THE INFLUENCE OF THE KWL (KNOW-WANT-LEARN) STRATEGY IN TEACHING READING COMPREHENSION ACHIEVEMENT TO THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 8 PALEMBANG

THESIS

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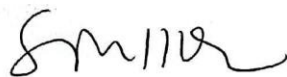
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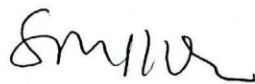Asti Gumartifa, S.Pd., M.Pd.

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Menyatakan bahwa skripsi berjudul:

The Influence of KWL (Know-Want-Learn) in Teaching Reading Comprehension Achievement to the Eleventh Grade Students of SMA Negeri 8 Palembang, beserta selluruh isinya adalah benar merupakan karya saya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila dikemudian hari ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

Palembang, 28 April 2025

Yang menyatakan,

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MOTTO AND DEDICATION

Motto :

   Life is a journey, enjoy every step.

Dedication:

I would like to dedicated this thesis for people who always be special in my heart and who always there for me, they are:

- My beloved parents, my father Ari Wibowo, my mother Lis Mulyati they are part of my life thanks for your love, prayer, support, advice, attention, and motivation, I love you so much. You are everything to me.
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ABSTRACT

Febriliana, Diana, 2025. *The Influence of KWL (Know-Want-Learn) Strategy in Teaching Reading Comprehension Achievement to the Eleventh Grade Students of SMA Negeri 8 Palembang*. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, *Universitas Muhammadiyah Palembang*. Advisors (1) Asti Gumartifa, S.Pd., M.Pd (2) Sherly Marliasari, M.Pd.

Keyword: Teaching, Reading Comprehension, KWL (Know-Want-Learn).

The objective of this study was to find out whether or not it was effective to use KWL (Know-Want-Learn) strategy in teaching reading comprehension to the eleventh grade students of SMA Negeri 8 Palembang. The total number of population was 373 students. The sample took out were 67 students from 373 students by using purposive sampling method. They divided into the control and experimental group. The data were collected by using written test, those were pretest and posttest. The result of the test was analyzed by independent sample t-test. The analyses provide that teaching reading comprehension using KWL (Know –Want-Learn) strategy on reading help students in understanding the reading text better. The mean in posttest of experimental group was 92.24, it was higher than the mean posttest of the control group which was 87.88 . the result of T-Test obtained significance (sig. 2 tailed) was 0.004, which less or lower than 0.05. since the sig. 2 tailed was less than 0.05, so the null hypothesis H_o was rejected and the alternative hypothesis H_a was accepted. It means that there was significant difference on students reading comprehension taught using KWL (Know-Want-Learn) strategy than those who are not.

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The researcher realized that this thesis is still far from being perfect. Therefore, any constructive comments, suggestions, and criticsm are very much welcomed.

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The Researcher

AP

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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is a medium for acquiring new knowledge. According to Ceyhan & Yildiz (2021, p. 421) while reading, the mind, on the one hand, produces meaning from what the eyes gather from writing , and on the other hand, combines these with meaning. Futhermore Ying Ma (2021, p. 17) reading means that the reader uses their own background and experiences to focus on the topic of the article and communicate with the author through the text. Reading is a process used to obtain information, messages, and increase knowledge. Thus, people get a lot of information through reading.

Castles et al., (2018, p. 7) state that understanding what has been read is the aim of reading, and thus the goal of reading development must be to develop a system that allows children to construct meaning from print. Reading is not just saying what has been written, but also understanding what is read so that it can be understood, memorized, and applied. Reading is a physical and psychological process of observing text visually and thinking while processing the information contained in the reading. Furthermore, Banditvilai (2020, p. 46) reading is a lifelong skill for academic learning and success at school. Reading is the one of the skills that students need to master because it is a supporting element for other language skills such as speaking and writing.

Reading comprehension is an interactive process. It involves interaction between the reader and the text Ozdemir & Akyol (2019, p. 563). Reading comprehension means not only saying the words that appear in a text, but also understanding what is read. It is clear that reading cannot be separated

from comprehension. According to Khasawneh & Al-Rub (2020, p. 5337) reading comprehension is a cognitive process in which the student engages with written text, utilizing their prior experiences to recognize, explain, and evaluate the content. Thus, reading comprehension involves reading words and also understanding the meaning.

In improving students reading comprehension, students can read different types of texts, such a descriptive text. Descriptive text is a text that is intended to explain something so that the reader can understand the object. A descriptive text contains information about an objects appearance, characteristics, or style. According to Dongoran (2020) an descriptive text is a text that aims to convey meaning to the reader through sensory information and give the reader a sense of meaning. In addition, Rohman & Rizqiya (2021, p. 1201) descriptive text is text that describes the appearance of objects, people, animals and places. which aims for a detailed explanation of something

According to Ahdiat (2023) Indonesian students reading comprehension is low on the ASEAN scale. This was revealed in the 2022 Program for International Student Assessment (PISA) report published by the Organization for Economic Co-operation and Development (OECD). In 2022, the reading proficiency score of Indonesian students is estimated to reach 359 points, much lower than the average score of OECD countries of 472-480. Indonesia's score is lower than its five ASEAN neighbors - Thailand, Malaysia, Brunei Darussalam, Vietnam and Singapore, which have the highest score of 543 points. The cause of low reading comprehension is a lack of interest in reading.

Naturally, there are a wide range of reading comprehension issues, from the most straightforward to the most complex, and what is surprising is that these issues may be different from what teacher think. High school students

frequently struggle with reading comprehension, even if they are excelling in spelling and decoding. Vocabulary, working memory, lack of extensive reading, and text type are some of the reasons why pupils struggle with reading comprehension (Shehu, 2015, p. 93).

Based on interviews conducted by the researcher and English teacher at SMA Negeri 8 Palembang, the researcher obtained the following information regarding students reading comprehension problems: 1) Teacher implementing the strategy failed to attract students' interest, causing students to quickly lose interest in learning; 2) Students read texts without being able to understand the information in the text; 3) Students feel unmotivated and reluctant to read.

From the problems that occur, teachers need to pay attention to reading comprehension problems and solve them to increase students motivation and enthusiasm for learning. Motivating students requires appropriate teaching techniques, such as the use of the *KWL (Know-Want-Learn)* strategy. According to Ndur (2023, p. 142) with KWL, teachers can first model reading to stimulate student thinking necessary for learning, and then give students time or opportunity to list what they know, the questions they want to answer, and what they learned from the text. This strategy causes the curiosity and interest of the learners and provides evidence of learning Agbo et al., (2023, p. 451).

Based on previous research by Sutadi (2023), his research used the *KWL (Know-Want-Learned)* strategy to improve students reading comprehension in descriptive text at MAN 2 Kota Semarang. The results showed that the use of *KWL (Know-Want-Learn)* strategy made a significant contribution in improving students reading comprehension. Another research conducted by Diasti, Murniati & Hartono (2023) used the *KWL (Know-Want-Learn)* strategy in EFL Students reading comprehension The results showed that

the *KWL Know-Want-Learn)* strategy had an impact on students reading comprehension, However, in this study the involvement of participants was limited. Therefore, the researcher would like to use the existing research to investigate whether it is true that *KWL (Know-Want-Learn)* strategy has achieved great progress.

Based on the explanation of the problems raised, the researcher conducted a study with the title "The Influence of *KWL (Know-Want-Learn)* Strategy in Teaching Reading Comprehension Achievement to the Eleventh Grade Students of SMA Negeri 8 Palembang".

B. Formulation of the Problem

Based on the research background that has been described, the researcher will formulate the research problem as follows: Is there an effect of using KWL (Know-Want-Learn) strategy in teaching reading comprehension to the eleventh grade students of SMA Negeri 8 Palembang?

C. Objectives of the Study

Based on the description of the problem above, the purpose of this study is to determine "the effect of using KWL (Know-Want-Learn) strategy in teaching reading comprehension to eleventh grade students of SMA Negeri 8 Palembang".

D. Significance of the Study

The result of this study are expected to be beneficial both theoretically and practically:

a. For the researcher herself
   It can broaden understanding of the *KWL (Know-Want-Learn)* strategy and impart knowledge to those who wish to conduct study in this field.

b. For the teachers

The researcher hopes that the teacher will improve their skill in teaching reading comprehension by knowing the result of this research.

c. For the students

This research is expected to give contribution to the readers, particularly in understanding how to master reading and can comprehend the information by using *KWL (Know-Want-Learn)* strategy.

d. For the readers

The researcher hope to know *KWL (Know-Want-Learn)* strategy which applied in reading comprehension and it can also provide motivation and an overview to readers in determining research topics.

e. For other researchers

It can help them to further research as reference in it. The study hopefully can be beneficial for the other researchers to complete additional literature review and also to support finding of the research study that has the same title as the researchers study.

E. Hypothesis of the Study

According to Vasudevan (2022, p. 23) a statistical hypothesis is a tentative conclusion that is derived logically from population parameters. in this study, the researcher proposes two hypotheses, namely the null hypotheses (Ho) and the alternative hypotheses (Ha).

H_a: It is effective to use *KWL (Know-Want-Learn)* to teach reading comprehension to the eleventh grade students of SMA Negeri 8 Palembang.

H₀: It is not effective to use *KWL (Know-Want-Learn)* to teach reading comprehension to the eleventh grade students of SMA Negeri 8 Palembang

F. Criteria for Testing Hypotheses

In this study, to test hypotheses means to accept or reject the hypotheses. The researcher will use t-test. If the t-obtained is equal to or higher than t-table, the research hypotheses (Ha) can be accepted and the null hypotheses (Ho) should be rejected.

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