

The Effectiveness of Using KWLH in Teaching Reading Comprehension

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Abstrack

This study is purposed to investigate the effectiveness of using KWLH strategy in teaching reading comprehension. The data of this study were compiled from the eighth grade learners of SMP Taman Siswa Malang. The research method applied in this research was a pre-experimental study by using one group pre-test-post-test design. The treatment was performed in eight meetings. The reading comprehension test was applied as an instrument to compile the data from pre-test and post-test. The subject of the study used was the eighth grade with the total number was 33 students. The research finding proved that the result obtained from the pre-test and the post-test were significantly different. The mean score of the students' pre-test was 80.30, whereas the mean score of the students' post-test was 86.48. By looking at the probability value, the obtained result showed that the *P-value* was $.000 < 0.05$, while the value of *-t-test* observed was $-3.887 <$ the value of *-t-table* that was -2.035 . Therefore, it can be concluded the null hypothesis (H₀) revealed that there is no significant difference on students' reading comprehension before and after using KWLH strategy was rejected. Meanwhile, the alternative hypothesis (H₁) revealed that that there is significant difference on students' reading comprehension before and after using KWLH strategy was accepted. In other words, the use of KWLH strategy in teaching reading comprehension at the eight grade students of SMP Taman Siswa Malang in the academic year 2018/2019 was significantly effective.

Keywords: Reading Comprehension, KWLH, Effectiveness.

INTRODUCTION

Reading skills is one of the important skills in language learning. People assume that when they read, they will get something. People require to read because reading is a way to science. Now days, for people, reading skills open up new world and opportunity. This allows people to enjoy literature, gain newknowledge, and carry out daily activity that are part of modern life, for examples joblistings, maps, and reading newspapers. According to Mikulecky (1986: 1) stated that reading can helps students learnt to think in a newlanguage, itcan helps student increase vocabulary, comfortable in writen English, and pracktice english well when student or someone lives in a place or counntry that does not speak English

The aim of reading is to enable students to gain understanding; because there is no reading if there is not understanding. (Bolain, 2008: 2) says that most students may read glibly yet when we asked about what they just have read, they cannot respond. Even though they may get high marks in terms of reading, but they are not really good readers. In this case, students are just word callers barking print.

One strategy can be used to teach reading comprehension is the KWLH strategy. Stahl (2008:364) states that KWLH is a process in which teachers produce discussions about the topic of text and use charts or worksheets to know students' statements about what the student Know (K), what they Want to learn (W), after reading, what they learn (L) and how they learn more (H). Fritz (2002: 1) stated that the KWLH strategy is a method designed to teach students to read actively by involving prior knowledge, ask questions, and remember crucial information of the text to improve understanding. In the KWLH strategy, students are asked to name what they already know about the topic and questions they might have about the topic before reading the text. After reading the text, students are asked to write what they have already learned about the text. KWLH strategy encourages students to distinguish prior knowledge, to consider what they need to know and name useful information, learned from text during reading.

KWLH is a strategy that can help students to gather all information they know about the topic before they enter to the reading task. In addition, the KWLH strategy is designed in four-column format that requires the student first to name what they know about a topic (asking attention to previous knowledge) second; write what student wants to know about the topic (tapping students' interests and giving them the aim of reading), after reading and discussing, name what students have learnt and still want to learn (making connections between the questions and information found). And finally how students learn more about the topic

REVIEW OF RELATED LITERATURE

To achieve the purpose of reading, one must read effectively. Rahman (1998: 8) states that effective in reading means enable to read accurate, efficient and understand of passage to achieve your goals

Grabe cited by Rahman (1998: 2) says that pre-reading activity is very useful in reading classes because student have become referees as the instruments that can be used by teacher in the classroom to activate the background of students' knowledge. Pre-reading is very effective because help readers to provide basic information about the content of the material.

KWLH technique

KWLH pushes EFL students to think actively about what the student read the topic, and therefore, improve student understanding skills in general and maybe learn more about what they read (Anderson and Pearson, 1984). KWLH also helps teachers to activate students' background knowledge about the topic and promote study, active reading, and inquisition. The use of KWLH is especially useful as pre-reading strategy also functions as a test of what students have learned during study units.

Student Perception Towards English

Perception is a process that is preceded by a sense process in which the process of receiving stimulus by individual through the senses (Walgito: 2004). Furthermore, Sarwono (2010: 86) argues that perceptions can make conclusions about what we see, hear and guess with the best. This is also supported by Rachmat (1996: 51) as cited by Zahrotul (2012: 12), perception is the experience of the objects, events, or relationships obtained by deducing information and interpreting message. In other words, perception is a process carried out by people selecting, organizing and interpreting sensory stimuli into meaningful information. This means that perception is the process of recognizing an object with the help of the senses, where a person receives external stimuli with full awareness and tries to understand and interpret stimuli to be meaningful means that can be understood.

Likert (1932) suggested a method for actually doing it. From that point on, many researchers from various disciplines have studied perception. These

studies are limited only to social psychology disciplines and then ideas spread to other disciplines, for example education. In the field of education, perception studies are mostly related to students' perceptions of schools, school subjects, teachers, and other students. Among school subject studies, students' perceptions of learning foreign languages were investigated by researchers for example Baker (1992), Gardner and Lambert (1972). These researchers acquired most innovative results regarding students' perceptions of the second language.

Kara (2009) says that perceptions of learning in addition to opinion and belief have a clear influence on student behavior and consequently on their performances. It is said that students who have positive beliefs about language learning have a preference to increase positive perceptions of language learning. Conversely, negative beliefs can cause class anxiety, less cognitive achievement and negative perceptions (Victori and Lockhart, 1995).

METHOD

This study uses quantitative methods with pre-experimental research. According to Borg, W.R., Gall, M.D (cited by Latief, 2016:97) experimental research was conducted without a control group. In this study, the group was given a pre-test before doing the treatment. After treatment is completed, post-tests are held to see students' achievement. The effect of teaching treatment was measured by comparing the average scores of the pre-test and post-test. Another name for this pre-experimental design was the design of one group of pre-test-post-test. Thus, the three phases carried out in this study were pre-test, treatment, and post-test.

The population targeted in this study was second grade students of Taman Siswa Malang in academic year 2018/2019, with a total of 33 students. Experimental studies are conducted in four weeks, and it starts from 7 January to 8 February 2019. In conducting the research, it is a must for the researcher to determine the instrument used in data collecting. The instruments carried out in this study were comprehension reading tests, in the form of multiple choice questions which were used as pre-test and post-test in this study. This test is used to identify students' reading comprehension. Topics for reading

comprehension are designed differently because researchers assume that students cannot understand what they did wrong in the pre-test.

The research data was collected by conducting a pre-test and post-test for the experimental group. Before getting real data, the instrument is validated by experts. After being valid, the researcher applied the instrument to the experimental group. At the beginning of the teaching activity, the researcher gave the pre-test to the group to ask the extent of their ability to read comprehension in the form of descriptive text before applying treatment. The next step, then, was post-test after treatment to assess whether or not significant students achieved better performance than the pre-test. The pre-test reading test is an essay test. In addition, to analyze data, statistical analysis was applied to find out the results of student reading achievement in descriptive texts. To compare student reading tests that have been given through pre-test and post-test, the t-test formula was done using SPSS Statistics version 16.0.

When designing test instruments, researchers must consider how to assess and assess test results. As Brown (2004: 61) states that your scoring plan reflects the relative weights you place on each item in each section. In addition, Sulisty (2007: 104-105) classifies the score in two based on the responses of the test participants seen and treated. The first type is dichotomous scoring. The numbers used in this type of scoring are 0 (zero) and 1 (one). Tests that generally require this dichotomous scoring are multiple choice, false, true-false, and any other format that suggests a dichotomy in producing a response. The second type is continuous scoring. Test takers' responses are considered to have gradations or titles in them. In this way the response of the test taker can be given a score of 0,1,2,3,4, or 5. Depending on the nature of the response according to the scoring scheme used.

Since the multiple-choice type was used in designing the test instrument, this research used dichotomous scoring which the number utilized is 0 and 1. 1 (one) was assigned to correct answer, 0 (zero) to an incorrect answer.

Table 1. Scoring Guide

Criteria	Specification	Score	Total Score
The answer will assumed right if it is represent/relevant to the content knowledge of topics and linguistic knowledge.	Relevant (correct answer)	1	1
	Not relevant (incorrect answer)	0	0

The next step is to calculate all scores by giving weight to each items. The score for each subject is calculated by multiplying the number of correct answers and weights. The weight of each item is obtained by dividing 100 by the total number of items (30). The score minimum is 0 (zero) and the maximum score is 100 (one hundred).

FINDING AND DISCUSSION

The researcher used a written test with 30 items of questions to analyze the students' level of reading comprehension. Based on data obtained from written tests to 33 samples, the highest reading comprehension was 93; there are two students who get the highest score and the lowest score is 57: there are two students who have the lowest score.

From the data above, could be analyzed by SPSS that the score of students' reading comprehension was varieties. There were 2 (6.1%) students got the score 57, 1 (3.0%) student got the score 60, 1 (3.0%) student got the score 63, 1 (3.0%) student got the score 67, 1 (3.0%) student got the score 73, 2 (6.1%) students got the score 77, 7 (21.2%) students got the score 80, 7 (21.2%) students got the score 83, 6 (18.2%) students got the score 87, 3 (9.1%) students got the score 90 and 2 (6.1%) students got the score 93.

Before the data was calculated by the dependent t-test, the experimental group data on the pre-test showed that $M = 80.30$ and $SD = 9,642$. To determine

the category of good, moderate, or poor reading comprehension, the researcher grouped scores using the following standards:

- a. More than $M + 1.SD$ ($80,32 + 9,642 = 89,962$) are categorized as good.
- b. Between $M - 1.SD$ ($80,32 - 9,642 = 70,678$) to $89,962$ are categorized medium.
- c. Less than $M - 1.SD$ ($80,32 - 9,642 = 70,678$) are categorized as low.

Thus it can be seen that a score of more than 89 is considered good, while a score of less than 70 is categorized as low, and a score between 70-89 is categorized as medium.

Post-test Results of the Experimental Group

The researcher used a written test to analyze students' reading comprehension scores. The researcher obtained a post test score from the written test of students in the experimental class (see appendix 9 for the more detailed for post-test score of the experimental group)

Based on data obtained from written tests to 33 samples showed that students' reading comprehension after being taught using the KWLH strategy, the highest score was 97, there was 1 student who scored the highest and the lowest score 73, there was 1 student who scored lowest.

From the data, can be analyzed by SPSS that the score of students' reading comprehension is variety. There are 1 (3.0%) student got a score 73, 2 (6.1%) students get score 77, 4 (12.1%) students got score 80, 4 (12.1%) students get score of 83, 9 (27.3%) students got score 87, 7 (21.2%) students get a score 90, 5 (15.2%) students get a score 93, and 1 (3.0%) students get a score 97.

Before the data was calculated by the dependent t-test, the data of experimental group at post-test showed that $M = 86.48$ and $SD = 5.563$. To determine the category of good, moderate, or poor reading comprehension, the researcher grouped scores using the following standards:

- a. More than $M + 1.SD$ ($86.4848 + 5.563 = 92.0478$) are categorized in the good category.
- b. Between $M - 1.SD$ ($86.4848 - 5.563 = 80.9218$) to 92.0478 are categorized as medium.
- c. Less than $M - 1.SD$ ($86.4848 - 5.563 = 80.9218$) are categorized as low.

Thus it can be seen that a score more than 92 is considered into good, while a score of less than 80 is categorized into low, and a score between 80-92 is categorized into medium. That categorization can be clearly seen as follows:

The two analyzes described above are based on the results of statistical calculations that can be seen from the table below:

Table 4 t-Test Table of Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE_TEST	80.3030	33	9.64198	1.67845
	POST_TEST	86.4848	33	5.56283	.96836

T-Test Analysis for Dependent Samples

In this experimental study, the pre-test and post-test scores were analyzed to determine whether there were significant differences between both activities. This, the t-test formula is done by comparing the results of the pre-test and post-test to determine the effectiveness of using KWLH strategy in teaching reading comprehension.

Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE_TEST - POST_TEST	-6.18182	9.15988	1.59453	-9.42977	-2.93387	-3.877	32	.000

Based on the table above, it can be seen that the result of t-test was -3.877, and t table = -2.035. The T-test results are higher than t table (test t = -3.877 > t table = -2.035). Then the results of a significant value of 2 tailed = 0,000 less than 0.05. it means that H0 rejects and H1 is accepted. Therefore, KWLH is effective in teaching reading.

The Result of Students' Perception of the Experimental Group

Student responses about the application of the KWLH strategy in teaching reading comprehension were collected from the questionnaire. The students expressed their opinion through a questionnaire for the teaching and learning process of reading using the KWLH strategy.

Table 6. Students' Perception Towards English

No	STATEMENT	RESPONSE				
		5	4	3	2	1
		SA	A	N	DA	SD
1.	I feel motivated in learning english reading in the class by using KWLH strategy	11s 33.3%	16s 48.5%	6s 18.2%	-	-
2.	KWLH strategy help me to be efficient reader	9s 27.3%	17s 51.5%	7s 21.2%	-	-
3.	Learning English reading using KWLH strategy helps me to overcome the difficulties of reading	6s 18.2%	19s 57.5%	8s 24.2%	-	-
4.	The activities in KWLH strategy helps me to active my prior knowledge	10s 30.3%	14s 42.4%	9s 27.3%	-	-
5.	KWLH strategy helps me to integrate my prior knowledge into a new topics that are going to be learned	14s 42.4%	15s 45.6%	4s 12%	-	-
6.	KWLH strategy helps me in formulating the goals in reading including predicting the new information in new topics.	9s 27.3%	19s 57.6%	5s 15.2%	-	-
7.	The activities in KWLH strategy helps me to seek and find more information about the topic that I have read	14s 42.4%	15s 45.6%	4s 12%	-	-
8.	KWLH strategy can help meto improve my reading comprehension ability	15s 45.6%	14s 42.4%	4s 12%	-	-

Ps : S = Students

Their responses were varies from strongly agree to disagree. From the first there were 11 students (33,3%) strongly agree that they feel motivated in learning english by using KWLH strategy, 11 students (48.5%) agree and 6 students (18.2%) neutral that they feel motivated in learning english reading by using

KWLH strategy. Next, there were 9 students (27.3%) strongly agree that helped them to be efficient reader, 17 students (51.5%) agree, and 7 students (21.2%) neutral that KWLH strategy helped them to be efficient reader. Then, there were 6 students (18.2%) strongly agree, and 19 students (57.6%) agree, 8 students (24.2%) neutral that this strategy helped them to overcome the difficulties of reading.

In terms of brainstorming activity, there were 10 students (30.3%) strongly agree and 14 students (42.4%) agree, and 9 students (27.3%) neutral that KWLH strategy helped them to activate their prior knowledge. The next, there were 14 students (42.4%) strongly agree, 15 students (45.6%) agree and 4 students (12%) neutral that this strategy helped them to integrate their background knowledge. Related to the goal in reading, (27.3%) of 9 students strongly agree that KWLH strategy helped them in formulating the goals in reading, 19 students (57.6%) agree and 5 students (15.2%) neutral that this strategy helped them in formulating the goals in reading.

The strongest point that there were 14 students (42.4%) strongly agree that the activities in KWLH strategy helped them to seek and find more information about the topic they had read, while 15 students agree (45.6%) agree and 4 students (12%) was neutral. The last, there were 15 students (45.6%) strongly agree, 14 students (42.4%) agree and 4 students (12%) neutral that KWLH strategy helped them to improve their reading comprehension ability.

DISCUSSION

First, based on research findings, the results of the study state that implementing the KWLH strategy in teaching learning is effective. This is evidenced by the significant difference in the students reading ability score between before and after being taught by using the KWLH strategy. This strategy can give students the opportunity to activate prior knowledge because students consider what they know about the topic (previous knowledge), what students want to learn (goals), what students understand and learn, and then, how they will learn more.

Second, based on the questionnaire, students' opinions on the KWLH strategy were positive. Most of them think that the KWLH strategy motivates them to learn to read and improve their reading comprehension, this is indicated by the percentage of student responses. More than 90% of students feel motivated in learning to read through the KWLH strategy and can help them improve their reading comprehension. This is supported by the scores they obtained at the end of this study.

Based on the research findings, the results of the study state that implementing the KWLH strategy in teaching learning is effective. This is evidenced by the significant difference in the student's reading ability score between before and after being taught using the KWLH strategy. So, that means that the results of this study are verified by Marzouk's theory in John Barell, (2003) KWLH is known as a pre-reading strategy, this approach is effective in utilizing the reader's initial knowledge there by preparing them to learn. In addition, according to Westwood, (2001) this strategy is then recommended in many reading methodology texts. This strategy can also be used with classes, small groups or individuals involving preparation of KWLH charts. This strategy also gives students the opportunity to activate prior knowledge because they consider what they know about the topic (previous knowledge), what they want to learn (goals), what they understand and learn, and then, how they will learn more.

Stahl (2008: 364) states that KWLH is a process in which teachers produce discussions about the topic of text and use charts or worksheets to record student statements about what they Know (K), What to learn (W), what they Learn (L), and how they learn more (H). This strategy encourages students to identify prior knowledge, to consider what they want or need to know and list useful information learned from selection during reading.

Previous research conducted by Araam (2012), research aim at determine the impact of using the KWL strategy on obtaining the concept and critical thinking skills of "science subjects" to seven graders. The researcher followed the experimental method. The results showed that there were significant differences at

the level (0.05) between the mean of the experimental group and the control group in the scientific concept test that supported the experimental group.

Another study that is relevant to this research is the research conducted by Marina (2012). The results of this study also show that the KWL technique can improve students' reading comprehension and also effective in teaching the achievement of narrative text comprehension. The group of students taught with the KWL strategy get higher achievements in teaching narrative text comprehension than those taught by the direct learning method.

Based on the theory and previous studies above by John Barell, (2003), Westwood, (2001), Stahl (2008: 364), Araam's (2012), Marina (2012), the KWLH strategy can improve students' ability in reading comprehension. This strategy can build on prior knowledge, develop predictive skills, and improve writing skills as well. The above theory is accepted by researchers, especially in understanding reading comprehension in junior high school. Based on the above results imply that those of the KWLH strategy in reading has a positive effect on students' reading comprehension abilities. It has been verified by the results of data analysis that there are significant differences before and after using the KWLH strategy. However, there are differences between this study and previous research. They are the text used, the instruments used, and the attribute variables used (perception). In other words, the KWLH strategy is effective in improving reading comprehension of students in the eighth grade of Taman Siswa Malang Middle School in the 2019/2020 academic year.

CONCLUSIONS AND RECOMMENDATIONS

Based on research and data analysis about the effect of KWLH strategy teaching reading, researchers want to draw the conclusion that those of the KWLH strategy in reading has a positive effect on students' reading comprehension abilities. It has been verified by the results of data analysis that there are significant differences score before and after using the KWLH strategy. In other words, the KWLH strategy is effective in improving reading comprehension of students in the eighth grade of SMP Taman Siswa Malang in the academic year

2019/2020. The KWLH strategy contributes to increasing the level of understanding of readers and achieving meaningful learning through activation of prior knowledge and steps needed. students to relate their previous knowledge to new topics, organize and summarize them and expand ideas that are hardly found in conventional methods that generally depend on the needs of the teacher.

Based on what has been done in this study, the results of this study provide practical contributions to institutions (SMP Taman Siswa Malang), teachers and other researchers. For Taman Siswa Malang Middle School, the findings of this study can be one of the considerations for establishing policies regarding the use of the KWLH strategy in teaching reading because empirical evidence that the use of KWLH is an effective way to improve the achievement of students' reading comprehension. .

For teachers, the results of this study can be used as an alternative teaching strategy in addition to the conventional ones. In addition, it is expected that the KWLH strategy used in teaching reading comprehension since several investigations to apply the KWLH strategy has produced positive results and has empirically strengthened this research. Teachers can use the KWLH strategy in teaching reading because the KWLH strategy has several benefits. In addition, the results of this study are very valuable in confirming further types of students' perceptions of English in reading material. Thus, each teacher must be careful in deciding which technique or strategy is best implemented in a particular classroom.

The results shows that there was significant effect of the use of the KWLH strategy on reading comprehension across student perceptions of English. That means students' perceptions in reading are very important. Student perceptions can encourage students' reading habits and can also support students to read a number of reading texts.

Researchers suggest this study can be used as a reference in teaching other types of skills, writing and speaking or teaching reading for other types of texts. It is also recommended for further researchers to carry out the same research in

diferent classes and levels of education, such as high school level, to find out whether this technique can be applied effectively to solve students' problems in understanding reading texts. Hopefully, this strategy can contribute a lot to other people who are interested in improving reading learning strategies.

All of these suggestions are expected to deepen the implementation of the KWLH more effective strategies in achieving better reading comprehension that can accommodate student needs.

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