

**THE EFFECTIVENESS OF KNOW-WANT-LEARN (KWL)  
STRATEGY TO TEACH READING COMPREHENSION  
SKILL**

**THESIS**

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TO TEACH READING COMPREHENSION SKILL**

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Bersama ini terlampir satu berkas naskah skripsinya, dengan harapan dalam waktu yang telah ditentukan dapat diajukan dalam Sidang Munaqosah.

Demikian agar maklum dan atas kesediaan Bapak, kami ucapkan banyak terima kasih.

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**MOTTO**

*If you can imagine it you can achieve it, if you can dream it you  
can become it.*

**~William Arthur Ward~**

*You may delay, but time will not.*

**~Benjamin Franklin~**

## **DEDICATION**

All praises is due to Allah SWT for his mercies and blessings that has been given to me to finish this thesis.

I devote this thesis for my beloved parents who always pray for me and give me spirit, support, attention and motivation.

My husband who always supports and accompanies me in any conditions.

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Kediri, May 2017

The writer



## ABSTRACT

Febriani, Indah Dwi. 2017. *The Effectiveness of Know-Want-Learn (KWL) Strategy to Teach Reading Comprehension Skill*. Advisor: 1) Dr. Ary Setya Budhi Ningrum, M.Pd. 2) Drs. H. Nur Akhlis, M.Pd.

**Key words:** the effectiveness, teaching reading, descriptive text, KWL (Know-Want-Learn) strategy.

The objective of this study is to know whether the students who are taught with KWL strategy have better achievement than the students who are taught with conventional method. In order to achieve the objective of this research, the researcher designs an experimental research. The subject of the research is the students at the eleventh grade of MA Hasyim Asyari, class XI IPA and XI IPS-1. The research design is quasi-experimental design. It is done by comparing two groups, experimental group and control group. Every group consists of 30 students. The experimental group is conducted at class XI IPA that is taught by using KWL strategy and control group is conducted at class XI IPS-1 that is taught by using conventional method. In this study, the researcher gave pre-test and post-test to both groups. Then, the result of the test was calculated by using ANCOVA.

In the result of pre-test, the mean score of experimental group is 72.33 while the mean score of control group is 72.07. In the post-test, the mean score of experimental group is 83.00 while the mean score of control group is 76.73. Then, in the result of ANCOVA assumptions show that the distribution is normal that is  $p(0.391) > \alpha(0.05)$ . Then, the homogeneity variance of both groups is equal that is  $p(0.666) > \alpha(0.05)$ . There is no interaction between covariate and independent, as evidenced by  $p(0.685) > \alpha(0.05)$ . Then, there is a relationship between the covariate and the dependent variable,  $p(0.000) < \alpha(0.05)$ .

Then, the result of statistical computation of ANCOVA reveals that the result is significant at  $p(0.000) < \alpha(0.05)$ . Since the significant value is lower than 0.05, statically there is enough evidence to reject null hypothesis, then the alternative hypothesis is received. It means that teaching reading by using KWL strategy is effective.

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