

SKRIPSI

**THE IMPLEMENTATION OF KNOW-WANT TO KNOW-
LEARNED (KWL) STRATEGY TOWARDS STUDENTS'
READING COMPREHENSION AT THE THIRD
SEMESTER OF ENGLISH PROGRAM
IAIN PAREPARE**



By

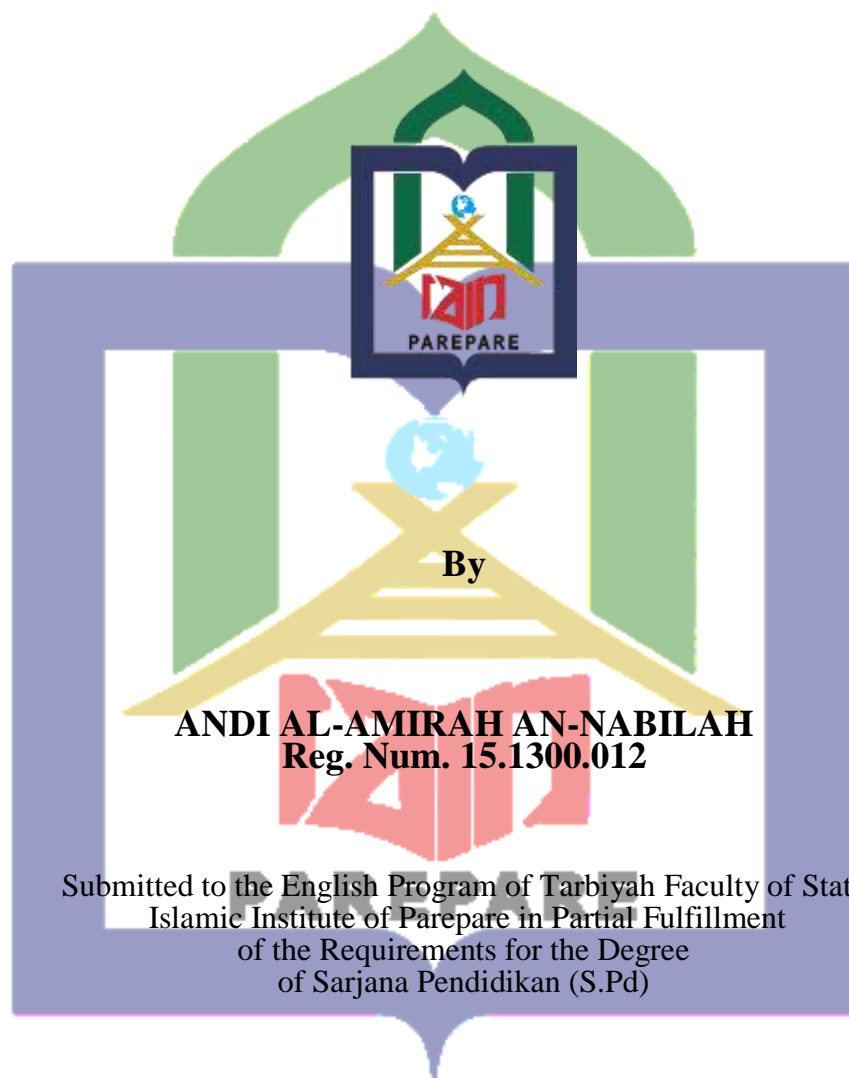
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Reg. Num. 15.1300.012

PAREPARE

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

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Skripsi

**As Partial Fulfillment of the Requirements for the Degree
of Sarjana Pendidikan (S.Pd)**

English Education Program

Submitted By

**ANDI AL-AMIRAH AN-NABILAH
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PAREPARE

to

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020


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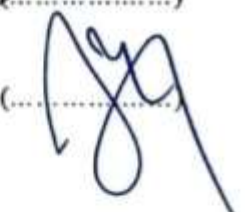
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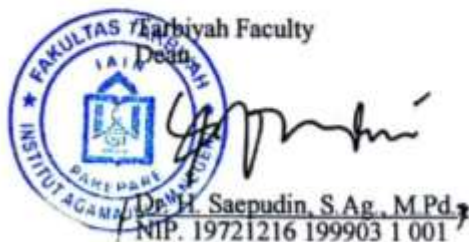
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Parepare, December 18th 2019

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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This skripsi is my own research, gathered and utilized especially to fulfill the purpose and objective of this research, it has not been previously submitted to any other university for a higher degree. I also declare that the publications cited of this research have been personally consulted.

Parepare, December 18th 2019

The Researcher,



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ABSTRACT

Andi Al-Amirah An-Nabilah. *The Implementation of Know-Want to Know-Learned (KWL) Strategy towards Students' Reading Comprehension at the Third Semester of English Program IAIN Parepare.* (Supervised by Abd. Rauf and Ismail Latif).

Know-Want to Know-Learned (KWL) Strategy is introduced by Ogle as instructional reading strategy contains three column chart presented in a worksheet or written on the whiteboard. This strategy involves three steps which leads the students in stating their knowledge about the topic in column K, generating list of questions about what they want to learn in column W and reflect what they have learned in column L.

This research aims to know the implementation of KWL strategy towards students reading comprehension. In other words, the researcher conducted the research to see the learning process and students' reading comprehension in using KWL strategy and students' responses in reading through KWL strategy. The design of this research is descriptive with quantitative method. The data were obtained by using several techniques including: documents and interview. Meanwhile, quantitative data were analyzed by scoring data, tabulation and coding.

The result of data showed that KWL Strategy was effective towards students' reading comprehension. It can be seen from the scores of students' KWL worksheet. Besides, Students mostly had positive responses to KWL strategy.

Keywords: KWL Strategy, Reading Comprehension



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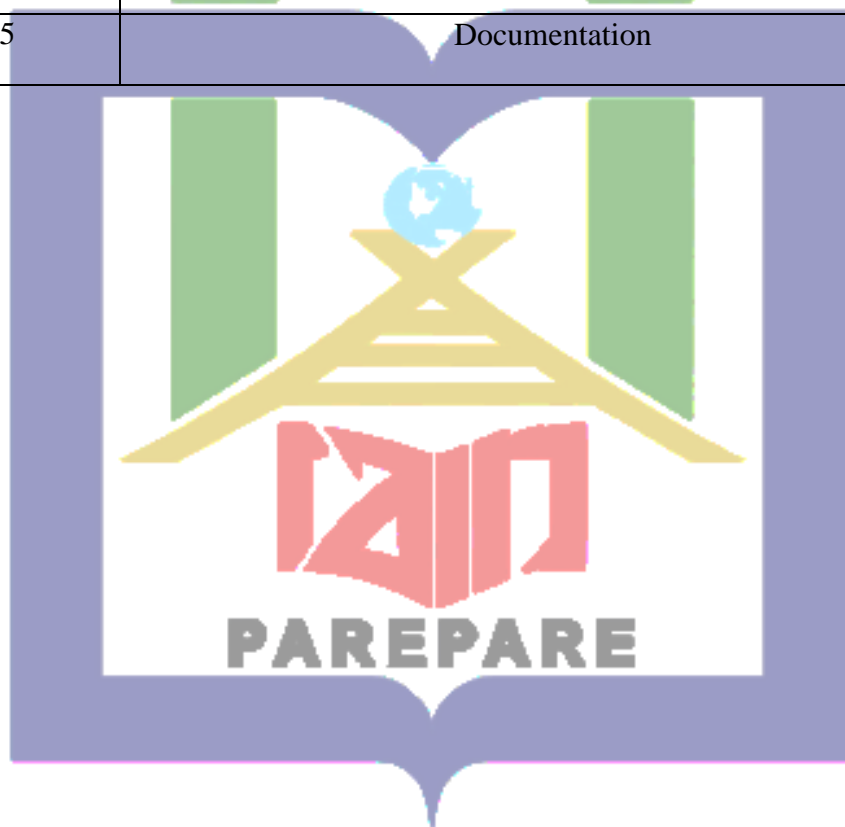
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CHAPTER 1

INTRODUCTION

1.1 Background

Every day we cannot be separated from reading activities. There are variety of text we read such as books, articles, brochures, advertisement etc. Reading is something crucial for life as it become the way to open the world door because it is useful for language acquisition. Some individuals define reading English text based on their own purpose. Some people need to read either for their job, careers, study or for their own pleasure.¹ Reading is one of the receptive skill in learning English. Reading is essentially a form of communication between writers and readers which is mediated through a written text. It gives chance for students in grasping information from the written text. The students usually read the text without understanding the meaning. Students get difficulties in reading comprehension where the learning strategy cannot help them to have a willingness for reading and understanding the text.

Reading is difficult skill to learn since reading comprehension is not only about read loudly the text with good pronunciation but also reading involves how to understand the information and meaning as well. Therefore, to be able to understand the text, we must have good comprehension in reading. Students' difficulties in reading comprehension commonly lies on students' weakness to find information from the text. Besides, there are still lecturers teach reading where they only ask the students for reading loudly the text without explaining the meaning and don't give students opportunities to develop their critical thinking. In addition, students also

¹Jeremy Harmer, *How To Teach English* (Oxford: Ocelot Publishing, 2008), p. 68.

need to ascertain themselves to have good comprehension in their first language before constructing the comprehension in reading English.

Reading is indispensable for the students. The researcher realizes that this is important for making the students aware of the importance of reading. Professional lecturers need to guide students to be independent learners where they are able to work alone and effectively in our fast-paced, fast-growing society. Reading comprehension is a basic skill that is used to toughen life so that students are able to express verbally or in written communication what they have read.²

The more lecturers help the students to encourage their willingness to read the text, the more new vocabularies will they acquire. The lecturers must take their students to good condition in reading activity. They must be able to make the enjoyable atmosphere in the classroom. Such as getting the students to read English text and help them to find the central thought from the text. When students only have low interest in reading, it will influence their ability to comprehend the text.

There are many good reading strategies which can be applied for making enjoyable learning. Every strategy has its own advantages. But the question is which is the most suitable for students in comprehending the text. In fact, the conventional method has been probably applied by the teachers for teaching reading over the years. Usually students in reading class will sit while wait the teacher for giving them reading material will be read. Then teacher will start the class by asking the students to read loudly the passage or repeat how the teachers read the passage. However, students find difficulties to comprehend the passages.

²Rebecca J. Baier, "Reading Comprehension and Reading Strategies" (December 2005), p. 1 (accessed on march, 21 2019)

The research chose IAIN Parepare as the location of the research specially in reading class. Based on the researcher's experience as a student of english program in IAIN Parepare found that learning process is running well because it is supported by good method or strategy implemented by the lecturers. However, there are still students had low interest in reading. They simply sit in the class while waiting the lecturer ask them to read aloud the text, only a few students could give responses to the content of the text. When they have low interest in reading the English text, it will influence the way students comprehend the text. In other hand, it implies in to their production skill such as speaking and writing.

It is required to seek for the most appropriate strategy to be used in learning process in order to make students have good interesting towards the learning process because it also affect their material achievements. KWL strategy is known as one of powerful simple strategy which help the students to be involved actively in learning. Besides the students also will be higher achievers. This strategy helps the students to develop their comprehension monitoring ability. Every student will use their own way to learn with their worksheet. This statement is supported by previous related researches that the researcher found. The researcher has tried to do interview with some students of English program IAIN Parepare, the researcher found the fact that KWL strategy never be implemented in reading class.

Regarding to those issues, the researcher intended to conduct the research at the third semester students of English program in IAIN Parepare which is focused on the implementation of KWL strategy towards students' reading comprehension exactly in reading class.

1.2 Problem Statement

Based on the background above, the researcher formulated the problem statements into two questions as follows:

- 1.2.1 How is the implementation of KWL strategy towards students' reading comprehension?
- 1.2.2 How are the students' responses towards KWL strategy?

1.3 Objective of the research

The aims of this research are described as follows:

- 1.3.1 To know the implementation of KWL strategy towards students' reading comprehension
- 1.3.2 To know the students' responses towards KWL strategy

1.4 Significance of the Research

The advantages of this research are expected as follows:

- 1.4.1 To give contribution to English lecturer in teaching reading. This research contains the explanation about interactive learning strategy which can be used for improving the students' interest and comprehension in learning reading.
- 1.4.2 To help the students in comprehending the reading material with KWL strategy which applied actively. This strategy can motivate the students to understand the information whether it is written or it implied in the text. Students also will get other information relating to text. In other words, this strategy will make the students feel interested.

CHAPTER II

REVIEW OF RELATED LITERATURE

This part describes about the description of the some pertinent ideas, previous related findings, conceptual framework, hypothesis, variable and operational definition.

2.1 Some Pertinent Ideas

2.1.1 KWL strategy

2.1.1.1 The Concept of KWL strategy

KWL strategy is introduced by Ogle (1986) as an instructional learning strategy contains three-column chart. K-W-L stand for K (Know), W (Want), L (Learn) that is presented in a worksheet or written on the whiteboard by the teacher. This strategy involves some basic steps which leads the students in providing direction of stating what students' knowledge about the topic, deciding what they want to learn from reading materials and reflect what they did learn as a result of reading.¹

KWL is one of strategy which motivate students' comprehension because the activation of students' background knowledge about the topic before reading the text and students' knowledge about the topic after reading the text are involved in this strategy.² It gives students chance to activate prior knowledge as they consider what they know about the subject, what they would like to learn as the goal of reading, and finally what they learned or how is their comprehension towards what they have read. KWL chart is a course for student goal-directed reading. Students not only want to

¹Robert J. Tierney, John E. Readence and Ernest K. Dishner, *Reading Strategies and Practices* (Massachusetts: Library of Congress Cataloging-in-Publication Data, 1990), p. 284.

²Ginadi Sulisty, *Reading for Meaning: Theories Teaching Strategies and Assessment* (Malang: Pustaka Kaiswaran, 2011), p. 88.

acquire the information they seek, but they are directed in seeing their predictions based on their background knowledge are correct or incorrect.³

KWL can be applied as a simple strategy⁴ and also in almost any subject of all classrooms. In reading, this strategy develop the students' purpose why they should read and comprehend the text. KWL strategy help the students to activate their previous knowledge related to the topic then combine to the new information and develop their aims for reading the text⁵. This strategy is an appropriate way to make students who have weakness in comprehending the text are encouraged to be active in learning process. The researcher will choose topics which are familiar as students' material in order to make them easily to fill KWL chart and discuss to their friends.

2.1.1.2 The KWL strategy practice

KWL strategy provides a chart which is presented on whiteboard or worksheet for each students or each group contains 3 basic steps in KWL strategy. K column refers to the student's previous knowledge related to the topic of reading material. W column for constructing the questions. In other hand, students fill W column depend on what they want to know from the reading materials given and L column for what they get from the text. Students learn to organize their knowledge following the KWL chart on a worksheet.

³Judy Willis, *Teaching the Brain to Read : Strategies for Improving Fluency, Vocabulary, and Comprehension* (Alexandria: Association for Supervision and Curriculum Development, 2008), p. 134.

⁴Zekri Zouhur, Ivana Bogdanovic and Mirjana Segedinac, "Effects of Know-Want-Learn Strategy on Primary School Students' Metacognition and Physics Achievement," *Journal of Subject Didactics*, vol. 1 no. 1 (2004), p. 40.

⁵Mashuri, Suyitno and A.Johan, "The effectiveness of Malcom's Modeling Based on KWL Thinking Strategy towards The Problem Solving Skills," *Unnes Journal of Mathematics Education*, vol.6 no.2 (August 2017)

2.1.1.2.1 K Column (What do you Know about the topic?)

This step involves the brainstorming and generating ideas. Brainstorming is a process for creating a list of. It emphasizes creative thinking and broadly. Brainstorming ask for all students' points of view.⁶ Teachers guide the students for selecting the concept to be established for brainstorming activity.⁷

It contains students' knowledge about the topic which should be done before students start reading the text given.⁸ This step is also called “pre-reading” step. Teacher will have the students to link their prior knowledge about the given topic. All the important information related to the topic will be written in K column. Before reading the text, the students will be asked by the teacher some simple questions to stimulate or sharpen their prior knowledge. For example, teacher will give them a text about “elephants and the farmers”, teacher will ask “what do you know about the elephant?”. So the students actually will write some points based on what are they thinking or what are their experiences about the elephant. There are many answers from the students can be appeared. Some students will say “elephant is big animal”, “I think people shoot them”, also “maybe people destroy their habitat” and so on.⁹

⁶National Youth Literacy Demonstration Project, *Strategies for Teaching Reading* (Vancouver: Decoda Literacy Solutions, 2015), p. 9.

⁷Robert J. Tierney, John E. Readence and Ernest K. Dishner, *Reading Strategies and Practices*, p. 286.

⁸Bustami Usman, Ika Apriani Fata and Ratih Pratiwi, “Teaching Reading through KWL Strategy: The effects and benefits”, *Englisia* vol.6 no.1 (November 2018), p. 38.

⁹Alan Crawford, E *Teaching and Learning Strategies for the Thinking Classroom* (New York: The International Debate Education Association, 2005), p. 14.

2.1.1.2.2 W Column (What do you want to know?)

In this step, students develop their curiosities and interest by generating some questions what they want to know about the topic. In other word, students turn their curiosities into questions. The aim of this step change students' uncertainties become the reasons for reading. This step will help students to learn to set their purpose why they must read the reading materials. Since the teacher must attempt to provoke students to make questions, they will focus in searching specific information while reading and they will make a connection between the questions they have made to the new information in the text.¹⁰ Students learn to reflect what they want to know and make list of questions that make them will focus in searching the answer.¹¹ This step helps the students to develop their understanding by making links between what they already know and any new information. They also can discuss the keywords with their friends to stimulate their memories related to the topic.

2.1.1.2.3 L Column (What did you learn?)

As the students finish reading the text, the students will write what they have learned in L column and match to the question that they have made in W column. They will check which questions have been answered¹² on the KWL chart. After that, students will read out loud the points they have written. This step also called post-reading which is consist of self-reflect to fill L column by their personal knowledge.

¹⁰Robert J. Tierney, John E. Readence and Ernest K. Dishner, *Reading Strategies and Practices*, p. 286.

¹¹R. Jeffrey Cantrell, "K-W-L learning journals: A way to encourage reflection", *Journal of Adolescent and Adult Literacy* (February 1997), p. 392 (*accessed on march, 18 2019*)

¹²Robert J. Tierney, John E. Readence and Ernest K. Dishner, *Reading Strategies and Practices*, p. 286.

Table 2.1 KWL Chart

What do you Know about the topic?	What do you Want to know?	What did you Learn ?

2.1.2 The concept of Reading

2.1.2.1 Definition of Reading

There is no single set definition of reading. Universal definition of reading which has been used for over years is that reading is the way to bring the readers to get the meaning from the printed page. It is including readers' background. So, when they read the text, they also bring their experiences, as well as their emotions into the text they are reading.¹³

Carroll stated that reading means reconstructing “a reasonable spoken message from a printed text, and making meaning responses to the reconstructed message that . . . parallel (responses) to the spoken message”

Grellet defined reading is, “Understanding a written text means extracting the required information from it as efficiently as possible”¹⁴

Reading involved three aspects. They are the writer, text and reader. Basically, reading is a form of communication between writers and readers which is facilitated or related through a written text. Writers' messages or ideas can be read by the readers in written text then communication may occur. However, reading involves

¹³Dorothy Rubin, *Diagnosis and Correction in Reading Instruction* (Canada: CBS College Publishing, 1982), p. 8.

¹⁴John S. Hedgcock and Dana R. Ferris, *Teaching Readers of English Students, Texts, and Contexts* (New York: Taylor & Francis e-Library, 2009), p. 15.

complicated process.¹⁵ Reading is not only about the ability to articulate the sounds of the letters when the students do reading. Also they are required to be able to understand the written text in order to know what actually the writers want to extend.

Reading ability can be divided into two main components, they are word decoding and language comprehension. Word decoding refers to the readers' ability to read each word correctly while language comprehension refers to readers' ability to understand the information in text implicitly and explicitly. These two are determinant components for reading ability. Students who have good word decoding and good comprehension will be good reader. Otherwise, students who do not have any comprehension about the text or they cannot even recognize the words, it means they cannot read.¹⁶

2.1.2.2 Components of Reading

2.1.2.2.1 Word Decoding

In English, teacher need to teach the students how to relate each letter towards another letters (graphemes). Besides, they also need to be taught the sounds (phonemes) in the language. In order to get the development of students' competence in reading, beginning readers need to be taught to decode the written words. Therefore, they are able to understand written text as well as oral language. This is crucial because typically it needs memory abilities and other cognitive skills.¹⁷

¹⁵Ginadi Sulisty, *Reading for Meaning: Theories Teaching Strategies and Assessment*, p. 20.

¹⁶Jane Oakhill, Kate Cain and Carsten Elbro, *Understanding And Teaching Reading Comprehension* (New York: Routledge, 2015), p. 2.

¹⁷Jane Oakhill, Kate Cain and Carsten Elbro, *Understanding And Teaching Reading Comprehension*, p. 5.

2.1.2.2.2 Language Comprehension

To understand the information from the text, students develop mental models. These are some process that involved in building a good mental model of the text:

1. Activating word meanings

Most of people are good in reading each word, but they are poor in understanding the meaning. However, this is not enough. To make sense of the text, students need to comprehend the text. The information in the text is often written explicitly. Therefore, reader must relate the general knowledge and specific information toward what they are reading. Students who are used to read, their vocabularies will be improved and refined. The more students know about the meaning of words, the more likely they are to trigger associations that can be important in linking up ideas then construct the meaning.

2. Understanding and linking sentences

The structure of sentences in written texts is typically more complex than spoken utterances because it usually have longer sentences and more demanding sentence structures. To comprehend the written text, students need to identify the relation of the words in order to link sentences to each other. Then each sentences must be connected up in order to make sense of the text. Coherent text is much more than list of sentences, students are aware into meaningful whole. This is the importance of linking words (text connectives) comes in because the meaning of some sentences often change when it is related to previous or next sentences.

3. Making inferences

The students need to make numerous inferences based on their knowledge from the text they read and connect up the information or ideas in to their background knowledge in order to support readers' understanding towards the story or what is happening in the text. Therefore, students are required to focus on essential points. Teacher can give them chance to practice paraphrasing and retelling. Then, they will express their understandings by their own words.

4. Comprehension monitoring

Skilled readers are always keeping track of the comprehension and making attempts to fix if it goes off track. Comprehension monitoring are constantly needed when the readers misread, miss a word in the text, or even they do not know the vocabularies then the content of the text doesn't make sense. They must reread the text to avoid the mistakes in understanding the text. This activity is called comprehension monitoring. However, the number of efforts depends on the readers' prior knowledge and experiences. The ability in comprehension monitoring will indicate that there is something wrong which require the students to do re-read.

5. Understanding text structure

General understanding of how ideas of the sentences are related are is required in comprehension. Structure is important because it can help the reader identify the main idea of a text. To comprehend the text, it is necessary for the students to understand the text structure. There are variety of text structure, it is according to the type of text. Therefore, comprehension requires a more general understanding of how the ideas of the sentences are related.¹⁸

¹⁸Jane Oakhill, Kate Cain and Carsten Elbro, *Understanding and Teaching Reading Comprehension*, p. 18.

2.1.2.3 Kinds of Reading

2.1.2.3.1 Extensive Reading

Day defined extensive reading in very basic terms: “the teaching of reading through reading, there is no overt focus on teaching reading. Rather, it is assumed that the best way for students to learn to read is by reading a great deal of comprehensible material”

Aebersold and Field in their definition of extensive reading for L2 students: “An extensive approach to teaching reading is based on the belief that when students read for general comprehension large quantities of text of their own choosing, their ability to read will consequently improve”

Extensive reading refers to students’ willingness to choose what kind of text they want to read. Most of the students choose understandable text because it should involve their pleasure in reading. They may read novels, magazines, newspaper and so on based on their choice.¹⁹ Another aspect of extensive reading definition is connected to the students’ choice and pleasure in reading. That is also individual and silent at the students’ own space. They select what they want to read wherever and whenever they want to do so. They also have their own freedom to stop reading when they feel reading material is boring.²⁰ There are some benefits of extensive reading which are described as follows:

1. Extensive Reading Improves Comprehension Skills

As it is explained in the previous part, reading comprehension is complicated construction since it is much more than the ability to read the text accurately, express the main idea, define vocabulary and so on. Further understanding involves various

¹⁹Jeremy Harmer, *How To Teach English* (Oxford: Ocelot Publishing, 2008), p. 99.

²⁰John S. Hedgcock and Dana R. Ferris, *Teaching Readers of English Students, Texts, and Contexts*, p. 206.

types of background knowledge and reading skill for certain text. Extensive reading gives important practice to the readers in applying strategy to comprehend the text easily.

2. Extensive Reading Develops Automaticity

Smith stated “fluent readers are able to recognize at least 50,000 words on sight”.²¹ In line with this statement, student who learn English as not their own language tend to make more effort to be good readers than the students who have English as their own language. They must have vocabularies, morphology and syntax mastery in order to recognize the words. The growth of all of them is supported by extensive reading.

3. Extensive Reading Builds Background Knowledge

Comprehension gaps can be appear because the students have their different background knowledge. Students who understand the story will give different reaction rather than the students who do not have background knowledge or any experience about the story in the text. However, extensive reading make the students read broadly and deeply enough to develop their background knowledge.

4. Extensive Reading Builds Vocabulary and Grammar Knowledge

Extensive reading is important that leads to language development and literacy. Extensive reading guide the students to naturally-occurring phrasal and clausal patterns. Certain aspects of language can only be acquired through extensive and authentic exposure through reading, listening, and interaction. Students basically find unfamiliar words, phrases, or expressions when they are reading. Therefore, they get difficulties in understanding fully the text. Extensive reading will lead them to

²¹John S. Hedgcock and Dana R. Ferris, *Teaching Readers of English Students, Texts, and Context*, p. 216.

find out the meaning of unfamiliar words. Therefore, their vocabulary will be developed well.

5. Extensive Reading Improves Production Skills (Speaking and Especially Writing)

For writer, reading can be beneficial to find new idea and show the words are flexible and how it should be used. Therefore, most of good writers are also good readers even though reading does not refer to pronunciation, accent or formal speaking skill as for oral production. For writers, reading activity help them to find material to write about, linguistic tools with which to express ideas, and rhetorical models to learn from. Besides, extensive reading also provide many words which can help students to learn how they use that words in conversation in order to speak better. In addition, interaction with native speakers, listening to teachers, radio, and television may improve the students' comprehension and confidence. These advantages may also promote communicative competence.

6. Extensive Reading Promotes Student Confidence and Motivation

Extensive reading refers to the students' freedom for choosing their reading material. This is absolutely entertaining for them. Therefore, students will be motivated for reading with their own way, and it can make them to be confident in reading skill and use their vocabularies in the classroom.²²

2.1.2.3.2 Intensive Reading

Intensive reading refers to teachers' willingness to select the reading material either from a textbook or other sources. All the students in the classroom will get the same text and exercises which is selected by the teacher. Teachers will do

²²John S. Hedgcock and Dana R. Ferris, *Teaching Readers of English Students, Texts, and Contexts*, p. 216.

assessment toward students' comprehension, reading development and reading efficiency following the fact that students have the same activities in the classroom and they also get the same text to be read. In intensive reading, the purpose for reading is largely set by the teachers. Students must read the text carefully for maximum comprehension. Teachers guide students to analyze and translate the text. The teacher also provide direction and help before, sometimes during, and after reading. Students will do many exercises that require them to work deeply.²³

2.1.2.4 Reading Comprehension

Reading comprehension is the process of making meaning from text. The purpose is to gain an overall understanding of what is described in the text whether it is written implicitly or explicitly rather than to gaining meaning from the text.²⁴ Reading and the comprehension of text is a complex process. Reading involves much more rather than decoding. Word decoding is necessary but not sufficient for reading comprehension and should be supplemented by the development of other strategies to comprehend the text.

De Corte et al define reading comprehension (understanding, gaining meaning and interpreting the text) depends on a variety of reader-related, text-related, and situational factors.²⁵

Reading comprehension goes far beyond the students' ability to read the text aloud, answer questions accurately, define vocabulary and so on. Reading comprehension takes time and practice to develop proficiency and access text

²³John S. Hedgcock and Dana R. Ferris, *Teaching Readers of English Students, Texts, and Contexts*, p. 161.

²⁴Gary Woolley, *Reading Comprehension Assisting Children with Learning Difficulties* (London New York: Springer Science + Business Media B.V, 2011), p. 15.

²⁵Gary Woolley, *Reading Comprehension Assisting Children with Learning Difficulties*, p. 17.

integration processes to construct meaning since it involves the largely subconscious application of various types of background knowledge and reading skills to particular text.²⁶ Reading comprehension is an important skill which is necessary for all areas of school. It is very crucial for students since it is not just for understanding text, but also for broader learning and successfulness of education. Students are difficult to struggle in many subjects areas when they are not adequate in reading comprehension skill,²⁷

2.1.2.4.1 Comprehension Problems

To comprehend the text, students have to continually recall the preceding words, sentences, and pages in the story. Children are hard to comprehend the words they read without the ability to connect each new word, sentence, or page with those that came before.²⁸

Other factors that contribute to reading comprehension difficulties for many students with special needs and the underlying causes of their reading problems. It has been found that the students with reading difficulties lies on the economic and social circumstances of the home. Romeo in his research found that students' reading achievement is also influenced by other factors such as social class, educational background of the parents, family income and the number of books in the home.²⁹

²⁶Jane Oakhill, Kate Cain and Carsten Elbro, *Understanding and Teaching Reading Comprehension*, p. 1.

²⁷Rebecca J. Baier, "Reading Comprehension and Reading Strategies", p. 1 (December 2005)

²⁸Judy Willis, *Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary, and Comprehension* (Alexandria: Association for Supervision and Curriculum Development, 2008), p. 127.

²⁹Gary Woolley, *Reading Comprehension Assisting Children with Learning Difficulties*, p. 20.

Students are not used to read when parents do not provide reading material in their home.

The assumption of the teacher towards the students with some reading comprehension problems might make an informal diagnosis by trying to ask them about a book they are reading, or asking more generally about whether they like reading and what kind of book they like to read. Children with reading comprehension problems typically do not get any difficulties in answering the questions or finding the answers. Their problem lies on questions that require them to connect information from different parts of the text to formulate the answer.³⁰

2.1.2.4.2 The Successful Of Reading Comprehension

The indication of successful comprehension can occur when students are able to practice with strategies they choose for monitoring their understanding, increasing their interest in the text, and creating goals and purpose for their reading, when their comprehension increases, basically they begin to read for both knowledge and their own pleasure. To be successful at reading comprehension, students need to be actively involved in their reading process.

New brain areas need stimulation and practice to recall the words long enough to understand complete sentences after students learn to understand each words they read in texts, the information from the text must be accessible. Teachers need to guide the students to do storing and retrieving the content of sentences so that

³⁰Jane Oakhill, Kate Cain and Carsten Elbro, *Understanding and Teaching Reading Comprehension*, p. 25.

they can comprehend the text progressively. A word, sentence, paragraph finally entire texts.³¹

2.2 Previous Related Research Findings

There are many research findings which are related to this research, some of previous research findings which are related to this research are described below:

Eksa Riantika, Suparno and Endang Setyaningsih in their research "The use of KWL strategy to improve students' reading comprehension". They interviewed some students and then stated that students got difficulties in identifying main idea, identifying the implicit and explicit information of the text and understanding the new vocabulary. Concerning the conditions occur, they tried to implement KWL strategy to solve the problems of the students' reading comprehension. KWL strategy is intended to be an exercise which can help the students in reading and understanding the text. Finally, they found that students become more active in the classroom during the learning process because this strategy will ask them to do interaction with their friends. Some suggestions are given by the researchers to enhance students' interest in learning English text, they should elaborate it with any various technique and improve their creativity in teaching English.³²

Dian Rakhmawati in her research "The Effectiveness of Know-Want to Know-Learned (KWL) Strategy in Reading Comprehension" found that students are lacked of interest in reading caused of some factors. They are, students did not understand the importance of reading in their life, the teachers used boring audiovisual, students could not recognize new vocabularies, and they got difficulties

³¹Judy Willis, *Teaching the Brain to Read : Strategies for Improving Fluency, Vocabulary, and Comprehension*, p. 128.

³²Eksa Riantika, Suparno, and Endang Setyaningsih "The Use of K-W-L (Know, Want to Know, Learned) to improve students' reading comprehension", p. 146 (*accessed on march, 21 2019*)

in understanding the meaning of the text. To solve this problems, the researcher tried to implement KWL in teaching students' reading comprehension. This research found evidence that students got achieve an improvement through this strategy. But the teacher must choose interesting and familiar topic so the students will not find difficulties to activate their prior knowledge.³³

Tran Thi Thanh Dieu in her research "Trying KWL strategy on teaching reading comprehension to passive students in Vietnam" found that KWL strategy is useful for triggering the students to be active learners and encourage students' successful academic. KWL strategy helped the students to focus while reading since the students should think critically then connect their prior knowledge towards new material. She stated that prior knowledge hold importance position to determine the interpretation of the reading material.³⁴

Ummul Khaira in her research, "The Use of Know, Want to Know and Learnt (KWL) strategy to improve reading comprehension" stated that the students could not understand specific information when the teacher used conventional way in learning process. Thus, by implementing KWL strategy, it can be effective to improve students' achievement in reading comprehension skills especially in comprehending descriptive text. Students found out the main idea, the meaning of the

³³Dian Rakhmawati, "The Effectiveness of Know-Want to Know-Learned Strategy in Reading Comprehension", Journal SMART vol.1 no.1 (January 2015), p. 30 (*accessed on march, 21 2019*)

³⁴Tran Thi Thanh Dieu, "Trying K-W-L Strategy on Teaching Reading Comprehension to Passive Students in Vietnam", International Journal of Language and Linguistics (2015), p. 491 (*accessed on march, 1 2019*)

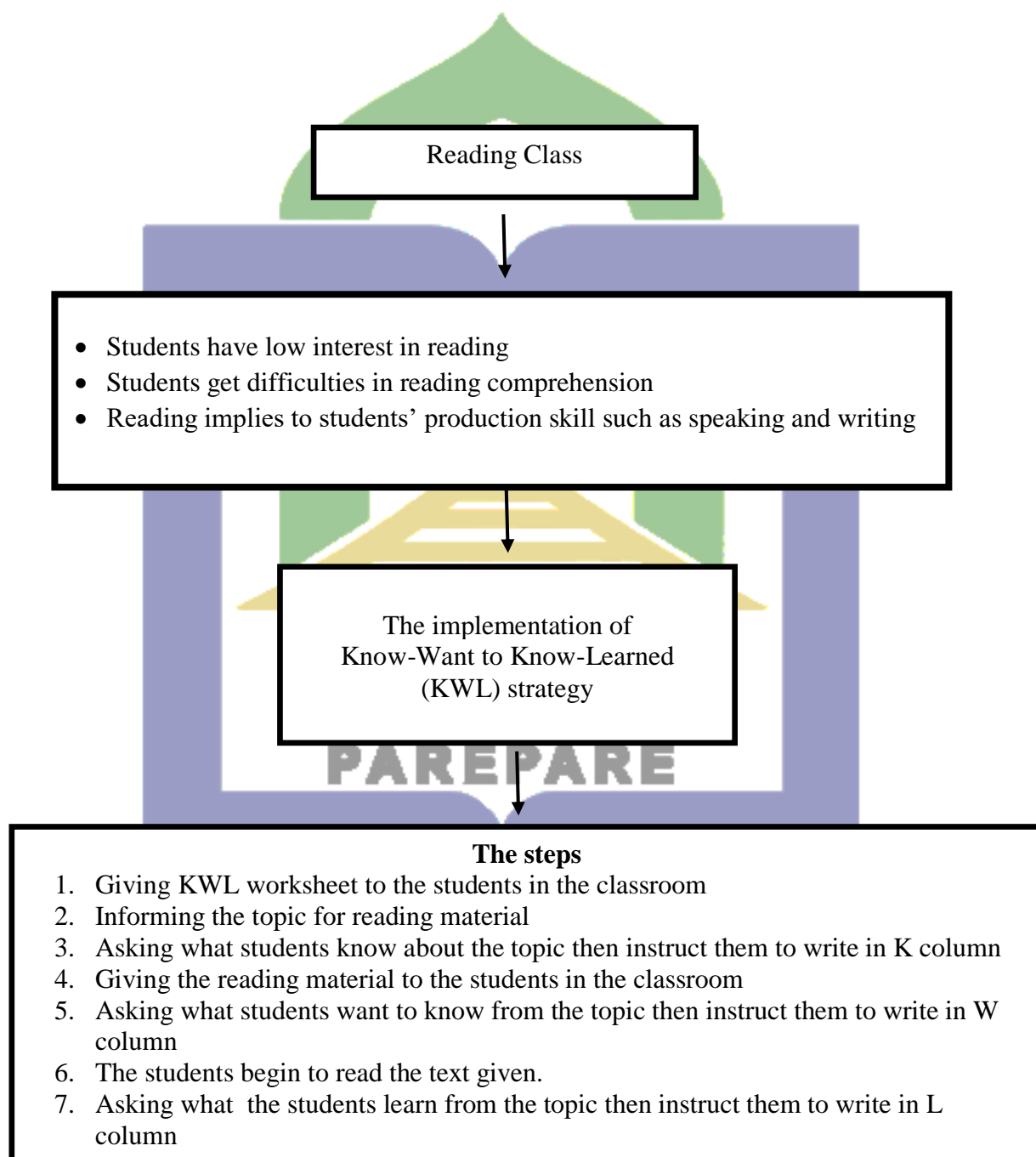
word, understand some implicit information. This strategy helped the students develop their ability in comprehension monitoring.³⁵

Based on the researchers who have done their researches about Know, Want to know, Learned (KWL) strategy above, the researcher finally conclude that KWL strategy is one of active learning strategy which suitable to use in teaching reading comprehension. In this research, the main focus of this research is the implementation of students' reading comprehension since the teacher in the school still teaches reading in monotonous ways where they only ask the students for reading the text loudly without explaining the meaning so the students face some difficulties in reading comprehension to find information from the text. Besides teacher also doesn't give students opportunities to develop their critical thinking. Therefore, students try to understand the content of text by their own ways. Finally, the research intends to implement KWL strategy because it develops the students' purpose why they should read and comprehend the text.

2.3 Conceptual Framework

The conceptual framework of this research is designed as follows:

³⁵Ummul Khaira, "The Use of Know, Want to Know, and Learnt (KWL) Strategy to Improve Reading Comprehension", English Educational Journal vol.6 no.3 (July 2015), p. (accessed on march, 21 2019)



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2.4 Hypothesis

Hypothesis is a statement and provisional answer towards the research problem, it is formulated based on the theoretical investigated and conceptual framework that the researcher did, furthermore the hypothesis need the research process to examine data.³⁸

In this research, the researcher formulated the hypothesis as follow:

After implementing KWL strategy in reading class, students' KWL worksheet and their responses shows that they get better comprehension in reading. It means that KWL strategy is effective towards students' reading comprehension.

2.5 Variable and Operational Definition

2.5.1 Variable

There are two variables are involved in this research. They are dependent and independent variable. The independent variable is the implementation of KWL Strategy and the dependent variable is the students' reading comprehension.

2.5.2 Operational Definition

Know, Want to know, Learned (KWL) strategy is one of strategy which consist of three basic steps. Pre-reading, the process of reading and post-reading. KWL chart provides 3 column to be filled by the students. This strategy implemented by the researcher to see the students' reading comprehension.

The students' reading comprehension refers to the students' ability to understand the information from text either implicitly or explicitly. Then, they are able to express their comprehension by their own personal knowledge.

³⁸Sekolah Tinggi Agama Islam Negeri (STAIN), *Pedoman Penulisan Karya Ilmiah*, (Parepare: Departemen Agama, 2013), p. 26.

CHAPTER III

METHODOLOGY OF THE RESEARCH

In this part, the researcher describes about the description of the research design, location and duration, population and sample, technique of collecting data, and technique of data analysis.

3.1 Design of the Research

This research used quantitative research. In quantitative research, present the hypothesis to be examined and specify the procedures of the research that will be used to carry out the research.¹ The design of this research was descriptive quantitative. Literally, descriptive is investigation which describe the relationship among variables and various kinds of phenomenon as outcome of the research.²

This research was conducted to see the learning process when KWL strategy implemented by the researcher, what happened in the classroom or how was the classroom situation when KWL strategy implemented by the researcher in reading class. In this research, the researcher also tended to see the students' reading comprehension and their responses through KWL strategy.

3.2 Location and Duration of The Research

3.2.1 Location of the Research

The location of this research took place at IAIN Parepare. This research focused at the third semester students of English program IAIN Parepare in academic year 2019/2020. The location of IAIN Parepare in Jl. Amal Bakti number 8, Bukit Harapan, Soreang, Parepare.

¹L.R Gay, Geoffrey E Mills and Peter W. Airasian, *Educational Research: Competencies for Analysis and Application*, Tenth Edition (USA: Pearson Education, 2012), p. 7.

²Lovely Professional University, *Methodology of Educational Research and Statistics* (New Delhi: Laxmi Publication, 2014), p. 49.

3.2.2 Duration of the Research

The research used quantitative research to collect and analyze the data. Therefore, the researcher used more than one month for collecting the data. The researcher got into the classroom about three times. First, the researcher did observation to see the learning process in reading class. Second, the researcher implemented the KWL strategy. Third, the researcher did interview with the students to find out their responses towards KWL strategy.

3.3 Population and Sample

The population of the research was the third semester students of English Program IAIN Parepare academic year 2019/2020. The total of the students was 139 students.

The method sampling used in this research was simple random sampling. Simple random sampling is the process of selecting sample where all individuals in the population have the same chance of being selected as sample.³

3.4 Technique of Collecting Data

To collect the data, the researcher used interview and document (KWL worksheet).

3.4.1 Interview

A quantitative interview occurs when researcher carefully read the words which provided in interview protocol. The interview protocol in quantitative is basically a script written by the researcher⁴ Interview has three ways for collecting

³L.R Gay, Geoffrey E Mills and Peter W. Airasian, *Educational Research: Competencies for Analysis and Application*, p. 131.

⁴R. Burke Johnson and Larry Christensen, *Educational Research: Quantitative, Qualitative and Mixed Approach*, Fifth Edition (USA: SAGE Publications, 2014), p. 319.

the data. These are taking notes during interview, writing note after doing the interview and audio or video-taping the interview. The most accurate way to collect data during the interview is using tapes. Writing notes during interview can distract the process of interview whereas the possibility to remember all the information correctly if the researcher write notes after doing interview.⁵

3.4.2 Documents (KWL Worksheet)

Documents provide valuable information which help the researcher to understand central phenomena. They represent public and private documents. Then the researcher examines the documents from the participants for the accuracy, completeness, and usefulness in answering the research questions.⁶ In this case, the researcher gave the students KWL worksheet. It contained reading text and KWL column which was filled by the students in the classroom.

3.5 Technique of Data Analysis

This research used quantitative descriptive. Basically it is a set of procedures for describing, synthesizing, analyzing and interpreting quantitative data.⁷ For analyzing the data of students' reading comprehension, the researcher would see students' KWL worksheet following two steps, scoring the data, tabulation and coding procedures.

⁵L.R Gay, Geoffrey E Mills and Peter W. Airasian, *Educational Research: Competencies for Analysis and Application*, p. 387.

⁶John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, Fourth Edition (USA: Pearson Education, 2012), p. 223.

⁷L.R Gay, Geoffrey E Mills and Peter W. Airasian, *Educational Research: Competencies for Analysis and Application*, p. 319.

3.5.1 Score the data

After data are collected, the first step in analysis is assigns numeric score for responses. It is important that data collected are accurate and consistent. Each participant's test result get the same way to be scored by the researcher.⁸

Table 3.1 Rubric for KWL Diagnostic

Categories	K	W	L
Excellent! (80-100)	<ul style="list-style-type: none"> -uses many appropriate vocab words and genetic concepts. Clear ideas 	<ul style="list-style-type: none"> • Thoughtful questions • At least three questions are listed • At least one begins with how or why 	<ul style="list-style-type: none"> • All vocab defined correctly • Some examples provided for the vocab • Includes accurate and detailed explanation of the danger of pollution
Acceptable (50-79)	<ul style="list-style-type: none"> • Uses some appropriate vocab • Clear ideas 	<ul style="list-style-type: none"> • Mostly thoughtful questions • At least two questions are listed 	<ul style="list-style-type: none"> • Most vocab defined correctly • No examples provided • Includes the explanation of the danger of pollution
Needs Improvement	<ul style="list-style-type: none"> • No use of vocab words • Unclear ideas or blank 	<ul style="list-style-type: none"> • Questions are silly or not on the topic of genetics 	<ul style="list-style-type: none"> • Definitions severely incomplete or incorrect

⁸L.R Gay, Geoffrey E Mills and Peter W. Airasian, *Educational Research: Competencies for Analysis and Application*, p. 320.

(<50)		<ul style="list-style-type: none"> • Or blank 	<ul style="list-style-type: none"> • No additional examples provided • No explanation of the danger of pollution • Or blank
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Source: www.beaconlearningcenter.com

3.5.2 Tabulation and Coding Procedures

Tabulation involves the way to organize the data systematically. Regarding to tabulation, the researcher describe what is happening with the students or summarize the data using descriptive statistics.⁹

Kerlinger (1970) defined “coding as the translation of question responses and respondent information to specific categories for the purpose of analysis”.¹⁰ Coding is the ascription of a category label to a piece of data, then data that have been collected will be organized with the category label either decided in advance or in response. A piece of transcription the researcher systematically goes through the data, basically line by line. ¹¹ Therefore, the researcher analyzed data from interview of students’ responses towards KWL strategy through coding.

⁹L.R Gay, Geoffrey E Mills and Peter W. Airasian, *Educational Research: Competencies for Analysis and Application*, p. 320.

¹⁰R. Burke Johnson and Larry Christensen, *Educational Research: Quantitative, Qualitative and Mixed Approach*, p. 283.

¹¹R. Burke Johnson and Larry Christensen, *Educational Research: Quantitative, Qualitative and Mixed Approach*, p. 283.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the findings and the discussions of the research about the implementation of KWL strategy towards' students reading comprehension and students' responses towards KWL strategy.

4.1 Findings

The research findings are answering of problem statements that formulated before. The data are presented based on analysis of documents (KWL worksheet) and interview with the students.

4.1.1 The Implementation of KWL strategy towards students' reading comprehension

4.1.1.1 The implementation of KWL strategy in reading class

The researcher implemented KWL strategy in teaching reading comprehension to a reading class for one meeting. In pre-teaching activities, the researcher got into the class and greeted the students then explained the purposes to this research. Next, the researcher started explaining what was KWL strategy and its' procedures to fill K,W and L column. After that, she gave the students opportunities to ask questions about her explanations.

Firstly, the researcher divided the class into four groups. Meanwhile, she drew KWL chart on the whiteboard and asked each group to draw the chart in their notebook. Then the researcher chose one of reading material from the students' textbook as an example. The chosen text was "Sleep". The researcher activated the students' prior knowledge about "sleep" by asking the students some simple questions to activate their background knowledge. For example, "What do you know

about sleep?” “What do we do when we are sleeping?” They were asked to discuss in order to trigger their background knowledge about the text then write words, phrases and sentences related to “Sleep” in K (Know) column on their notebooks.

After the groups wrote what they knew about sleep, they were told to make list of questions about what they wanted to know from text “sleep”. After filling in W (want) column in their notebooks, the researcher asked them to read the text silently. While they were reading, they were ordered to look for the answers from the questions they made in W column. Although there were only four groups, each student in the classroom are obligated to read the text.

After reading the text, the last step was students were asked to write what information they found in the text then instruct to fill L (Learned) column. Students were encouraged to write anything they have learned from the text, not only the answers from their own questions in W column.

The researcher appointed a student from each group randomly to write her/his answer in K column on the whiteboard as the result of discussion with their friends in group. Each student should their answer 2-3 points. In addition, For W and L column, the researcher still the same way with different students.

During the implementation of KWL strategy in reading class, the researcher monitored the students’ work. The students looked enthusiastic in following the lesson through this strategy. At last, the researcher asked some questions to the students related to the text then they would answer the questions orally. This was done in order to find out the students’ comprehension towards the reading text. The researcher directed them to rise their hands when they knew the answers from the questions given. They actively answered the questions.

Finally, the researcher divided KWL worksheet and reading material with topic “The Danger of Pollution” for every student in the classroom. In this step, they were directed to fill their KWL worksheet by their own answer. Before permitting the students to read the text given, firstly they should fill K with their background knowledge and W for list of questions about the topic. After that, all students were allowed to read the text. While filling the KWL chart, the researcher also wrote some vocabularies from the text on the whiteboard. This was intended to make the students easier to translate the text. The students looked seriously in filling their own worksheet. Finally, all of them were required to fill column L with what they learned after reading the text.

4.1.1.2 Students’ KWL worksheet

What do you Know about the topic?	What do you Want to know?	What did you Learn ?
<ul style="list-style-type: none"> • Make body unhealthy • Out of breath • From vehicles • Cause disease • Smoke 	<ul style="list-style-type: none"> • How can the pollution happen? • What is the impact of pollution? • What is the causes of pollution? 	<ul style="list-style-type: none"> • Pollution happens when chemicals that are harmful to living things get into the environment. • Pollution can kill all living things like plants, animals and people. • The cause of pollution is from plants burn coal and oil, smoke, and also from cars and other vehicles that burn gasoline

Table 4.1 Student 1’s KWL Worksheet

Table 4.2 Student 2's KWL Worksheet

What do you Know about the topic?	What do you Want to know?	What did you Learn ?
<ul style="list-style-type: none"> • Not healthy • Dangerous • Bad for skin • Can kill • Get (into) the air 	<ul style="list-style-type: none"> • What causes pollution? • Where does pollution come from? • How to deal with pollution? • When does pollution occur? 	<ul style="list-style-type: none"> • Pollution can kill or sicken plants, animals and people • Air pollution comes from factories and power plants that burn coal and oil • Soil pollution can come from chemicals used on farms to kill insects and other pests. • Water pollution comes from factories that dump poisonous chemicals into lakes and rivers.

Table 4.3 Student 3's KWL Worksheet

What do you Know about the topic?	What do you Want to know?	What did you Learn ?
<ul style="list-style-type: none"> • Causes our air unhealthy be breathed • The earth's atmosphere • Pollution most of comes from factory • Most people don't like it but still do it • Pollution makes your face ugly 	<ul style="list-style-type: none"> • What causes pollution? • Really do people still do pollution although they know that pollution is bad? • How the pollution happen? • Is pollution always bad in our life? 	<ul style="list-style-type: none"> • Pollution can kill or sicken plants, animals and people

Table 4.4 Student 4's KWL Worksheet

What do you Know about the topic?	What do you Want to know?	What did you Learn ?
<ul style="list-style-type: none"> • Pollution is one of the biggest problem right now. • Dangerous for health • Causes many illness • Oxygen become down 	<ul style="list-style-type: none"> • What is the biggest problem of pollution? • What are the solutions to handle the danger of pollution? • Who responsible for the pollution incident? 	<ul style="list-style-type: none"> • Pollution can kill or sicken plants, animals and people. • Chemicals that cause pollution is not easy to get rid. They stay in the air and ground and water for a long time. • The types of pollution is air pollution, soil pollution, water pollution and pollution comes from nuclear power plants.

Table 4.5 Student 5's KWL Worksheet

What do you Know about the topic?	What do you Want to know?	What did you Learn ?
<ul style="list-style-type: none"> • Cause diseases • From the vehicles • Smoke • Out of breath 	<ul style="list-style-type: none"> • What is the cause of pollution? • What is the impact of pollution? • How can the pollution happen? 	<ul style="list-style-type: none"> • The pollution comes from factories and power plants that burn coal and oil. And it can also come from vehicle smoke on the streets. • Pollution can kill or sicken plants, animals and people like respiratory disorders. • Pollution happens when chemicals that are harmful to living things get into the environment.

Table 4.6 Student 6's KWL Worksheet

What do you Know about the topic?	What do you Want to know?	What did you Learn ?
<ul style="list-style-type: none"> • Offending our breathing • Terrible scent • Soil the ecosystem 	<ul style="list-style-type: none"> • What is the source of pollution? • How to relieve the pollution? • How to fix the impact of pollution? • Why is the pollution dangerous? • What are the kinds of pollution? 	<ul style="list-style-type: none"> • The pollution comes from harmful chemicals, factories and power plants, cars and other vehicles that burn gasoline, nuclear power plants and big ship and also from greenhouse. • The special kind of pollution comes from nuclear power plants that produce radioactive waste. • Greenhouse gases in the air make earth warm enough for life. • The pollution are dangerous because the pollution can kill or sicken the plants, animals and people. • The pollution can relieve by stop using harmful chemicals, planting plants, reduce using vehicles that burn gasoline.

Table 4.7 Student 7's KWL Worksheet

What do you Know about the topic?	What do you Want to know?	What did you Learn ?

<ul style="list-style-type: none"> • Burning of the forest • Over the amount of miles • The factory was too much 	<ul style="list-style-type: none"> • How could that happen? • Why was that big deal? • What do I do to reduce the vehicle? 	<ul style="list-style-type: none"> • People then began to worry about other kinds of pollution. • Pollution can kill or sicken plants, animals and people. Pollution can change environment • The things that cause pollution are called “pollutant”. • Many scientists think pollution is changing earth’s climate, they think the change is coming from gases in the air called “greenhouse” gases.
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Table 4.8 Student 8’s KWL Worksheet

What do you Know about the topic?	What do you Want to know?	What did you Learn ?
<ul style="list-style-type: none"> • Shortness of breath • Smoke • Air pollution 	<ul style="list-style-type: none"> • What causes of air pollution? • What impact of pollution? • Where the pollution comes from? 	<ul style="list-style-type: none"> • Air pollution comes from factories and power plants that burn coal and oil. • Not only will pollution effect health, it also effects skin problems. • A special kind of pollution comes from nuclear power plants and also from vehicles.

Table 4.9 Student 9’s KWL Worksheet

What do you Know about the topic?	What do you Want to know?	What did you Learn ?

<ul style="list-style-type: none"> • Causing harm to the respiratory system. • The residue that is released from the environment. • Pollution will cause climate change 	<ul style="list-style-type: none"> • How is it protected from pollution? • It receiving those pollution how is it treated? • What is the cause of pollution? 	<ul style="list-style-type: none"> • Affecting the food chain of living organisms. • Causing the environment to change and harmful to the respiratory system. • It polluted frequently, it will cause various diseases in the respiratory system.
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Table 4.10 Student 10's KWL Worksheet

What do you Know about the topic?	What do you Want to know?	What did you Learn ?
<ul style="list-style-type: none"> • Pollution makes the body exhaustion. • Pollution is caused by the incorporation of smoke or junk tribe smoke. • Pollution greatly affects the respiratory system. 	<ul style="list-style-type: none"> • What kind of pollution does the incineration of waste cause? • Why is the air pollution increasing nowadays? • What does air pollution mean? 	<ul style="list-style-type: none"> • Air pollution • Motorized vehicles cars are the source of most pollution. Significant emissions from cars are carbon monoxide, hydrocarbon oxide of nitrogen and sulfur about 55% of the hydrocarbons. • Dust generation biological molecules or other dangerous substances in the earth's disease human death and destroy other living things such as vegetation, natural environment or the creature environment.

Table 4.11 Student 11's KWL Worksheet

What do you Know about the topic?	What do you Want to know?	What did you Learn ?
<ul style="list-style-type: none"> • Pollution is divided into two kinds, they are pollution in the water and air. • Pollutions have negative impacts in our lives in several aspects. • The air is not suitable for our body and our body will get some disease risks. 	<ul style="list-style-type: none"> • How the pollution happen? • How to overcome the pollutions? • What should we do, if we're getting pollution in our environment? • How to avoid pollution? • What caused the pollution happen? 	<ul style="list-style-type: none"> • Based on the "The Danger of Pollution" text say that pollution happen caused there are chemicals that are dangerous to come into our environment. • Soil pollution happen caused chemicals used to kill insects or plant disease. • Air pollution comes from factories smoke from factories and power plants mixed with water in the air to make acid rain. • Water pollution caused factories that poisonous chemicals into river. • The best way to fight or overcome pollution, government can pass laws that forbid or limit the use of chemicals.

Table 4.12 Student 12's KWL Worksheet

What do you Know about the topic?	What do you Want to know?	What did you Learn ?
<ul style="list-style-type: none"> • Many dust • Smoke from the vehicles and conflagration. • Natural disaster 	<ul style="list-style-type: none"> • What causes pollution? • Where does pollution occur? • How do we prevent from pollution? 	<ul style="list-style-type: none"> • Pollution caused by greenhouse gases carbon dioxide and other gases that accumulates and destroys the ozone layer. • Most of the time, pollutants occur in areas of civilization, such as in cities with factories

		<p>and traffic congestion.</p> <ul style="list-style-type: none"> • We can prevent the danger of pollution by reducing waste incineration and reducing the use of vehicles in times of need or near distances.
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Table 4.13 Student 13's KWL Worksheet

What do you Know about the topic?	What do you Want to know?	What did you Learn ?
<ul style="list-style-type: none"> • Kinds of pollution are air pollution and water pollution. • Air pollution is caused by vehicles fumes, forest fires, and cigarette smoke. • Water pollution is caused by plant waste, throwing garbage in the river, etc. • Pollution has a negative impact on the health of human, animals and plants. 	<ul style="list-style-type: none"> • What will happen to the health of human body if exposed to pollution? • How to prevent air pollution and water pollution? • Are there other pollutant besides air pollution and water pollution? 	<ul style="list-style-type: none"> • Air pollution can irritate people's lungs and finally can kill people. Other than that pollution can kill or sicken plants and animals. • You can help cut down on the amount of garbage you make, you can recycle paper, plastic glass, bottle and metal cans, recycled materials get used over again. Recycling helps cut down on pollution. • Other pollution is when spraying a chemical called DDT.

Table 4.14 Student 14's KWL Worksheet

What do you Know about the topic?	What do you Want to know?	What did you Learn ?

<ul style="list-style-type: none"> • Causing illness • Cause various diseases • Hindrance to life 	<ul style="list-style-type: none"> • What causes pollution? • Will pollution result in death or not? • What are some ways to avoid pollution? 	<ul style="list-style-type: none"> • Pollution will change environment around us and destroy various living things. • Pollution can still be deprived of eating.
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Table 4.15 Student 15's KWL Worksheet

What do you Know about the topic?	What do you Want to know?	What did you Learn ?
<ul style="list-style-type: none"> • Transportation is a offer make a pollution. • Bad air • Burning of forest 	<ul style="list-style-type: none"> • How can stop the pollution? • Can we stop the pollution? • How many percent pollution in Indonesia is now? 	<ul style="list-style-type: none"> • Many animals and plants and human death due the pollution. • The pollution from factories and power plants that burn coal and oil. • Special pollution comes from nuclear power plants.

Table 4.16 Student 16's KWL Worksheet

What do you Know about the topic?	What do you Want to know?	What did you Learn ?
<ul style="list-style-type: none"> • Bad air • Disturb health • Damage eye health 	<ul style="list-style-type: none"> • What causes pollution? • What is the impact of pollution? • How to deal with pollution? 	<ul style="list-style-type: none"> • Pollution can kill plants, animals and people. • Air pollution comes from factories and power plants that burn coal and oil • Soil pollution can come

		<p>from chemicals used on farms to kill insects and other pests.</p> <ul style="list-style-type: none"> Many scientists think that pollution is change coming from gases in the air called greenhouse gases. Carbon dioxide and other gases in trap heat from the sun.
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Table 4.17 Student 17's KWL Worksheet

What do you Know about the topic?	What do you Want to know?	What did you Learn ?
<ul style="list-style-type: none"> Air pollution Disturb health 	<ul style="list-style-type: none"> How to deal with pollution? What is the impact of pollution? Why pollution is dangerous for health? 	<ul style="list-style-type: none"> Pollution can kill or sicken plants, animals and people. Air pollution comes from factories and power plants that burn coal and oil Soil pollution can come from chemicals used on farms to kill insects and other pests. Many scientists think that pollution is changing earth's climate. They think the change is coming from gases in the air called greenhouse gases.

Table 4.18 Student 18's KWL Worksheet

What do you Know about the topic?	What do you Want to know?	What did you Learn ?

<ul style="list-style-type: none"> • Health disorders • Airborne contaminations • Dirty air • Global warming 	<ul style="list-style-type: none"> • How the pollution happen? • What causes pollution? • Why is pollution harmful to health? • What are affected by pollution? 	<ul style="list-style-type: none"> • Pollution makes living creatures die or get sick • Pollution occurs because of the use of chemicals. • Pollution affects plants, animals and people. • Pollution is due to many things, one of which is vehicle smoke.
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Table 4.19 Student 19's KWL Worksheet

What do you Know about the topic?	What do you Want to know?	What did you Learn ?
<ul style="list-style-type: none"> • Cause disease • Polluted air • Respiration compromised • Cause death in vegetation 	<ul style="list-style-type: none"> • What causes pollution? • How to deal with pollution? • What happens when pollution occurs? 	<ul style="list-style-type: none"> • Causes of pollution can occur from forest fires, increased air pollution from vehicles, littering and usually from company waste. • Plant vegetation, don't cut down lying carelessly, don't litter. • Pollution can kill or sicken

Table 4.20 Student 20's KWL Worksheet

What do you Know about the topic?	What do you Want to know?	What did you Learn ?
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<ul style="list-style-type: none"> • Smoke • Scent • Offend • Dangerous • Dirty 	<ul style="list-style-type: none"> • Why should there be pollution? • How to avoid the pollution? • Why pollution dangerous? 	<ul style="list-style-type: none"> • Pollution is dangerous because pollution can kill or sicken plants, animals and people. • Air pollution can irritate people's lung and many more. • To avoid the pollution you must to wear mask if you want to go out • The pollution is because of vehicle as well as the use of DDT.
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Table 4.21 Student 21's KWL Worksheet

What do you Know about the topic?	What do you Want to know?	What did you Learn ?
<ul style="list-style-type: none"> • Dirt in the air • Bad weather • Dangerous for life 	<ul style="list-style-type: none"> • How can pollution happen? • How does pollution affect living organisms? • How can we eliminate pollution? 	<ul style="list-style-type: none"> • Air pollution comes from factories and other vehicles that burn gasoline. • Pollution harms organisms in the lungs and respiratory tract. • Reduce the use of pollution causing things.

Table 4.22 Student 22's KWL Worksheet

What do you Know about the topic?	What do you Want to know?	What did you Learn ?

<ul style="list-style-type: none"> • So much illness • Disturb our nature • Disturb our body • Make us can't go out • Result of jungle burn • Pollution is the result from badly of human. 	<ul style="list-style-type: none"> • How can pollution happen? • What happened when the pollution comes? • What are must we do to stop the pollution? • What are the result of pollution? • How many kinds of pollution? 	<ul style="list-style-type: none"> • Pollution happen because from cars that burn gasoline, from farmer actually when the use of DDT. • The result when pollution comes is irritate people's lungs, kill animals and people and kill plants too. • Many kinds of pollution, they are: <ul style="list-style-type: none"> ➢ Air pollution ➢ Soil pollution ➢ Water pollution ➢ Pollution comes from nuclear power plants. • We must make a greenhouse to produce carbon dioxide.
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Table 4.23 Student 23's KWL Worksheet

What do you Know about the topic?	What do you Want to know?	What did you Learn ?
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<ul style="list-style-type: none"> • Air contaminated • The air isn't good to breath well • The death rate is increasing • We can't do anything with that pollution • The bad pollution can kill humans, plants and also animals. 	<ul style="list-style-type: none"> • What makes the air polluted? • Why the air can be polluted? • How to overcome the problem of the danger of pollution? 	<ul style="list-style-type: none"> • Air pollution due to factory smoke everywhere. • Water pollution is caused by oil tanks everywhere. • The bad pollution makes all of the living things would be killed.
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Table 4.24 Student 24's KWL Worksheet

What do you Know about the topic?	What do you Want to know?	What did you Learn ?
<ul style="list-style-type: none"> • Pollution is damage to nature • Pollution is smoke in the air • Interferes with human breathing 	<ul style="list-style-type: none"> • What causes pollution to occur? • How to avoid pollution? • What must be done to protect themselves from pollution 	<ul style="list-style-type: none"> • Because air pollution come from cars and other vehicles that burn gasoline. • Stop producing or reducing and limiting the use of chemicals to not worsen polluted air. • Protect yourself by starting to reduce the use of waste and rubbish and recycle more of these material for me.

Table 4.25 Student 25's KWL Worksheet

What do you Know about the topic?	What do you Want to know?	What did you Learn ?
<ul style="list-style-type: none"> • Natural disaster • Disease • Weak body 	<ul style="list-style-type: none"> • How can the danger of pollution? • When will the 	<ul style="list-style-type: none"> • Pollution can kill or sicken plants, animals and people. • Pollution can change

<ul style="list-style-type: none"> • Harmful pollution to children 	<p>danger of pollution come?</p> <ul style="list-style-type: none"> • What is the danger of pollution? 	<p>environment</p> <ul style="list-style-type: none"> • Pollution can also mix with rain to make acid rain. Acid rain kills trees and harms fish in lakes. Pollution can also get into soil water.
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Table 4.26 Student 26's KWL Worksheet

What do you Know about the topic?	What do you Want to know?	What did you Learn ?
<ul style="list-style-type: none"> • Pollution is a bad atmosphere • It caused of smoke • Environment pollution 	<ul style="list-style-type: none"> • Why does the pollution happen? • What is the effect of pollution? • How to avoid the pollution? • Who makes the pollution? 	<ul style="list-style-type: none"> • Pollution happens when the chemical get into the environment • There are many effects of pollution, such as killing and insect and pets, even pollution can kill human. • It isn't easy thing to do. To avoid this pollution, we have to stop from the first place where the pollution produced. • Pollution makes by people from many ways. <ul style="list-style-type: none"> ➤ Air pollution produced by factories ➤ Soil pollution produced by chemical used ➤ Water pollution produced by farms, or the leak of oil tank in the sea.

Table 4.27 Student 27's KWL Worksheet

What do you Know about the topic?	What do you Want to know?	What did you Learn ?
<ul style="list-style-type: none"> • Dusty • Make your face ugly • Dangerous for our health • Not good for environment 	<ul style="list-style-type: none"> • How can pollution happen? • Why if our face exposed to pollution? • How dangerous if our body exposed to pollution? • Where you can find pollution? • What happen if the environment exposed to pollution? 	<ul style="list-style-type: none"> • Pollution can get into the air, then make people worry • The pollution can make your face so ugly • Can kill you, cause pollution could harm people's health • Come from anywhere, like cars and other vehicles. • Pollution can kill your plants, animals and people.

Table 4.28 Student 28's KWL Worksheet

What do you Know about the topic?	What do you Want to know?	What did you Learn ?
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<ul style="list-style-type: none"> • Dirty smoke • Pollution is not good for health • Harm • Stuffy 	<ul style="list-style-type: none"> • How can pollution occur? • Why pollution is danger for our health/body? • How many types of pollution? • What's the impact of pollution? • How to reduce the pollution? 	<ul style="list-style-type: none"> • Pollution is the entry of harmful substance into the natural environment that cause adverse changes • Pollution can damage cells in the body, interfere our breathing, interfere our vision • There are 3 types of pollution, that's air pollution, soil pollution, water pollution. • The best way to fight pollution is stop producing thing that can cause the pollution and wise in using things.
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Table 4.29 Student 29's KWL Worksheet

What do you Know about the topic?	What do you Want to know?	What did you Learn ?
<ul style="list-style-type: none"> • Air pollution • Disturb health of human, animal and plants • Mixture of solid particle and gas • Chemicals 	<ul style="list-style-type: none"> • How air pollution happened? • What causes pollution that appears? • How to reduce air pollution? • What will happen if air pollution occurs continuously? 	<ul style="list-style-type: none"> • Air pollution happens when chemicals into the environment or into the food we eat • Air pollution can kill animals, plants and even humans. • We can reduce air pollution by throwing trash in its' place and we can recycle plastic, paper etc. because recycling can help reduce or cut down on air pollution.

Table 4.30 Student 30's KWL Worksheet

What do you Know about the topic?	What do you Want to know?	What did you Learn ?

<ul style="list-style-type: none"> • Pollution is smoke in the air • Pollution can make disease and danger for human, animals and plants • Pollution can be waste in the water 	<ul style="list-style-type: none"> • Why the air can be polluted by smoke? • What kind of disease was made by pollution? • How the water can be polluted? • What government solutions for pollution? 	<ul style="list-style-type: none"> • Because air pollution comes from cars and other vehicles that burn gasoline and also forest fires • 1. Cancer 2. asthma 3. itching in the skin 4. irritation in the eyes 5. irritation in the lungs • Water pollution comes from factories that dump poisonous chemicals into lakes and rivers • Government can make laws that forbid factories dumping waste to the lakes, rivers or the ocean.
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Table 4.31 Student 31's KWL Worksheet

What do you Know about the topic?	What do you Want to know?	What did you Learn ?
<ul style="list-style-type: none"> • It causes our air unhealthy be breathed • The earth's atmosphere • Pollution most of comes from factory • Most people don't like it but still do it 	<ul style="list-style-type: none"> • Really do people still do pollution although they know that pollution is bad? • Is pollution always bad in our life? • How prevents the danger of pollution? 	<ul style="list-style-type: none"> • Pollution can kill or sicken plants, animals and mankind • We can help cut down on the amount of garbage we made by recycle paper, plastic, glass bottles and metal cans

Table 4.32 Students' Scores

Students	Scores	Classification
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Student 1	75	Acceptable
Student 2	90	Excellent
Student 3	75	Acceptable
Student 4	90	Excellent
Student 5	75	Acceptable
Student 6	80	Excellent
Student 7	70	Acceptable
Student 8	70	Acceptable
Student 9	85	Excellent
Student 10	75	Acceptable
Student 11	80	Excellent
Student 12	70	Acceptable
Student 13	90	Excellent
Student 14	80	Excellent
Student 15	70	Acceptable
Student 16	80	Excellent
Student 17	80	Excellent
Student 18	90	Excellent
Student 19	80	Excellent

Student 20	85	Excellent
Student 21	70	Acceptable
Student 22	85	Excellent
Student 23	90	Excellent
Student 24	70	Acceptable
Student 25	65	Acceptable
Student 26	90	Excellent
Student 27	90	Excellent
Student 28	80	Excellent
Student 29	85	Excellent
Student 30	75	Acceptable
Student 31	85	Excellent

Based on table 4.32, it showed that 19 students got excellent scores and 12 students got 12 acceptable scores. The highest scores are 90 and the lowest score is 65. It indicated that there is no students got scores >50 which means that KWL strategy is effective to be implemented towards students' reading comprehension.

4.1.2 Students' responses in reading through KWL strategy

Student 1

I just knew KWL strategy after implemented by the researcher. Actually I was a little hesitant in writing the answers. I found it easier to understand the material as a basis for filling column L. I felt this strategy did not make active in the classroom as usual. Basically, I was shy and not confident but I felt active when filling out the worksheet for writing, I could express my ideas well. My interest in learning reading increased with this strategy. But this would be more active if the topic presented earlier so that we could read the literature related to the topic to gain knowledge about the topic. The difficulties I faced in the implementation of this strategy is the lack of ability to understand some vocabularies in the text. This strategy was fun because it could reactivate our knowledge related to a given topic and questions that often arise in our mind had a place to write down.¹

Student 2

I just knew KWL strategy after implemented by the researcher. I believed the answer that I wrote because I thought the three columns were easy to fill as it based on our own knowledge. I felt that it was important to fill three columns for in order to understand the material presented. This strategy made me more active, as i come to think and find answers to KWL column. My interest in learning was increased because we were driven to more curious. Although we had finished writing down the answers for each column, we also still felt curious about the topic, perhaps no question unanswered in W column, we could look for it out of the classroom. I did not find any difficulty during the implementation of KWL strategy. However, I was

¹Siti Suleha Syarifuddin, Third Semester Student of English Education Program IAIN Parepare

bored to wait my friends my other friends after writing my answers but it was because we were encouraged to be more active.²

Student 3

I just knew KWL strategy after implemented by the researcher. I was not sure in writing the answers on the KWL chart. This strategy enabled me to understand the text because it helped me to think about the new information that I got. But this strategy did not make me become more active in the classroom. However, this strategy simply increased my interest in reading because it strengthened the ability to develop questions on a variety of information. The weakness of this strategy was not able to make me more active than other strategies that were commonly used, but the implementation of this strategy in reading class was fun.³

Student 4

I just knew KWL strategy after implemented by the researcher. My confidence in filling KWL chart about 90 percent. While 10 percent I felt doubt because there were some vocabularies that I did not understand in the text. This strategy made me understand the text more easily because the three elements (K, W, and L) helped to understand the essence of reading. I thought this strategy could also make me become more active in the classroom because it opened our mind as it continued to make questions for later sought to know so that we could find answers to the questions that exist. In addition, this strategy also increased my interest because it was fun when it was done in groups. Personally I liked to do something as a group. The difficulty I encountered in the implementation of this strategy is no doubt in

²Zahra Amaliah Zainal, Third Semester Student of English Education Program IAIN Parepare

³Muh. Kamil Said, Third Semester Student of English Education Program IAIN Parepare

writing due to lack of proficiency in grammar when writing answers. In addition, another problem I found was that when practiced in a group, there were 2 people who wrote in my group and they wrote with different content. KWL strategy was very exciting because I liked to learn by discussion, sharing or exchange ideas with friends to found answers. While the presentation, sometimes we felt shy to express our opinions because of the audience's attention would be focused on us, while when the discussion group, only members of the group would take notice.⁴

Student 5

I just knew KWL strategy after implemented by the researcher. I had little doubt in filling column W because I was worried when I did not find the answer in the text but this strategy allowed me to understand the reading text. This strategy also made me more active because we were allowed to interact with other friends in the group to find answers to the column K, W and L. In addition, we could also share our ideas or discuss with other groups. My Interest in reading was also increased because we were driven to understand the text individually and fill in kwl charts respectively correspond to each other's knowledge. In addition, we could also write questions about what we wanted to know about the topic. I found difficulty in writing because I had not enough vocabularies but this strategy was fun.⁵

Student 6

I just knew KWL after implemented by the researcher. I believed the answer that I write because it was not out of the topic being discussed. Compared to the strategies normally used in teaching reading, this strategy could help us to more

⁴Wahyudi, Third Semester Student of English Education Program IAIN Parepare

⁵Nurul Annisa Asta, Third Semester Student of English Education Program IAIN Parepare

easily understand the text as before allowed to read, refreshed our prior knowledge and we had to write out what we knew and what we wanted to know from the topic. I felt more active in the classroom because of the current application, we did it as a group and then wrote it on the board. I felt interest in learning was increased since this strategy was new and for the first time applied in reading class and interesting. Disadvantages of this strategy when applied as a group, we could not gained much knowledge can from the material. While the lack of this strategy when applied independently, not everyone was able to fill in the answers in columns K and W because they felt confused. However, this strategy was fun because it made students more active and in groups.⁶

Student 7

I just knew KWL strategy after implemented by the researcher. I felt confident to wrote answers in filling KWL chart. This strategy helped me to understand the material easily because we were asked to be active independently. In addition, the strategy was very easy to implement and did not need a long time. In my opinion, this strategy had not been able to made me more active in the classroom so it did not affect my interest in learning. I had not found the right strategies for learning reading. I was more interested in the strategy of learning while playing. However, the strategy was fun.⁷

Student 8

I just knew KWL after implemented by the researcher. I was not sure of the answers that I wrote in the column K because I did not have enough knowledge

⁶Ade Mandala Putra, Third Semester Student of English Education Program IAIN Parepare

⁷Ismail Rahim, Third Semester Student of English Education Program IAIN Parepare

about the topic, namely pollution. I did not finish reading because I did not understand some vocabularies in the text. KWL strategy made me become more active, as it was trained to think. My interest in learning was also increased because we were encouraged to know more and know some vocabulary that we did not know in order to understand the text. I found difficulties in vocabulary and grammar when writing the answer, but was fun because of the way the researcher to asked the students to participate was interesting. We were given the opportunity to write the answers on the board. Besides, that was the first time KWL strategy implemented in reading class. So, it was interesting. While presentation was very often used in any classes.⁸

Student 9

I just knew what KWL strategy after implemented by researcher. I was not confident in filling column L with my answers, because I had not completed my reading text. In filling column L, I also added some information from the internet. I found it more easily to understand the material with KWL strategy than using presentation techniques, because we were just a listener, so the knowledge gained somewhat less. KWL strategy made me more active since it made me focus to read and understand the reading text. However, when implemented in group, I did not participate because the group was dominated by people who were smarter. KWL strategy boosted my interest in seeking to know what was being described in the text. My difficulty when reading through KWL strategy was the short duration given by the researcher. As a result, I did not finish reading the text. KWL strategy was fun

⁸Sarina, Third Semester Student of English Education Program IAIN Parepare

because each person would have a different understanding of the text, this strategy gave space to express ideas that we had.⁹

Student 10

I just knew what KWL strategy after implemented by researcher. I was not too convinced with the answers that I wrote in column L because I did not finish reading the text. I wrote down the answers to some of the text, I also got the information from the internet because the content was too little in L column. I found it easier to understand the reading text because we were required to found our own answers to fill KWL chart. Moreover, I had often heard this topic at high school. This strategy could make me more active, as i became an independent learner. When it was practiced in a group, I felt I was not active enough because I felt shy to express my opinion, but sometimes the idea in my head had been delivered by another friends in group. My interest in reading also increased due to this strategy was suitable for me, I was able to understand the material better when seeing than listening. The difficulty I found in teaching reading with this strategy is the inability to understand some of the vocabularies in the text. In translating the text, I used the help of google translate. In addition, I also felt constrained in writing the answers and the time given somewhat less. I loved to learn reading with KWL strategy because it was not boring and encouraged us to learn independently.¹⁰

Student 11

I just knew KWL strategy. I felt that I had no doubt in writing the answers in column K, because it was written by our knowledge whether it was right or not. For

⁹Aesah, Third Semester Student of English Education Program IAIN Parepare

¹⁰Habiba, Third Semester Student of English Education Program IAIN Parepare

me personally, this strategy was efficient and helped me to understand the text without understanding the overall content of the text, I just focused on the question that I created in column W and the main points that I would write in the column L. I felt more active either through discussion or independent. My interest in learning reading with this strategy was increased as it was focused on the student. Each student was given the opportunity to seek information on an individual basis. My difficulty was the inability to understand some of the vocabularies in reading text but was fun because this was new strategy applied in reading. In addition, we apply some other language reading skills. For example, writing and speaking.¹¹

Student 12

I just knew KWL strategy. I believed in the answers which I wrote in KWL chart as I understand it. This strategy also allowed me to understand the material compared presentation techniques because we were required to read and understand it ourselves. I became more active in the classroom because we had our own text to be read and our own worksheet to be filled, not just listen to the material. My learning interest in reading increased with this strategy, we were encouraged to create our own questions than find out the answers. I prefer this strategy implemented individually than as a group because to express my idea or opinion in group, sometimes I felt shy. The difficulty that I got in the implementation of this strategy was the inability to understand some vocabularies. As a result, it was rather hard to connect the information. I loved to learn reading with this strategy because it was not boring so it was easier to focus on learning process.¹²

¹¹Mariana, Third Semester Student of English Education Program IAIN Parepare

¹²Saadah, Third Semester Student of English Education Program IAIN Parepare

Student 13

I just knew KWL strategy after implemented by the researcher. I believed the answer that I wrote for filling column K, we simply wrote our own knowledge before reading the text while everything we did not know, we wrote in the column W in the form of questions, finally the answers to these questions we were going to write in column L. I did not understand the whole text because I only focused to seek answers to the list of questions that I made in column W. this strategy made me became more active because i was encouraged to think and find the answers myself. In addition, I also feel active when this strategy was implemented in groups. So, we could find information on our friends's information in group. KWL strategy could also help to improve my learning interest in reading than the method typically used in class reading, for example the presentation. Only a few people who pay attention to the presenters, while using KWL strategy, we were encouraged to be able to created our own questions and found the answers by ourselves. The difficulty that I found in the implementation of KWL strategy that we were required to find answers to the column W. If we did not find in the text, automaticly column L would not be filled. At least, this strategy was fun because each one was encouraged to be active in filling each worksheet.¹³

Student 14

I just knew KWL strategy after implemented by the researcher. I was confident in filling KWL chart because we only wrote based on our own understanding, I had basic knowledge about the topic of "pollution". I found it easier to understand the material because we were required to fill KWL chart about what

¹³Nurhaliza, Third Semester Student of English Education Program IAIN Parepare

was known about the topic, what we wanted to know and what we learned from the text. This strategy made me more active, it was suitable for me who tend not talk much in the classroom. It also increased my interest in learning because we were required to read the text by ourselves so that new vocabularies we found would be our own knowledge. The difficulty I found was about some vocabularies I did not understand in the text. As a result, I was disturbed in building an understanding the meaning of the text itself. Other than that, the duration for finishing to read the text was less. I loved to learn reading using this strategy.¹⁴

Student 15

I just knew what was KWL strategy after implemented by the researcher. I believed in the answer that I wrote in KWL chart because we only wrote what we knew but I felt some hesitations in filling the L because I had not finished reading the text when time ran out. This strategy helped me to understand the text. I was more active due and busy with my own worksheet. Each student was encouraged to have their own understanding of the material related to the current presentation while learning reading could not make all of the students in the classroom to become active. I felt my interest in learning was increased because we were encouraged to become independent learners. We were not given an explanation text, but it should be read by ourselves to find out the contents of the text. The difficulty I faced in the implementation of this strategy is less time-related issues, so I did not finish reading. Overall, this strategy was fun because we were encouraged to make inferences from the text in column L.¹⁵

¹⁴Afnan Teh, Third Semester Student of English Education Program IAIN Parepare

¹⁵Hamka, Third Semester Student of English Education Program IAIN Parepare

Student 16

I just knew what was KWL strategy after it is implemented by the researcher. I believed the answer which I wrote in KWL chart, as written based on our own knowledge and understandings. While the unknown information we could write in the column W. I understand the material more easily in this strategy the information you want to find in the text reading. I felt more active learning in the classroom following the reading because this strategy was relatively new in the learning of reading and made us so curious. This strategy could improve my interest because we would be required to focus on reading texts respectively. Because the answer would be written, I faced a little difficulty in phrasing. The time given by the researcher could not make me truly understand the whole text.¹⁶

Student 17

I just knew KWL strategy after implemented by the researcher. I hesitated with an answer I wrote. It was already in line with the structure or not. In addition, I had not enough vocabularies to write the answer. This strategy helped me to understand the text for each given a text to read, we became more focused while the strategy used in previous reading classes made us not paying attention carefully to the material, we talked a lot with our friends outside of the material presented. KWL strategy made me be more active, as we were encouraged to be self-sufficient with its own thinking and work. This strategy improved my learning interest in reading because it made me more active. The difficulty I faced in the implementation of this

¹⁶Nur Aulia, Third Semester Student of English Education Program IAIN Parepare

KWL strategy is the lack of ability to recognize some vocabularies that somewhat disturbed the way to translate the text. In addition, the time given by researchers to read the text also somewhat limited. At least, KWL strategy was effective to be applied in reading class because it was fun and made us more active.¹⁷

Student 18

I just knew KWL strategy after implemented by the researcher. I was not sure of the answers that I wrote in column L due to translate the text, I used the app translate which made me a little bit hesitant. I found it easier to understand the text by using this strategy. I also became more active in the classroom. Because this was the first time applied in the classroom, I had not felt that whether this strategy improved my interest in learning or not, but this strategy was good enough to provoke my interest in reading. The difficulty that I found in the implementation of this strategy is in terms of translation. At least, KWL strategy was running fun.¹⁸

Student 19

I just knew KWL strategy after implemented by researcher. I was a bit hesitant to wrote the answers in column L because I had not finished reading the text when time ran out. In my opinion, this strategy helped me to understand the text more easily even if I did not finish my reading. I felt more active in class because this strategy me refreshed my knowledge related to the topic before reading the text then wrote in column K. Compared to the strategies normally used, this strategy could improve my interest in reading because this strategy was attractive and enjoyable. I did not find any difficulty in using this strategy.¹⁹

¹⁷Suhartini, Third Semester Student of English Education Program IAIN Parepare

¹⁸Muh. Fadhil Muarij, Third Semester Student of English Education Program IAIN Parepare

¹⁹Agung Pratama, Third Semester Student of English Education Program IAIN Parepare

Student 20

I just knew KWL strategy after implemented by the researcher. I believed the answer which I wrote in KWL chart because it based on our own knowledge and understanding, I got a better understanding in reading through this strategy. When KWL strategy was implemented, I felt more active to participate following the learning process. In addition, the researcher was able to convey the material well. This strategy could increase my interest in reading because it was not boring, the method used previously by lecturer in learning reading just told students to read the text presented by the presenter. KWL strategy was a simple strategy but fun to be applied in the reading class.²⁰

Student 21

I just knew KWL strategy after implemented by the researcher. I believed the answer which I wrote in KWL chart because I had previous knowledge on this topic. After all, we were only required to write down our understanding of a given topic. In my opinion, I found it easier to understand the material in this strategy because we were focus in searching for answers to questions that I created. So that the possibility to understand the text bigger. KWL Strategy made me become more active, as we made the questions and found the answers by our own. so I felt confident with what I wrote, while discussion or presentation technique made me not confident to express my opinion because of the ability to speak English that I had still not enough. When I want to express my opinion, I am afraid making mistakes. My

²⁰Sultrisutrisno Alimin, Third Semester Student of English Education Program IAIN Parepare

interest in reading increased because we are encouraged to become knowledgeable about the information in the text. The difficulty I found was there were some difficult vocabulary that I did not understand, I used the internet help to translate the text into my language (thailand). KWL strategy was since it made us become independent learners.²¹

Student 22

I just knew KWL strategy after implemented by the researcher. I believed the answer that I wrote because I had a basic knowledge of pollution, this topic was very often appear as the learning material at school. In my opinion, this strategy made easier to understand the text because we were told to write down what we knew before reading the text, what we wanted to know and what we already knew after reading the text. We became more active in the classroom to deliver our arguments after obtaining the information in the text. Usually during the presentation, most of us become passive learners whereas this strategy encouraged us to be active independently. I felt my interest in learning was increased through this strategy because we were interested in finding answers to questions made in the text. My difficulties when filling out a worksheet was in writing the answers, I did not have enough vocabularies and grammar because we had to do paraphrasing technique. This strategy was also fun.²²

Student 23

I just knew KWL strategy after implemented by the researcher. I believed the answer which I write KWL chart. I found it was easier to understand the material

²¹Tuan Nurmee, Third Semester Student of English Education Program IAIN Parepare

²²Anisa, Third Semester Student of English Education Program IAIN Parepare

in this strategy because the implementation was divided into three steps. Namely pre reading, while reading and post-reading. I felt more active in learning following the reading because we had each worksheet should be filled in based on our knowledge. This strategy could increase my interest in learning reading because this strategy required us to seek information from reading texts. However, the duration given by the researcher to read the text rather short. To understand the whole text, it took a rather long time. This strategy was suitable for students who are a bit lazy like me.²³

Student 24

I just knew KWL strategy after implemented by the researcher. I was not entirely sure of the answers that I wrote in the column K because I did not have prior knowledge related to the topic. This strategy helped me to understand the text because we were encouraged to understand the text. I felt more active reading these texts in class with this strategy made us focus on our own text. In addition, the written answer might not be the same. When the researcher explained the use of KWL strategy, active learning took place as we were given the opportunity to write our answers as results of the group discussion in KWL chart that had been drawn by researchers on whiteboard. I felt my interest in learning increased through this strategy because we were encouraged to find an answers for each column independently. The difficulty that I found in this strategy was in filling column K, I had lack of basic knowledge about pollution. In my opinion, column L was an interesting point in this strategy. This strategy was fun as it trained the way we think.

²³Muh. Ali, Third Semester Student of English Education Program IAIN Parepare

We were triggered to find what we wanted to know then seek answers to questions that we had made.²⁴

Student 25

I just knew KWL strategy after implemented by the researcher. I believed in writing down the answers because it was based on my personal knowledge. With KWL strategy, I was more easily to understand the material. In addition, I also became more active to know the information in order to fill in column L. Sometime, I feel lazy following the learning process if we become passive learners only, where we only hear the text read out by the presenter. Therefore, this strategy helped to increase my interest in learning reading because we became more focused on reading texts. I found weakness in the implementation of KWL strategy, it was the duration which rather less given by the researcher. However, this strategy was fun.²⁵

Student 26

I just knew KWL strategy after implemented by the researcher. I was very confident with what I wrote in my KWL worksheet for reading very familiar topics. Therefore, I had a basic knowledge of it. Column L could be the reason why we had to read and understand the text reading given. I felt more active following the learning in the classroom compared with a strategy that was typically used by lecturers, that was presentation. KWL was effective strategy because we were faced by some questions. In my opinion, the ability to read and understand the text tested directly. The significant difference between presentation and KWL strategy was we were only required to be able to read the text, not too focused on student

²⁴Nurfadillah Sudirman, Third Semester Student of English Education Program IAIN Parepare

²⁵Sawaibah, Third Semester Student of English Education Program IAIN Parepare

understanding through presentation technique. I am typical of people who are lazy to read, however KWL Strategy was able to increase interest of my study. The difficulty that I faced while the implementation of KWL strategy was the inability to understand some of the vocabularies which those were "advance" and short duration was given to understand the text, most people needed a rather long time. KWL strategy was more fun than other strategies normally used in reading class.²⁶

Student 27

I just knew KWL strategy after implemented by the researcher. I believed in the answer that I wrote because it activated my knowledge related topics, such as what pollution was, when pollution occurs, how to overcome etc. To fill in the column L, it would be easier for us to connect our previous knowledge in column K. This strategy also made me easier to understand the text because we were encouraged to learn the text ourselves in order to make it our own knowledge later. I felt more active in the class especially when filling in column W because we were trained to the way we thought and made questions. In my opinion, KWL strategy could improve our thinking abilities and enriched our vocabularies. Disadvantages of this strategy when applied in the classroom was limited time to read the text so that I did not finish my reading. This strategy did not increase my interest in reading, but trained me to think.²⁷

Student 28

I just knew KWL strategy after implemented by the researcher. I felt confident in writing the answers, especially in column W because I had the answer

²⁶Syaiful, Third Semester Student of English Education Program IAIN Parepare

²⁷Intan, Third Semester Student of English Education Program IAIN Parepare

after reading the text. KWL strategy helped me to understand the text because we were told to write down things our background knowledge related to the topic so that it could connect my prior knowledge and new knowledge in the text, this strategy could help us to understand the content of the text more easily. I felt that this strategy made us more active, as each given worksheets and text. In other words, we worked alone because we had our own knowledge and different willingness about what we wanted to find the text. I also felt that my interest increased in learning because we were encouraged to read more. The difficulty I faced when KWL strategy implemented was in the unrecognizable vocabularies and language patterns. This strategy was unique and fun because we were trained to work independently. We used our own way to write answers from each column.²⁸

Student 29

I just knew KWL strategy after implemented by the researcher. I believed in the answers that I wrote in Column K because we just wrote the relevant knowledge of the material provided. Likewise with column W, we just wrote what we wanted to know. But for column L, I still felt unsure of my answer because the researcher asked to write down the answers according to the knowledge and used our own way to write the answer, whereas I just focused on moving from text to column L. This strategy was able to make me understand the material because we had reasons for reading and thinking about a given text. We were also given the opportunity to predict and imagine about such material before reading it. In my opinion, This strategy could make me more active in the classroom because the column K was attractive to trigger our background knowledge to be appeared. In addition, we were appointed to wrote

²⁸Reski Riantira, Third Semester Student of English Education Program IAIN Parepare

down the answers as the result of discussion with the group when it was implemented at first. I felt that my interest in learning was increased because we were also taught to increase our writing skills as well as how to understand the content the text or search for answers to KWL chart in the text. KWL strategy was fun because it made us relax in learning and made it easier for us to understand the reading text.²⁹

Student 30

I just knew KWL strategy after implemented by the researcher. I believed in answer that I wrote because we were given a reading texts for each person, we thought about it then wrote it down. It was easier to understand the text because we were required to read, remember and understand it for writing down in a worksheet then. This strategy also made me more active, as we were encouraged to think and understand. When it was done in groups, it made us active for mutual sharing to exchange opinions, this could trigger to increase my interest in learning in reading. In KWL strategy, we were told to write statements and questions or problems. To found the answer, it should from the text only but also gained insight from the other references or to complement our understanding. This strategy was fun to be applied in the reading class because we learned independently. We became more active in thinking because we seeked to know about the explanation and solved problems on their own. While the presentation technique, we found problems not to be solved by ourselves, but the presenters themselves.³⁰

²⁹Irnawati, Third Semester Student of English Education Program IAIN Parepare

³⁰Revit Rendra W, Third Semester Student of English Education Program IAIN Parepare

Student 31

I just knew KWL strategy after implemented by the researcher. I felt confident with the answer that I wrote because we only wrote based on what we knew and what we wanted to know. This strategy could help me understand the text for column K, W and L were connected one another to understand the information from the text. I felt more active when KWL was done individually rather than discussion in group, I felt less active. My interest in learning increased through this strategy than using the usual method (presentation) because we were given a worksheet for each person, while the presentation technique only made active presenter, not for audiences. I did not find any difficulty in the implementation of this strategy because we had the freedom to write down the answers. It is just, I had little doubt in terms of writing, whether it was appropriate with the patterns of language or not. Because I was kind of person who likes to learn alone, this strategy was suitable and enjoyable for me.³¹

4.2 Discussions

4.2.1 Implementation of KWL Strategy towards Students' Reading Comprehension

4.2.1.1 The Implementation of KWL Strategy

KWL strategy was implemented twice. First, it was done in groups as a simulation then the researcher allowed them to work individually. This both technique were students-centered. Teaching learning process will be more effective and conducive if the activities are centered on the students' needs and interest. Students worked as groups allowed the students to share their opinion, ideas or

³¹Aswan Mohamdar, Third Semester Student of English Education Program IAIN Parepare

knowledge with other students in groups. The students also could ask then discuss the topic with others if they find the difficulties the material. They also can learn to solve a problem in learning in filling KWL chart together. Unfortunately, not all students enjoyed this technique. From interview with some students, they were shy to express their ideas.

Second, KWL was implemented individually where all students got their own worksheet and reading material. Moreover, the topic for reading material that gave by the researcher was familiar. Therefore, they definitely had background knowledge about the topic. KWL strategy motivated the students to take part actively in learning process. The observation results showed that students' attitude following the learning process with KWL strategy were increased.

The researcher conducted the different research compared the previous researchers. The previous researches wanted to solve the problem in reading class and see the students' reading improvement by implementing KWL strategy. This research focused on the implementation of KWL strategy towards students' reading comprehension. In this case, the researcher would like to see the process and what was happening in the classroom during the implementation of KWL strategy. Besides, the researcher wanted to know the students' point of view toward KWL strategy. The students was given an interesting and familiar topic, so that KWL strategy would work properly. This finding in line with Dian Rakhmawati (2015) said that the topic chosen should be interesting and familiar as possible, so the students would be easier to state their prior knowledge. In the learning process, reading materials given by the researcher used common words, but it also had some harder words too. Therefore, students were provided some vocabularies on the whiteboard in

order to facilitate them in translating the text. The researcher finally identified that KWL strategy is has positive impact on students' performance in reading class.

4.2.1.2 Students' Reading Comprehension in KWL Worksheet

Student 1

From the transcript data the researcher got, student 1's worksheet showed that she knew about the impact of pollution and where does air pollution come from. It can be seen from her statements in column k, *"make body unhealthy"*, *"cause disease"*, *"from vehicle"*. In this case, pollution that she knew was air pollution because she wrote *"from vehicle"*. Student 1 then make questions about the cause and impact of pollution in column W. After reading the text, she found the answers to the questions she made in column W. Besides, she also wrote the explanation about the danger of pollution.³²

Student 2

After the researcher mentioned the topic for class, she had known that pollution is dangerous. In column K, she wrote *"not healthy"* and *"dangerous"*. Then she stated the negative impact of pollution *"bad for skin"*, *"can kill"*, *"into the air"*. Her answers in column K showed that she thought about air pollution only. Next, she made questions about the cause, the source, and the solution when the environment were polluted. However, she explain information from text clearly as her answers in filling column L. firstly, she stated the impact of pollution in general as the danger of pollution then she started to explain three types of pollution in order.

³²Student 1's worksheet

There is one question from column K unanswered. Actually, the answer was in the text about the way we have to deal with pollution.³³

Student 3

In his column W, he wrote five points as his background knowledge. *“causes our air unhealthy to be breathed”, “weaken the earth atmosphere”* and *“pollution makes your face ugly”* are statements which refer to the impact of pollution. He stated a question in column K *“is pollution always bad for our life?”*. It means that he wanted to know is there positive impact of pollution for our life. Even though all the answers he made had the answers in the text, but he filled column K with a statement only. He wrote *“pollution can kill or sicken plants, animals and people”* showed that he could identify the danger of pollution.³⁴

Student 4

This student began to state his answer to KWL chart by writing the answers for column K. He stated the brief definition of pollution, the impact of pollution and the indication when pollution occur. Then he asked some questions in column W about the biggest problem caused by pollution, the solution to overcome the danger of pollution, whose responsibility and types of pollution. Finally, he wrote three points in column L about how pollution affect plants, animals and people health. Besides, he also wrote four types of pollution clearly. There is a question he made unanswered in W column about who should responsible for pollution accident. However, his KWL worksheet showed that he comprehend the text because he could identify the danger of pollution.³⁵

³³Student 2's worksheet

³⁴Student 3's worksheet

³⁵Student 4's worksheet

Student 5

Student 5 filled column K “*cause disease*” and “*out of breath*” as the impact of pollution. It showed that she knew that pollution was dangerous. However, he still could not state what kind of disease the pollution caused. Next, she wrote “*from the vehicle*” as her background knowledge that showed she talked about the source of air pollution. She also wrote “*smoke*” as the form of air pollution itself. In column W, she made three common questions about the cause and impact of pollution. Finally, she identified information about the danger of pollution since she questioned about the impact of pollution in previous column.³⁶

Student 6

Student 6 filled column K by stating three negative impacts of pollution. His statement “*offending our breathing*” means that pollution could be a problem to human’s respiratory system. In column W, he questioned about the sources, the way to overcome pollution problems, the danger and kinds of pollution. Finally, he could explain the causes of pollution in general as the answer of his first question. His KWL worksheet showed that he was paying attention carefully to questions he made. Therefore, he could answer these questions after reading the text. So was the danger of pollution. Besides, he also wrote two statements out of the answers of his own questions. His statement “*greenhouse gases in the air make earth warm enough for life*” showed that he did not miss an important information to be identified as his new knowledge.³⁷

Student 7

³⁶Student 5’s worksheet

³⁷Student 6’s worksheet

Student 7's worksheet showed that he had enough background knowledge about pollution. Student 7 started to fill column K with the cause of pollution. In column W, he asked about the way pollution happens. He also wrote a question "*Why was that a big deal?*" which means that he wanted to know more about the dangerous of pollution. Then he found out the answer that "*Pollution can kill plants, animals, people and change the environment*" which refers to the danger of pollution. He filled column L by taking some important information from reading text.³⁸

Student 8

In her worksheet, she wrote "*shortness of breath*" in filling column K. Her background knowledge that people was being polluted could be indicated when they could not breath well. Besides, she also wrote "*smoke*" and "*air pollution*" in column K. student 8 only knew the type of air pollution with the form of smoke. Therefore, she made a question in the second column "*what causes of air pollution?*". Finally she got the answer after reading the text that "*air pollution comes from factories and power plants that burn coal and oil*". This student wrote two statements about the cause of pollution in column L. Unfortunately, she could not find the danger of pollution in the text as main idea to be written in column L.³⁹

Student 9

Student 9 started to fill column K about the brief definition and impact of pollution. She has good understanding about pollution. In addition, she also could state her answers well. It could be seen from her answers "*causing harm to the respiratory system*", "*pollution will cause climate change*". In column W, she

³⁸Student 7's worksheet

³⁹Student 8's worksheet

wanted to know the causes of pollution, how to be protected from pollution and how it should be treated when people are polluted. Finally in column L, she stated that “*if polluted frequently, it will cause various diseases in the respiratory system*”. In reading text, the writer did not discuss about the types of disease could be occur when people are polluted. The text talked about the types of pollution, those causes, processes and the solution to overcome the danger of pollution.⁴⁰

Student 10

This student wrote her answer by stating the impact of pollution to the body. However, she could state a sentence about the cause of pollution clearly in a sentence. In next column, she asked about kind of pollution, she also turned her curiosity into question about why is the pollution increasing nowadays and what is air pollution. Finally, she wrote three statements as the answer of the questions she made. Unfortunately, she used incorrect information from the text. Therefore, all the statements were taken from internet. But she found main idea of the text, it can be shown from her answer “*dangerous substances in the earth, disease, human death and destroy other living things*” in column L.⁴¹

Student 11

Student 11 worksheet showed her strong knowledge about pollution in column K. She stated two types of pollution she knew (water and air). Her second statement showed that she knew that pollution could impact our lives in several aspects. Her last statement in column K talked about the impact of pollution to human body, she wrote that people who are polluted would get disease risk but she did not

⁴⁰Student 9's worksheet

⁴¹Student 10's worksheet

state kind of disease could be emerge. In column W, she asked five common questions the students made. The processes of pollution occurs, how to overcome, how to avoid and the causes of people could be polluted. Finally, she filled column L with coherence structure. At first, she wrote the cause of pollution in general than explained the causes of soil, air and water pollution in detail. Her statement in column L discussed about the way to overcome the pollution. Her KWL worksheet showed that she could not find the danger of pollution in the text but important information in the text clearly summarized in column L.⁴²

Student 12

Student 12 showed her understanding about the topic by writing “*many dust*” which referred to the environment were polluted, the source of air pollution. She also wrote “*natural disaster*”, it means she stated incorrect information about the topic because pollution is not kind of natural disaster. In next column, she asked three questions about the causes of pollution, where it was happened and the way to prevent the pollution. However, all the question had been answered clearly in column L after reading the text. She was able to explain the needed information from the text to verify her knowledge. All the questions were answered but her L column showed she did not identify the danger of pollution as main idea of the text.⁴³

Student 13

This student organized her background knowledge in column K by writing about two kinds of pollution (air and water) at first then she stated the causes of air and water pollution. Her last statement showed that pollution had the negative impact

⁴²Student 11’s worksheet

⁴³Student 12’s worksheet

on human, animals and plant health. She wanted to find further information then connected to her prior knowledge by establishing questions in column W about what would happen to human body when they were polluted, how the way to avoid it and she also wrote a question about other kinds of pollution out of what she knew. Finally, two question she made in column W had been answered after reading the text. However, she did not state clear explanation about other types of pollution in column L to answer her own question whereas the text given discussed four types of pollution. It means that she could not identify some important information in the text related to her questions in column W. The first statement in column L showed that she was able to identify the danger of pollution.⁴⁴

Student 14

Student 14 filled her worksheet in Thai. Besides, she wrote her answers in English too to facilitate her in expressing her ideas in her worksheet. In column K, she wrote the ideas about the negative impacts of pollution. In column W, she started to think what were the causes of pollution, whether it could kill or not and the way to avoid pollution. In L column, she stated *“pollution will change environment around us and destroy various living things”*. This statement was the main idea from the text. But she missed some important information from the text to answer her own question in column W. Her KWL worksheet showed that he could find the danger of pollution as main idea from the text but she was not paying attention to W questions that supposed to be answered too. Moreover, all the questions she made clearly explained in the text.⁴⁵

⁴⁴Student 13's worksheet

⁴⁵Student 14's worksheet

Student 15

This student worksheet showed that her understanding about pollution was still about air pollution. Therefore, he wrote that pollution came from transportation and burning forest. Besides, he also stated “*bad air*” in column K to mean that pollution could cause unhealthy air to be breathed. In the next column he started to think how to stop the pollution and the percentage of pollution in Indonesia. After reading the text, he finally knew that animals, plants and humans could be killed by pollution. It showed that she did not miss the main idea of the text. Besides, he also stated “*the pollution from factories and power plants that burn coal and oil*”. In this case, pollution he meant was air pollution but he did not write it clearly in his statement. He also found the information about special kind of pollution then stated it in column L. however, he could not find the needed information to answer his questions in column W.⁴⁶

Student 16

Student 16 wrote “*bad air*” in column K to mean that it could turn to pollution. Her next statements in column K said that pollution could interfere to human health, especially eye health. In W column, she made three common questions about the topic. They were the causes, the impacts and the way to deal with pollution. After reading text, she identified the danger of pollution then put it in the first line in column L. Besides, she explained where air and soil pollution came from. She also found the answer of her second question in column W. However, she explained

⁴⁶Student 15's worksheet

nothing about the way to deal with pollution. It means that she missed an important information in the text to answer her own question in column W.⁴⁷

Student 17

This student explained little her background knowledge about the topic in column K, she wrote “*air pollution*” which refers to a kind of pollution she knew. Her next statement in column K “*disturb health*” leads to the impact of pollution. She filled column W by writing her curiosities about the way to deal with pollution, impacts and the danger of pollution. After seeing her answer column L, the researcher identified that her first answer unanswered although the text explained clearly about it in the last paragraph. But student 17 could identify the main idea from the text in column L. She found the answers for her second and third questions. Besides, she also explained air and soil pollution as her new knowledge.⁴⁸

Student 18

Student 18 stated his answers in filling column K by writing “*health disorder*” which refers to the negative impact of pollution to human body while his statements “*airborne contamination*”, “*dirty air*” and “*global warming*” refer to the impact of pollution to environment. Overall, his answers in column K showed that he had knowledge about a kind of pollution (air pollution). In next column, he started to think about the process of pollution occur, the causes, the reason why pollution is dangerous for health and the things that could be polluted. His statements in column L showed that he found the danger of pollution then he also identify important details to answer W questions then he summarized clearly in column L.⁴⁹

⁴⁷Student 16’s worksheet

⁴⁸Student 17’s worksheet

⁴⁹Student 18’s worksheet

Student 19

In filling column K, student 19 wrote four statements that demonstrated the impacts of pollution. In column W, he made three questions about the causes, the way to overcome and the pollution process. After reading the text, she wrote three statements in column L according to the number of questions he made in previous column. Firstly, he explained about the causes of pollution in a sentence. Then he explained the way to overcome pollution in his statement “*plant vegetation, don’t cut down lying carelessly, don’t litter*”. Finally he wrote the last statement in column L as the answer of his own question about what would happen when pollution occurred. The answer for his third question was also refers to the danger of pollution.⁵⁰

Student 20

This student filled column K by writing five words related to the topic. His first answer “*smoke*” refers to the form of air pollution, the word “*scent*” in his answer means that pollution could cause bad smell to the environment, the word “*offend*” means that pollution could be the problem for living things. It is emphasized by his next answer “*dangerous*” in column K. The word “*dirty*” refers to the things that are polluted. In W column, he questioned why should there be pollution, why pollution is dangerous and the way to avoid it showed that he considered these ideas as important information. His answers in column L showed that he actively looked for answers to his questions. Therefore, all questions he made had been answered in column L. He did not miss in identifying the danger of pollution, then he put it in the first line of column L.⁵¹

⁵⁰Student 19’s worksheet

⁵¹Student 20’s worksheet

Student 21

This student started to state her background knowledge by writing the impacts of air pollution to environment and our life. In column W she made questions about the process of pollution happen and how pollution affect living things. Besides, she also questioned the way to overcome the pollution problems. Then she filled column L by explaining air pollution. However, she did not explain about other kinds of pollution. But she could identify important information in the text in order to answer his W questions.⁵²

Student 22

Student 22 filled column K with four impacts and the two causes of pollution in brief. Then she made five questions to know the further information about the causes of pollution, the impacts, the way to overcome pollution problems and kinds of pollution. In column L, she answered all question in previous column while summarizing important information from the text. Her statement “*we must take make a greenhouse to produce carbon dioxide*” showed that she did not understand clearly about the paragraph which discussed about greenhouse. However, she could identify the main idea then put it as the first statement in column L. Besides, she also wrote types of pollution which important too.⁵³

Student 23

This student filled column K by writing four statements to show symptoms of pollution, his last statement in column K showed the impact of pollution to living things. Then his questions in column W “*what makes the air polluted?*” and “*why the*

⁵²Student 21’s worksheet

⁵³Student 22’s worksheet

air can be polluted?” showed that he thought about air pollution only. After reading text, he finally found that there are still three kinds of pollution he did not know. Besides, he also found the answer to his second question. Moreover he applied paraphrasing technique in stating his knowledge in column L. His statement “*water pollution is caused by oil tanks everywhere*” showed that he considered these ideas as important information. His statement “*the bad pollution makes all of the living things would be killed*” showed that he could identify the danger of pollution.⁵⁴

Student 24

After telling the class about the topic, student directly identified that pollution could be problem. Therefore, she wrote “*pollution is damage to nature*” which refers to the negative impact of pollution to the environment. Her second statement in column K “*pollution is smoke in the air*” showed that she defined pollution is about polluted air only. This is emphasized by her next statement “*interferes with human breathing*”. In column W, she started questioning about the causes and the ways to avoid and protect ourselves from pollution. After reading the text, she identified those causes of air pollution. Besides, she also found the answers her two question in previous column. She explained the answers to clarify her understandings clearly in column L. Unfortunately, she could not identify main idea of the text because she focused on questions in column W.⁵⁵

Student 25

In filling column K, Student 25 wrote “*Natural disaster*” which means pollution is kind of natural disaster. It indicated that she did not have enough

⁵⁴Student 23’s worksheet

⁵⁵Student 24’s worksheet

knowledge about the topic because pollution is not kind of natural disaster. The second statement she wrote “*disease*”, it refers to the impact of pollution. Next, she wrote “*weak body*” and “*Harmful pollution to children*”. As the previous statement, both answers in column K refer to the impact of pollution. In column W, she asked about what is the danger of pollution and it’s cause. After reading the text given, she stated the impact of pollution in general, she wrote “*pollution can kill or sicken plants, animals and people. Pollution can change environment*” which refers to the danger of pollution. She still could not express what she knew with her own sentences. Student 25 found difficulty in writing the ideas. However, the researcher could understand her answers in filling KWL chart.⁵⁶

Student 26

Student 26’s worksheet showed that she stated his background knowledge about pollution by writing what pollution was, the cause of air pollution and a type of pollution. There are 4 questions he wrote in column K about the causes, effects, the way to avoid the pollution. All the questions had been answered by making statements in column L. He identified the danger of pollution and clearly stated the details of needed information. The important thing is he could make coherence in filling column L.⁵⁷

Student 27

Student 27 wrote her answers in filling column K by stating “*dusty*” as the characteristic of air pollution. Her next statements “*make your face so ugly*”, “*dangerous for our health*”, and “*not good for the environment*” showed she had

⁵⁶Student 25’s worksheet

⁵⁷Student 26’s worksheet

background knowledge about the effects of pollution. She made 5 questions in column W about the process of pollution, the impact to human body and environment and polluted places. In column L, all question she made in previous column had been answered, she wrote mostly about the impact of pollution but also she could identify the danger of pollution then put it as the last statement in column L. Besides, she explained some of the important information the author meant. Her statement “*the pollution can make your face so ugly*” showed that she connected the idea to her own experience or observation.⁵⁸

Student 28

Student 28 filled column K by stating the characteristics of pollution. “*dirty smoke*” refers to air pollution. “*harm*” and “*stuff*” lead to the impact of pollution. His second statement “*pollution is not good for health*” showed that he knew that pollution is dangerous but he still could not understand the danger of pollution itself. Therefore, he wrote a question in column W “*why pollution is danger for our health/body?*” to look for further information about the danger of pollution to human body. Besides, he also asked questions about the causes, types, impacts and the way to reduce pollution. He demonstrated his understanding by explaining the important information from the text as the answers to his own questions in previous column. In column L, he also wrote three types of pollution (air, soil, water). It showed that he did not pay attention to the explanation about special kind of pollution. The important thing is he applied paraphrasing technique to expressing his knowledge after reading text.⁵⁹

⁵⁸Student 27’s worksheet

⁵⁹Student 28’s worksheet

Student 29

Student 29 filled column K with statement “*air pollution*” which refers to her knowledge about a kind of pollution. Her next answer showed the negative impact of pollution to human, animals and plants. Her answer “*mixture of solid particle and gas*” showed that she tried to explain the form of air pollution, and “*chemicals*” refers to the cause of air pollution. Just like others, she asked questions about the processes of air pollution, causes, the way to reduce and the impacts of pollution in column W. After reading the text, she found answers to her questions then stated in column L. She wrote about the cause of pollution, how pollution affect animals, plants and humans which also refers to the danger of pollution. Her last answer in column L had been stated clearly about the way to reduce the pollution.⁶⁰

Student 30

This student filled column K by stating “*pollution is smoke in the air*” showed that he did not have deep understanding about kinds of pollution. His second statement showed the impact of pollution to human, animals and plants. His last statement in column K showed his knowledge about water pollution. In column W, he started to ask questions about the process of polluted air and water, kinds of diseases caused by pollution. His last question in column W asked about the government solutions to overcome pollution problems. Finally, he filled column L with four statements to answer his questions in previous column which showed that he carefully paid attention to his own questions. He could state his understanding clearly but still, he did not state the danger of pollution in column L.⁶¹

⁶⁰Student 29’s worksheet

⁶¹Student 30’s worksheet

Student 31

In column K, he wrote his first statement *“it causes our air unhealthy to be breathed”* showed the impact of pollution to human. His next statement clarify his background knowledge about the source of pollution. His last statement *“most people do not like it but still do it”* refers to his knowledge that he was be able to identify that main cause of pollution is human themselves. The way he thought about the topic was kind of little different with his friends. In this case, he thought critically to the topic before starting to read the text. It could be seen from his questions in column W. After stating his knowledge about the topic, he asked question *“Why do people still do pollution although they know that pollution is bad?”* means that he was curious why people complain about the danger of pollution but they do not avoid it’s causes. He also wrote a question *“is pollution always bad for our life”* which refers to his curiosity to know whether pollution has positive impact or not. Even he could not state some statements with appropriate words, the researcher is able to understand the ideas she would like to deliver. His last question in column W asked the way to prevent the danger of pollution. After reading the text, he filled column L by writing two statements about the impact of pollution to plants, animals and human as the dangers of pollution. Besides, he also wrote the way to reduce pollution.⁶²

4.2.2 Students’ Responses towards KWL Strategy

From the interview which had been conducted with the 31 students, the researcher finally present and classify based on students’ responses.

Table 4.33 Students’ Responses towards KWL Strategy

	List of Questions	YES	NO
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⁶²Student 31’s worksheet

1	Question number 1	31 Students	0 Student
2	Question number 2	20 Students	11 Students
3	Question number 3	29 Students	2 Students
4	Question number 4	29 Students	2 Students
5	Question number 5	29 Students	2 Students
6	Question number 6	26 Students	5 Students
7	Question number 7	30 Students	1 Student

4.2.2.1 Question 1 (KWL strategy)

After doing interview with 31 students, all of them did not know KWL strategy. This is new strategy in reading class. In teaching reading, the lecturer commonly uses presentation, reading aloud and teaching practice technique. These techniques could not help the students to comprehend the text well. Therefore, KWL strategy implemented to encourage the students in comprehending the text. Dian Rakhmawati (2015) proved that KWL strategy is effective to be used as a strategy in teaching reading comprehension.⁶³

4.2.2.2 Question 2 (Self-Confidence)

20 students felt confident in stating their answers in filling KWL chart. The topic chosen by the researcher was familiar which able to activate students' background knowledge. However, there are 11 student hesitated in writing their

⁶³Dian Rakhmawati, "The Effectiveness of Know-Want to Know-Learned Strategy in Reading Comprehension", Journal SMART vol.1 no.1 (January 2015), p. 30 (accessed on march, 21 2019)

answer. They felt hesitant in writing the answers because they did not have enough vocabularies to express their idea. In addition, writing their idea about the text using English was rather complicated for them.

4.2.2.3 Question 3 (Understanding)

KWL strategy encouraged students to think more effectively about what they are reading in the text. Therefore, it makes students be more engaged in the text. Finally, it would increase their comprehension and learn more about what they are reading. This finding is supported by Mashuri, Suyitno and A. Johan that KWL strategy helps the students to develop their aims for reading and comprehending the text.⁶⁴ The result of interview showed that 29 students could understand the text more easily through KWL strategy because they were given each text and worksheet to be read and filled. Therefore, all students would work individually.

4.2.2.4 Question 4 (Active learner)

KWL strategy develops classroom situation because it affects students' motivation and attitude in reading class. This strategy was implemented twice, work in groups and independently. When it was implemented in groups, students more likely in sharing their ideas. Besides, it helped the students to explore their thoughts or deepen develop and organize their ideas about the topic. Therefore, KWL strategy

⁶⁴Mashuri, Suyitno and A.Johan, "The effectiveness of Malcom's Modeling Based on KWL Thinking Strategy towards The Problem Solving Skills," Unnes Journal of Mathematics Education, vol.6 no.2 (August 2017)

worked effectively because they look active during the implementation of KWL strategy in reading class. From interview has been conducted with 31 students, 29 students admitted that this strategy could make them participate actively in following the learning process.

4.2.2.5 Question 5 (Students' interest in learning reading)

KWL strategy was the first time implemented in reading class, 29 students said that their interest following the learning process in reading class. 2 students did not feel that their interest were increased. According to Judy Willis, the indication of successful comprehension can occur when it increases their interest in the text and creating goals and purpose for their reading.⁶⁵

4.2.2.6 Question 6 (Students' Difficulties)

1. Short Duration

The researcher identified that the duration for reading the text was somewhat less. Therefore, some students had not finished the text. 6 students found difficulties on understanding the text for the short duration. According to Jane Oakhill, Kate Cain and Carsten Elbro, Reading comprehension takes time and practice to develop proficiency and access text integration processes to construct meaning.⁶⁶

2. Expressing the ideas

⁶⁵Judy Willis, *Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary, and Comprehension* (Alexandria: Association for Supervision and Curriculum Development, 2008), p. 128.

⁶⁶Jane Oakhill, Kate Cain and Carsten Elbro, *Understanding and Teaching Reading Comprehension* (New York: 2015), p.1.

They were asked to filled KWL chart by stating their answers, 8 students admitted that they felt difficult in expressing their ideas. This problems might appear because they were asked to write their answers in English.

3. Unrecognizable vocabularies

The result of interview showed that 9 students found difficulty in finding out the meaning of some vocabularies, cannot figure out from the context, then stop reading and look them up in the dictionary. If the words are technical words in the course, look them up in the book's glossary. It is suggested for the students to look for the clues in those pages. It usually helps.

4. Students with no background knowledge

From the data that has been acquired by the researcher through interview, she found 1 student got difficulty in filling column K because she had no background knowledge.

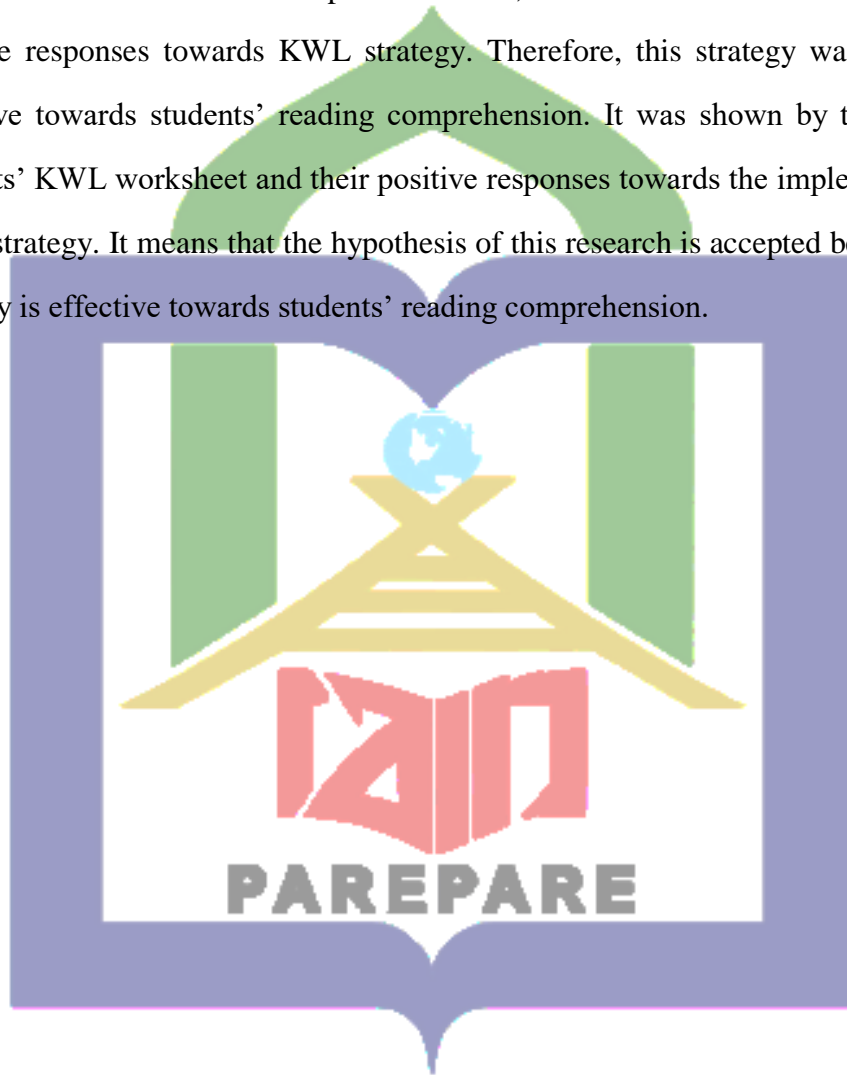
5. Feeling not enthusiast

One last weakness KWL strategy felt by student is 2 students felt not enthusiast towards the implementation of KWL strategy. Finally, 5 students found no difficulties during the implementation of KWL strategy.

4.2.2.7 Question 7 (Fun Strategy)

KWL is a simple strategy. After doing interview with 31 students, 30 said that KWL strategy was fun to be implemented in reading class rather than using the presentation techniques where they become passive learners as audience.

Based on the data explained above, it shows that students mostly had positive responses towards KWL strategy. Therefore, this strategy was considered effective towards students' reading comprehension. It was shown by the scores of students' KWL worksheet and their positive responses towards the implementation of KWL strategy. It means that the hypothesis of this research is accepted because KWL strategy is effective towards students' reading comprehension.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consist of two parts namely conclusion and suggestion of the research.

5.1 Conclusion

Based on the findings and discussion of the data, the researcher would like to present some conclusion as the answers to the problem statements.

5.1.1 The researcher had implemented KWL strategy following the procedure that should be followed. The researcher practiced to fill KWL strategy twice. Firstly, it was practiced in groups and individually and practiced individually. After implementing KWL strategy, Students' scores of KWL Worksheet showed that the students' comprehension in reading are good because the The highest scores are 90 (Excellent) and the lowest score is 65 (Acceptable). there is no students got scores >50 (Need Improvements) In general, this research concludes that KWL strategy could was effective towards the students' reading comprehension.

5.1.2 Students' had positive responses towards KWL strategy. They mostly said that it affected the way students read and understand the text since they had to work alone with their own text and worksheet. During the implementation of KWL strategy, students looked enthusiast and active in learning process. KWL strategy was helpful for students to be better reader and activate their critical thinking. They were encouraged to focus on the reading text. Therefore, it motivated the students in studying actively. It also increased students' achievement.

5.2 Suggestion

After conducting this research, the researcher would like to make some suggestions as follows:

5.2.1 For the Lecturers

5.2.1.1 The lecturers need to use some strategies in teaching reading that might facilitate the students' learning process appropriately. The researcher suggests for the lecturers to use KWL strategy in reading class.

5.2.1.2 The researcher suggest to divide the reading material after the students fill K and W column in order to make them focus to think about the important information related to the topic and generate list of questions.

5.2.1.3 It is suggested to elaborate KWL strategy with any various games in order to enhance students' interest in learning or to avoid the students' boredom.

5.2.2 For the Students

5.2.2.1 The students need to improve their vocabularies in order to comprehend the text easily. They also need to read English text more often in order to explore their experience in reading activities.

5.2.2.2 The researcher also suggests the students to use some other techniques or strategies which make them feel at ease in reading.

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CURRICULUM VITAE



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