THE EFFECTIVENESS OF KWL (KNOW, WANT TO KNOW, LEARNED) STRATEGY IN TEACHING READING COMPREHENSION SKILL

THESIS

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MOTTO

“Live as if you were to die tomorrow.

Learn as if you were to live forever.”

~Mahatma Gandhi~

“Believe and act as if it were impossible to fail.”

~Charles Kettering~

DECLARATION OF AUTHENTICITY

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I herewith declare that I wrote this thesis on my own and did not use any unnamed sources or aid. Thus, to the best of my knowledge and belief, this thesis contains no material previously published or written by another person except where due reference is made by correct citation. This includes any thoughts taken over directly or indirectly from printed books and articles as well as all kinds of online material. It also includes my own translations from sources in a different language.

This thesis is to fulfill the requirement for the degree of *Sarjana* (S1) in English Study Program, State Islamic Institute of Kediri.

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ABSTRACT

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Keywords: Reading, teaching reading, KWL, QAR, descriptive text

Reading is one of the critical competencies to get a massage or get to know and apprehend the which means of the text brought by the author. In teaching reading, There are various problems faced by students, one of which is bored during the learning process, this can make students less interested and motivated to learn. Students have many difficulties, namely the lack of vocabulary so that they do not understand the content of the reading, they just read without knowing the meaning or learning of a reading text. In this study, the researcher selected to use the KWL strategy as more effective strategy in teaching reading comprehension skill. KWL strategy has the advantages of making students active and creative in teaching reading. The objective of this study is to find out whether KWL strategy is effective or not in teaching reading comprehension skill.

The design of this study is a quasi-experimental design consisting of an experimental class and control class. The researcher used KWL strategy in experimental class and in control class used QAR strategy to teach the students on reading descriptive text. The participants of this study were 72 students from two classes. 7C as the experimental class consists 36 of students and 7B as the control class consists 36 of students from SMPN 1 Plosoklaten. The data as collecting by using test, including pretest and posttest of reading. The outcomes of the pretest and posttest data were analyzed using ANCOVA with SPSS program.

The result of pre-test, the mean score of experimental class is 54.67 while the mean score of control class is 54.33. In the post-test, the mean score of experimental class is 81.78 while the mean score of control class is 73.78. Then, the result of the statistical computation of ANCOVA reveals that the result is significant at p (0.000) < α (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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Kediri, June 2022

The Writer

DEDICATION

With strongly thanks to ALLAH subhana wata'ala

I would like to dedicate this thesis to:

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