THE EFFECTIVENESS OF KWL AND SQ3R TECHNIQUES IN TEACHING READING COMPREHENSION

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Abstract

Reading is considered as an important aspect for students because of its valuable benefit in developing knowledge. There are approaches of reading such as top-down, bottom up, and interactive approach. Some studies was conducted in applying interactive strategy such as SQ3R technique and KWL technique. For the purpose of teaching narrative, descriptive and news item text, the researcher try to observe and analyze the effectivenes of SQ3R and KWL techniques. The study was conducted at SMA Darussalam Blokagung Banyuwangi. This research used quasi experimental method. The researcher did a treatment by applying KWL technique to the experimental class and SQ3R technique to the control class. The data obtained were calculated by using a t-test for independent sample through SPSS 20 for windows to test the hyphothesis. After applying the statistical computation, the result shows that the probability was ,564 or 5,6 % > 5% and the t value was 0,57 > 0,5. it can be concluded that the difference effect between the two technique is not significant. However, the improvement of the mean obtained by the experimental and control group from pretest and posttest show that there is variance between the students' starting skill and the students' achievement after getting the treatments. Thus, the interactive approach by using KWL and SQ3R technique is effective to improve students' reading skill.

Keywords: The Effectiveness, KWL technique. SQ3R technique. Teaching Reading Comprehension

A.   Introduction

Reading is considered as an important aspect for students because of its valuable benefit in developing knowledge. Reading is also the most important skill for both English as Second Language (ESL) and English as a Foreign Language (EFL) learners especially in academic context because students need to comprehend and deal with all reading aspects and difficulties. The main objective of teaching English is that the students are expected to able to use English in communication both oral and written.

However, in the field still many students get many difficulties in understanding reading. In Indonesian traditional classrooms, which practice English as a foreign language, the practice with which teachers of English are commonly enganged in a reading class is testing their students' understanding of a given text. Next, as testing modes are exercised, comprehension is viewed to be a final accomplishment when correct answers made by the students are evident. Thus, a successful reading class is the one indicated by students' correct answer in doing comprehension questions. Reading is for reading, nothing else. Finally and most importantly, the development of students' reading skills and abilities after the reading class can undoubtedly be questioned. This is obvious because the teacher acts as not more than a reading examiner. (Sulistyo, 77:2011). This phenomenon reveals the practice of a conventional teaching reading strategies and the writer assumes that those kinds of situations will not help the students to overcome the difficulties they encounter and will not improve their reading abilities.

B.   Literature Review

There are theories of reading. The theories basically make an attempt to explain the mechanisms of reading and the process of understanding through reading. Coady (1979:11, as quoted in Mikulecky, 1990) states that readers of second or foreign language tend to read to comprehend the text with top-down approach. It means that the act of reading is triggered by the reader prior knowledge about

concepts in the first language that already exist in their mind, which do not always convey similar meaning in English. The students predict among the perceptual input. On the other hand, Mackay (1979:81 as quoted in Mikulecky. 1990) states that students learn to react rapidly and accurately to the appearance of English words and then English phrases as a whole in order to comprehend of how a text conveys meaning by using linguistic information in the text (e.g. the spelling system of English, syllables, the grammatical system of English, semantic knowledge, and textual grammar in English) Thus, automatic outcome of word recognition becomes a central point in reading comprehension process which is called by bottom-up approach. In addition, the interactive approach refers to the continuous interaction between bottom-up and top-down approach (Eskey, 1988).

The concept of interactive approach also comes from Stanovich (1980). According to Stanovich (1980), top-down processing may be easier for the poor reader who may be slow at word recognition but has knowladge of the text topic. In vice verse, bottom-up processing may be easier for the reader who is skilled at word recognition but does not know much about the topic. In other words, a top-down has function to predict the probable meaning, and the bottom-up to check whether it really what the writer says (Nuttal, 1996, p.17)

There are some benefits of using interactive approach in teaching reading. First, a reader needs a top down to predict meaning and he requires bottom up approach to check whether that is really what the writer said (Nutall, cited in Brown, 2001, p. 299).Furthermore, Eskey (1988) states that good readers are both good decoders and good interpreters of text. It means that bottom up has benefit, particularly in decoding literal meaning and top down processing, on the other hand, is useful to identify inferential meaning.

For the purpose of teaching narrative, descriptive and news item text, the researcher try to observe and analyze some studies which apply interactive approach in teaching reading. Some studies was conducted in applying interactive strategy such as be done by Supriyadi (2012) on the fourth semester students of the English Department at STIKIP PGRI Tulungagung. He applied SQ3R technique in teaching reading comprehension. In the preliminary conducted, she found that the SQ3R

strategy improved the students' achievement in reading comprehension skill. Another is the finding bring an implication that the students with high level of proficiency will be more active in understanding reading text, while the students with low level of proficiency become more passive and bored since there are many steps to do and hard to follow. Another he suggested to the next researcher who has similar studies to conduct the study in different levels and various kinds of text.

The other study which implemented an interactive approach was Maulida (2012) on the XI Grade students of MAN Malang II Batu. She applied KWL strategy in teaching reading comprehension. She found that KWL strategy is effective to be applied in teaching reading comprehension at eleventh grade students of MAN Malang II Batu. Moreover, it is found that the student both with high level of proficiency and with low level of proficiency be more active and interest in understanding reading narrative text. Another she suggested to the next researcher in order to deepen the treatment and do the research intensively so that the result can be reliable, valid, and accountable. Then if the next researcher will investigate the same topic, he should enlarge the supplementary materials to make students' understanding better.

Hence, the present study is intended to investigate the effectiveness of interactive approach and it is expected that this research will contribute to the theorist and practice of teaching reading in the future. For the purpose of teaching narrative, descriptive and news item text, in this study, the researcher applied KWL and SQ3R techniques in teaching reading comprehension.

C. Research Methodology

There are many research method applied in solving problem in order to get accurate data. This research takes two classes; the Language Program Class 1-A is served as experimental class and the Language Program Class 1-B is served as control class. Since it is impossible to random the students, which is not allowed by the school, the researcher apply an experimental research design with quasi experimental type. The reason of choosing this method is to know the effect of KWL and SQ3R technique in teaching reading comprehension.

In educational settings, very often it is not possible to select the sample randomly out of all the population students. When the researcher can only assign randomly different treatments to two different classes, the researcher uses quasi-experimental research design. The procedure of quasi experimental research design as follows:

Define the accessible population of the research, select two classes out of all the existing classes which are of equivalent level, randomly select one of the classes into experimental group and the other one into the control group, give the experiment treatment to the experimental group and the control treatment to the control group, compute the difference between the average score of the experimental group and the control group. (Latief, 2011:94).

The design of this research has been illustrated in table 1

Table 1 The Research Design

Sample	Pretest	Treatments	Posttest
Experimental group (G1)	T1	KWL technique	T2
Control group (G2)	T3	SQ3R technique	T4

From the design above, the score of pretests (T1and T3) were administered before giving treatments to the experimental group (G1) and control group (G2). After getting pretest score, then the Experimental group was taught with KWL technique, while the control group was taught with SQ3R technique. Both groups have the same materials. At last, the students were given the post test to know the result of the treatments.

The analysis of the students' scores in the pre-test was intended to examine the homogeneity of students' reading comprehension achievement before giving treatment in both experimental and control group. The average scores of the students which were acquired from the pretest of experimental and control groups were shown that the mean score for the experimental group was 57.75 while the mean score for control group was 57.5. (see appendix 8.1) It can be said that the mean score of pretest either gained by experimental and control group is not too far.

Furthermore, the researcher used IBM SPPS 20 for windows to comparing the probability with the level of significance 0, 5 for testing the homogenous of the two groups. The output result can be seen in table 2

Table 2. Comparative Analysis of Pretest Scores of the Experiment Group and Control Group

	Techniques of Teaching Reading	N	Mean	Sig. (2-tailed)
Reading Comprehension Achievement	KWL Technique	20	57,75	0,957
	SQ3R Technique	20	57,5	0,957

Based on the statistical computation, it was known that the result from applying t-test obtains the significant value was 0, 957 > 0, 5. This value indicates the two groups, experimental and control were homogeneous. Then the scores of postest were analyzed using the Independent Sample Test (t test).

In assessing students' reading comprehension mastery, the test material construct by considering the indicators based on Standard of Content 2006 and the syllabus of English for Grade X.

Table. 3 Standard of Content 2006, Semester 2

Standard of Competence	Basic Competence	Indicators
Reading Understanding the short functional text of gambits narrative, descriptive and news item in the daily life context to access the science	Responding the meaning and rhetorical steps of simple essay in daily life and knowledge usage accurately, fluently, and Acceptably in the form of gambits: narrative, descriptive and news item	Identifying the text organization of gambits narrative, descriptive and news item Identifying the main idea of each paragraph Identifying difficult words and phrases Identifying the meaning of the sentence of the text

In addition, Latief (2011:226) argued that, "In the content validity, the coverage of the tasks becomes the evidence. If the task the students are required to

perform covers all samples of the domain in the skill or in the knowladge to be assessed, the representativeness of the samples becomes the supporting content validity evidence." In this research, reading comprehension test in both pretest and postest were arranged based on the indicators in Standard of Content 2006 and the syllabus of English for Grade X. It can be seen in assessement blue print in pretest (see appendix 2.3) shows that the indicator of identifying text organization can be found in question number 2, 8, and 18 and the indicator of identifying the main idea of each paragraph in number 1,9,11,15, and 16 and the indicator of identifying difficult words and phrases in number 3,5,13, and 20 and the indicator of identifying the meaning of the sentence in number 4,6,7,10,12,14,17, and 19. While in assessement blue print in posttest (see appendix 4.4) that the indicator of identifying text organization can be found in question number 5,14, and 19 and the indicator of identifying the main idea of each paragraph in number 4,11,and 15 and the indicator of identifying difficult words and phrases in number 6,9, and 13 and the indicator of identifying the meaning of the sentence in number 1,2,3,7,8,10,16,17,18 and 20.

To know the pretest and posttest how easy or difficult test items, the researcher conducted try out test for pretest and posttest. The score of try out pretest and posttest were analyzed. The researcher found there was one item not accepted for pretest and two items not accepted for posttest. Estimating degree of reliability, therefore, refers to an effort to collect evidence of consistency to verify or to confirm the reliability. In this study, the reseacher used the parallel form method to determine the consistency of the tests. Hence, In estimating the value of reliability coefficient, the researcher calculated the first and second postest scores by using the pearson r. Since the result of analyzing data by using pearson r was 0,966 in the experimental group and 0,956 in the control group show that the r coefficient correlation for both first and second post test were very high. Its result can be used as evidence of consistency scores in the posttest. In other words, the scores of the posttest convincingly have high degree of reliability. To investigate whether or not the difference of the posttest score between those two groups is significance, the researcher analyzed the posttest scores using the matched independent t-test (Hatch & Farhady, 1982: 114). If the t value is more than the level of significance, the

null hypothesis (H_0) is accepted. The steps are as follows: *First*, Stating the hypothesis and setting the alpha level at 0.05 (two tailed test). *Second*, Finding the t value (t test) by using IBM SPSS 20 for windows. *Third*, Comparing the probability with the level of significance for testing the hypothesis. If the probability is more than the level of significance, the null hypothesis (H0) is accepted.

D. Findings

The average scores of the students which were acquired from the pretest and posttest in experimental group was enough different. The average score of pretest is 57, 75, while the average score of posttest is 70. It can be conclude that the average score of posttest is higher than the average score of pretest. Then, the average scores of the students which were acquired from the pretest and posttest in control group was also enough different. The average score of pretest is 57,5 while the average score of posttest is 67,75. It can be conclude that the average score of posttest is higher than the average score of pretest.

The analysis of the students' scores in the post-test was intended to answer the problem of this research. Since the average score of postest in experimental group was 70 and the average score of postest in control group was 67,75, it can be conclude that the average score of experimental group is higher than the average score of control group.

It was stated in the previous chapter that the hypothesis in this research is "students who are taught with KWL technique perform better in reading comprehension skill than those taught with SQ3R technique". This alternative hypothesis (H1) can be converted by null hypothesis (H_0) that is "students who are taught with KWL technique does not perform better in reading comprehension skill than those taught with SQ3R technique".

To investigate whether or not the difference of the posttest score between those two groups are significance, the researcher analyzed the posttest scores using the matched independent t-test. The researcher used the IBM SPPS 20 for windows to find t value and to compare the probability with the level of significance 0,05 for testing the hypothesis. The output result can be seen in table 4.2.

Table 4.2 Comparative Analysis of Posttest Scores of the Experiment Group and Posttest Scores of the Control Group.

	Techniques of Teaching Reading	N	Mean	F	Sig.	t	Sig. (2-tailed)
Reading Comprehension Achievement	KWL Technique	20	70	,339	,564	,563	,577
	SQ3R Technique	20	67,75			,563	,577

In the table 4.2 can be seen that the F value was ,339 with the probability was ,564 or 5,6 % > 5% and the t value was 0,57 > 0,5, so the null hypothesis (H0) is accepted. It means that H_1 which says that there is significant difference in reading comprehension skill between the students who are taught using KWL technique and those taught using SQ3R technique is rejected, while H_0 which says that there is no significant difference in reading comprehension skill between the students who are taught using KWL technique and those taught using SQ3R technique is accepted.

E. Discussion

The research problem mentioned in chapter one is in relation to the implementation of interactive approach by using KWL and SQ3R technique in teaching reading comprehension of narrative, descriptive and news item texts to develop students' reading ability. Based on the data obtained from the result of comparative analysis of the posttest score of the experimental and control group, there is mean different between the experiment group and contol group. Even though the difference is not significant. However, the improvement of the mean obtained by the experimental and control group from pretest and posttest show that there is variance between the students' starting skill and the students' achievement after getting the treatments. This result support the earlier researches done by Supriyadi (2012) and Maulida (2012). They found that interactive approach by using KWL and SQ3R technique is effective to improve students' reading skill.

Furthermore, the results give description that the different procedure used in teaching reading comprehension by using KWL technique and SQ3R technique has different effect on the students' reading comprehension. During the treatments, the researcher found some implications raised in both the two groups.

Thus, the observation during the teaching process showed that after being treated using KWL technique and SQ3R technique, the students' ability in comprehending reading text improved, they can be categorized as good student since they have the characteristics of good readers such as integrating information in the text with existing knowledge, setting their own goal in getting information of a text, activating their imagination during developing question, trying to determine the meaning of unfamiliar words and concept in the text, and reading the text extensively.

On the other hand, the researcher found same implication to the previous study in control group, that is the students with low level of proficiency become more passive and got difficulties to follow the steps of SQ3R technique, in addition it takes a long period of time to finish one topic since it need twice or more to read a text. Similarly, the researcher also found some weaknesses in experimental group during the treatments, that is the students got difficulties to write in 'K' coloumn since they have no prior knowladge of the some topics. Then, it is also not appropiate for students who have no active thinking and poor memory.

F.   Conclusions and Suggestions

The conclusion basically covers the answers to the question raised in the problem of the study :" do students taught with KWL technique have better reading skill than those taught with SQ3R technique?"

To get the results of the research, the researcher used the IBM SPSS 20 for windows. After the researcher done the analyzing data, he got that the F value was, 339 with the probability ,564 or 5,6 % > 5%. Then the t value was 0,57 > 0,5. Therefore, the result was not significant. There is no significant difference in reading comprehension skill between the students who are taught with using KWL technique and those taught with SQ3R technique. However the subject in the experimental group got higher score than the control group.

There are some suggestions proposed both for theoretical and practical purposes. The suggestions were intended to enhance and find the best way in teaching reading for senior high school. Besides, they were also proposed to offer an alternative solution for helping students and institution due to the achievement of the goal of teaching English as demanded by the national curriculum of education.

It was recommended to next researcher who will conduct similar studies to collaborate with other teachers or instructors to avoid unfair treatments to the variables. Second, since this study only focus on the effectiveness of KWL and SQ3R techniques, it is useful for more research to overcome some implications raised during the treatments by using different research design such as Classroom Action Research.

For practical purposes, based on the result of the study there were some recommendations proposed. For the institution, it is suggested that SMA Darussalam Blokagung Banyuwangi adopt the present approaches since it is an appropiate alternative to develop students reading ability. The strategies can encourage students to determine the meaning of what is being read. For the teacher, it is recommended that English teachers more selective to choose techniques and strategies in teaching reading comprehension. Since not every techniques is suitable to every topics.

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