

**THE EFFECT OF USING KWHL TECHNIQUE TOWARD  
READING COMPREHENSION AT THE FIRST YEAR  
STUDENTS OF STATE SENIOR HIGH  
SCHOOL 10 SIAK**



**BY**

**YULIA KARTIKA SARI**

**NIM. 10814001944**

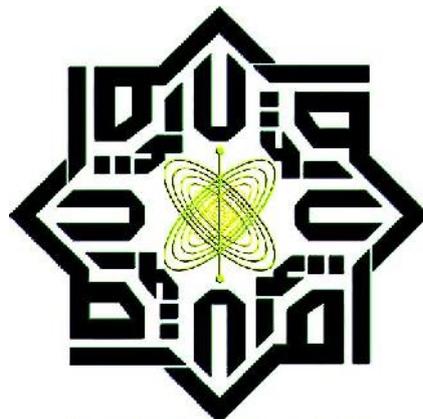
**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1434 H/2013 M**

**THE EFFECT OF USING KWHL TECHNIQUE TOWARD  
READING COMPREHENSION AT THE FIRST YEAR  
STUDENTS OF STATE SENIOR HIGH  
SCHOOL 10 SIAK**

A Thesis

Submitted as a Partial Fulfillment of the Requirements  
for Getting Bachelor Degree of Education

(S.Pd.)



**UIN SUSKA RIAU**

By

**YULIA KARTIKA SARI**

**NIM. 10814001944**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1434 H/2013 M**

## ACKNOWLEDGEMENT

In the name of Allah, the most gracious and the most merciful, praises belong to Allah almighty, the lord of universe. Through His guidance and His blessing, the writer has completed academic requirement for the award of bachelor degree at the Department of English Education, Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim Riau.

The title of this thesis is The Effect of Using KWHL Technique toward Reading Comprehension at the First Year Students of State Senior High School 10 Siak.

I would like to express my deep and sincere gratitude to:

1. Prof. Dr. H. M. Nazir, the Rector of State Islamic University of Sultan Syarif Kasim Riau.
2. Dr. Hj. Helmiati, M.Ag. the Dean of Education and Teacher Training Faculty and all staff.
3. Dr. Hj. Zulhidah, M.Pd. the Chairperson of English Education Department.
4. Dedy Wahyudi, M.Pd. the Secretary of English Education Department.
5. Drs. H. Jasno Susanto, M.Pd. my beloved supervisor who has given the writer constant encouragement, support, and invaluable suggestions made this thesis successful.
6. Drs. M. Syafii, M.Pd. who has given me correction, suggestion, support, advice and guidance in finishing this thesis.

7. All lecturers who have given writer their knowledge and information through the meeting in the class or personally.
8. The Headmaster of State Senior High School 10 Siak (H. M. Dwi Saksono, S.Si.) and the English teacher of State Senior High School 10 Siak (Komala Dewi Rahayu, S.Pd), and all staffs who really helped the writer in finishing this research.
9. My beloved parents, my beloved father, Jalius and my beloved mother, Nurmi, S.Pd. thanks for your love, support and encouragement throughout my entire life.
10. My brothers and sister: Muhammad Ridwan, Muhammad Ismail Wahyudi and Nia Azura Sari who have given the writer support to accomplish this thesis.
11. My cousins Rio Nugraha S.E, Imelda Kumala Sari S.Kep, Wiraswastian, Neri Puspita Sari, S.T, dr. Indria Mega Winta Sari, for exchanges of knowledge, and venting of frustration during accomplish this thesis.
12. F Class members: the Chairperson Rahmat Saleh, the Secretary Enita Rahayu, and the Thailand Sarening Awae, thanks guys for all of togetherness we have had in the last four years.
13. For all people who have given the writer the great support in conducting and finishing this thesis, which cannot be written one by one.

Finally, the writer really realizes that there are some weaknesses on the thesis. Therefore, constructive critiques and suggestions are needed in order to improve this thesis.

May Allah almighty, the lord of universe bless you all. Amien....

Pekanbaru, November 06, 2012

The writer

Yulia Kartika Sari  
NIM. 10814001944

## ABSTRACT

**Yulia Kartika Sari (2012) : “The Effect of Using KWHL Technique toward Reading Comprehension at the First Year Students of State Senior High School 10 Siak”.**

This research was conducted because some problems were faced by students in learning English especially in reading comprehension of descriptive text. The problems were; some of the students could not understand about the content of reading text, some of the students could not find main idea in reading text, and the students also could not identify the detailed information of the text.

The main focus of this research was to find out whether or not there was significant difference between the students' reading comprehension taught by using KWHL technique and the students who are not at the first year of State Senior High School 10 Siak. This research was quasi-experimental research which uses non-equivalent control group design. The writer used two classes as sample that consisted of 60 students. The first class was experimental class and the second class was control class. Experimental class was taught by using KWHL technique and control class was taught by the preliminary teacher's technique. The technique of collecting data was test. Written test was used in order to collect data of students' reading comprehension, especially in descriptive text. The technique of data analysis used was *Independent Sample T-test* formula in order to find out the difference of students' mean score between experimental class and control class by using software SPSS 17 version.

From the research findings, it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. It means that there was significant difference between students' reading comprehension taught by using KWHL technique and the students who are not at the first year of State Senior High School 10 Siak.

## ABSTRAK

**Yulia Kartika Sari (2012) : "Pengaruh dari Penggunaan Teknik KWHL terhadap Pemahaman Bacaan Siswa Tahun Pertama di SMA Negeri 10 Siak".**

Penelitian ini dilakukan karena beberapa masalah yang dihadapi oleh siswa dalam belajar bahasa Inggris terutama dalam pemahaman bacaan teks *descriptive*. Masalahnya adalah; Beberapa siswa tidak mengerti tentang isi teks bacaan, beberapa siswa tidak dapat menemukan ide utama dalam membaca teks, dan siswa juga tidak dapat mengidentifikasi informasi rinci dari teks.

Fokus utama dalam penelitian ini adalah untuk mengetahui apakah ada atau tidak perbedaan yang signifikan antara kemampuan siswa dalam pemahaman bacaan dengan menggunakan teknik KWHL dengan siswa yang tidak menggunakan teknik KWHL pada kelas satu di SMA Negeri 10 Siak. Penelitian ini adalah penelitian quasi-eksperimental dengan menggunakan *non-equivalent control group design*. Penulis menggunakan 2 kelas sebagai sampel yang terdiri dari 60 siswa. Kelas pertama sebagai kelas eksperimen dan kelas kedua adalah kelas kontrol. Kelas eksperimen diajar dengan menggunakan teknik KWHL dan kelas kontrol diajar dengan menggunakan teknik yang digunakan oleh guru sebelumnya. Teknik pengumpulan data adalah tes. Tes tertulis digunakan untuk mengumpulkan data dari kemampuan anak di dalam pemahaman bacaan, khususnya pada teks *descriptive*. Teknik analisa data menggunakan rumus *Independent Sample T-test* dalam tujuan untuk mengetahui perbedaan nilai rata-rata antara kelas eksperimen dan kelas kontrol dengan menggunakan perangkat lunak SPSS versi 17.

Dari temuan penelitian, dapat disimpulkan bahwa  $H_0$  ditolak dan  $H_a$  diterima. Ini berarti bahwa ada perbedaan yang signifikan antara kemampuan siswa dalam pemahaman bacaan dengan menggunakan teknik KWHL dengan siswa yang tidak menggunakan teknik KWHL pada kelas satu di SMA Negeri 10 Siak.

يوليا كارتنيك ساري (2012): ثير استخدام تقنية KWHL في فهم الطلاب في القراءة لطلاب الصف الأول بالمدرسة المتوسطة العالية الحكومية  
10 .

عقدت الباحثة هذا البحث لعدة المشكلات التي يلاقيها الطلاب في دراسة اللغة الإنجليزية خصوصا في قراءة نصوص القراءة الوصفية. و من تلك المشكلات: بعض الطلاب لا يفهمون محتويات نصوص القراءة، بعض الطلاب لا يجدون الفكرة الأساسية في نصوص القراءة و بضعهم لا يقدرّون على تعيين الاستعلامات المخصصة في النصوص. يتركز هذا البحث على معرفة ما إذا هناك الفرقة بين فهم الطلاب الذين يدرسون بتقنية KWHL و الطلاب الذين يدرسون بدون هذه التقنية لطلاب الصف الأول بالمدرسة المتوسطة العالية الحكومية 10 سيالك. كان هذا البحث على نوع بحث شبه التجربة باستخدام عرض فرقة الضبط غير مناسبة. استخدمت الباحثة فصلين اثنين فيما 60 طالبت. الفصل الأول للفصل التجربة و الفصل الثاني للفصل الضبط. يدورس الطلاب في الفصل التجربة بتقنية KWHL و يدرس الطلاب في الفصل الضبط بدون هذه التقنية. تقنية جمع البيانات هي الاختبار. يستخدم الاختبار التحريري لجمع البيانات عن قدرة الطلاب في فهم القراءة خصوصا في النصوص الوصفية. تقنية تحليل البيانات هي صيغة عينة مستقلة ت- الاختبار و هي لمعرفة متوسطة النتائج بين الفصل التجربة و الفصل الضبط باستخدام البرنامج الحاسوبي س ف س س الإصدار السابع عشر. استنتجت الباحثة أن الفرضية الصفورية مرفوضة و الفرضية الصفورية مقبولة و أن هناك الفرقة بين فهم الطلاب الذين يدرسون بتقنية KWHL و الطلاب الذين يدرسون بدون هذه التقنية لطلاب الصف الأول بالمدرسة المتوسطة العالية الحكومية 10 سيالك.

## ملخص

يوليا كارتيك ساري (2012): تأثير استخدام تقنية KWHL إلى فهم  
الطلاب في القراءة لطلاب الصف الأول بالمدرسة  
المتوسطة العالية الحكومية 10 سيالك.

## LIST OF CONTENT

<b>SUPERVISOR APPROVAL</b> .....	i
<b>EXAMINER APPROVAL</b> .....	ii
<b>ACKNOWLEDGEMENT</b> .....	iii
<b>ABSTRACT</b> .....	vi
<b>THE LIST OF THE CONTENT</b> .....	ix
<b>THE LIST OF TABLE</b> .....	xiii

### CHAPTER I: INTRODUCTION

A. ....	Ba
Background of the Problems.....	1
B.....	Th
The Definitions of Term .....	4
C.....	Th
The Problems .....	7
1.....	Th
The Identification of the Problems .....	7
2.....	Th
The Limitation of the Problems .....	7
3.....	Th
The Formulation of the Problems .....	8
D. ....	Th
The Objectives and Significance of the Research .....	9
1.....	Th
The Objectives of the Research .....	9

2.....	Th
e Significance of the Research .....	9

**CHAPTER II: REVIEW OF RELATED LITERATURE**

A. ....	Th
e Theoretical Framework.....	10
1.....	Th
e Nature of Reading.....	10
2.        Reading Comprehension.....	12
a. The Nature of Reading Comprehension.....	12
b. The Level of Comprehension.....	13
c. Micro and Macro Skill of Reading Comprehension .....	15
d. The Factors Affecting Comprehension Skill .....	18
3. The Teaching and Learning Reading Comprehension.....	21
4. KWHL Technique .....	23
5. Descriptive Text .....	24
B. The Relevant Research .....	26
C. Operational Concept .....	28
D. Assumptions and Hypothesis .....	31
1. Assumptions.....	31
2. Hypothesis.....	31

**CHAPTER III: RESEARCH METHODOLOGY**

A. Research Design.....	32
B. Time and Location of the Research.....	33
C. Object and Subject of the Research.....	33
D. Population and Sample of the Research .....	33
1. Population .....	33

2. Sample.....	34
E. Technique of Collecting the Data .....	35
F. Technique of Data Analysis.....	38

**CHAPTER IV: DATA PERSENTATION AND DATA ANALYSIS**

A. The Description of Research Procedure.....	40
B. The Data Presentation .....	41
1. The Students’ Reading Comprehension Taught by Using KWHL Technique .....	42
2. The Students’ Reading Comprehension Taught without Using KWHL Technique .....	44
3. The Students’ Classifications Score of the Students Taught by Using KWHL Technique and without Using KWHL Technique .....	46
4. The Data Presentation of the Difference between the Students’ Reading Comprehension Taught by Using KWHL Technique and without Using KWHL Technique .....	47
C. The Data Analysis .....	49
1. The Students’ Reading Comprehension Taught by Using KWHL Technique .....	49
2. The Students’ Reading Comprehension Taught without Using KWHL Technique .....	52
3..... Th e Data Analysis of the Difference between Students’ Reading Comprehension Taught by Using KWHL Technique and without Using KWHL Technique .....	54

**CHAPTER V: CONCLUSION AND SUGGESTION**

A. Conclusion.....	58
B. Suggestion .....	59

**BIBLIOGRAPHY**

**APPENDICES**

# CHAPTER I

## INTRODUCTION

### A. Background of the Problems

Many knowledge disciplines in English have encouraged most of the students to be able to understand and even comprehend what they read. According to Mikulecky and Jeffries, “reading is one important way to improve your general language skills in English”<sup>1</sup>. Reading gives much contribution to the other skills. It is a basic skill to stimulate and accumulate as much as knowledge as possible. It is usually taught in integration with one of the other language skills in the new trends of language instruction. It means the other skills will go together if the students are able to read and comprehend the English texts well.

State Senior High School 10 Siak is also carrying out teaching English to the students, especially reading. In the newest curriculum for Senior High School, the basic competence stated in the syllabus for the first grade is that students will be able to comprehend the information of genre of texts, such as descriptive, narrative, recount, and procedure<sup>2</sup>. However, descriptive is the genre that the writer will focus on. For the reading course of the first grade students, the passing score is 70 and the teachers have given many ways and strategies stated in their syllabus such as the introduction of

---

<sup>1</sup> Beatrice S Mikulecky and Linda Jeffries. *More Reading Power: Reading for Pleasure, Comprehension Skills, Thinking Skills, Reading Faster*. New York: Addison-Wesley Publishing Company, Inc, 1996. p. 1

<sup>2</sup> Komala Dewi Rahayu. *Silabus Bahasa Inggris Kurikulum Tingkat Satuan Pendidikan (KTSP) SMAN 10 Siak 2010-2011*. Siak: Unpublished, 2010

types of genre, pre-reading activities, understanding sentence pattern, understanding paragraph, understanding of main ideas, supporting details, etc<sup>3</sup>. All of the ways are to improve the students' comprehension of reading English text in order to fill the standard score of reading course.

Ideally, what has been taught to the students on reading as mentioned above makes them understand and get easy to comprehend the English texts. But, in reality, the result of the preliminary study conducted at State Senior High School 10 Siak shows that the students at the school are still difficult to understand and comprehend reading English texts. Furthermore, from informal interviews with the English teacher of State Senior High School 10 Siak, it is found that in general the students have low skills in comprehending the English texts and have low participation in reading learning process. It can be seen from the following symptoms:

1. More than fifty percent of students do not pass the standard of passing score.
2. Most of the students need much time to understand the text.
3. Most of the students are difficult to find the main idea in the descriptive text.
4. Most of the students get difficulty to answer the question based on the text.
5. Some of the students are admitted that they still cannot comprehend the text after reading several times.

---

<sup>3</sup> Ibid

The use of the appropriate strategies will be an accomplishment that can be relied by the English teachers to the students' success on their reading. It seems that it will be a consideration for the English teachers in guiding their students well. What the ways and strategies applied by the teachers in teaching reading absolutely refer to the students' achievement of the reading learning targets. McKnight states that "it is through the use of specific teaching strategies and learning tools that students can be more successful learners"<sup>4</sup>. It means that the teacher should provide appropriate strategies and learning tools in teaching reading comprehension in order to be successful in their teaching.

KWHL is a group instruction activity developed by Donna Ogle (1992) adapted by KWL technique created by Ogle (1986). According to Moss and Loh "it helps students activate their prior knowledge about a topic and strategically locate information as they read"<sup>5</sup>. This technique can be used in any classes, either prior to instruction on a new topic to learn what students presently know or after a unit to assess understanding. The word "H" indicates students how they can answer the question. For example the students mention using their textbook, internet, or dictionary. Moss and Loh also state "it is designed to arouse curiosity about a text active prior knowledge, and engage students in identification of their own questions about

---

<sup>4</sup> Katherine S. McKnight. *The Teacher's Big Book of Graphic organizer*. San Fransisco: Jossey Bass, 2010. p. 1

<sup>5</sup> Barbara Moss and Virginia S. Loh. *35 Strategies for Guiding Readers Through Informational Text*. New York: The Guildford, 2010. p. 31

a topic as well as available information sources”<sup>6</sup>. This is a description of word list of KWHL:

**K** - Stands for *know*. It refers to helping students recall what the teacher already know.

**W** - Stands for *want*. It refers to helping students determine what the students want to learn.

**H** - Stands for *how*. It refers to helping students identify how they can find the information.

**L** - Stands for *learn*. It refers to what the students have learned.<sup>7</sup> (Jennings and Caulfield)

Based the problems above, the writer is interested in carrying out research entitled **THE EFFECT OF USING KWHL TECHNIQUE TOWARD READING COMPREHENSION AT THE FIRST YEAR STUDENTS OF STATE SENIOR HIGH SCHOOL 10 SIAK.**

## **B. The Definitions of Term**

In order to avoid misunderstanding about the title of this research, there are some terms that must be defined.

### **1. KWHL Technique**

KWHL is a group instruction activity developed by Donna Ogle (1992) adapted by KWL technique created by Ogle (1986). According to Jennings and Caulfield “it is a variation of the well-known strategy

---

<sup>6</sup> Ibid. p. 32

<sup>7</sup> Wayne Jennings and Joan Caufield. *Bridging the Learning Assessment Gap: Showcase Teaching*. Maryland: Scarecrow Education, 2005. p. 57

known as KWL”<sup>8</sup>. McKnight also states that “KWHL is a modified KWL that incorporates primary and secondary resources for research. Students are able to incorporate prior knowledge as they create a plan for investigating a topic”<sup>9</sup>. Moss and Loh said that “it helps students activate their prior knowledge about a topic and strategically locate information as they read”<sup>10</sup>.

Based on the definitions above, KWHL is group instruction activities that can help students activate their prior knowledge about a topic and strategically locate information as they read.

## **2. Reading Comprehension**

Reading refers to the ability to comprehend or make meaning from a written text, whereas comprehension is the ability to know or grasp ideas with the mind<sup>11</sup>. Reading comprehension is the process of constructing meaning from text that is defined as the level of understanding of a written text. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with

---

<sup>8</sup> Wayne Jennings and Joan Caufield. Op.cit. p. 57

<sup>9</sup> Katherine S. Mc. Knight Op.cit. p. 20

<sup>10</sup> Barbara Moss and Virginia S. Loh Op.cit. p. 31

<sup>11</sup> Danny Brassell and Timothy Rasinski. *Comprehension that Works Taking Students Beyond Ordinary Understanding to Deep Comprehension*. Shell education, 2008. p. 15-16

written language<sup>12</sup>. In addition, reading comprehension is essentially the ability to understand what has been read<sup>13</sup>.

In conclusion, reading comprehension is defined as the level of understanding of a written language. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

### 3. Descriptive Text

Descriptive text is one of genres of text which uses details to tell how a subject looks, sounds, smells, tastes or feels. The essay should make reader feel like responding to what he or she is reading.<sup>14</sup> Descriptive is also describes ideas and examples focused on a particular subject.<sup>15</sup>

In conclusion, descriptive is one of genres of text to describe particular thing, place, or person.

---

<sup>12</sup> Reading Study Group. *Reading for Understanding toward R&D Program in Reading Comprehension* Washington: RAND, 2002. p. 11

<sup>13</sup> Zimmerman, Jennifer. *Definition of Reading Comprehension*. [http://www.ehow.co.uk/about\\_6593485\\_definition-reading-comprehension.html](http://www.ehow.co.uk/about_6593485_definition-reading-comprehension.html). Retrieved May 18, 2011

<sup>14</sup> Alice Savage and Patricia Mayer. *Effective Academic Writing 2*. New York: Oxford, 2005. p. 33

<sup>15</sup> Alice Oshima and Ann Hogue, *Introduction to Academic Writing*. New York: Pearson Education. 2007. p. 6

## **C. The Problems**

### **1. The Identification of the Problems**

Based on the background, the problems of the students' difficulties in reading comprehension can be seen such as phenomena above identified as follows:

- a. Why do the students not pass the standard of passing score?
- b. Why do the students need much time to understand the text?
- c. Why do the students get difficulty to find the main idea in the descriptive text?
- d. Why do the students get difficulty to answer the question based on the text?
- e. Why can the students not comprehend the text after reading several times?
- f. How is the students' reading comprehension by using KWHL technique?
- g. How is the students' reading comprehension without using KWHL technique?
- h. Is there any significant difference of the students' reading comprehension by using KWHL technique and without using KWHL technique?

### **2. The Limitation of the Problems**

Based on the identification of the problems, the problems of this research are limited to:

- a. The students' reading comprehension taught by using KWHL technique.
- b. The students' reading comprehension taught without using KWHL technique.
- c. The difference of reading comprehension between students who are taught by KWHL technique and who are not.

### **3. The Formulation of the Problems**

In this research, the problems that have been limited can be specified to analyze as formulation questions as follows:

- a. How is the students' reading comprehension taught by using KWHL technique at the first year of State Senior High School 10 Siak?
- b. How is the students' reading comprehension taught without using KWHL technique at the first year of State Senior High School 10 Siak?
- c. Is there any significant difference of the students' reading comprehension taught by using KWHL technique and without using KWHL technique at the first year of State Senior High School 10 Siak?

## **D. The Objectives and Significance of the Research**

### **1. The Objectives of the Research**

- a. To get the information about the students' reading comprehension taught by using KWHL technique at the first year of State Senior High School 10 Siak.
- b. To obtain the information about the students' reading comprehension taught without using KWHL technique at the first year of State Senior high School 10 Siak.
- c. To find out the information about the significant difference of the students' reading comprehension taught by using KWHL technique and without using KWHL technique at the first year of Sate Senior High School 10 Siak.

### **2. The Significance of the Research**

Hopefully these research findings are expected to give the valuable contributions:

- a. To the writer as a researcher in term of learning how to conduct a research.
- b. To give the positive contributions or information to the first year students of State Senior High School 10 Siak and the teachers of English as determiners of their learning success.
- c. To justify the existing theories on teaching and learning English as L2 and L1, and for those who are concerned with the current issues on teaching and learning language.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Reading

Many experts have shared their own definitions about the definition of reading. According to Harris and Graham “reading is an activity that has a purpose”. People may read in order to get information or increase their knowledge and sometimes to critique a writer’s idea or writing style. People also read for pleasure or enhance knowledge of the language being read. As stated by Nation “reading is a source of learning and a source of enjoyment”. Getting those considerations, the purposes of reading guide the reader to select better text to read.

Reading is the main reason why students learn language. Without reading, the learners never know about anything. Stone said that “reading is a fundamental goal that children must master in order to be successful in school and in life”<sup>16</sup>. Furthermore, reading is not passive but rather than active process because reading cannot be separated from thinking. This is supported by Smith that “reading is a thought-full activity”<sup>17</sup>.

In learning English as a second language, reading is an active cognitive process of interacting with print to build up meaning.

---

<sup>16</sup> Randi Stone. *Best Practices for Teaching Reading: What Award-Winning Classroom Teachers Do*. California: Corwin Press, 2009. p. 39

<sup>17</sup> Frank Smith. *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read (Sixth Edition)*. New Jersey: Lawrence Erlbaum Associates, 2004. p. 27

According to Smith “reading is a direct relationship between print and meaning”<sup>18</sup>. Nunan interprets reading as “a fluent process of readers combining information from a text and their own background knowledge to build meaning”<sup>19</sup>. Linse defined reading as “a set of skills that involves making sense and deriving meaning from printed word”<sup>20</sup>. Tankersley simplifies into “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”<sup>21</sup>.

Moreover, reading is not simple. Reading is also an active process that requires a great deal of practice and skill. It is supported by Stone that “reading is a complex process that must be modeled, taught, practiced, and evaluated on a daily basis”<sup>22</sup>. Then, Harrison and Salinger said that “reading is a complex activity and accomplished readers operate at a number of levels simultaneously. They are decoding and establishing meaning at the same time as they are responding to what they read, selecting particular aspects for consideration and evaluating effects”<sup>23</sup>.

Based on the definitions above, the writer concludes that reading is the active process to grasp meaning from the content of the writer’s idea about the topic in a text.

---

<sup>18</sup> Ibid. p. 172

<sup>19</sup> David Nunan. *Practical English Teaching*. New York: McGraw-Hill, 2003. p. 68

<sup>20</sup> Caroline T. Linse. *Practical ELT: Young Learners*. McGraw-Hill, 2005. p. 69

<sup>21</sup> Karen Tankersley. *Literacy Strategies for Grades 4-12: Reinforcing the Threads of Reading*. Alexandria: Association for Supervision and Curriculum Development, 2003. p. 108

<sup>22</sup> Randi Stone. Op.cit. p. 42

<sup>23</sup> Collin Harrison and Terry Salinger. *Assesing Reading 1: Theory and Practice International Perspectives on Reading Assesment*. New York: Routledge, 1998. p. 89

## 2. Reading Comprehension

### a. The Nature of Reading Comprehension

Reading cannot be separated with comprehension. Comprehension has the same meaning as understanding. When the readers read a text, they need to comprehend what the writer tells about. Comprehension in here is the capacity to grasp meaning from the writer's idea in a text.

There are some experts that have shared their own definition about reading comprehension. Gardner and McIntyre defined “reading comprehension as the ability to convert written language into forms near those used in either inner thought or dialogue”<sup>24</sup>. Harris and Graham interprets “reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types)”<sup>25</sup>. Harris and Graham also state that “reading comprehension is a complex process of constructing meaning by coordinating a number of skills related to decoding, word reading, and fluency (Jenkins, Larson, & Fleischer, 1983; O’Shea, Sindelar, & O’Shea, 1987) and the integration of

---

<sup>24</sup> Gardner MacIntyre. *An Instrumental Motivation in Language Study: Who Says It Isn't Effective? In Second Language Acquisition*. Cambridge: Cambridge University Press, 1978. p. 68

<sup>25</sup> Harris and Graham. Op.cit. p. 8

background knowledge, vocabulary, and previous experiences (Anderson et al., 1985)<sup>26</sup>.

Based on the description above, it can be concluded that reading comprehension is an active process to grasp meaning from the content of the writer's idea about the topic in a text by coordinating a number of skills related to decoding, word reading, and fluency and the integration of background knowledge, vocabulary, and previous experiences.

#### **b. The Level of Comprehension**

Comprehension is ability that can be differentiated into the levels. Clymer in Brasswell and Rasinski described three levels of comprehension that are important and needed to be fostered. They are<sup>27</sup>;

##### **a. Literal Comprehension**

The primary step in reading comprehension is identifying facts directly stated in the passage. It is seen as the first level of comprehension. It is the simplest form of locating information in texts because the information is stated directly in the text. The questions assessing literal comprehension skills examine how well students can identify and understand information that is

---

<sup>26</sup> Ibid. p. 12

<sup>27</sup> Danny Brassell and Timothy Rasinski. *Comprehension that Works Taking Students Beyond Ordinary Understanding to Deep Comprehension*. Shell education, 2008. p. 16

directly stated in a text. This idea is supported by Clymer who stated that literal comprehension requires a reader to be able to retell or recall the facts or information presented in a text<sup>28</sup>.

b. Inferential Comprehension

Inferential comprehension is comprehension that involves using reasoning- drawing conclusions about the relationships between or among bits of information that are not explicitly stated. It requires relating background knowledge to what is read or applying knowledge about text structure to aid comprehension<sup>29</sup>. It refers to the ability of a reader to take in information that is inferred or implied within the text<sup>30</sup>.

c. Critical Comprehension

Critical comprehension requires readers to make judgments about what they are reading based on an evaluation of several text-grounded factors, the determination that it is fact not opinion, the objectivity of the author, and whether the text is believable.

From statements above, it can be noted that in teaching reading comprehension the materials should be suitable for the level of students itself. The teacher has to know the student's ability in comprehending the text by considering this level. The material of

---

<sup>28</sup> Ibid

<sup>29</sup> *Inferential Comprehension*.  
[http://www.csuchico.edu/sped/onlineacademy/a303/lesson/lesson\\_1/glossary/inferent.html](http://www.csuchico.edu/sped/onlineacademy/a303/lesson/lesson_1/glossary/inferent.html). Retrieved Mei 28, 2011.

<sup>30</sup> Harris and Graham. Op.cit.

learning will be better if the aim of the learning is to improve the students' level of comprehension.

### **c. Micro and Macro Skills of Reading Comprehension**

Knowing what reading comprehension means does not necessarily enable us to determine one's reading competence. We also have to examine a number of problems which inevitably arise when measuring reading comprehension. So, to comprehend a text a variety of intellectual skills is needed too. The skills of reading comprehension can be divided into two parts as follows;

#### **a. Micro Skills**

Micro skill is the most important category; represent the point at which the general labels are broken down into their component parts<sup>31</sup>. According to Troschitz, micro skill is in contrast to low level skills intellectual operation. He also divides the micro skills of reading comprehension into two<sup>32</sup>;

##### **a) Word recognition**

Word recognition is an essential part of reading comprehension since it includes all processes which are necessary to give a word a meaning in its context. Language items develop meaning in that context, and to understand

---

<sup>31</sup> Jo McDonough. *ESP in Perspective a Practical Guide*. London: Collins Educational, 1984. p. 62.

<sup>32</sup> Robert Troschitz. *Testing Reading Comprehension Problems and Principles*. Norderstedt: GRIN Verlag, 2005. p. 4.

this meaning is what is called word recognition and which itself is a compound of different skills.

b) Understanding of syntax.

The understanding of syntax includes the identification of syntactical key elements such as subject, predicate etc. the understanding of deep structure is highly important for comprehension.

b. Macro Skills

Macro skill refers to how successful each reader is in reading comprehension. The macro skills are not only skills, but much more do they define strategies a reader is supposed to develop for reading in the foreign language as well as in the mother tongue. Hughes counts four different macro skills generally<sup>33</sup>:

1) Skimming

a) Obtain main ideas and discourse topic quickly and efficiently

b) Establish quickly the structure of a text

c) Decide the relevance of a text to their needs

2) Scanning

Scanning is the ability to extract specific information out of a text.

---

<sup>33</sup> Arthur Hughes. *Testing for Language Teacher 2<sup>nd</sup> Edition*. Cambridge: Cambridge University Press, 2003. p. 116

- 3) Identify stages of argument
- 4) Identify examples presented in support of argument

Meanwhile, Brown pointed out the macro skills of reading comprehension as follow<sup>34</sup>;

- 1) Identify the purpose of reading
- 2) Use grapheme rules and patterns to aid in bottom-up decoding
- 3) Silent reading
- 4) Skimming
- 5) Scanning
- 6) Semantic Mapping
- 7) Guess when you are not certain
- 8) Analyze Vocabulary
- 9) Distinguish literal and implied meaning
- 10) Capitalize on discourse markers to process relationship

From the statements above, it can be concluded that it is better to teach reading by teaching both microskill and macroskill to improve the student's reading comprehension. Microskill is necessary to be taught for building a base for student in reading meanwhile macroskill is taught for mastering reading.

---

<sup>34</sup> H. Douglas Brown. *Teaching by Principles and Interactive Approach to Language Pedagogy (Second Edition)*. San Francisco: Longman, 2000. p. 306-310

#### **d. The Factors Affecting Comprehension Skill**

In the efforts to help the students achieve comprehension in reading activity, teachers must understand the factors that influence their students' reading process. As the result of reading process, there are also some factors that influence the students in their reading. Some experts have identified a number of factors affecting comprehension skill. According to Dawson and Bamman, there are five factors which affect the comprehension skill. They are<sup>35</sup>:

##### a. Intelligence

Students have different intelligence, so it will be possible for them to produce different comprehension. The number of ideas that they understand and depth of their understanding will be largely dependent upon his general capacity to learn.

##### b. Experience

Students with limited experience may have difficulty in comprehending many ideas and activities with which other students are familiar before they come to school.

##### c. Mechanics of reading

Comprehension will be easier for the students if they have all mastered the skills of word attack and word meaning, and if they have learned to handle material books properly.

---

<sup>35</sup> Mildred A Dawson. and Henry A. Bamman. *Fundamentals of Basic Reading Instruction*. New York: David McKay Company, 1967. pp. 220-223

Obviously, there must be a fine balance somewhat in each student between careful attention to word attack skills and to comprehension skills.

d. Interest and interest span

It is truism that we will respond quickly to what we read if we are interested in the topic or at least familiar with it. The interest span is related to personality factors; a disturbed student who has encountered many unfortunate experiences at home or in the school may be unable to preserve when required for comprehending reading passages.

e. Skills of comprehending

Another obvious factor, which influences the depth and amount of comprehension, is the skill, which the students have developed for that purpose. Like all reading skills, the ability to comprehend what we read develops gradually from the simple to the complex skills.

From description above, the teacher should activate these factors that affect comprehension skill for every students to be successful in improving their ability in reading comprehension. These factors are better to be implemented in every material in every teaching process.

In this research, researcher will focus to activate the student's prior knowledge based on their experiences, because the student's

prior knowledge is important in comprehending a reading text. As defined by Gunning “comprehension is a constructive process in which students create meaning based on their background knowledge”<sup>36</sup>. When the readers read a text, they will connect their prior knowledge to comprehend it. Their background experiences and knowledge construct the understanding of the text that they are reading. So, they can achieve the message from the author of the text. It is supported by Tankersley that “good readers have a purpose for reading and use their experiences and background knowledge to make sense of the text.

Making connections is the key to comprehension. We do not comprehend unless we make connections and are able to process the words that we read at the thinking level”<sup>37</sup>. Moreover, Dorn and Soffos said that “if we do not have the background experience to relate to the reading event, the message can be meaningless. Comprehension results from the mind’s ability to make links and ask questions regarding the particular reading event”<sup>38</sup>. From the explanation above, it is clear that comprehending text is not easy to do. It needs some special skill and knowledge. Many readers cannot catch the author’s idea because of the limitation of thinking and analyzing the meaning of words and sentences.

---

<sup>36</sup> Thomas G. Gunning. *Reading Comprehension Boosters: 100 Lessons for Building Higher-Level Literacy, Grades 3-5*. San Francisco: Jossey-Bass, 2010. p. 1

<sup>37</sup> Harris and Graham Op.cit. p. 90

<sup>38</sup> Linda J Dom and Carla Soffos. *Teaching for Deep Comprehension: A Reading Workshop Approach*. Stenhouse Publishers, 2005. p. 6

### 3. The Teaching and Learning Reading Comprehension

Reading is an active and communicative process. It is also an interactive process that goes on between the reader and the text, resulting in comprehension. It means there is communication between the reader and the writer in reading. The process includes the reader, the text, the interaction between reader and text. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine the meaning.

In general, the aim of teaching reading is to develop the students' ability in reading the text, get the information and understand about the text. On the other hands, the aim of teaching reading for the students is to comprehend and react toward what is written. This idea is supported by Tael and Yakoto which state that comprehension must be the central focus of teaching children to read and not something to be emphasized<sup>39</sup>.

Hornby defines "ability as (1) capacity or power (to do) something physical or mental; (2) cleverness; intelligence; (3) special natural power to do something well; talent<sup>40</sup>. So, the teacher should motivate the students in obtaining the knowledge, particularly concerning with teaching and learning process. Teacher should pay attention to their students' interest in reading. In this case the teacher motivates the students to read.

---

<sup>39</sup> Tael and Yakoto (2000) in Peter Westwood. *Reading and Learning Difficulties Approaches to Teaching and Assessment*. Camberwell, Victoria: The Australian Council for Educational Research Ltd., 2001. p. 9

<sup>40</sup> Hornby. *Oxford Advance Learner's Dictionary of Current English*. Oxford: Oxford University Press, 1987. p. 2

From the explanation above, it can be concluded that ability is someone's competence as a result of learning. Therefore, reading ability means someone's ability to communicate or make sense of written or printed symbols and to extract information in the text by using his knowledge, skills, and strategies to achieve the purpose of reading activity itself.

Improving ability in reading comprehension can be taught by several activities. According to Williams, there are three main phases needed to be followed in reading activity, namely<sup>41</sup>:

1. Pre – reading: aimed to introduce and arouse learners' interest in the topic. Giving reason to read and some questions that are related to learners' background knowledge ideas and opinion would motivate learners' eagerness to read the whole text.
2. Whilst reading: aimed to help students understanding the purpose and texts' structure and to clarify texts' content. Some activities like answering comprehension question, completing diagram or maps, making list and taking notes are whilst reading type work.
3. Post – reading: aimed to consolidate what has been read with learners' own knowledge, interest, or ideas.

---

<sup>41</sup>Eddie Williams. *Reading in the Language Classroom*. Hert Fortshire Phoenix, elt., 1996. p. 51

#### 4. KWHL Technique

KWHL is a group instruction activity developed by Donna Ogle (1992) adapted by KWL technique created by Ogle (1986). According to Jennings and Caulfield, “it is a variation of the well-known strategy known as KWL”<sup>42</sup>. McKnight also states that “KWHL is a modified KWL that incorporates primary and secondary resources for research. Students are able to incorporate prior knowledge as they create a plan for investigating a topic”<sup>43</sup>. Moss and Loh said that “it helps students activate their prior knowledge about a topic and strategically locate information as they read”<sup>44</sup>.

According to Moss and Loh, the purpose of “KWHL charts are designed to arouse curiosity about a text, activate prior knowledge, and engage students in identification of their own questions about a topic as well as available information sources. They also provide a record of what students have learned through their reading”<sup>45</sup>. Jennings and Caulfield also state there are some reasons why the teachers should use KWHL<sup>46</sup>:

1. KWHL is a group instruction technique, serves to activate prior knowledge.
2. Brain compatibility comes in by tapping the collective knowledge students have of a concept or topic, thus showing students the connections they already have.

---

<sup>42</sup> Jennings and Caulfield Op.cit. p. 57

<sup>43</sup> Katherine S. McKnight Op.cit. p. 20

<sup>44</sup> Barbara Moss and Virginia S. Loh Op.cit. p. 31

<sup>45</sup> Ibid. p. 32

<sup>46</sup> Jennings and Caulfield Op.cit. p. 3

3. It also exposes misconceptions so that the teacher can more accurately plan and design instruction based on gaps in knowledge.

KWHL is easy and effective to be used by the English teachers to improve the students' reading comprehension. Jennings and Caufield said that "KWHL can be used in any classes, either prior to instruction on a new topic to learn what students presently know or after a unit to assess understanding"<sup>47</sup>.

<b>K</b> (know)	<b>W</b> (want)	<b>H</b> (how)	<b>L</b> (learn)

Figure 2.1  
KWHL Chart

## 5. Descriptive Text

Descriptive text is one of genres of text which uses details to tell how a subject looks, sounds, smells, tastes or feels. The essay should make reader feel like responding to what he or she is reading.<sup>48</sup>

Descriptive is also describes ideas and examples focused on a particular

---

<sup>47</sup> Ibid

<sup>48</sup> Alice Savage and Patricia Mayer. *Effective Academic Writing 2*. New York: Oxford. 2005. p.33

subject.<sup>49</sup> It is supported by Alice Hoshima and Ann Hogue, they said a good description is a word picture; the readers can imagine the object, place, or person in their mind.<sup>50</sup>

Alice and Patricia add three parts of descriptive text, they are:<sup>51</sup>

a. Introduction

It includes Topic, Hook, Background information, and Thesis statement. There are some important points that we have to remember:

1. The hook introduces the object or event of description.
2. The middle sentences provide the background.
3. The thesis statement tells why object or event of description is important to the writer.

b. Body Paragraphs

It is in middle of the text. It includes details. There are some important points that we have to remember:

1. Most of the descriptions are in the body of paragraphs.
2. Adjectives and adverbs make the experience more vivid.
3. The scene is often described with prepositions and prepositional phrases that specify location or position in space.

---

<sup>49</sup> Alice Oshima and Ann Hogue. *Introduction to Academic Writing*. New York: Pearson Education. 2007 p. 6

<sup>50</sup> Ibid p.61

<sup>51</sup> Alice Savage and Patricia Mayer. loc.cit. p.35

c. Conclusion

It explains final opinion which is given by the writer about the description.

**B. The Relevant Research**

As a matter of fact, there are some preliminary researchers dealing with the use of strategy or technique to improve reading comprehension.

Those are:

1. Shahid, Hakim, Ph.D.

He conducted a research entitled “The effects of implementing culturally relevant teaching, two-column note-taking, and graphic organizers in the pedagogical stances and instructions of secondary content teachers.” The research was included into True-Experimental research. This case study introduced teacher participants to the effectiveness of implementing culturally relevant teaching in their content instruction as well as using two-column note taking and graphic organizer reading comprehension strategies.

Findings from the question regarding the effects of implementing culturally relevant teaching practices into teachers' instructional delivery revealed multiple relevancies that evolved as a result of the participants' utilization. Embedding lessons with culturally, socially and generationally relevant teaching practices were beneficial to the outcomes of the lesson objectives. The use of

implementing multiple perspectives gave students a fuller understanding of the concepts presented in the textbook and overall lesson. It could be deduced that instilling motivation is key in successfully instructing students in content education. It was also concluded the teachers' implementations of culturally relevant teaching practices induced and reinforced students' metacognitive capabilities.

## 2. Research from Anteng Ria A.

In 2007, Anteng conducted a research entitled “The Teaching Of Reading Comprehension By Using Small Group Discussion At The First Year Students of SMP 1 Wanadadi In The Academic Year Of 2006/2007”. The student’s pretest score was 184 or put in percentage their reading comprehension ability was 61.3% and the student’s post test score using the small group discussion was 231 or in percentage their reading comprehension ability was 77%. Thus it can be seen that student’s score rose from 184 to 231. In other words, it rose 15.7%. The small group discussion teaching strategy in reading comprehension class of EFL students could be an effective method. It has proper since there was a significance difference between the control group and the experimental group when the study was conducted.

These relevant researches which were conducted by previous researchers give contribution toward the research that has been conducted by the writer. The relevant research was entitled “The Effects of Implementing Culturally Relevant Teaching, Two-Column Note Taking, and Graphic Organizers in the Pedagogical Stances and Instructions of Secondary Content Teachers”. It is as reference to the writer because the previous researches show that KWHL technique which is in Graphic Organizer is effective to improve comprehension. So, the writer is interested in conducting a research entitled “The Effect of Using KWHL technique toward Reading Comprehension of First Year Students at State Senior High School 10 Siak”. The differences between previous researches with the research that has been conducted by the writer are different subject and object of the research, different situation that was faced, different research design because the writer’s research design is quasi experiment design.

### **C. Operational Concept**

To avoid misunderstanding to the title of the research, the writer is going to operate the abstract theories which have been mentioned in theoretical framework. In this research, there are two variables, X and Y. Variable X is the effect of using KWHL technique and variable Y is the students reading comprehension. Therefore, the operational concept can be seen in the procedure of teaching technique and indicators of comprehending.

## **1. The indicators of variable X:**

### **1) Procedures of Experimental Group**

The treatment was conducted for experimental group only. The treatment used KWHL technique in teaching reading comprehension.

These are procedures to use KWHL in learning process:

1. The Teacher selects a book, newspaper, or magazine article appropriate to the students' abilities.
2. The teacher prepares the copies of KWHL worksheet or creates KWHL charts on large hart paper or transparency.
3. The worksheet on chart should be divided into four columns, with the "K" column in the far left, the "W" and "H" columns on the middle, and the "L" column on the right.
4. The teacher activates students' prior knowledge about the topic of the text by asking them to brainstorm what they know about the topic. Have the students to record the information under the "K" column.
5. The teacher involves students in generating questions they want to answer as they read. Have the students to record the question under "W" column.
6. The teacher asks the students' list the way how they can answer the question in the "H" column.
7. The teacher involves the students in reading or listening to the teacher read the text aloud. Instruct them to read or listen to find

the answers to the questions they posed. Then, have the students to write the answer in “L” column.

## **2) Procedures of Control Group**

In this case, the teacher taught reading comprehension for control group by technique which was applied by previous teacher. The technique used in the classroom is characterized as follows:

1. The teacher asks the students to read the passages on the text.
2. The teacher asks the students to find out the meaning of unfamiliar words.
3. The teacher asks the students to answer the questions based on the text.
4. The teacher collected the students’ assignments.

## **2. The indicators of variable Y:**

The students’ reading comprehension can be seen in the following indicators:

1. The students are able to find out main ideas in descriptive text.
2. The students are able to identify supporting idea of descriptive text.
3. The students are able to find the meaning of vocabulary in context.
4. The students are able to identify reference in descriptive text.
5. The students are able to make inference from descriptive text.

## **D. Assumptions and Hypothesis**

### **1. Assumptions**

There are some assumptions of writer before coming to the research. Writer assumes that:

- a. The students reading comprehension are various.
- b. Students' reading comprehension is influenced by many factors.

### **2. Hypothesis**

Based on the background, formulation of the problems, theoretical framework and operational concept, writer has hypothesis as follows:

Ho : there is no significant difference of the students' reading comprehension taught by using KWHL technique and without using KWHL technique at the first year of State Senior High School 10 Siak.

Ha : there is a significant difference of the students' reading comprehension taught by using KWHL technique and without using KWHL technique at the first year of State Senior High School 10 siak.

**CHAPTER III**  
**THE RESEARCH METHODOLOGY**

**A. Research Design**

This research is quasi experimental research which uses non-equivalent control group design. According to Gay and Airasian, quasi experiment is used when it is not possible to randomly assign participants to groups.<sup>53</sup> Moreover, Tuckman said that the procedures for this design are the same as for true design except that intact group rather than randomly assigned once are used, creating a control problem in terms of selection bias.<sup>54</sup> The researcher used intact groups, the first class was as the experimental groups and the second class was as the control group.

The nonequivalent control group design can be shown as follows:

**Table III.1**  
**Nonequivalent Control Group Design**

<b>GROUP</b>	<b>PRE-TEST</b>	<b>TREATMENT</b>	<b>POST-TEST</b>
E	O1	X	O3
C	O2		O4

Explanation:

E : Experimental Class

C : Control Class

O1: Pre-Test for Experimental Class

O2: Pre-Test for Control Class

---

<sup>53</sup> L.R. Gay and Peter Airasian. *Educational Research Competencies For Analysis And Application: Six Edition*. New Jersey: Prentice-Hall, Inc, 200. p. 421

<sup>54</sup> Bruce W. Tuckman. *Conducting Educational Research: Fift Edition*. New York: Hacourt Brace College Publisher, 1999. p.142

X : Receiving KWHL Technique

O3: Post-Test for Experimental Class

O4: Post-Test for Control Class

## **B. Time and Location of the Research**

This research was conducted from Mei to June 2012 at State Senior High School 10 Siak. It is located on Jl. Raya Pertamina, Buatan II, Koto Gasib, Siak.

## **C. Object and Subject of the Research**

Based on the title, the object of this research was the effect of using KWHL technique toward reading comprehension, especially in descriptive text. Then, the subject of this research was the first year students of State Senior High School 10 Siak in the academic year of 2011/2012.

## **D. Population and Sample of the Research**

### **1. Population of the Research**

The population of this research was the students at the first year of State Senior High School 10 Siak. The number of students at the first year was 113 students. They were divided into four classes. It can be seen in the table below:

**Table III.2**  
**Distribution of the Research Population**

<b>Class</b>	<b>Number of Students</b>
X. 1	30
X. 2	30
X. 3	28
X. 4	25
<b>Total</b>	113

## **2. Sample of the Research**

“Sampling is the process of selecting a number of individuals for a study in such a way that represent the larger group from which they were selected”.<sup>55</sup> In this research, the writer used the cluster sampling as the way to choose the sample of population. According to Gay and Airasian, cluster sampling randomly select groups, not individuals.<sup>56</sup> In cluster sampling, the writer selected a sample based on the knowledge about the group itself.

The writer chose the class of X.1 and X.2 as the sample of population. Based on the preliminary study by asking the English teacher in State Senior High School 10 Siak, the two classes were almost homogenous for the total of the students in the class even the achievement in learning.

---

<sup>55</sup> L.R and Peter Airasian. Op.cit p.121

<sup>56</sup> Ibid p. 129

## **E. Technique of Collecting the Data**

In order to get the data that are needed to support this research, the researcher used test to measure if there was or no and how was a significant difference between the class that was given treatment by KWHL technique and the class that was taught without KWHL technique.

The students were tested by reading comprehension test. The test was given before and after the researcher, taught the students by using KWHL technique to the experimental class and without using KWHL technique to the control class in reading comprehension. It was called pre-test and post-test. To get data about students' reading comprehension, the writer used the assessment based on the indicators of reading comprehension that have been explained in operational concept.

The technique of test that used was multiple choices. Multiple choices techniques were a technique that was designed by using five choosing and respondent chose one, it was based on the question. The technique could assess the students' reading comprehension. The test consisted of 25 items. The writer constructed or adapted the test from the book which is related. Before questions were given to the students. It was tested about validity and reliability. Therefore, the test was tried out to know the test is reliable and valid. It used the formulation of validity and reliability. In analyzing the validity and reliability of the test, the researcher used correlation product moment formula by

dividing items into odd and even (split-half method), the formulations are as following<sup>57</sup>:

**The formulation of validity:**

$$r_{XY} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

- $r_{XY}$  : Correlated Confession between X and Y
- X : Odd Items (1,3,5,7,9,11,13,15,17,19,21,23,25,,)
- Y : Even Items (2,4,6,8,10,12,14,16,18,20,22,24, )
- N : Respondents

**Validity Analysis:**

$$r_{XY} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

- $r_{XY}$  : Correlated Confession between X and Y
- X : Odd Items (1,3,5,7,9,11,13,15,17,19,21,23,25)
- Y : Even Items (2,4,6,8,10,12,14,16,18,20,22,24)
- N : Respondents

It was calculated as follows:

$$r_{XY} = \frac{25(1300) - (186)(170)}{\sqrt{[25(1466) - (186)^2][25(1228) - (170)^2]}}$$

$$r_{XY} = \frac{32500 - 31621}{\sqrt{[36650 - 34596][30700 - 28900]}}$$

$$r_{XY} = \frac{879}{\sqrt{[2054][1800]}}$$

---

<sup>57</sup> Suharsimi Arikunto. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara, 2008. p. 70-93

$$r_{XY} = \frac{879}{\sqrt{3697200}}$$

$$r_{XY} = \frac{879}{1922,81}$$

$$r_{XY} = 0.457$$

**The formulation of reliability:**

$$r_{11} = \frac{2 r_{1/21/2}}{(1 + r_{1/21/2})}$$

It was calculated as follows:

$$r_{11} = \frac{2 \times 0.457}{(1 + 0.457)}$$

$$r_{11} = \frac{0.914}{1.457}$$

$$r_{11} = 0.627$$

Based on the analyzing of validity and reliability above, it can be seen that the  $r_{\text{value}}$  of validity was 0.457 and  $r_{\text{value}}$  of reliability was 0.627. According to Suharsimi Arikunto the value of correlation coefficients as follows<sup>58</sup>;

1. Between 0.800 to 1.00 = Very High
2. Between 0.600 to 0.800 = High
3. Between 0.400 to 0.600 = Enough
4. Between 0.200 to 0.400 = Low
5. Between 0.00 to 0.200 = Very Low

In conclusion, validity of the test was including into high category while reliability of the test was including into very high category.

---

<sup>58</sup> *Ibid.* p. 75

## F. Technique of Data Analysis

In analyzing the data of this research, the writer used the statistical calculation of T-test. T-test was used in order to find out whether there is a significant difference of using KWHL technique toward students' reading comprehension. Before applying t-test, it is necessary to find out several scores as follows:

1. The first formula was used to find the means or average of each group. It was calculated by using formula based on Hartono (2006).<sup>59</sup>

$$Mx = \frac{\sum fX}{N}$$

$Mx$  = the average score

$fX$  = sum of the row score

$N$  = the number of students

2. The second formula was used to find out the result of the standard deviation of each group. It showed the spread of scores. It measured the degree to which group of score deviates from the mean.

$$SDx = \sqrt{\frac{\sum fx^2}{N}}$$

$SD$  = Standard Deviation of Variable

$fx^2$  = Sigma of individual score quadrate of students score

$N$  = The number of students

Hartono (2006:196)<sup>60</sup>

---

<sup>59</sup> Hartono. "Statistik Pendidikan". Yogyakarta: Pustaka Pelajar (LSFK2P), 2006. p. 34

3. The third formula was used to calculate the value.

$$t_o = \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

$t_o$  = The valuable of t.obtain/table

$Mx$  = Mean score of pre-test

$My$  = Mean score of post-test

$SDx$  = Standard deviation of pre-test

$SDy$  = Standard deviation of post-test

$N$  = Number of students

Hartono (2006:198)<sup>61</sup>

4. The final step was to find out the t-score that aims to figure out the degree of freedom of two groups. It was used to determine whether the t-score is a significant value or not. To find the degree of freedom, the following formula was used:

$$df = Nx + Ny - 2$$

Hartono (2006:199)<sup>62</sup>

If the value of t-calculation is bigger than value of t-table, it means that alternative hypothesis is accepted. Oppositely, if the value of t-calculation is smaller than value of t-table, it means that null hypothesis is accepted.

---

<sup>60</sup> *Ibid* p.64

<sup>61</sup> *Ibid.* p. 198

<sup>62</sup> *Ibid.* p. 199

## CHAPTER IV

### DATA PRESENTATION AND DATA ANALYSIS

#### A. The Description of Research Procedure

The purpose of the research was to obtain the data of the students' reading comprehension taught by using KWHL Technique and taught without using KWHL technique, and also the significant effect of students' reading comprehension taught by using KWHL Technique. The data were obtained from the students' post-test scores of experimental and control class. The research procedures of this research are as follows:

1. Before administering the test, the writer examined whether the test was reliable or not.
2. The writer gave pre-test and post-test to X.1 and X.2. The writer asked the students to answer some questions based on the text given; the text was a descriptive text.
3. Based on the result of pre-test, it was found that X.1 was experimental class and X.2 was control class. Then, the writer gave treatments to experimental class for four meetings that consisted of two times a week. It was done from May 2012 until June 2012.

After giving treatments to experimental class, the writer used the same format of questions but in different descriptive text to test students' reading comprehension for the post-test of experimental class. While for control class, taught without using treatments, the writer used the same format

of questions and different descriptive text for their post-test also. The result of reading test was evaluated by concerning five components, such as:

1. Finding out main ideas.
2. Identify supporting ideas.
3. Locate the meaning of vocabulary in context.
4. Identify referent in descriptive text.
5. Finding communicative purpose

## **B. The Data Presentation**

The data of the research were taken from the student's reading comprehension taught by using KWHL technique or called experimental class and those who were taught by using preliminary teacher's technique or called control class. That was gotten from the score of the students' pre-test and post-test. All of the data were collected through the following procedures:

1. In both of classes (Experimental Class and Control Class), students were asked to answer the questions based on the descriptive text was given.
2. The format of the test was multiple choices

There were two data of reading comprehension served by the writer. They were the data of the students' reading comprehension taught by using KWHL technique and the data of students' reading comprehension taught without using KWHL technique, and they are as follows:

## 1. The Students' Reading Comprehension Taught by Using KWHL Technique

The data of the students' reading comprehension taught by using KWHL Technique were gotten from pre-test and post-test of X.1 as an experimental class taken from the sample of this class (30 students). The writer taught directly for 4 meetings in the experimental class. The data can be seen from the data below:

**Table IV.1**  
**The score of the students' reading comprehension taught by using KWHL technique**

No.	Students	Experimental Class		Gain
		Pre-Test	Post-Test	
1	Student 1	64	80	16
2	Student 2	48	76	28
3	Student 3	52	68	16
4	Student 4	72	88	16
5	Student 5	60	80	20
6	Student 6	58	72	14
7	Student 7	56	80	24
8	Student 8	56	84	28
9	Student 9	48	68	20
10	Student 10	64	80	16
11	Student 11	56	68	12
12	Student 12	64	60	-4
13	Student 13	56	72	16
14	Student 14	52	76	24
15	Student 15	72	88	16
16	Student 16	68	84	16
17	Student 17	48	60	12
18	Student 18	64	80	16
19	Student 19	56	68	12
20	Student 20	64	60	-4
21	Student 21	56	72	16
22	Student 22	52	76	24
23	Student 23	72	88	16
24	Student 24	68	84	16
25	Student 25	48	60	12
26	Student 26	56	76	20
27	Student 27	64	84	20
28	Student 28	52	80	28
29	Student 29	56	74	18
30	Student 30	76	88	12
<b>Total</b>		<b>1778</b>	<b>2274</b>	<b>496</b>

From the Table IV.2, the writer found that the total score of pre-test in experimental class was 1778 while the highest was 76 and the lowest was 48. Besides, the total of the score of post-test in experimental class was 2274 while the highest was 88 and the lowest was 60. It means that the students had significant increasing of the reading comprehension. The score of frequency from pre-test and post-test can be seen as follow:

**Table IV.2**  
**Frequency Score of Pre-test and Post-test of Experimental Class**

No	Score of Pre-Test	Frequency of Pre-Test	Score of Post-Test	Frequency of Post-test
1	48	4	48	0
2	52	4	52	0
3	56	8	56	0
4	58	1	58	0
5	60	1	60	4
6	64	6	64	4
7	68	2	68	3
8	72	3	72	1
9	76	1	76	4
10	80	0	80	6
11	84	0	84	4
12	88	0	88	4
		30		30

Besides, the mean and standard deviation were also needed in analyzing the data gotten from the score or pre-test and pre-test in determining the mean and standard deviation, the writer used the software Microsoft Office Excel 2010 to calculate it. The mean and standard deviation of pre-test and post-test are in the following table:

**Table IV.3**  
**The Mean and Standard Deviation of Pre-test and Post-test of Experimental Class**

	Mean	Std. Deviation
Pre-test	59.26	8.008
Post-test	75.8	8.825

From the table above, the distance between mean (Mx) and Standard deviation (SD) is too far. In other words, the scores obtained are normal.

## 2. The Students' Reading Comprehension Taught without Using KWHL Technique

The data of reading comprehension taught without using KWHL technique were also taken from pre-test and post-test of class X.2 as control class taken of the sample in this class (30 Students). The data can be seen from the table below:

**Table IV.4**  
**The score of the reading comprehension taught without using KWHL technique**

No.	Students	Control Class		Gain
		Pre-Test	Post-Test	
1	Student 1	72	80	8
2	Student 2	48	60	12
3	Student 3	56	56	0
4	Student 4	52	68	16
5	Student 5	56	64	8
6	Student 6	56	68	12
7	Student 7	72	76	4
8	Student 8	64	70	6
9	Student 9	52	56	4
10	Student 10	52	52	0
11	Student 11	68	72	4
12	Student 12	60	64	4
13	Student 13	58	60	2
14	Student 14	56	68	12
15	Student 15	60	68	8
16	Student 16	68	68	0
17	Student 17	52	60	8
18	Student 18	56	52	-4
19	Student 19	64	56	-8
20	Student 20	64	56	-8
21	Student 21	56	60	4
22	Student 22	52	72	20
23	Student 23	72	76	4
24	Student 24	64	56	-8
25	Student 25	56	60	4
26	Student 26	52	72	20
27	Student 27	72	76	4
28	Student 28	56	60	4
29	Student 29	52	72	20
30	Student 30	72	76	4
<b>TOTAL</b>		<b>1790</b>	<b>1954</b>	<b>164</b>

From the Table IV.6, the writer found that the total score of pre-test in control class was 1790 while the highest is 72 and the lowest was 48. The total of score post-test in control class was 1954 while the highest was 80 and the lowest was 52. It means that control class also had the differences of the mean of pre-test and post-test of control class. The frequency score and the mean of pre-test and post-test of control class can be seen as below:

**Table IV.5**  
**Frequency Score of Pre-test and Post-test of Control Class**

No	Valid of Pre-Test	Frequency of Pre-Test	Valid of Post-Test	Frequency of Post-test
1	48	1	48	0
2	52	7	52	2
3	56	8	56	5
4	58	1	58	6
5	60	2	60	2
6	64	4	64	5
7	68	2	68	1
8	72	5	72	4
9	76	0	76	4
10	80	0	80	1
		30		30

Besides, the mean and standard deviation were also needed in analyzing data gotten from the score or pre-test and pre-test in determining the mean and standard deviation, the writer used the Microsoft Office Excel 2010 to calculate it. The mean and standard deviation of pre-test and post-test are in the following table:

**Table IV.6**  
**The Mean and Standard Deviation of Pre-test and Post-test of Control Class**

	Mean	Std. Deviation
<b>Pre-test</b>	59.67	7.50
<b>Post-test</b>	65.13	8.02

From the table above, the distance between mean (Mx) and Standard deviation (SD) is too far. In other words, the scores obtained are normal.

### **3. The Students' Classifications Score of the Students Taught by Using KWHL Technique and without Using KWHL Technique.**

To know how the students' reading comprehension who are taught by using KWHL Technique and those who are taught by using preliminary teacher's technique, the researcher only took the post-test score of each class, because the post-test was given after treatment.

**Table IV. 7**  
**Mean of Post-Test in Experimental Class and Control Class**

	<b>Experiment Class</b>	<b>Control Class</b>
<b>Mean (Pre-Test)</b>	59.26	59.67
<b>Mean (Post-Test)</b>	75.8	65.13

From the table IV.7, the mean score of pre-test of experimental class was 59.26 and the mean score of post-test of experiment class was 75.8. Meanwhile, the mean score of pre-test of control class was 59.67 and the mean score of post-test of control class was 65.13. To make it clear the following table will describe the students' classification score whether taught by using KWHL Technique or those who were taught by using preliminary teacher's technique<sup>63</sup>:

---

<sup>63</sup> Suharsimi Arikunto. Op.Cit p.245

**Table IV.8**  
**The Classification of Students' Score**

THE SCORE LEVEL	CATEGORY
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-30	Fail

Based on the table IV.8, the mean score of pre-test of experimental class was 59.26, it was categorized into enough level and the mean score of post-test of experimental class was 75.8, it was categorized good level. Meanwhile the mean score of pre-test of control class was 59.67, it is categories into enough level and the mean score of post-test of control class was 65.13, it was categories into enough level. It can be stated that using KWHL Technique could increase the students' reading comprehension.

**4. The Data Presentation of the Difference between the Students' Reading Comprehension Taught by Using KWHL Technique and without Using KWHL Technique.**

The following table is the description of pre-test and post-test of experimental class and control class.

**Table IV. 9**  
**Students' Pre-Test and Post-Test of Experimental and Control Class**

No.	Students	Experimental Class		Gain	Control Class		Gain
		Pre-Test	Post-Test		Pre-Test	Post-Test	
1	Student 1	64	80	16	72	80	8
2	Student 2	48	76	28	48	60	12
3	Student 3	52	68	16	56	56	0
4	Student 4	72	88	16	52	68	16
5	Student 5	60	80	20	56	64	8
6	Student 6	58	72	14	56	68	12
7	Student 7	56	80	24	72	76	4
8	Student 8	56	84	28	64	70	6
9	Student 9	48	68	20	52	56	4
10	Student 10	64	80	16	52	52	0
11	Student 11	56	68	12	68	72	4
12	Student 12	64	60	-4	60	64	4
13	Student 13	56	72	16	58	60	2
14	Student 14	52	76	24	56	68	12
15	Student 15	72	88	16	60	68	8
16	Student 16	68	84	16	68	68	0
17	Student 17	48	60	12	52	60	8
18	Student 18	64	80	16	56	52	-4
19	Student 19	56	68	12	64	56	-8
20	Student 20	64	60	-4	64	56	-8
21	Student 21	56	72	16	56	60	4
22	Student 22	52	76	24	52	72	20
23	Student 23	72	88	16	72	76	4
24	Student 24	68	84	16	64	56	-8
25	Student 25	48	60	12	56	60	4
26	Student 26	56	76	20	52	72	20
27	Student 27	64	84	20	72	76	4
28	Student 28	52	80	28	56	60	4
29	Student 29	56	74	18	52	72	20
30	Student 30	76	88	12	72	76	4
<b>TOTAL</b>		<b>1778</b>	<b>2274</b>	<b>496</b>	<b>1790</b>	<b>1954</b>	<b>164</b>

From the table above, it can be seen that there is actually significant different between pre-test and post-test in experimental class and pre-test and post-test in control class. It is also can be seen from the difference of the gain in the experimental class and control class.

### **C. The Data Analysis**

The data analysis is presented by the statistical result which is followed by discussion about the Effect of Using KWHL Technique toward Reading Comprehension at the First Year Students of State Senior High School 10 Siak. It also answers the formulations of the problem as follows:

1. How is the students' reading comprehension taught by using KWHL technique at the first year of State Senior High School 10 Siak?
2. How is the students' reading comprehension taught without using KWHL technique at the first year of State Senior High School 10 Siak?
3. Is there any significant difference of reading comprehension between the students who are taught by using KWHL technique and who are not at the first year of State Senior High School 10 Siak?

#### **1. The Students' Reading Comprehension Taught by Using KWHL Technique.**

The following table is the description of the data of students' pre-test and posttest scores of Experimental class. It was obtained from the result of their reading comprehension. The data can be described as follows:

**Table IV. 10**  
**Students' Pre-Test and Post-Test Scores of Experimental Class**

No	Score of Pre-Test	Frequency of Pre-Test	Graduated Standard	Frequency of Post-test	Graduated Standard
1	48	4	No Pass	0	No Pass
2	52	4	No Pass	0	No Pass
3	56	8	No Pass	0	No Pass
4	58	1	No Pass	0	No Pass
5	60	1	No Pass	4	No Pass
6	64	6	No Pass	4	No Pass
7	68	2	No Pass	3	No Pass
8	72	3	Pass	1	Pass
9	76	1	Pass	4	Pass
10	80	0	Pass	6	Pass
11	84	0	Pass	4	Pass
12	88	0	Pass	4	Pass
		30		30	

Based on the data obtained, in the pre-test of experimental class there were 26 students who did not pass the graduated standard (SKL), or the score obtained <70 while there were 4 students who passed the graduated standard (SKL), or the score obtained  $\geq 70$ . The percentage of students who did not pass the graduated standard as follows:

$$= \frac{26}{30} \times 100\%$$

$$= 86.67\%$$

The percentage of students who passed the graduated standard as follows:

$$= \frac{4}{30} \times 100\%$$

$$= 13.33\%$$

Besides, it can also be seen that the total frequency was 30 and the total pretest scores was 1778 so that Mean ( $M_x$ ) and Standard Deviation ( ) can be obtained by using Microsoft Office Excel 2010 as follows:

**Table IV. 11**  
**Mean and Standard Deviation of Pre-Test Scores**

<b>Mean</b>	59.26
<b>Standard Deviation</b>	8.008

From the table above, the distance between Mean ( $M_x$ ) and Standard Deviation ( ) is too far. In other words, the scores obtained are normal.

In the post-test of experimental class there were 11 students who did not pass the graduated standard (SKL), or the score obtained  $<70$  while there were 19 students who passed the graduated standard (SKL), or the score obtained  $\geq 70$ . The percentage of students who did not pass the graduated standard as follows:

$$= \frac{11}{30} \times 100\%$$

$$= 36.67\%$$

The percentage of students who passed the graduated standard as follows:

$$= \frac{19}{30} \times 100\%$$

$$= 63.33\%$$

Besides, it can also be seen that the total frequency was 30 and the total scores was 2274 so that Mean ( $M_x$ ) and Standard Deviation ( ) can be obtained by using Microsoft Office Excel 2010 as follows.

**Table IV. 12**  
**Mean and Standard Deviation of Post-Test Scores**

<b>Mean</b>	75,8
<b>Standard Deviation</b>	8,825

From the table above, the distance between Mean ( $M_x$ ) and Standard Deviation ( ) is too far. In other word, the scores obtained are normal.

## 2. The Students' Reading Comprehension Taught without using KWHL Technique

The following table is the description of the data of students' pre-test and posttest scores of Control Class. It was obtained from the result of their reading comprehension. The data can be described as follows:

**Table IV. 13**  
**Students' Pre-Test and Post-Test Scores of Control Class**

No	Score of Pre-Test	Frequency of Pre-Test	Graduated Standard	Score of Post-Test	Frequency of Post-test	Graduated Standard
1	48	1	No Pass	48	0	No Pass
2	52	7	No Pass	52	2	No Pass
3	56	8	No Pass	56	5	No Pass
4	58	1	No Pass	58	6	No Pass
5	60	2	No Pass	60	2	No Pass
6	64	4	No Pass	64	5	No Pass
7	68	2	No Pass	68	1	No Pass
8	72	5	Pass	72	4	Pass
9	76	0	Pass	76	4	Pass
10	80	0	Pass	80	1	Pass
		30			30	

Based on the data obtained, in the pre-test of control class there were 33 students who did not pass the graduated standard (SKL), or the score obtained  $<70$  while there were 7 students who passed the graduated standard (SKL), or the score obtained  $\geq 70$ . The percentage of students who did not pass the graduated standard as follows:

$$= \frac{25}{30} \times 100\%$$

$$= 83.33\%$$

The percentage of students who passed the graduated standard as follows:

$$= \frac{5}{30} \times 100\%$$

$$= 16.67\%$$

Besides, it can also be seen that the total frequency was 30 and the total scores was 1790 so that Mean ( $M_x$ ) and Standard Deviation ( ) can be obtained by using Microsoft Office Excel 2010 as follows:

**Table IV. 14**  
**Mean and Standard Deviation of Pre-Test Scores**

<b>Mean</b>	59,67
<b>Standard Deviation</b>	7,503

From the table above, the distance between Mean ( $M_x$ ) and Standard Deviation ( ) is too far. In other words, the scores obtained are normal.

In the post-test of experimental class there were 21 students who did not pass the graduated standard (SKL), or the score obtained  $<70$  while there were 9 students who passed the graduated standard (SKL), or the score obtained  $\geq 70$ . The percentage of students who did not pass the graduated standard as follows:

$$= \frac{21}{30} \times 100\%$$

$$= 70\%$$

The percentage of students who passed the graduated standard as follows:

$$= \frac{9}{30} \times 100 \%$$

$$= 30\%$$

Besides, it can also be seen that the total frequency was 30 and the total scores was 1954 so that Mean ( $M_x$ ) and Standard Deviation ( ) can be obtained by using Microsoft Office Excel 2010 as follows:

**Table IV. 15**  
**Mean and Standard Deviation of Post-Test Scores**

<b>Mean</b>	65,13
<b>Standard Deviation</b>	8,028

From the table above, the distance between Mean ( $M_x$ ) and Standard Deviation ( ) is too far. In other word, the scores obtained are normal.

### **3. Data Analysis of The Difference between Students' Reading Comprehension Taught by Using KWHL Technique and without Using KWHL Technique.**

The following table is description of data of student's reading comprehension of experiment class and control class:

**Table IV.16**  
**Students' Reading Comprehension Score**

No.	Students	Experimental Class		Gain	Control Class		Gain
		Pre-Test	Post-Test		Pre-Test	Post-Test	
1	Student 1	64	80	16	72	80	8
2	Student 2	48	76	28	48	60	12
3	Student 3	52	68	16	56	56	0
4	Student 4	72	88	16	52	68	16
5	Student 5	60	80	20	56	64	8
6	Student 6	58	72	14	56	68	12
7	Student 7	56	80	24	72	76	4
8	Student 8	56	84	28	64	70	6
9	Student 9	48	68	20	52	56	4
10	Student 10	64	80	16	52	52	0
11	Student 11	56	68	12	68	72	4
12	Student 12	64	60	-4	60	64	4
13	Student 13	56	72	16	58	60	2
14	Student 14	52	76	24	56	68	12
15	Student 15	72	88	16	60	68	8
16	Student 16	68	84	16	68	68	0
17	Student 17	48	60	12	52	60	8
18	Student 18	64	80	16	56	52	-4
19	Student 19	56	68	12	64	56	-8
20	Student 20	64	60	-4	64	56	-8
21	Student 21	56	72	16	56	60	4
22	Student 22	52	76	24	52	72	20
23	Student 23	72	88	16	72	76	4
24	Student 24	68	84	16	64	56	-8
25	Student 25	48	60	12	56	60	4
26	Student 26	56	76	20	52	72	20
27	Student 27	64	84	20	72	76	4
28	Student 28	52	80	28	56	60	4
29	Student 29	56	74	18	52	72	20
30	Student 30	76	88	12	72	76	4
<b>TOTAL</b>		<b>1778</b>	<b>2274</b>	<b>496</b>	<b>1790</b>	<b>1954</b>	<b>164</b>

The data were obtained through the gain of experimental group and control group. To analyze the data, the researcher used t-test formula by using software SPSS v.17 for Windows:

**Table IV.17**  
**Group Statistics**

	X	N	Mean	Std. Deviation	Std. Error Mean
Y	1	30	75.80	8.826	1.611
	2	30	65.13	8.029	1.466

**Table IV. 18**  
**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Y	Equal variances assumed	.023	.879	4.897	58	.000	10.667	2.178	6.306	15.027
	Equal variances not assumed			4.897	57.489	.000	10.667	2.178	6.305	15.028

*Out Put of Independent Samples Test* shows that *Levene's Test* for varian in this Hypothesis examination is:

$H_0 =$  Identical variant population

$H_a =$  Non-identical variant population

This statement based on the probability gate:

If Probability  $> 0.05$ ,  $H_0$  is accepted

If Probability  $< 0.05$ ,  $H_0$  is rejected

Based on the account table *Levene's Test* analysis, the significance point is 0.000. Based on the taking decision standard, 0.000 is shorter than 0.005. It means that  $H_0$  is rejected and  $H_a$  is accepted and variant population was identical. Because both of the hypotheses were relevant, the next standard for analysis based on *Equal variant assumed*.

From the table above, it can be also seen that  $t_0$  is 4.897 and df is 58. The  $t_0$  obtained is compared to t table either at significant 5% or 1%. On significant level 5%, t table shows 2.01 and on level 1%, t table

shows 2.68. Based on t table, it can be analyzed that  $t_o$  is higher than t table either at level 5% and level 1%. In other words, we can read  $2.00 < 4.897 > 2.65$ . So that the researcher can conclude that  $H_o$  is rejected and  $H_a$  is accepted. It means that there is significant different between students reading comprehension who were taught by using KWHL Technique and those who were not at the first year students of State Senior High School 10 Siak.

The data showed that the mean score of both group were different. The mean score of experiment class in pre-test was 59.26 meanwhile in post-test was 75.8, it increased about 16.54. Besides, the mean score of result of control group in pretest was 59.67 and in post-test 65.13 it increased only 5,46. To make clear, it can be seen from the following table:

**Table IV. 19**  
**The Mean Pre-Test and Post-Test of**  
**Experiment Class and Control Class**

	Experiment Class	Control Class
Mean (Pre-Test)	59,26	59,67
Mean (Post-Test)	75,8	65,13

From the table IV.19, it can be stated that using KWHL Technique had effect positively to increase students' reading comprehension. It was proven by the different post-test score in experimental group and control group that was 10.67. So it can be concluded that KWHL Technique could be used to increase students' reading comprehension.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Research Conclusion

Based on the data analysis explained at the chapter IV, finally, the research about the effect of using KWHL Technique toward students' reading comprehension at the first year students of State Senior High School 10 Siak comes to conclusion as follows:

1. The mean pre-test of students' reading comprehension of experiment class was 59.26, which was categorized into enough level, and the mean of post-test after being taught by using KWHL Technique was 75.8 which was categorized into good level.
2. The mean pre-test of students' reading comprehension of control class was 59.67, which was categorized into enough level and the mean post-test after being taught without using KWHL Technique was 65.13 which was categorized into enough level.
3. From analysis of t-test formula, it can be seen that there is a significant difference between students' reading comprehension taught by using KWHL Technique and students' reading comprehension taught without using KWHL Technique. It shows that using KWHL Technique can improve students' reading comprehension.

## **B. Suggestions**

Based on the research finding, the writer would like to give some suggestion:

### 1. Suggestion for teacher

- a. The teacher is recommended to model the use of KWHL Technique in teaching and learning English.
- b. The teachers should construct creative and enjoyable learning for students by preparing various strategies and reading material.
- c. The teacher builds a favorable atmosphere in teaching and learning process, because the conducive condition in teaching would become one asset to carry the success of material to be taught.
- d. The teacher should be creative to select kinds of reading text in order to make students comprehend more the text and to diminish boredom in learning English especially in reading subject.

### 2. Suggestion for students

- a. The students should try to understand the use of KWHL Technique in reading text.
- b. The students should pay more attention to the lesson being explained by the teacher.

Finally, the writer considers that this research still needs validation from the next researcher who has the same topic as this research.

## BIBLIOGRAPHY

- Arikunto, Suharsimi. *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara, 2008.
- Brassell, Danny and Timothy Rasinski. *Comprehension that Works Taking Students Beyond Ordinary Understanding to Deep Comprehension*. Shell Education, 2008.
- Brown, H. Douglas. *Teaching by Principles and Interactive Approach to Language Pedagogy (Second Edition)*. San Francisco: Longman, 2000.
- Dawson, Mildred A. and Henry A. Bamman. *Fundamentals of Basic Reading Instruction*. New York: David McKay Company, 1967.
- Dom, Linda J and Carla Soffos. *Teaching for Deep Comprehension: A Reading Workshop Approach*. Stenhouse Publishers, 2005.
- Gay, L.R. and Peter Airasian, *Educational Research Competencies For Analysis And Application (Sixth Edition)*. New Jersey: Prentice-Hall, Inc, 2000.
- Gunning, Thomas G. *Reading Comprehension Boosters: 100 Lessons for Building Higher-Level Literacy, Grades 3-5*. San Fransisco: Jossey-Bass, 2010.
- Harrison, Collin and Terry Salinger. *Assesing Reading 1: Theory and Practice International Perspectives on Reading Assesment*. New York: Routledge, 1998.
- Hartono. “*Statistik Pendidikan*”. Yogyakarta: Pustaka Pelajar (LSFK2P), 2006.
- Hornby. *Oxford Advance Learner’s Dictionary of Current English*. Oxford: Oxford University Press, 1987.
- Hughes, Arthur. *Testing for Language Teacher (Second Edition)*. Cambridge: Cambridge University Press, 2003.
- Jennings, Wayne and Joan Caufield. *Bridging the Learning Assessment Gap: Showcase Teaching*. Maryland: Scarecrow Education, 2005.
- Linse, Caroline T. *Practical ELT: Young Learners*. McGraw-Hill, 2005.
- MacIntyre, Gardner. *An Instrumental Motivation in Language Study: Who Says It Isn’t Effective? In Second Language Acquisition*. Cambridge: Cambridge University Press, 1978.

- McDonough, Jo. *ESP in Perspective a Practical Guide*. London: Collins Educational, 1984.
- McKnight, Katherine S. *The Teacher's Big Book of Graphic organizer*. San Fransisco: Jossey Bass, 2010.
- Mikulecky, Beatrice S and Linda Jeffries. *More Reading Power: Reading for Pleasure, Comprehension Skills, Thinking Skills, Reading Faster*. New York: Addison-Wesley Publishing Company, Inc, 1996.
- Moss, Barbara and Virginia S. Loh. *35 Strategies for Guiding Readers Through Informational Text*. New York: The Guildford, 2010.
- Nunan, David. *Practical English Teaching*. New York: McGraw-Hill, 2003.
- Oshima, Alice and Ann Hogue. *Introduction to Academic Writing*. New York: Pearson Education. 2007.
- Rahayu, Komala Dewi. *Silabus Bahasa Inggris Kurikulum Tingkat Satuan Pendidikan (KTSP) SMAN 10 Siak 2010-2011*. Siak: Unpublished, 2010.
- Reading Study Group. *Reading for Understanding toward R&D Program in Reading Comprehension* . Washington: RAND, 2002.
- Savage, Alice and Patricia Mayer. *Effective Academic Writing2*. New York: Oxford, 2005.
- Smith, Frank. *Understanding Reading:A Psycholinguistic Analysis of Reading and Learning to Read-6th ed*. New Jersey: Lawrence Erlbaum Associates, 2004.
- Stone, Randi. *Best Practices for Teaching Reading: What Award-Winning Classroom Teachers Do*. California: Corwin Press, 2009.
- Tankersley, Karen. *Literacy Strategies for Grades 4-12: Reinforcing the Threads of Reading*. Alexandria: Association for Supervision and Curriculum Development, 2003.
- Troschitz, Robert. *Testing Reading Comprehension Problems and Principles*. Norderstedt: GRIN Verlag, 2005.
- Tuckman, Bruce W. *Conducting Educational Research: Fifth Edition*. New York: Hacourt Brace College Publisher, 1999.
- Westwood, Peter. *Reading and Learning Difficulties Approaches to Teaching and Assessment*. Victoria: The Australian Council for Educational Research Ltd., 2001.

Williams, Eddie. *Reading in the Language Classroom*. Hert Fortshire Phoenix, elt., 1996.

Zimmerman, Jennifer. *Definition of Reading Comprehension*.  
[http://www.ehow.co.uk/about\\_6593485\\_definition-reading-comprehension.html](http://www.ehow.co.uk/about_6593485_definition-reading-comprehension.html). Retrieved May 18, 2011

\_\_\_\_\_. *Inferential Comprehension*.  
[http://www.csuchico.edu/sped/onlineacademy/a303/lesson/lesson\\_1/glossary/inferent.html](http://www.csuchico.edu/sped/onlineacademy/a303/lesson/lesson_1/glossary/inferent.html). Retrieved Mei 28, 2011.