

CAKRAWALA PENDIDIKAN

**FORUM KOMUNIKASI ILMIAH
DAN EKSPRESI KREATIF
ILMU PENDIDIKAN**

**Internalisasi Nilai-nilai Entrepreneurship Dalam Rangka
Membentuk Perilaku Kewirausahaan Melalui Pendidikan
Terintegrasi**

Kepemimpinan Dan Kecerdasan Emosional

**Peranan Layanan Bimbingan Dan Konseling Untuk
Meningkatkan Kedisiplinan Siswa Di Sekolah**

**Meningkatkan Peran Kelompok Penekan Dalam Percaturan
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The Influence Of Gender In Language Usage

Using Sorogan Method In Learning English For Beginners

**Teaching Simple Present Tense Using Short Answers Game For
The First-year Of University Students**

**Analisis Faktor Eksploratori Komponen Utama Penyebab Inflasi
Di Kota Malang**

**Analisis Model Antrian Peserta Pada Loker F Di Badan
Penyelenggara Jaminan Sosial Kesehatan**

**Membangun Karakter (Sikap) Partisipasi Peduli Lingkungan
Pada Siswa Melalui Program BSM (Bank Sampah Malang)**

**Using Picture Book As Media To Improve Reading Motivation
On Junior High School Student**

**Escalating Ideas Using Creative Visualization Technique In
Writing Ability**

**The Effectiveness Of Kwl (Know, Want To Know, Learned)
Technique In Teaching Reading For English Department
Students**

**The Problem Of Translating English Phrases Into Indonesian
For Islamic Scholar Of**

CAKRAWALA PENDIDIKAN

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THE EFFECTIVENESS OF KWL (KNOW, WANT TO KNOW, LEARNED) TECHNIQUE IN TEACHING READING FOR ENGLISH DEPARTMENT STUDENTS

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Abstrak : Penelitian ini dilakukan untuk membuktikan apakah Teknik KWL (*Know, Want to Know, Learned*) lebih efektif daripada Teknik Membaca Berpasangan (*Paired Reading*) untuk mengajar pemahaman membaca bahasa Inggris bagi para mahasiswa jurusan Bahasa Inggris. Desain Penelitian yang digunakan adalah Eksperimental untuk membuktikan apakah dua metode tersebut menghasilkan perbedaan yang signifikan. Setelah melakukan penelitian pada para mahasiswa bahasa Inggris tingkat tiga STKIP PGRI Blitar, dan menganalisa data menggunakan formula ANCOVA, hasilnya adalah Teknik KWL (*Know, Want to Know, Learned*) lebih efektif daripada Teknik Membaca Berpasangan (*Paired Reading*) untuk mengajar pemahaman membaca bahasa Inggris.

Kata Kunci : Keefektifan, Teknik KWL (*Know, Want to Know, Learned*), Mengajar Membaca.

Abstract : This study is carried out to prove whether KWL (*Know, Want to Know, Learned*) Technique is more effective than Paired Reading Technique to teach reading comprehension for English Department Students. Experimental design is applied to prove whether the two methods produce significant different results. After conducting the experiment in third year students of English Department of STKIP PGRI Blitar, and analyzing the data using ANCOVA formula, found out that KWL (*Know, Want to Know, Learned*) Technique to teach reading comprehension produces significantly better result than Paired Reading Technique.

Key Words : Effectiveness, KWL (*Know, Want to Know, Learned*) Technique, Teaching Reading.

INTRODUCTION

Reading is one of the most important subjects in English learning. It proved with there is reading class that taught in almost all of English Departments. Even in English Department of STKIP PGRI Blitar, Reading is taught from semester 1 up to 5, They are Reading 1, Reading 2, Reading 3, Reading 4, and Advanced Reading.

Reading becomes very significant because it is the sources of knowledge and information. The students who have good

skill of reading will get more knowledge than the students who have less skill of reading.

There are two sub-skills of reading usually used in reading activity. First, it is called skimming. The purpose of the skimming is to get overall idea of the contents. It is done with reading the passage quickly to get the whole information of the text. Secondly, it is scanning skill. The purpose of doing that is searching quickly for a specific piece of information or particular word.

In learning English, students must understand about reading comprehension. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Using the words extracting and constructing are to emphasize both the importance and insufficiency of the text as a determinant of reading comprehension. Moreover, reading comprehension is a reading activity that has goal to understand and to get knowledge from the written text (Snow, 2002).

As seen in many cases of the students that the result of the teaching of reading in third year students of English Department of STKIP PGRI Blitar is far from satisfactory. It was found that most of the students were failed to comprehend the reading text well. They sometimes also have to face long, difficult, boring, and uninteresting passages both in the textbooks and in the test papers. Those things can make the students frustrated and lose their motivation to learn English. Another factor is that the lecturer's method and technique of teaching reading is monotonous, the old technique that lecturer uses and wrong to selecting the proper text.

There are some significant techniques to teach reading comprehension. One of them is called KWL technique. KWL is abbreviation from the Know, Want to know, and Learn. KWL helps students become better readers of expository text and helps teacher to be more interactive in their teaching (Ogle, 1986). This method has three steps that activate the prior knowledge of the student. It is applied by using three columns that consist of K, W, and L columns. In K column, the student is engaged to discuss and write the prior knowledge and information that is known about the topic that has given. Then, in W column, the students think and then write the question about the topic that

they want to know. Next, the students read the text that given by the modal of what they have known and the question based columns K and W. Then, for the last, the students discuss and note the information that they have gotten after reading the text in L column. This technique engages the students to think before reading, when reading, and after reading. It is believed can improve their reading text competence.

Reading Comprehension

There are many definitions of reading comprehension accepted from some writers. According to Klingner (2007) *reading comprehension is "the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency"*. It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. He summarized reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing, and assessing. That is, teachers mention the skills that the students want to use, then they give them opportunities to practice those skills through workbooks or work sheets, and finally assess whether or not they use the skill successfully. Alderson (2000: 28) defines *reading is an enjoyable, intense, private activity in which the readers get much pleasure and can totally absorb the reading*. According to Pang (2003) *"comprehension is the process of making sense of words, sentences and connected text."*

From the definitions above, reading comprehension can be concluded as the ability to interpret and understand the text. The essence of reading comprehension understands all information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas and

the relationships between ideas conveyed in a text.

Bottom-up, Top-down and Interactive Reading Model

We often hear about bottom-up, top-down and interactive models of reading. Grabe and Stoller (2002) call these kinds of models 'metaphorical models of reading'. Bottom-up processing or data-driven processing is a process where readers recognize and analyze perceived linguistic information like words and sentences and understand what a text means piece by piece with little interference of background knowledge.

On the other hand, top-down or conceptually-driven processing is a process in which readers who have expectation about text information and infer it by means of making use of their previous knowledge or experience in understanding a text. According to Brown (2001), recent researches on teaching reading has shown that a combination of top down and bottom-up processing, so-called interactive reading, is almost always a primary ingredient in successful teaching methodology because both processes are important.

Nowadays, interactive reading models or modified interactive models seem to satisfy a majority of researchers and teachers. The purposes of reading will define to what extent bottom-up or top-down processing is used. For example, in skimming a text, we are likely to depend more on top-down processing, because we do not have to translate detailed information in the text. Therefore, focusing on the purposes is necessary in the next part.

Reading Skills

The aim of teaching reading is to help students to find the information they want quickly besides to show the students that understanding just a few words is often

sufficient to get the message. Reading skills can be divided into: skimming, scanning, careful reading, and browsing.

Skimming

Skimming is reading for gist, it is a type of rapid reading which is used when the reader wants to get the main idea or ideas from a passage (Richards, 1992). Skimming refers to the way of reading in which readers quickly run their eyes across a whole text for its gist. One of the effective series of procedures for approaching a reading text starts with skimming the text for an overview of main ideas and then readers embark on more focused reading. It is also common part of many reading tasks. When introducing new lessons in the textbook, I believe it is more desirable to start with skimming, rather than interpret the text word by word or sentence by sentence, in terms of enhancing reading skills.

Scanning

Scanning or searching reading is also a common reading activity when readers extract necessary pieces of information from a text without reading through the whole text (Urquhart & Weir:1998). It is also useful skills especially in daily life, for example in searching through a telephone directory, reading a timetable or advertisements for getting information. The spread of the Internet may well accelerate the need for this type of reading.

Careful reading

Urquhart and Weir (1998) point out that *careful reading is associated with reading to learn*. The reader attempts to handle detailed information in the text. Thus, reading rate seems to be rather slower than other types of reading because in this type of reading, readers often require rereading and inferencing to connect information with background knowledge.

Browsing

Browsing is the sort of reading where readers do not have any particular goals for reading and parts of a text may be skipped fairly randomly and there is little need to integrate the information. We often browse magazines or newspapers just for fun. In the classroom, normally with limited English resources, students have few opportunities to browse English articles. It might be desirable for teachers to store supplementary English materials for browsing and provide some opportunities to browse them.

Reading Phase

There are three-phase approaches to teach reading in the classroom. They are pre-reading phase, while-reading phase and post-reading phase (Williams, 1984). A pre-reading phase is anything teachers do in class before students begin to read the selection and can affect comprehension. The writer gives the students the preparatory activity, such as brainstorming. The while-reading phase or during-reading activity draws the students on text and involves them in the thinking process. The activities here will help the learners understand the writer's purpose, the text structure, and the context.

The post-reading phase is a follow-up of pre-reading phase and during-reading phase. The activities in this stage encourage learners to make use of acquired information to express their opinion and form ideas. Ideally, post—reading work should contribute to the writing, speaking, and listening skills. Students; activities can be varied such as writing, drawing, interviews, discussion research.

KWL (Know, Want to Know, Learned) Technique

Eanes (1997) states that one of method for content area literacy is called “What I Know, What I Want to Learn, What I

Learned (KWL). This method was developed by Ogle (1986) to help teachers activate students' background knowledge and interest in a topic. It involves three basic steps that guide the students in accessing what they already know, determining what they want to learn, and recalling what they learned from reading. To facilitate the group process and emphasize the concreteness of the steps, provide each student with a KWL form, which is divided into three labeled sections, and has a section at the bottom for categories (see Figure below).

Sample of KWL Form

K What I know?	W What I Want to know?	L What I Learn?
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KWL is a teaching method that helps students develop tactical ways to learn new material with the use of questioning and accessing information from reliable sources. This method can be effective in promoting independence in learning. The ages and stages of development will determine the role the lecturer plays in guiding students through the KWL process. However, if the model is used for the first time, it is highly recommended that the teacher directs the process and models the steps. (*Retrieved from www.worksheetlibrary.com/teachingtips/kwl.htm. on August 10th, 2016*).

Procedures of KWL

There are five steps that must be done to apply the KWL technique in reading learning class. (Ogle:564-570) Those are :

1. Engage students in a discussion of what they as a group already know about the topic being introduced. In this step, the teacher asks to the student to make groups. Each group consists of four pupils. The teacher engages students in their group to discuss about the topic that has given.

2. Before this activity, the teacher explains about the KWL technique and gives the paper that contains the KWL chart. The teacher explains how does using this chart to the students.
3. List what students know in the K column of the chart. The teacher engages the students in their group to write their prior knowledge about the topic that given in K column. The teacher asks to the student to discuss it with their group.
4. Note disagreements and question in the W column as questions they want to have answered. If necessary, ask students what they want to learn and record responses (as question) in the W column. In this step, teacher engages students to note the question that they want to know about the topic that given. The more question is better. It shows that students want to know much about the topic.
5. Direct students to read text and jot down information they learn as well as new question that rise. This step, the students read the text. They read the text with the modal of their prior knowledge about the topic and the question that they want to answer related to the topic.
6. Engage students in a discussion of what they have learned from reading. Summarize the discussion in the L column of the chart. In this step, the teacher gives order to the students to make summarize about the text that have read by them. Summarize is content about the main point of information or knowledge in the text and may also in addition the answer from the W chart

The Strengths of KWL

There are some advantages using KWL technique. First, it elicits student prior knowledge. So, students have to brainstorm their ideas and try to listing everything they know about the topic. Secondly, It is easy to use and organize. Students could divide the important and not so important points by

dividing them into the appropriate column. They could see clearly the points in order to answer the comprehension questions. Thirdly, this technique sets a purpose for reading. Readers have the idea about the text before reading the whole text. Readers be more focus to find the important points while reading. Fourthly, it can encourage students to make a critical thinking. Students need to fill in the 'L' column by thinking what they had learnt after reading the text. Students think hard want to know more about the topic by questioning in the column 'W'. So, there is pre reading, whilst reading, and post reading activities. Those are believed can influence significantly students understanding about the text.

Paired Reading Technique

Paired Reading Technique is a straight forward and generally enjoyable way for more able readers to help less able readers develop better reading skill (Topping:2014). Jim (2002) mentioned that paired reading is a simple but effective technique for helping struggling readers to increase their reading fluency and accuracy in text. The goal of this lesson is to train your peer tutors to use paired reading correctly and confidence.

Procedures of Paired Reading Technique

Jim (2002) mentioned there are three steps for applying Paired Reading :

1. Introduce the Paired Reading strategy.
Tell your students that you are going to teach them a simple way to help them to read better. Paired reading. Refer to
2. Have students practice paired reading with each other. Divide students up into pairs. Instruct each pair that one student is to assume the role of tutor and the other is to pretend to be the tutee. Have the pairs practice paired-reading about 5 minutes while you circulate around the room observing and providing encouragement and corrective feedback. Then, direct the

pairs to trade roles, with the former tutee taking the role of tutor and vice versa. Give them an addition 5 minutes to practice under your supervision.

3. Hand out peer tutoring badges and award stickers. To show tutors that they have done a good job during this lesson, hand out their peer tutoring badges. Allow tutors to select and affix a sticker to their badges, signifying that they have successfully completed the lesson. Then collect the badges.

Advantages of Paired Reading Technique

Paired Reading Technique can be used with many types of reading materials including student produced stories. This strategy frees up the teacher to observe paired reading sessions and work with different students while other students continue reading together. Reading with someone encourages students to try reading materials that maybe just above their normal reading level. Paired Reading can also be used to build oral skills so that reluctant readers can work toward reading in front of a large group.

Disadvantages of Pair Reading Technique

Paired reading is a technique that only focusing in how to pronounce text correctly. Especially, it is applied to teaches pronounce word by word. So that, the students is not taught to understand to the text. This technique does not emphasize the students to comprehend and interpret the text. So there is no addition knowledge about comprehension the text after do this technique.

RESEARCH METHOD

The research is applying quasi experimental research using non-randomized pretest-posttest control group. This is a quasi experimental because the two groups to be the sample of the study are already given as a classroom groups. They

are not classified using random technique. Pretest and post test technique is applied. The different achievement between the students' score of the pretest and posttest is considered to be the students' achievement. Control group is also applied. There are two classes as the sample. One class, experimental class is used KWL (Know, Want to Know, Learned) Technique, and the other class, control group, is taught using Paired Reading Technique.

The population of the study is the third year students of English Department of STKIP PGRI Blitar, and the samples are taken from two classes, class A and B. Each class consists of 20 students. One class, Class A, is taught using KWL (Know, Want to Know, Learned) Technique, and the other class, class B, is taught using Paired Reading Technique.

The data about the students' achievement on reading comprehension is collected using pretest and posttest. The results are analyzed using ANCOVA technique.

FINDINGS

After doing all the necessary calculation using SPSS, it is finally found out that KWL (Know, Want to Know, Learned) Technique produces significantly better result than Paired Reading Technique because the mean score for KWL (Know, Want to Know, Learned) Technique is 79.416, which is greater than 74.573 for Paired Reading Technique.

CONCLUSION AND SUGGESTION

It can be concluded that the result of the study KWL (Know, Want to Know, Learned) Technique was more effective in enhancing English reading comprehension. By doing the steps of KWL (Know, Want to Know, Learned) Technique, the students can elicit their prior knowledge, brainstorm their

ideas and try to listing everything they know about the topic. They can divide the important and not so important points by dividing them into the appropriate column. They could see clearly the points in order to answer the comprehension questions. They can be more focus to find the important points while reading. Those are believed can influence significantly students understanding about the text.

It is suggested that KWL (Know, Want to Know, Learned) Technique applied to teach reading comprehension, because it helps the students to be well prepared before reading the text and also get many advantages after reading the text. And for the lecturer it helps to be well organized to prepare the lecturing material and get better result after presenting the lecturing material.

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