

**THE EFFECT OF KWL (KNOW, WANT, LEARN) TOWARD
STUDENTS' READING COMPREHENSION AND READING
MOTIVATION IN ENGLISH DEPARTMENT OF IAIN
PALANGKARAYA**

THESIS



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FACULTY OF TARBIYAH AND TEACHER TRAINING EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2018 M/1440 H**

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THESIS

Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education



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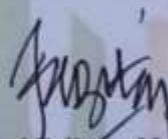
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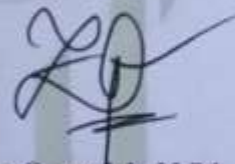
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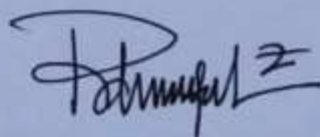
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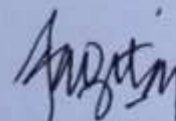
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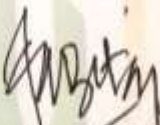
PERSETUJUAN PEMBIMBING

Judul Skripsi : Pengaruh KWL (Know, Want, Learn) Terhadap Pemahaman
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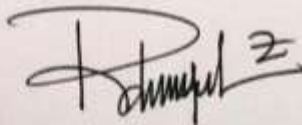

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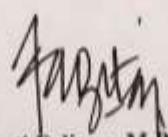

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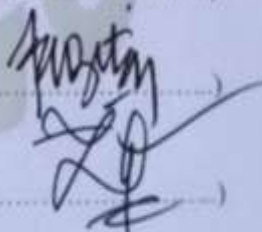
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MOTTO AND DEDICATION

“Throw away your negative thoughts if you want
positive results”

“Buanglah pikiran negatif anda jika menginginkan hasil
positif”.

This Thesis is dedicated to:

My beloved parents, H. Ismail and Hj. Muliana. Thanks for your love, valuable endless prayer, sacrifice, and support for my study that I could not replay with such as greatest things. My beloved brother and sisters, M. Nasrullah, Siti Fatimah, and Siti Munawwarah who always give me support and spirit to finish my study. Thanks for my grandmother, my aunties, my uncles, cousins, and nephews. Thanks for my beloved friends Maria Ulfah S.Pd, Khusyairiah S.Pd, Mutiara S.Pd, Tri Rahma Yanti S.Pd, Mela Scorpiona S.Pd, Nurrica Harlinda S.Pd, Nurliana S.Pd, Nia Rahmalia S.Pd, and Toko Dafi squad for your supports, help, and suggestions during doing the thesis.

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Yours Faithfully



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ABSTRACT

Hairah, Siti. 2018. *The Effect of KWL (Know, Want, Learn) Toward students' Reading comprehension and Reading motivation in English Department of IAIN Palangkaraya*. Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor (I) Santi Erliana, M.Pd., (II) Zaitun Qamariah, M.Pd.

Key words: *Effective, KWL Method, Reading Comprehension and Reading Motivation*

This study is aimed at measuring The Effect of KWL (Know, Want, Learn) toward students' Reading comprehension and Reading motivation. The objective of this study were (a) to find out whether using KWL (Know, Want, Learn) is effective on Reading comprehension in English Department of IAIN Palangka Raya (b) to find out whether using KWL (Know, Want, Learn) is effective on Reading motivation in English Department of IAIN Palangka Raya (c) to find out whether using KWL (Know, Want, Learn) is effective on Reading comprehension and Reading motivation in English Department of IAIN Palangka Raya.

The writer used quantitative approach with quasi-experimental design. The writer designed the lesson plan. Conducted the treatment, observed the students' score by pre-test and post test. The population of the study were the third semester students at english department in IAIN Palangka Raya which consist of 70 students. The writer used clustering sampling in this study and took two classes, they were Reading Comprehension A as control class and Reading Comprehension C as experiment class.

The result of the study (a) Reading comprehension of experiment class showed the significant value ($0.00 \text{ lower} \leq 0.05$). It meant that there was significant effect of KWL (Know, Want, Learn) towards Reading comprehension; (b) Reading motivation of experiment class showed the significant value ($0.00 \text{ lower} \leq 0.05$). It meant that there was significant effect of KWL (Know, Want, Learn) toward students' Reading comprehension and Reading motivation. (c) Reading comprehension and reading motivation, the use of KWL (Know, Want, Learn) showed the significant value. It was based on the calculation showed that the significant value was higher than alpha ($0.04 \text{ lower} \leq 0.05$).

Finally, based on result above, the use KWL (Know, Want, Learn) is effective because students' reading comprehension and reading motivation was improved. the writer recommended that lecturer can be able to apply KWL (Know, Want, Learn) towards students' reading comprehension and reading motivation.

ABSTRAK

Hairah, Siti. 2018. *Pengaruh KWL (Know, Want, Learn) Terhadap Pemahaman Bacaan Siswa dan Motivasi Membaca di Jurusan Bahasa Inggris dari IAIN Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) Santi Erliana, M.Pd., (II) Zaitun Qamariah, M.Pd.

Kata kunci: Efektif, Metode KWL, Pemahaman Membaca dan Motivasi membaca.

Penelitian ini bertujuan untuk mengukur pengaruh KWL (Know, Want, Learn) terhadap pemahaman membaca dan motivasi membaca siswa. Tujuan dari penelitian ini adalah (a) Untuk mengetahui apakah menggunakan KWL (Know, Want, Learn) efektif pada pemahaman Reading di Jurusan Bahasa Inggris IAIN Palangka Raya (b) Untuk mengetahui apakah menggunakan KWL (Know, Want, Learn) Efektif dalam motivasi membaca di Jurusan Bahasa Inggris IAIN Palangka Raya (c) Untuk mengetahui apakah menggunakan KWL (Know, Want, Learn) efektif pada pemahaman bacaan dan motivasi membaca di Jurusan Bahasa Inggris IAIN Palangka Raya.

Penulis menggunakan pendekatan kuantitatif dengan desain quasi-experimental. Penulis merancang rencana pelajaran. Melakukan perawatan, mengamati nilai siswa dengan pre-test dan post test. Populasi penelitian adalah mahasiswa semester tiga di jurusan bahasa Inggris di IAIN Palangka Raya yang terdiri dari 70 siswa. Penulis menggunakan clustering sampling dalam penelitian ini dan mengambil dua kelas, yaitu Reading Comprehension A sebagai kelas kontrol dan Reading Comprehension C sebagai kelas eksperimen.

Hasil penelitian menunjukkan hasil (a) Kemampuan membaca pemahaman kelas eksperimen menunjukkan nilai yang signifikan ($0,00$ lebih rendah $\leq 0,05$). Itu berarti ada pengaruh signifikan KWL (Know, Want, Learn) terhadap pemahaman Reading; (b) Motivasi membaca kelas eksperimen menunjukkan nilai signifikan ($0,00$ lebih rendah $\leq 0,05$). Itu berarti bahwa ada pengaruh signifikan KWL (Know, Want, Learn) terhadap pemahaman membaca dan motivasi membaca siswa. (c) Pemahaman membaca dan motivasi membaca, penggunaan KWL (Tahu, Ingin, Belajar) menunjukkan nilai yang signifikan. Itu berdasarkan perhitungan menunjukkan bahwa nilai signifikan lebih tinggi dari alpha ($0,04$ lebih rendah $\leq 0,05$).

Akhirnya, berdasarkan hasil di atas, Mempertimbangkan hasil studi, penggunaan KWL (Tahu, Ingin, Belajar) efektif karena pemahaman membaca dan motivasi membaca siswa meningkat. penulis merekomendasikan agar dosen dapat menerapkan KWL (Tahu, Ingin, Belajar) terhadap pemahaman membaca dan motivasi membaca siswa.

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Palangka Raya, Oktober 2018
The writer,

Siti Hairah
NIM 1401120959

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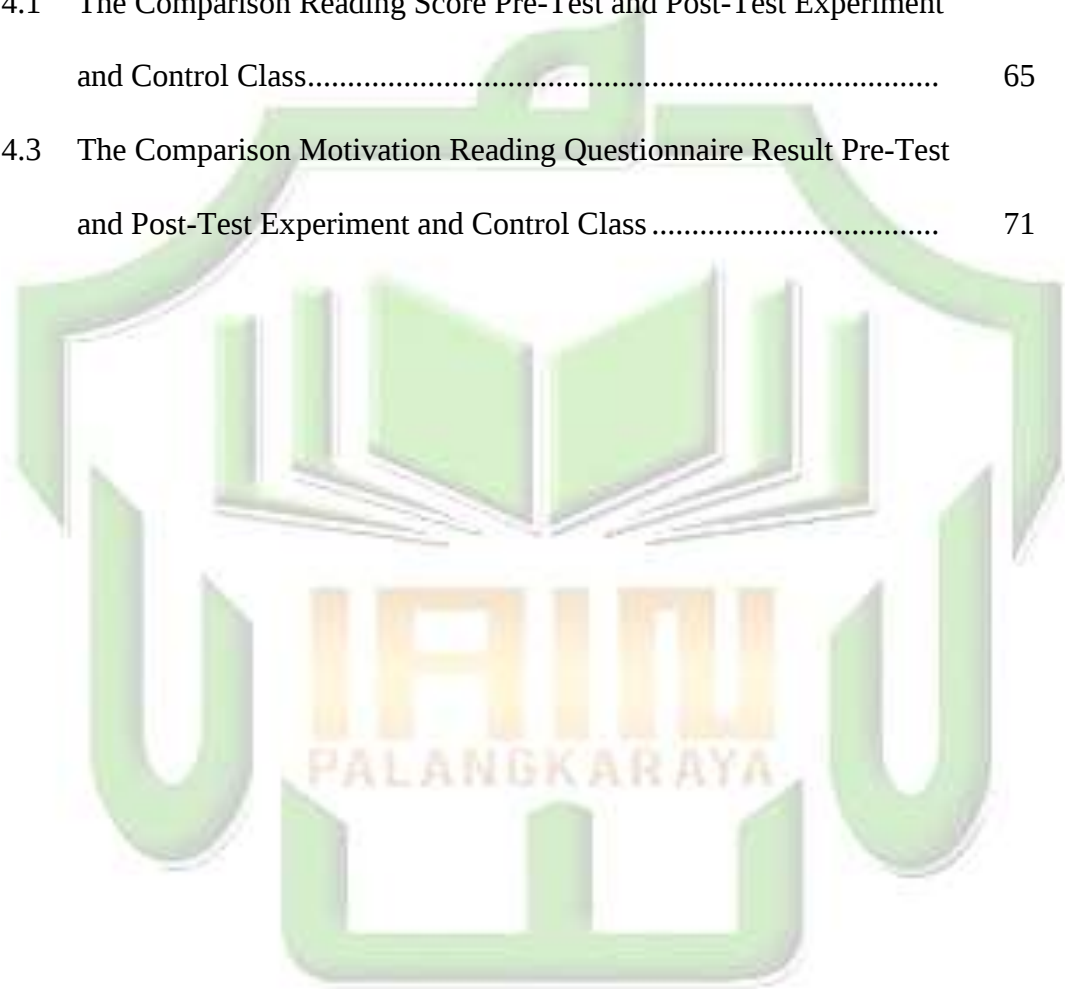
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LIST OF ABBREVIATIONS



Df	: Degree of freedom
SD	: Standart Deviation
SE	: Standart Error
Ha	: Alternative hypothesis
Ho	: Null Hypothesis
KWL	: Know, Want, Learn
ESL	: English as Second Language
EFL	: English as Foreign Language
IAIN	: Institute Agama Islam Negeri
CC	: Control Class
EC	: Experiment Class
TOEFL	: Test of English as Foreign Language
MRQ	: Motivation Reading Questionnaire
ANOVA	: Analysis of Variance
SPSS	: Statistical Package for the Social Sciences