading comprehension skill such as answering questions, prediction, debate and discussion, field experience, semantic mapping, advance organizers, previewing, brainstorming, and KWL strategy. Fengjuan (2010) said that KWL strategy becomes a very effective strategy to achieve goal in all-round development in learning language skills (listening, reading, writing, and speaking). Dieu (2016) supported that study. He said in his study that active learning becomes an important factor of education success. Therefore, teacher can apply an effective strategy to make students active in learning process. One of the effective strategies is KWL strategy. He found in his study that KWL strategy encourages students' academic success because they can connect their knowledge more to the topics or subjects matter. Karang (2014) and Riantika (2014) had applied one of strategies to prove the effectiveness of knowledge activation. They used KWL (Know-What-Learn) strategy to activate students' knowledge. The results of their action research are the KWL strategy improved the students' ability in reading comprehension and increased

students' learning motivation, interest, and attitude in their reading. It is supported by Sinambela, Manik, and Pangaribuan (2015) in their research. They found that students' who were taught with KWL strategy achieved higher score than those who were taught without KWL strategy. In addition, the students who taught with KWL strategy were more active in learning activities. Riswanto, Risnawati, and Lismayanti (2014) also agreed with the results of that research, they also added that students who taught with KWL strategy were more enthusiastic, active and enjoy in reading activities. In other researches, Hamdan (2014) conducted a research about KWL strategy in two different schools (public and private school). He found that although private school that became the control group adopts an international curriculum where English is used as instruction in learning process, the students from public school who were taught with KWL –Plus strategy achieved a higher performance in reading than the students in control group. In addition the students in experimental group were more capable of summarizing the reading text, mapping main idea, and comprehending the text. Maulida and Gani (2016) in their experimental research using the design of one group pretest-posttest proved that teaching reading by using KWL gives good effect for students' reading comprehension. It is also supported by Khairunnisa (2017) who said that the implementation of KWL strategy had large effect on students' reading comprehension. Septyawati (2016) and Amaliani (2017) also found that there was a significant achievement difference on students' reading comprehension after giving treatments using KWL. Moreover, Rahmawati (2018) conducted a research about students' English reading comprehension to the students

of Mathematic Study Program using KWL strategy. The result of her research mentioned that students are able to determine the topic of reading passage, word reference and detail information. She said that KWL strategy is able to improve students reading comprehension. In addition Yanti (2017) and Usman, Fata, and Pratiwi (2018) proved that there was improvement of students' reading comprehension achievement after giving treatments using KWL.

The focus of this study is improving students' reading comprehension using KWL strategy, therefore from the previous studies which have been mentioned above it can be concluded that KWL strategy is the good ways to improve students' reading comprehension.

In conclusion, students' knowledge is important factor in learning reading. Knowledge activation can be used by the teacher in teaching reading and learning process to improve students' reading comprehension text. There are some ways that can be applied to activate students' knowledge in learning reading, and from the previous studies above the easiest ways is using Know-What-Learn strategy.

## **1.2 Review of Theoretical Studies**

In this part, the writer would like to explain about theoretical studies of reading comprehension, KWL strategy, and report text.

### **1.2.1 Reading**

Reading is one of the essential skills for learning language. It is a receptive skill which is important to be mastered in learning English as a second language. Reading

is the process of connecting written symbols with reader's knowledge to comprehend the content of the text. So, the reader can get the information of the text.

Reading English text can enrich the readers' vocabulary, structure of sentence and knowledge. Those are some of the important components in English. The readers can develop their other language skills: listening, speaking, and writing by reading an English text.

### **1.2.2 Definition of Reading**

There are various definitions about reading. Some of linguist gave their definition about reading. Spratt, Pulverness, and Williams (2003:21) stated that "reading is a receptive skill that involves responding to text, rather than producing it. It also involves making sense of text." This definition explains that reading is a relationship between the writer and the reader through a text. In addition, it is a process to connect the text with the readers' knowledge to understand the whole-text.

Grabe and Stoller (2002:9) in the nature of reading abilities stated that "reading is the ability to draw meaning from the printed page and interpret this information appropriately." This supported by the definition from Clark and Silberstein (as cited in Simanjutak, 1988:15) stated that "reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning." From the definitions above reading is the process of gaining information from text by connecting words, sentences, even paragraphs with meaning and information that already known to understanding the text.

### **1.2.3 Reading Comprehension**

Reading comprehension focuses on cognitive structure, expectation, and the physical act of reading a text. Reading comprehension is the process blending of the readers' several kinds of knowledge and the interaction of the reader and the text.

Woolley (2011) stated that "reading comprehension is the process of making meaning from text." in the other word, reading comprehension is process of understanding text. There is text, reader's background knowledge, and reader's language ability in the process of making meaning.

### **1.2.4 Effective Reading Learning**

The methods, approaches or strategies and materials which used in the learning process have to be noticed in order to create an effective learning process. In addition, an effective learning process needs the contribution from both the teacher and the learners. According to Harste and Burke (as cited in Kaya, 2014), the teacher's beliefs, knowledge, behaviors and attitude are important to influence in making instruction in learning process. Therefore, teacher has to be a good model to motivate students become good learner.

Learning always has a goal, so does reading learning. The effective learning process is the way to reach the goals perfectly. Appleget and Appleget (as cited in Kaya 2014) said that there are two goals as reading teachers, those are to teach reading skills and to foster a love of reading. This relates to several things that must be considered by the teacher in preparing for learning, those are the methods, approaches or strategies and materials. When students are interest, enthusiastic, and



motivate to read more during and after reading learning process, so that the goals of reading learning have been reached successfully.

The National School Improvement Network's bulletin (2002) in the paper about effective learning stated,

The effective learning involves outcomes such as more connected knowledge, wider range of strategies, greater complexity of understanding, enhanced action appropriate to goals and context, increased engagement and self-direction, more reflecting approach, more positive emotions and affiliation to learning, more developed vision of future self as a learner, greater facility in learning with others, and more sense of participation in a knowledge community.

#### **1.2.5 General Concept of KWL Strategy**

Knowledge is one of the important factors that affect someone in understanding something. Moreover in the process of reading text, because reading is activity of gaining information. According to Mikulecky and Jeffries (2003:15), our brain looks for connection to our knowledge when our brain notices new information. The connection of our knowledge and the new information will become a part of long-term memory. Knowledge that readers' have is usually called as background knowledge or prior knowledge.

According to Fletcher (as cited in Woolley, 2011), background knowledge is one of a top-down focuses that needs to be considered in the process of making meaning or understanding text. The important of background knowledge is also stated by Grabe and Stoller (2002) in their book that there are some things that have to be activated in reading processes when someone reads. Those are mentioned in the table below.

Table 2. 1 Reading Processes that are activated

<i>Lower-level processes</i>	<i>Higher-level processes</i>
- Lexical access	- Text model of comprehension
- Syntactic parsing	- Situation model of reader interpretation
- Semantic proposition formation	- Background knowledge use and inferencing
- Working memory activation	- Executive control processes

Source: (Grabe & Stoller, 2002)

Background knowledge is information that is essential to understand a situation or problem. Ausubel (as cited in Hattan et al, 2015) stated that background knowledge is the existing knowledge structure that used to assimilate new information by connecting it with the new material in learning process. It means that background knowledge is the information that people have already known. In reading activity the reader's background knowledge will be connected with the passage to understand the topic well. Therefore, if students have more background knowledge, it generally aids comprehension (Pang, Muaka, Bernhardt, & Kamil, 2003, p. 13).

According to Pang et al., (2003) there are some practical applications which have to be noticed for the teacher to activate background knowledge of students during the learning process. The practical applications are mentioned below.

- When choosing books, it is important to consider the students' interests, as well as the subject matter of the text.
- In the classroom, teachers can focus on words and concepts that may be unfamiliar. This is especially important for nonnative speakers.

- Discussing new words and concepts with students before reading a text is generally helpful. It helps to activate prior knowledge and improve comprehension.
- Asking students to tell everything they know about a topic is a useful way to begin to get students to activate their prior knowledge. They should then begin to think about what they don't know. After reading, they should summarize what they have learned about the topic.

(Source: Pang et al., 2003, p. 13).

Based on the practical applications of background knowledge in teaching and learning process, *Know-Want-Learnt* (KWL) strategy is one of reading strategies that involve those steps. It is appropriate to be applied in teaching and learning process. Fisher and Frey (2010) stated that KWL strategy is one of the most common reading strategies. The schema of general concept of KWL strategy for reading comprehension is explained in the diagram below.

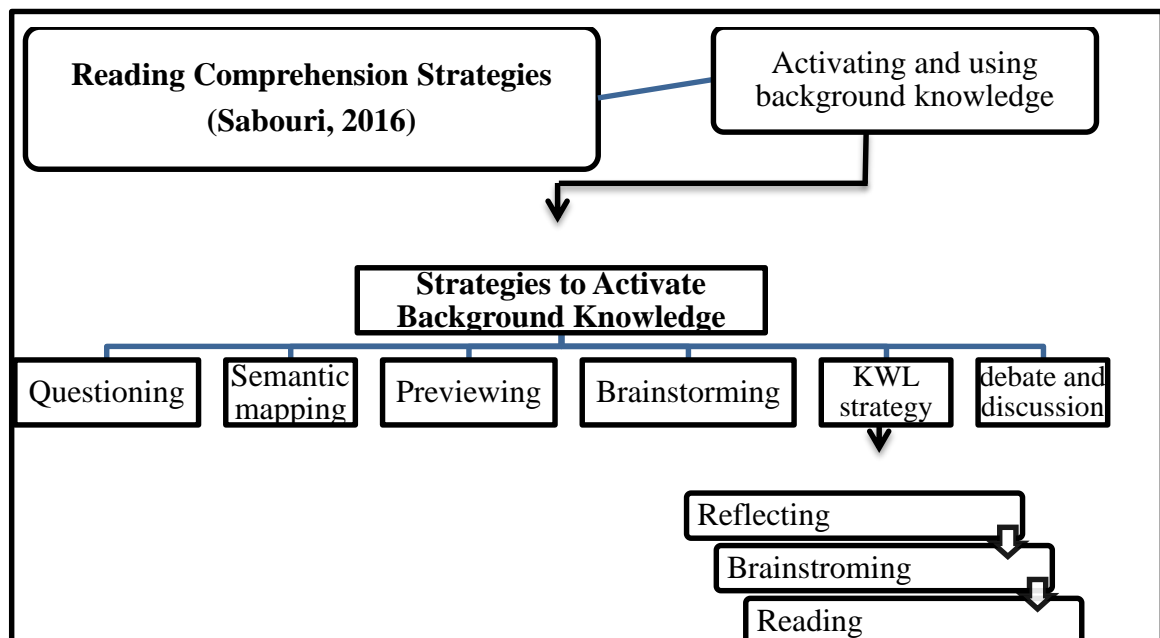


Figure 2. 1 General Concept of KWL Strategy in Reading Comprehension

Source: (Ogle, 1986)

The definition of KWL strategy according to Ogle (as cited in Riswanto et al, 2014) states it is one of teaching and learning strategies used mainly for information text. KWL strategy is a teaching and learning strategy using three-column organizer, those are *What I Know*, *What I Want to know*, and *What I Learned*.

According to Ogle (as cited in Strangman, Hall, & Meyer, 2004) this learning strategy is begun with discussion session. Based on the diagram above, in the first session, the teacher leads students to reflect their knowledge about a topic and brainstorming ideas and information of the topic. Next, the students fill the first two-column (What I Know and What I Want to know). The students fill column “*What I Know*” with statement they get after reflecting their knowledge about a topic. Whereas, they have to fill column “*What I Want to know*” with some questions about a topic they want to answer. The next session is reading session. Students read the text about a topic that has been told before. In this session, students are expected to find the information that can answer their questions in column “*What I Want to know*”. The answers of questions are written at column “*What I Learned*”. The following table is the table of KWL strategy.

Table 2. 2 KWL Instructional Scheme

K (What I Know)	W (What I Want to Know)	L (What I Learnt)
Students are brainstorming everything they know about the topic of study. The students list what have they got when they are brainstorming.	Students tell what they want to know about the topic.	After students finished their reading, they list what they have learned about the topic. They can see K column to connect what have they known and what have they learned. Then, they can also check the W column to see which questions were answered and which were left unanswered.

Source: (Ogle, 1986, p.565)

According to The National Association of Secondary School Principal's bulletin (2010) in their paper about building and activating background knowledge stated that activating background knowledge should not be limited in the opening of the lesson (pre-reading activity) but it should be integrated into the overall during the lesson. It means that strategy to make students understand the material should be done before, while, and after students read the reading English text.

### **1.2.6 Report Text**

Report text is a piece of text that presents information about a subject. It is as a result of systematic observation and analysis. According to Anderson (1997:86) “a report text usually contains facts about the subject, a description and information of its parts, behavior, and qualities.” The purpose of report text is to present information about something in general. Therefore, report text is one of the texts that widely used by teachers and students in the world of education because it provides a lot of information and material to increase knowledge.

Based on Anderson (1997:88) the steps for constructing a report text are:

- (1) The first is a general opening statement that introduces the subject of the report.
- (2) The second is a series of paragraphs that is a new paragraph describes one features of the subject and begins with a topic (or preview) sentence.
- (3) The last is a conclusion that summarizes the information presented and signals the end of the report.

This last structure of report text that is conclusion is not mandatory in every report text. Sometimes there is a report text that does not have a conclusion part. The language features usually found in report text are technical language related to the subject, generalized terms, and use present tense.

### **1.3 Theoretical Framework**

This study is conducted with background knowledge activation through KWL strategy. Background knowledge activation is the popular strategy in teaching and learning reading. However, this strategy is also much forgotten and not used in the teaching and learning process.

This is an experimental study that observes the students' reading comprehension of report text between two groups, those are experimental and control group. This experimental study is conducted to know whether KWL strategy is effective or not in improving students' reading comprehension on report text and attitudes from the observation during the teaching and learning process and the results of students' reading comprehension of pre-test and post-test. The theoretical framework is visualized below:

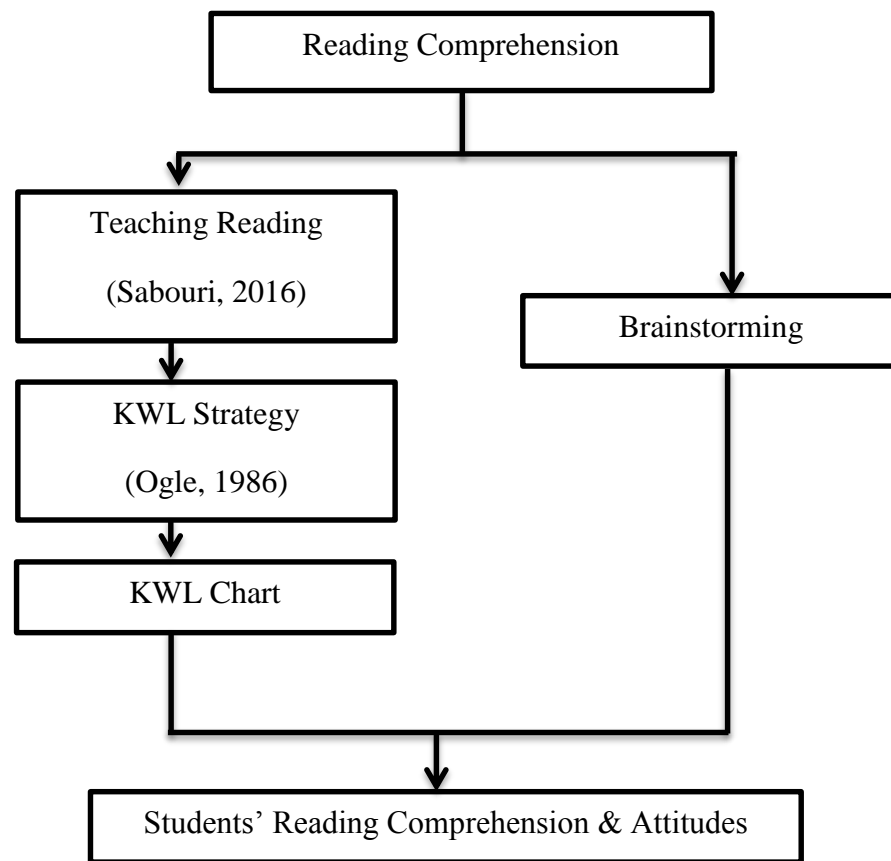


Figure 2. 2 The Theoretical Framework



## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents the conclusion and suggestions according to the discussion of data analysis and research finding in the previous chapter.

#### **1.1 Conclusions**

The objectives of this study were to measure the effectiveness of the implementation of KWL strategy to improve students' reading comprehension of report text of the eleventh graders of SMA Negeri 1 Bae Kudus in the academic year of 2018/2019, and to know significant achievement difference of the students who were taught using KWL strategy and those who were taught using brainstorming strategy.

According to the research findings and discussion in the previous chapter, the implementation of KWL strategy was effective in teaching reading comprehension of report text. The observation showed that students who were taught using KWL strategy were more active and participative during the learning process. Almost all the students of experimental group participate in every steps of learning activities. They had more motivation to read the text after the teacher guided them to reflecting their knowledge and brainstorming what they had already known and what they wanted to know. In addition, they also could recall the information they got from the text more complete than the control group.

The data analysis showed that the result of pre-test and post-test mean scores of the experimental group increased (from 74.58 to 90.97), than the control group

(from 72.77 to 87.77). It could be concluded that the experimental group had a higher increase than the control group.

In addition, the pre-test and post-test mean scores of both groups also analyzed by using *Paired-Sample T-test* to know if there was improvement after getting the treatments. The result of *Paired-Sample T-test* showed that the value of *Sig.(2-tailed)* of experimental group was 0.000, then the value of *Sig.(2-tailed)* of the control group was 0.000. Those significances were less than  $\alpha = 5\%$  (0.05). It could be concluded that there was improvement from pre-test and post-test of both groups.

However, according to the analysis of *Independent Sample Test* of both groups, there was no significant achievement difference in post-test between the experimental and control group. The *Independent Sample Tets* of post-test experimental and control group showed that the significant value of *Sig.(2-tailed)* was 0.76. It was higher than  $\alpha = 5\%$  (0.05). Therefore, H3 was rejected, while H4 was accepted. The absence of significant achievement difference can be caused by several things, such as situation and time ineffectiveness.

Finally, I concluded that prior knowledge is important in reading comprehension text, and the implementation of KWL strategy in eleventh graders of SMA Negeri 1 Bae Kudus is effective for teaching reading comprehension of report text. Moreover, it gives a good effect to improve students' reading comprehension of report text.

## 1.2 Suggestions

Based on the conclusion, the writer would like to give some suggestions for the teacher, the students, and also the other researcher.

Firstly, English teachers should develop an interesting strategy to implement in teaching and learning reading comprehension text. The interesting strategy could increase the students' participation, motivation, and interest. KWL (*Known-Want-Learnt*) strategy may be applied by English teacher for learning reading comprehension text.

Secondly, students should develop their ability of reading comprehension text. the ability of reading comprehension text could increase their other language skills. Beside it, the good ability in comprehending text could help students answer the questions in reading section of national examination more easy. They could apply KWL (*Known-Want-Learnt*) strategy to practice reading comprehension text.

Lastly, the other researchers who interested to apply KWL strategy in their research are suggested to be more creative in implementing the activities of KWL strategy in teaching reading comprehension text. In addition, for the further research KWL strategy can be implemented to improve reading comprehension of another information text such as expository, argument or persuasion, and procedural text.

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