



The Effect of Using KWL Technique on EFL Students' Reading Ability at SMAN 2 Gunung Talang

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Article History

Published: 2024-09-23

Abstract

This research seeks to determine the effect of using KWL technique on EFL students' reading ability at SMAN 2 GUNUNG TALANG. For this study pre-experimental with one group pretest posttest design was used. The sample in this study is class XII IPA 1 with 33 students. The data were collected from pretest and posttest which were given to the students. The results indicated that there was an improvement in a scores between the pretest and the posttest showed that there is improvement between pretest and posttest score. The pre-test score mean is 45.48 with 6 students received very poor classification, 18 students received poor classification, and 9 students received fairly classification. The post-test score mean is 50.24 with there is no student received very poor classification, 24 students received poor classification, 8 students received fairly classification, and 1 student received fairly good classification. It means that student' posttest score were higher than pretest score, demonstrating that the KWL technique was effective in teaching reading.

Keywords:

KWL Technique,
EFL Students,
Reading Ability

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How to Cite: Ranover., & Sitti fatimah. (2024). The Effect of Using KWL Technique on EFL Students' Reading Ability at SMAN 2 Gunung Talang. *Journal of English Language Teaching*, 13. (3): pp. 1088-1094, DOI:[10.24036/jelt.v13i3.130827](https://doi.org/10.24036/jelt.v13i3.130827)

INTRODUCTION

Reading as a crucial language skill for the students have to master. It provide access to wealth of knowledge across various fields, including education, business, politics, science, and technology. As a key tool for acquiring diverse information, reading not only enhances knowledge but also offers enjoyment. Recognized as a fundamental skill, reading is taught at all educational levels, from elementary through university. By providing extensive information about the world, reading contributes in students' academic success for their future.

Overall, Indonesian learners begin learning to read texts or books during elementary school. However, most of the students seem unmotivated to read, especially the materials that are written in English. Drawing from the writer's teaching experience at SMAN 2 GUNUNG TALANG, several factors contribute to students' low reading proficiency. The first issue is that the students lack background knowledge, and the second is that they lack self-motivation to become critical readers. English teachers strategy might also influence the students' reading ability.

Hamzah (1989) says that the lack of reading comprehension might be due to the ineffective of teaching technique usually used by the teachers at classroom.

Due to the facts, the writer chooses KWL technique as strategy in improving students' reading ability. KWL was created by Donna Ogle in 1987 to help learners become better readers. The KWL technique is a reading strategy created to help learners improve their skills in reading while enabling English teacher to engage more interactively in their teaching. Ogle (1987) states that KWL technique is applied by using chart which consists with 3 columns, first column is K stand for What I Know. second column is W: What I Want to learn. last column is L: What I have to Learned.

Carr and Ogle (1987) states that students become active readers when they use the KWL chart while reading a text. This chart helps boost their interest in reading by activating their prior knowledge, encouraging them to engage as both active and critical readers.

Rahim (2008) says the advantage of the KWL technique is that it allows students to set goals and take a role while read a text. This instructional reading method help students improve their reading skill across various types of texts and supports English teachers in creating a more interactive teaching environment.

Thus, this method make them easy to understand about what they read and catch the writer's messages. The ideal time of using KWL chart is in pre reading. Therefore, the writer intends to try out KWL technique in order to find out whether the technique can improve students' reading ability (Philip, 2010).

There are several researches related to this research. The first study was conducted by Nunky aprillia (2016). The result of this research revealed a notable disparity in reading achievement between experimental class and control class. Imam mahdi (2018) also conducted a study about KWL technique. The data analysis showed that the KWL technique can enhance students' skills in reading descriptive text.

From the previously provided research of the effect of using KWL technique, the researcher aimed to seek and explain at SMAN 2 Gunung Talang.

METHOD

This research is classified as experimental research. Creswell (2008) an experiment involves testing an idea to look whether it affect an outcome or a dependent variable. This research utilized two variables: variable X, which is the effect of KWL technique, variable Y, which is reading ability. The design of this research is one group pre-experimental design. The characteristics of pre-experimental design include the use of pretest and posttest, but it does not involve a control group (Nunan, 1992). in this study students grade XII at SMAN 2 Gunung talang there are 146 students for five classes was the population. The sample is class XII IPA 1 with 33 students by using nonprobability sampling.

The instrument was a test to get quantitative data for the research. It will focus on the students' ability after getting KWL technique from their teacher. In this test, the writer gives the pretest to the sample for measuring their reading ability.

FINDINGS AND DISCUSSIONS

Data Description

The data were collected from reading tests administered before and after instruction using the KWL technique. The researcher administered both pretest and posttest to measure the differences in student ability before, after instruction using the KWL technique. The test was given to XII IPA 1 in SMAN 2 GUNUNG TALANG as a one group. The collected data will be presented in a table that includes both the pretest and posttest results for a single group.

Pre test and Post test score

Students code	Pre test	Post test
1	48	43
2	20	39
3	32	47
4	48	47
5	48	44
6	48	42
7	57	60
8	59	62
9	47	46
10	36	48
11	28	38
12	46	47
13	40	46
14	38	44
15	44	44
16	56	57
17	20	41
18	56	56
19	61	61
20	48	45
21	56	41
22	48	58
23	44	41
24	32	53
25	60	63
26	44	55
27	48	51
28	51	63
29	47	53
30	56	69
31	38	50

32	57	51
33	40	54
Σ	1501	1658
Mean	45.48	50.24

From the table above pretest posttest will categorized into new table based on scoring criteria. It is categorized into seven criteria

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Symbol of percentage

F = Frequency

N = Subject of the sample

Criteria pre test and post test

Classification	Score	Pre-test	Post-test
Excellent	96-100	-	-
Very Good	86-95	-	-
Good	76-85	-	-
Fairly Good	66-75	-	3,03%
Fairly	56-65	27,27%	24,24%
Poor	36-55	54,55%	72,73%
Very Poor	0-36	18,18%	-
		ΣP= 100%	ΣP= 100%

Hypothesis testing

This research investigates the effect of using KWL technique on EFL students' reading ability. hypothesis tested in this research is.

1. H₀(The null hypothesis): The KWL technique give a positive effect on students' reading ability rather than conventional technique.
2. H₁ (The alternative hypothesis):The KWL technique not give a positive effect on students' reading ability rather than conventional technique.

The calculation to determine the effect of using KWL technique on EFL students' reading ability involves paired subjects, as they are got from the same group. The result is as bellow:

Paired sample statistic

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	45.48	33	10.692	1.861
	Posttest	50.24	33	8.093	1.409

According on table, The output statistic reveal the differences of the average between pretest posttest. Thus, the average score of posttest is high than the pretest.

number of respondent (N) is 33 students. Standard deviation of pretest is 10.692 and posttest is 8.093. Standard error mean of pretest is 1.861 and posttest 1.409. It can be concluded that the worth increased after instruction using KWL technique in teaching reading.

Paired sample correlation

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	33	.616	.000

According on table, paired correlation showed the correlation between samples is 0.616 and the sig 0.000. The correlation 0.616 reveals that there is improvement after students got treatment by using KWL technique. The significance of the findings will be explained below:

1. If the probability < 0.05, so the null hypothesis (H₀) declined
 2. If the probability > 0.05, so the null hypothesis (H₀) approved
- (P-value) is 0.000 which is smaller from 0.05 (0.000 < 0.05). It indicated that the null hypothesis (H₀) is declined. Thus, there is a notable different in students’ reading ability after taught with KWL technique at SMAN 2 Gunung Talang.

Discussion

The goal of this research is to determine the effect of using KWL technique on EFL students’ reading ability at SMAN 2 GUNUNG TALANG. Based on findings above, it is evident that there is a difference of students’ reading ability after taught by using KWL technique.

The average score of reading test before instruction with the KWL technique is low due to the mean score is 45.48. And the average score is improved after receiving the treatment 50.24. The improvement in students’ reading ability is evident as the average score of the posttest is higher than pretest. It was proved that there is difference of average score between pretest and posttest is -4.758 calculating T-test. T-test analysis score of t is -3.195. P-value is smaller than significance level. It indicates that the alternative hypothesis has been accepted. Therefore, it can be implied that the learners exhibit improved after being taught by using KWL technique compared to before the instruction. from the research finding, it can be inferred that employing the KWL technique is recommended for use in learning process, particularly to enhance students’ reading ability.

CONCLUSION

From the research findings, the researcher would like to present the following conclusions of this research. The researcher concluded the result of the research is the students’ pretest score in the mean of 33 students score was 45.48. After receiving treatment the students’ posttest score in the mean of 33 students score was 50.24. There is significance score between students before and after instruction using KWL technique. It can be seen in the statistical analysis by using SPSS v26 indicates that 0.000 is the significance value which was below from significance level 0.05. Therefore, the null hypothesis is dismissed and the alternative hypothesis is deemed.

So, this signifies a significant difference in students' reading ability before and after instruction using the KWL technique. It implies that the KWL technique is effective in enhancing students' reading ability.

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