CHAPTER I

INTRODUCTION

This Chapter consists Background of the study, The problem of the study, The objective of the study, Hypothesis of the study, Assumption of the study, The scope and limitation of the study, significances of the study, Definition of key terms and Frame of Discussion.

A. Background of the Study

Reading, as one of language skills, has a very important role. The students should comprehend the reading for certain purpose, however it needs a practical and suitable method. However, some people are not interested in reading because they do not have good topic for reading. Reading skill is one of the basic English skills. (Kenyon, 2008:5) states that when you plan reading sessions with your learners, make sure that there is time to talk about the text (passage, story and to write). Thus, the readers can explain what they have read from the story or passage and they also can write some messages and explore their ideas in reading.

Reading is also considered as the most important skill in Islam which the first verses of the Al-Qur‟an that were revealed to Prophet Muhammad (peace and blessings be upon him) stressed this very real need for reading (“Read! In the Name of your Lord, Who has created (all that exists), Has created man from a clot (a piece of thick coagulated blood). Read! And your Lord is the Most Generous, Who has taught (the writing) by the pen” (QS.

Al-Alaq/96: 1-4). Thus, as a good moslem, reading has to be routine activity to find more knowledge.

Nyoman & Nyoman (2013) identified two factors to understand the text: the inside factors include students' learning motivation, age, aptitude, and learning style. The outside factor is related to the teacher's techniques which are used to create good classroom atmosphere. Furthermore, motivation has an important role upon the student's learning activity. As Frandsen cited in Uniroh (1990) said that motivation as internal condition arouses, directs, sustains, and determine the intensity of learning afford, and also defines the satisfying or unsatisfying consequences of goal.

Reading comprehension is a part of reading subject, which is emphasized in reading comprehension of contents. In other words, reading comprehension is meant as the act of grasping the reading content with the mind. Comprehension includes recognizing and understanding main ideas and related details. This is in line with Nuttal‟s statement that reading comprehension is not only on the pronouncing or loud reading, but also on the understanding reading taken in consideration (Nuttal, 1982: 3). Concludes that it is unlike that you were interested in the pronunciation of what you read except in a tiny minority of eases, it is even likely that you were interested in grammatical structures used. You read because you want to get something from the writing; fact, ideas, enjoyment, even feelings or family community (from a letter) : whatever you want to get the message that the writer had expressed.

The role of motivation in language learning has been studied since 1960s. Most language teachers will agree that motivation of the students is one of the most important factors influencing their success or failure in language learning. American linguist (Brown, 2000: 143) said that if one has the proper motivation in second language learning, he could certainly be successful, which brought out the importance of motivation and the way it can overcome unfavorable circumstances in other aspects of language learning.

The problem on motivation, according (Seli Marsela, 2017: p.13) students' performance in learning can be high or low depends on their motivation, (Seli Marsela, 2017: p.4) states one of the factors affecting reading comprehension achievement is reading motivation. Based on the observation on 04 April 2018, the writer have conducted an interview of English education students in Second semester at IAIN Palangkaraya still difficult to get information of the text and the lack of vocabulary makes them difficult to understand the text, as well as the strategy in learning teaching that sometimes make them bored to learn more deeply. however, students should knows what the media in teaching reading that can help students easy to more understand and interest in learning reading.

Based on the problem above it is necessary to apply the method or strategies to solve students from reading problem in English in order students can read and understand meaning of every reading passage. The success of teaching reading will affect students' reading skill, and can motivate to learn, and focus in the process of learning. (Fengjuan, 2010:1) states that One of the

instructional reading strategy is Know-Want-Learned (KWL) strategy. There are some rationales why KWL strategy can be used as strategy for teaching reading speed skill. First, through KWL the students will be directed to activate their background knowledge related to the text or theory being discussed. This is a very important aspect in reading speed, since it will make the reader to be ready to comprehend the text later. As one of the factor that should be considered in balancing students‟ reading comprehension and reading rate is the topic of the reading passage (Anderson, 1994:4). KWL is one of the most widely recognized graphic organizers and instructional strategies developed by Donna Ogle in 1986. KWL Strategy is chosen to solve this problem. Through a three-phase strategy (“Know”, “Want to know” “Learned). This method can be used as an introductory strategy in order for pupils to document their present level of knowledge and what gaps may exist in that knowledge, to structure progress in their learning and to analyze what new information has been learned after research. Students develop independent skills in comprehending, composing and learning the text. KWL Strategy helps students engage with texts in deliberate and purposeful (strategic) ways. In the first phase K (Know), students activate prior knowledge. Then in the second phase they predict what additional information they are likely to need W (Want to know), and develop a plan to gather that information. In the final phase L (Learnt), students reflect on the new knowledge generated or retrieved as the plan is implemented. Moslem, reading has to be routine activity to find more knowledge.

As result, the writer decided to present the study by the title **"THE EFFECT OF KWL (KNOW, WANT, LEARN) TOWARD STUDENTS' READING COMPREHENSION AND READING MOTIVATION IN ENGLISH DEPARTMENT OF IAIN PALANGKARAYA"**

B. Research Problem

According to the statement above, the research problem is formulated as follows:

1. Is there any significant effect of using KWL (Know, Want, Learn) toward students' Reading comprehension in English Department of IAIN Palangka Raya?
2. Is there any significant effect of using KWL (Know, Want, Learn) toward students' Reading motivation in English Department of IAIN Palangka Raya?
3. Is there any significant effect of using KWL (Know, Want, Learn) toward students' Reading comprehension and Reading motivation in English Department of IAIN Palangka Raya?

C. Objective of the Study

According to the statement above, the objective of the study is formulated as follows:

1. To find out whether using KWL (Know, Want, Learn) is effective on Reading comprehension in English Department of IAIN Palangka Raya.
2. To find out whether using KWL (Know, Want, Learn) is effective on Reading motivation in English Department of IAIN Palangka Raya.

3. To find out whether using KWL (Know, Want, Learn) is effective on Reading comprehension and Reading motivation in English Department of IAIN Palangka Raya.

D. Hypothesis of the Study

The Hypothesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment (David, 1992. p. 232) The hypothesis is divided into two categories they were Alternative Hypothesis and Null Hypothesis :

1. Alternative hypothesis (Ha):

a. There is significant effect of using KWL (Know, Want, Learn) toward students' Reading comprehension in English Department of IAIN Palangka Raya.

b. There is significant effect of using KWL (Know, Want, Learn) toward students' Reading motivation in English Department of IAIN Palangka Raya.

c. There is significant effect of using KWL (Know, Want, Learn) toward students' Reading comprehension and Reading motivation in English Department of IAIN Palangka Raya.

2. Null hypothesis (Ho):

a. There is no significant effect of using KWL (Know, Want, Learn) toward students' Reading comprehension in English Department of IAIN Palangka Raya.

b. There is no significant effect of using KWL (Know, Want, Learn) toward students' Reading motivation in English Department of IAIN Palangka Raya.

c. There is no significant effect of using KWL (Know, Want, Learn) toward students' Reading comprehension and Reading motivation in English Department of IAIN Palangka Raya.

The writer formulates the hypothesis because it will make the writer easy to focus on collecting the quantitative data based on variables in the hypothesis.

E. Assumption

There are two assumptions in the study. The assumptions as follow:

1. KWL (Know, Want, Learn) can give possitive effect on students' reading comprehension and reading motivation.
2. KWL (Know, Want, Learn) can improve or increase students' reading comprehension and reading motivation.

F. Scope and Limitation of the Study

The study focused on the students' reading comprehension and reading motivation of the third semester students at English Education Study Program in IAIN Palangka Raya. The scope in this study is to investigate the effect of KWL (Know, Want, Learn) toward students' reading motivation based on the reading comprehension.

The writer limits this study only for the third semester students, particularly students who took Interpretive Reading course at English Education Study Program in IAIN Palangka Raya Academic year 2017/2018.

At IAIN Palangka Raya, especially English Education Study Program, reading subject is one of receptive skill subjects to its function as a medium for accessing knowledge and technology. According to the level of interest is high enough, then the education curriculum of English Education Study Program, reading subject is taught as a compulsory subject in three semesters with a total weight of six credits spread over three subjects. The three subject are Literal Reading, Interpretative Reading and Critical Reading. There are some purposes of these subject, namely, first, the purpose of Literal Reading this course is to develop the students' reading proficiency in English at the intermediate level through identifying the main idea of a paragraph and recognizing narrative, descriptive and expository types of writing. Second, the purpose of Interpretive Reading is designed to develop the students' reading proficiency up to intermediate level of English through comprehending in analyzing simple rhetoric structures of passage and classifying types of writing (narrative, descriptive, expository and argumentative passages). It also attempts to develop the students' skill of note taking and summarizing. Then, the purpose of Critical Reading is aim at improving the students' ability to read English passage at upper intermediate level. In particular it is intended to develop their skill of recognizing.

Based on some purposes above, basically, standard competency for Reading subject is capable of reading academic text, journals, and article.

G. Significance of the Study

This study is significant for two reasons: theoretically and practically.

1. Theoretically, the writer would like to find the effect of KWL (Know, Want, Learn) toward reading comprehension and reading motivation**.**
2. Practically, the writer expects to give contribution for:
   a. Teacher: The result of this study hopefully can give the alternative way or technique for English teacher about the use of KWL (Know, Want, Learn) in teaching reading.
   b. Students: The writer also hope that the result of this study will be useful for students in order to increase or improve their reading ability independently.
   c. Future Researchers : The writer also hope that the result of this study will be useful for Future Researchers and can provide useful benefits and can further develop techniques in classroom teaching methods that are more efficient the use of KWL (Know, Want, Learn) in teaching reading.

H. Definition of Key Terms

The terms in this investigation is used to avoid the misunderstanding among the readers. To make it quite clear in comprehension the study therefore there are some key terms such KWL Strategy, reading comprehension and Reading Motivation.

1. **KWL Strategy**

   Bos & Vaughn in Fengjuan KWL strategy is Developed by D. Ogle, 1986, KWL is an instructional scheme that develops active reading of expository texts by activating learners' background knowledge. It provides a structure for recalling what learners know about a topic, noting what they want to know, and finally listing what has been learned and is yet to be learned. Learners begin by brainstorming everything they Know about the topic. Learners then generate a list of questions about what they Want to know about the topic. These questions are listed in the W column. During or after reading, learners answer these questions. What they have Learned is recorded in the L column.

2. **Reading Comprehension**

   Reading comprehension. There are four main points to be discussed in this subchapter. They are the definition of reading comprehension, the process of reading comprehension, factors affecting reading comprehension, and the strategies in reading comprehension.

   a. The Definition of Reading Comprehension Reading comprehension is the process of constructing meaning involving the written language by interpreting textual information in the light of prior knowledge and experiences using appropriate and efficient comprehension strategies (Snow, 2002: 11, Mikulecky & Jeffries, 1990: 3, Johnson 2008: 110). The process of constructing meaning is the process in which the reader combines their prior knowledge with the additional information from a

text, draw the meaning of words, and connect it to reach the clear understanding of the written text (Pang, et al., 2003: 14). In this process, the reader uses their prior knowledge about the topic, language structure, and text structure to understand the writer's message (Lenz, 2005:1).

3. Reading Motivation

Learning motivation: all of driving power of somebody which raise the learning activity, guarantee the existence of learning activity, so the purpose can be achieved (Sardiman A. M 2007.p. 75). Learning activity is defined as any activities of an individual organised with the intention to improve knowledge, skills and competence involving reading comprehension.

a. Motivation:

Motivation is general desire or willingness that becomes the reason(s) someone has for acting and behaving in a particular way.

b. Reading interest:

Reading interest is the persistent tendency of particular source of reading which arising a strong desire to read.

I. Frame of Discussion

The framework of the discussion of this study could be drawn as follows:

Chapter I :Introduction, that consists of Background of the study, The problem of the study, The objective of the study, Hypothesis of the study, Assumption of the study, The

scope and limitation of the study, significances of the study, Definition of key terms and Frame of Discussion.

Chapter II :Review of related literature, that consists of the Previous Studies, The Definition of reading comprehension, The Processes of reading comprehension, Level of reading comprehension, The definition of reading motivation, Dimensions of reading motivation, Motivation for reading questionnaire, Problem in reading, The definition of KWL, The characteristics of KWL Technique, The implementation of KWL, The advantages of using KWL, The disadvantages of using KWL, Transcript of KWL Lesson.

Chapter III :This chapter consists of Research design, Variables of the study, Subject of the study, Instrument of the study, Data collecting procedure, and Data analysis.

Chapter IV :This chapter consists of description of the data, result of data analysis, and discussion.

Chapter V :This chapter consists of conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of the previous studies, reading comprehension, reading motivation and KWL (Know-Want-Learn) technique.

A. Previous Studies

1. Eko Yuniarti**,** with the title **"IMPROVING THE STUDENTS' READING COMPREHENSION THROUGH KNOW-WANT-LEARN TECHNIQUE AT THE ELEVENTH GRADE OF SMA NEGERI 1 SANDEN IN THE ACADEMIC YEAR OF 2012/2013"** Based on the findings, three points of implication can be proposed. Those are the importance of Know-Want-Learn technique to scaffold the students in understanding text, the importance of using efficient comprehension strategies, and the importance of Know-Want-Learn technique in improving students' reading comprehension. First, the results of the study imply that Know-Want-Learn technique needs to be implemented since the technique could help the teacher to scaffold the students' in understanding text. Second, the implication to the the use of reading comprehension strategy is that the teacher should model how to use efficient comprehension strategies to the students. Third, the findings carry the implication that it is important to use Know-Want Learn technique in the classroom reading activity to improve students' reading comprehension. Otherwise, this research will focus to find difficulty in comprehending the text with using KWL Reading strategy.

2. Iva Emaliana, In the thesis entitled "**THE USE OF KWL PLUS STRATEGY TO IMPROVE READING COMPREHENSION OF THE SECOND YEAR STUDENTS OF SMPN 12 PEKANBARU"** Result of this study showed this strategy can improve the ability of the students in comprehending reading text. The aspects of reading evaluated were finding factual information, main idea, supporting idea, reference, the meaning of vocabulary.
3. Rini Mariana in the thesis **"THE EFFECTIVENESS OF KWL (Know, Want to Learn, Learned) STRATEGY IN TEACHING NARRATIVE TEXT COMPREHENSION OF SMP NEGERI 2 KALITIDU BOJONEGORO".** Result of this study also showed that KWL technique can improve on students reading comprehension and also more effective in teaching narrative text comprehension achievement in teaching comprehension narrative text then those taught by direct instructional method. Both of this study teaching reading comprehension through KWL strategy is able to improve the reading comprehension from lower score to highest score, furthermore the result shown changing learner behavior from teacher centered into students active process. Students indicate more active to learn reading because the steps in KWL strategy guide them to access what they know, decide what they want to learn, whether it is likely to be in the passage, and decide what yet needs to be done after reading.

4. Erika Sinambela, Sondang Manik and Rotua Elfrida Pangaribuan with the title **"Improving Students' Reading Comprehension Achievement by Using K-W-L Strategy"** This study is planned to investigate the improvement of Know-Want-Learn (KWL) on the students' reading comprehension. In conducting a research, theories are needed to explain some context or terms applied in the research concerned. Theoretical framework of this research are presented and discussed as the following. The research is done in order to improve students' reading comprehension achievement. The writer uses Know- Want-Learn (KWL) strategy, and the data are obtained from the experimental group and the score of the control group, from the fifth semester students of English department, Faculty of Education of HKBP Nommensen University Medan.
5. Sitti Maryam Hamid, Qashas Rahman and Haryanto Atmowardoyo With the title **"The Use of Prezi with Know, Want, and Learn (KWL) Strategy to Enhance Students Reading Comprehension"** This research employed cluster random sampling technique. The sample consisted of 72 students which belong to two classes; 36 students in experimental class and also 36 students in control class. Research instruments were used to collect the data in this research namely reading comprehension test and questionnaire. Regarding the findings explained previously, it shows that the reading comprehension of the first-grade students of SMAN 5 Makassar improved in the experimental group. It

supported by the students' frequency and rate percentage of the students' pretest and posttest result. the students score in the experimental group by using Prezi with KWL Strategy in teaching reading was better than before treatment. Referring to the students' reading pretest of both of experimental and control groups, the result of findings shows that the most of the students are still lack of skill in reading a narrative text.

6. Riswanto, Risnawati and Detti Lismayanti with the title **"The Effect of Using KWL (Know, Want, Learned) Strategy on EFL Students' Reading Comprehension Achievement"** This study applied a quasi experimental. There is a fact that most of the Secondary School students are still low in comprehending reading texts. Therefore, the main objective of this study was to see whether the use of KWL (Know, Want, Learned) strategy was effective in improving the students' reading comprehension achievement in learning English as a Foreign Language. Non-equivalent groups pretest-posttest design was used in this study. The data were collected by using multiple choice reading comprehension test. The data obtained were analyzed by using t-test formula. The finding showed that KWL strategy was effective in improving the students' reading comprehension achievement. The effectiveness was indicated by the result of the Stepwise Regression formula that the contribution of KWL strategy on students' reading comprehension achievement was 70.5%.

7. Mohammad Hussein Hamdan with the title **"KWL-Plus Effectiveness on Improving Reading Comprehension of Tenth Graders of Jordanian Male Students"** This study is to examine the effectiveness of the KWL-Plus strategy on the performance of the Jordanian Tenth Grade male students in reading comprehension. To achieve this aim, the sample of the study was selected from a private school and a public school. They participants were divided into an experiment group and a control group. All the public school students represented the experimental group.
8. Khalid A. Alsoudi with the title **"The Effect of Using K.W.L Strategy upon Acquiring Religious Concepts"** This study aimed to investigate the effect of using K.W.L in acquiring religious concepts among 8th grade students in Jordan. The study sample consisted of 139 students (4sections) the sections were chosen randomly from 8th grade students from Tafila Directorate of Education. 2 sections formed the experimental group (1 section for males and 1 section for females) they were taught using K.W.L strategy, while the control groups were consisted of 2 sections 69 students (1 section for males and 1 section for females); they were taught by using the ordinary teaching strategy.

B. Reading Comprehension

1. The Definition of Reading Comprehension

Reading comprehension is the process of constructing meaning involving the written language by interpreting textual information in the light of prior knowledge and experiences using appropriate and efficient

comprehension strategies (Snow, 2002: 11, Mikulecky & Jeffries, 1990: 3, Johnson 2008:110). The process of constructing meaning is the process in which the reader combines their prior knowledge with the additional information from a text, draw the meaning of words, and connect it to reach the clear understanding of the written text (Pang, et al., 2003: 14). In this process, the reader uses their prior knowledge about the topic, language structure, and text structure to understand the writer's message (Lenz, 2005:1). In the process of understanding the message which is stated or unstated in the text, the reader also needs to use various strategies such as predicting, clarifying, and confirming. Those are all strategies used by the reader for the negotiation of meaning.

From the definition above, reading comprehension can be defined as the process in which the readers construct meaning from a text connected to the background knowledge they have to get the clear understanding of the writer's message.

2. The Processes of Reading Comprehension

As it is mentioned before, reading comprehension is the process in which the reader constructs meaning from the text. There are at least three types of constructing meaning processes proposed by some experts. The three processes of constructing meaning of the text are presented below.

a. Bottom-up processing

Bottom-up processing views the process of reading as phonemic units. In bottom-up processing, the reader must recognize a multiplicity of linguistic signal such as letters, morphemes, syllables, words, phrases, grammatical cues, and discourse markers (Brown, 2001: 299). It means that the reader has to scan from letters to letters, recognize the words from one to another, associate among phrases, clauses, and sentences, and finally it is processed into phonemic units representing lexical meaning and attains some comprehension of the text.

b. Top-down processing

In top-down processing, the reader involves their knowledge of syntax and semantic to create meaning of the text (Goodman cited in Hudson, 2007:37). The reader constructs meaning by bringing their early thought to the text being read. It means that the reader's background knowledge is very important in getting the meaning of the text. In top down processing, the reader makes some prediction of the text. The process is continued by taking samples which will be confirmed or not to the predictions have been made before. Finally, the reader checks the predictions.

c. Interactive processing

Interactive processing is a combination of top-down and bottom-up processing. In interactive processes, the reader predicts the probable meaning of the text, then moving to the bottom-up processes to check

whether that is really what the writer says (Nuttal cited in Brown, 2001: 299). It means that the reader both recognizes words and predicts the implied information in constructing meaning of the text.

From the discussion above, it can be concluded that there are three types in the process of reading. They are bottom-up processing, top-down processing, and interactive processing. Bottom-up processing deals with the word recognition. Top-down processing deals with the readers' background knowledge. The last, interactive processing combines the top-down and bottom-up processing. Here, interactive processing combines word recognition and background knowledge of the readers. The three processes help the readers to comprehend the text they read.

3. Level of Reading Comprehension

As teachers of English as second language, the teacher should be aware that the primary objective of reading is comprehension or being able to find meaning in what is read. However, some teachers may not be aware that the comprehension questions they formulate only test students" ability to understand and recall ideas and information directly stated in the given text.

According to Kennedy the skills of comprehension are grouped under three major divisions of reading: literal, inferential, and critical. While, Burns, Roe and Ross propose four levels in reading comprehension: literal reading, interpretative reading, critical reading and

creative reading (Burns, et. al. 1984, p. 177). The explanations of these levels are as follows:

a. Literal Reading

Reading for literal comprehension, which involves acquiring information that is directly stated in a selection, is important in and of it and is also a prerequisite for higher-level understanding. Kennedy explains that literal reading is related on *what a writer says*. Literal reading results in this kind of reading comprehension. It requires ability to (1) locate specific facts, (2) identify happenings that are described directly, (3) find answers to questions based on given facts, (4) classify or categorize information given, and (5) summarize the details expressed in a selection (Kennedy, 1981. p. 218). According to Burns, et.al. there are some bases of literal comprehension; they are recognizing stated main ideas, stated details, stated causes and effects, and sequences.

b. Interpretive Reading

Interpretative reading involves reading between the lines or making inferences. Kennedy uses the name inferential comprehension. Kennedy looks inferential comprehension as about what the writer means. He argues that writers do not always mean exactly what they say, nor do they say everything they mean. They expect readers to understand the information they give and to draw from it many implied meanings. The often-used term reading between the lines refers to extracting the implied meanings from a selection. He adds that there are at least four skills are

essential for effective use of inferential reading (Kennedy,1981. p. 224): (1) finding implied meanings, (2) anticipating outcomes, (3) making generalizations and (4) drawing conclusions. While for this term, Burns, uses interpretative reading. He says that interpretative reading is the process of deriving ideas that are implied rather than directly stated.

c. Critical Reading

Kennedy says that after information has been found and understood (literal reading) and its implied meanings have been discovered and interpreted (inferential reading), the reader is ready to evaluate it, to make judgments as to its application, accuracy, validity, and worth. This is what he called critical reading (Kennedy,1981. p. 232). While Burns, et.al state that critical reading is evaluating written material comparing the ideas discovered in the material with known standards and drawing conclusions about the accuracy, appropriateness, and timeliness (Burns, et al. p. 190). Critical reading depends upon literal comprehension and interpretative comprehension, and grasping implied ideas is especially important.

d. Creative Reading

Burns, et.al. say that creative reading involves going beyond the material presented by the author. It requires readers to think as they read, just as critical reading does, and it also requires them to use their imaginations. Helen Huus in Burns,et.al. says that it is concerned with

the production of new ideas, the development of new insights, fresh approaches, and original constructs.

C. Reading Motivation

1. The defintion of Reading motivation

Reading motivation is a complex construct since there are two aspects of reading motivation that are based on different reasons or goals that give rise to an action – namely intrinsic and extrinsic motivation. According to Ryan and Deci (2000: 16), intrinsic motivation refers to engagement in an activity that is based on personal interest in the activity itself. Readers who are intrinsically motivated are more likely to find a variety of topics that interest them and to benefit from an accompanying sense of pleasure. Studies have linked intrinsic reading motivation to:

a. Greater reading frequency and greater breadth of reading (Hidi, 2000: 27).
b. Greater reading (Cox and Guthrie, 2001: 131).
c. Greater retention of key information (Guthrie, van Meter, Hancock, Alao, Anderson, McCann, 1998: 275).
d. Greater persistence in coping with difficulties, mastering the required skills and becoming self-determined in reading tasks.

2. Dimensions of Reading Motivation

Wigfield and Guthrie (2000: 188) reported that several aspects of intrinsic motivation predict breadth of reading and reading

comprehension: importance, curiosity, involvement and challenge. These can be described in more detail as follows:

a. Importance of reading refers to the belief that reading is valuable.
b. Curiosity is the desire to learn about a particular topic of personal interest.
c. Involvement refers to the enjoyment of reading certain kinds of literary or information texts.
d. Preference for challenging reading is the satisfaction of mastering or assimilating complex ideas in text.

By contrast, extrinsic motivation involves engagement in an activity in response to external values and demands. For example, when children read to avoid punishment or to meet teachers‟ or parents‟ expectations, they are extrinsically motivated because their desire to read is controlled externally. Extrinsically motivated pupils may therefore not read because they are interested but because they want to attain certain outcomes (e.g. recognition from others or good grades). Wigfield and Guthrie (1997: 43) reported that extrinsic motivation was made up of three aspects: recognition, grades and competition.

According to Wigfield (1997: 22), these aspects can be defined as follows:

a. Reading for recognition is the pleasure in receiving a tangible form of recognition for success.

b. Reading for grades refers to the desire to be favorably evaluated by the teacher.

c. Competition in reading is the desire to outperform others in reading.

Several studies have shown that both forms of motivation predict amount and breadth of reading, but that the relationship is stronger for intrinsic motivation.

Research has also shown that intrinsic but not extrinsic motivation predicts reading for pleasure. For example, children who were intrinsically motivated read fiction at least once a week, and in some case almost daily as reported by Wang and Guthrie (2004: 180). By contrast, extrinsic motivation was negatively associated with reading for pleasure, suggesting that children who read for the outcomes of reading are less likely to get enjoyment from books.

In general, the different forms of motivation have also been associated with different learning strategies and different qualities of learning. Clark and Rumbold (2006: 90) suggested that intrinsic motivation has typically been related to learning that leads to conceptual understanding and higher level thinking skills, while extrinsic motivation tends to lead to “surface” rather than “deep” learning.

3. Motivation for Reading Questionnaire

The Motivations for Reading Questionnaire (MRQ) is designed to assess different aspects of children's motivations for reading. It is well-known that children's motivation can affect their performance in different achievement areas, including reading (for further discussion, see Oldfather & Wigfield, 1996, Wigfield, 1994, and Wigfield & Guthrie, 1995). However, few measures of children's motivations for reading exist, which has made it difficult to assess the ways in which children are motivated (or not motivated) to read, and to assess the relation of reading motivations to achievement in reading. The engagement perspective that provides the theoretical framework for much of the ongoing work at the National Reading Research Center emphasizes the importance of motivation to engaged reading. A survey of IRA members done in 1992 indicated that students' motivation (or lack of motivation) to read was one of teachers' greatest concerns. Therefore, it is important to obtain a better understanding of children's reading motivations, and to devise tools to measure reading motivations.

D. Problem in Reading

It has been observed that students, especially ESL and EFL learners, confront a variety of difficulties while reading. These difficulties comprise inadequate vocabulary, lexical inefficiency, structural complexity, language inaccessibility, poor reading skills, lack of schemata,

and so on. Students' lack of interest is another major cause of their failure in reading. Reading is, for many of them, "a passive, boring activity, performed constantly in isolation and perhaps associated with skills which they feel they do not possess" (Greenwood, 1998, p. 5). Dechant has expressed the same opinion and stated that achievement in reading is dependent "upon the pupil‟s motivational readiness, and poor reading or reading failure may be caused by lack of interest" (Dechant, 1982. p.73). He has also mentioned "personal maladjustment" as another cause of reading failure and explained that difficulties in adjusting to a new environment, poor parent-child relationships, lack of encouragement from home, 'negative attitudes of parents to learning in general' etc. 'may all lead to failure'.

The most mentionable cause of students‟ poor reading is the lack of vocabulary. Students of intermediate level, or even of higher classes, are very weak in vocabulary. Almost in every sentence they come across new words. This inadequate vocabulary makes them stumble at each sentence, and soon they begin to lose their patience with and interest in reading. It not only hinders their smooth reading, but also paralyses their language learning ability. All the linguists and experts have expressed the same view that insufficient vocabulary is the main cause of students' poor reading. While mentioning the causes of the failure of reading Breen stated that "paucity" of vocabulary, lack of independent reading, and incapability

of fulfilling the demands of the required reading are the problems of the students.

Academic reading is defined as a purposeful and critical reading of a range of lengthy academic reading texts for completing the study of specific subject areas. It is also different from other forms of reading, because academic reading is complex and discipline-specific, carefully synthesizing material from a number of sources. It requires consciously finding authorial intensions and purposes. However, many under-prepared EFL learners face huge challenges in meeting the academic reading demands when entering higher education. Some might lose confidence and turn to translated versions to survive exams and assignments. Eventually, their English proficiency deteriorates (Ming-Yueh Shen, 2013, p. 70–79).

E. KWL (Know-Want-Learn) Technique

The Concept of Know-Want-Learn (KWL)

This subchapter discusses some relevant theories which are related to Know-Want-Learn (KWL) technique. In this section, the discussion of the concept of Know-Want-Learn (KWL) technique is mainly related to four aspects. They are the definition of Know-Want-Learn (KWL), the characteristics of Know-Want-Learn (KWL) technique, the implementation of Know-Want-Learn (KWL) technique, and the advantages and disadvantages of using Know-Want-Learn (KWL) technique.

1. The Definition of Know Want Learn (KWL)

Know-Want-Learn (KWL) is an instructional reading technique that is used to activate students' background knowledge, assist students in setting purposes for reading, and help students to monitor reading comprehension by using graphic organizer (Peregoy & Boyle, 2001: 70, Ros & Vaughn, 2002: 179). In this definition, four important concepts of Know-Want-Learn (KWL) technique are used. Firstly, Know-Want-Learn (KWL) is an instructional reading technique to aid the teaching of reading. It uses graphic organizer namely KWL chart to help the students record their thinking process before, during, and after reading. Secondly, Know-Want-Learn (KWL) technique is designed to activate students' background knowledge. By using Know-Want-Learn (KWL) technique, the teacher can help the students recall the information stored in their mind which is related to the topic. Thirdly, Know-Want-Learn (KWL) technique can assist students in setting purposes for reading. By the use of Know-Want-Learn technique, the teacher can encourage the students to determine why they are reading a specific text. Fourthly, Know-Want-Learn technique helps the students to monitor their own comprehension. Here, the readers can reject or confirm the information stored in their mind with the information they find in the text. Know-Want-Learn (KWL) consists of three basic stages (Ros & Vaughn, 2002: 179). They are K stage, W stage, and L stage. In the K stage: What I know, students access their background knowledge

to the text by listing what they already know about a specific topic. Then in the W stage: What I want to know, students determine what they want to know by making questions related to the topic, and finally assess what they learn in the L stage: What I learn. From the definition, Know-Want-Learn (KWL) technique can be concluded as a technique which has well-organized steps to be followed by the students. The technique combines the use of reading strategies in the effort to improve reading comprehension.

2. The Characteristics of Know-Want-Learn Technique

Know-Want-Learn (KWL) has characteristics that are different from other instructional reading techniques. Below, four characteristics of Know-Want-Learn (KWL) are presented.

a. Using charts

In the implementation of Know-Want-Learn (KWL) technique, the use of chart is important. The chart used in this technique is known as KWL chart. KWL chart consists of three columns. They are What I Know (K) column, What I want to Know (W) column, and What I learn (L) column. The chart presents a before-during-after strategy that must be completed by the students during the thinking-reading process. The first two sections of the chart are to be filled out prior to the lesson while the last column is to be filled out after the lesson. KWL chart helps students to be active thinkers while they read, gives them spesific things to look for, and get

them reflect on what they have learned. It can be used as a short introduction to a lesson to stimulate prior knowledge and assist the teacher's instruction during the teaching and learning process (Ogle cited in Ros & Vaughn, 2002: 179). Below is the example of KWL chart.

Figure 2.1: The example of KWL chart

KWL Chart
Topic :

K	**W**	**L**
What I Think I **Know**	What I **Want** to Know	What I **Learned**

b. Involving three basic stages

Know-Want-Learn (KWL) consists of three basic stages (Ros & Vaughn, 2002: 179). They are K stage, W stage, and L stage. In the K stage: What I know, students access their background knowledge to the text by listing what they already know about a specific topic. Then in the W stage: What I want to know, students determine what they want to know by making questions related to the topic, and finally recall what they learn in the L stage: What I learn. Below is the illustration of the use of KWL chart.

Figure 2.2 : The use of KWL chart

Title : Reptiles		
K : What I Know	W : What I Want to Know	L : What I Learned
• They come is all shapes and sizes • They are cold blooded creatures • They live in both land and water • They largest reptile is a crocodile and the smallest is a lizard • Some reptiles dont have legs like snakes • They have scales on their bodies	• How they evolved • Their life cycle • What they eat • What animals come under the category "reptiles"	• Reptiles are the oldest type of animal in the planet • Reptiles are found in every continent except Antarctica. • There are more than 8000 reptiles species in the world. • Reptiles have existed for more than 300 million years. • The dinosaur is also a reptile • Reptiles normally live from 7 to 100 years. A turtle can live over 100 years.

The figure above shows how the use of KWL chart imitates the process of comprehending the text. The process in K stage represents the process in which the reader uses their prior knowledge before reading. The process in W stage represents the process in which the reader states questions in which they are more interested. The process in L stage represents the process in which the reader checks whether the information he/she gets from the text is suitable with the information stored in their mind. The three stages in KWL are exactly the same as how reader processes to comprehend the text. Each column in the chart shows the process of comprehending the text (Ros & Vaughn, 2002: 179).

c. Combining the use of strategies

Know Want Learn (KWL) technique involves a variety of strategies to help students make meaning from a text. There are at least three strategies used. They are activating prior knowledge, setting purpose of reading, and monitoring and assessing comprehension (Ros & Vaughn, 2002: 178).

d. Using interactive processing

The use of Know-Want-Learn (KWL) technique can assist the teacher in teaching reading using an interactive model of reading (Ros & Vaughn, 2002: 180). An interactive reading model is a reading model that recognizes the interaction of bottom-up and top-down processes simultaneously throughout the reading process (Brown, 2001:299). An interactive model emphasizes the role of prior knowledge or pre-existing knowledge in providing the readers with implicit information in the text. In the implementation of Know-Want-Learn (KWL) technique, activating the students' prior knowledge is the most important stage.

3. The Implementation of Know-Want-Learn (KWL) Technique

The Know-Want-Learn (KWL) technique consists of three basic steps representative of the cognitive or metacognitive steps employed by the students as they utilize the strategy; accessing What I Know, determining What I Want to Know, and recalling What I Learn (Ros & Vaughn, 2002: 178). To assist the students in using the strategies when

reading, there is a simple worksheet for the students to complete during the thinking- reading process namely KWL chart.

a. During the Know step, the teacher and the students involve in a discussion designed to assist students in thinking about what they already know about the topic of the text. For this step, the teacher starts by using a brainstorming procedure. As in the Pre Reading Plan, students are encouraged to discuss where or how they learned the information so as to provide information concerning the source of their ideas. After brainstorming, the teacher and the students discuss the general categories of information likely to be encountered when they read and how their brainstormed ideas could help them determine the categories. For example, the teacher might say "I see three different pieces of information about how is turtle looked. Description of its looks is certainly one category of information I would expect to include" (Ogle, 1986: 566).
b. During the Want to Learn step, the teacher and the students discuss what they want to learn from the text. Before starting to read, the students write down the specific questions in which they are most interested in the second column. This step helps the students to set a purpose of reading.
c. During the What I learn step, the students write what they learn from reading. They should check their questions that they generated in Want to Learn step. In this step, the students have to confirm or reject

their own questions in What I Want to Know. Besides, they have to generate their ideas based on the information they find. In this step the students can monitor their own comprehension.

4. The Advantages of Using Know-Want-Learn (KWL) Technique

Know-Want-Learn (KWL) has some advantages that can help the students understand the text. Below, three advantages of Know-Want-Learn (KWL) are presented.

a. Helping the students to check prior knowledge

The use of Know-Want-Learn technique in the teaching of reading helps the students check their prior knowledge of a topic, concept, or process before learning about it. With this prior knowledge, the brains of the students will recall what they already know (the K of KWL) about the topic. When the students get new information, the students will use their brains to join the old knowledge with the new information from the text. learners who start making connection about what they already know can create meaning of the text more easily (Cardenas, 2009: 38).

b. Building the students' interest in reading

The second benefit of the use of Know-Want-Learn technique is to stir the students' interest in what students also want (the W of KWL) to know additionally about the topic. Making their own questions about the topic can increase the students' interest because of the fact that the students felt the necessity of finding out what would

really happen in the text. The students are interested to read the text because they want to find the answer of their own question or not. By completing K and W column, the students are not only making use of their prior knowledge but also are motivated to keep reading the text (Cardenas, 2009: 38).

c. Providing a chance for the students to assess what they have learned

The third benefit is to provide a chance for students at the end of a lesson to look back and assess what they have learned in the lesson. By completing the last column namely What I Learned column, the students record the information they get from the text. Here, the students can assess their own thinking process (Ros & Vaughn, 2002: 179).

5. The Disadvantages of Using Know-Want-Learn (KWL) Technique

Student have to understand what their role involves and why the process of explaining K.W.L is important for learners to examine what they know about the topic they will read and study. Ibrahimi (2012, p. 55) stated that in using steps of K.W.L chart with group or inter class, some students will find it difficult to complete the K.W.L sheet on their own. Others will avoid taking risk and revealing what they know or don't know about the topic. Other simply won't be positively motivated. Ataie (2008, p. 384) mentions that most Arab students use the style of statement not questions; furthermore, they use their native language (Arabic) when they cannot explain what they want to learn English language.

The writer sees that students' responses are also revealing. It is not surprising that students approach the strategy more seriously when the material is relevant and interesting. On the other hand, the disadvantages of K-W-L strategy based on Ibrahim (2012) are it is difficult for students with prior knowledge, it takes time to complete, and it is not effective for reading fiction material.

6. Transcript of a K-W-L lesson

To make more concrete how the process actually works, part of a transcript from a fourth grade lesson is included here. The article being read, "The Black Widow," came from a children's magazine. It was being read as part of a unit on animals.

Teacher: Today we're going to read another article about animals. This one is about a special kind of spider? The Black Widow. Before we begin the article, let's think about what we already know about Black Widows. Or if you aren't familiar with this kind of spider, think about some things you know about spiders in general, and we can then see if those are also true for the Black Widow. (Teacher writes *Black Widow spider* on the board and waits while students think about their knowledge of spiders. Next she elicits ideas from children and writes their contributions on the board).

Tony: Spiders have six legs.

Susan: They eat other insects.

Eddie: I think they're big and dangerous spiders.

Teacher: Can you add more about what you mean when you say they're big and dangerous?

Eddie: They, they, I think they eat other spiders. I think people are afraid of them, too.

Steph: They spin nests or webs to catch other insects in.

Tom: My cousin got stung by one once and almost died.

Teacher: You mean they can be dangerous to people?

Tom: Yah, my cousin had to go to the hospital.

Teacher: Does anyone else know more about the Black Widow? Tammy?

Tammy: I don't think they live around here. I've never heard of anyone being stung by one.

Teacher: Where do Black Widows live? Does anyone know? (She waits) What else do we know about spiders?

John: I think I saw a TV show about them once. They have a special mark on their back. I think it's a blue triangle or circle, or something like that. If people look, they can tell if the spider's a Black Widow or not.

Teacher: Does anyone else recall anything more about how they look? (She waits). Look at what we've already said about these spiders. Can you think of other information we should add?

John: I think they kill their babies or men spiders. I'm not sure which.

Teacher: Do you remember where you learned that?

John: I think I read an article once.

Teacher: OK, let's add that to our list. Remember, everything on the list we aren't sure of we can double check when we read.

Teacher: Anything more you think you know about these spiders? (She waits). OK, before we read this article let's think awhile about the kinds or categories of information that are likely to be included. Look at the list of things we already know or have questions about. Which of the categories of information have we already mentioned?

Peter: We mentioned how they look.

Teacher: Yes, we said they're big and have six legs. And someone said they think Black Widows have a colored mark on them. Good, description is one of the main categories of information we want to learn about when we read about animals or in sects. What other categories of in formation have we mentioned that should be included?

Anna: Where they live; but we aren't sure.

Teacher: Good, we should find out where they live. What other kinds of information should we expect to learn from the article? Think about what kinds of information we've learned from other articles about animals.

Diane: We want to know what kind of homes they make.

Raul: What do they eat? Andy: How they protect themselves.

Cara: How do they have babies? How many do they have?

Teacher: Good thinking. Are there other categories of information we expect to learn about. [She waits.] We've thought about what we already know and what kinds of information we're likely to learn from an article

on Black Widow spiders. Now what are some of the questions we want to have answered? I know we had some things we weren't sure about, like where these spiders live. What are some of the things you'd like to find out when we read?

Cara: I want to know how many baby spiders get born.

Rico: Do Black Widows really hurt people? I never heard of that, and my dad knows a lot about spiders.

Andy: Why are they called Black Widows? What's a widow?

Teacher: Good question! Does anyone know what a widow is? Why would this spider be called a "Black Widow"? (After eliciting questions from several students, the teacher asks each child to write their own questions on their worksheet). What are the questions you're most interested in having answered? Write them down now. As you read, look for the answers and jot them down on your worksheet as you go, or other information you don't want to forget. [The students read the article.]

Teacher: How did you like this article? What did you learn?

Raul: The Black Widow eats her husband and sometimes her babies. Yuck! I don't think I like that kind of spider!

Steph: They can live here? It says they live in all parts of the United States.

Andy: They can be recognized by anhourglass that is red or yellow on their abdomen.

Teacher: What is another word for abdomen? (She waits). Sara, please look up the word abdomen. Let's find out where the hourglass shape is located. While Sara is looking that word up, let's check what we learned against the questions we wanted answered. Are there some questions that didn't get answered? What more do we want to know?

And so the discussion goes on, helping children relate what they already knew about spiders and animal articles generally to what was included in the article they read in class.

The teacher also helps students keep the control of their own inquiry, ex tending the pursuit of knowledge be yond just the one article. The teacher is making clear that learning shouldn't be framed around just what an author chooses to include, but that it involves the identification of the learner's questions and the search for authors or articles dealing with those questions.

*(*Source : *International Reading Association is collaborating with JSTOR to digitize, preserve and extend access to the Reading Teacher, 2011. p.567)*

CHAPTER III

RESEARCH METHODE

In this chapter consists of research design, variables of the study, population and sample, research instrument, data collecting, data analysis, and data analysis procedure.

A. Research Design

The design of the study was quasi-experimental design. Experimental design is a plan for an experiment that specifies what independent variables was be applied, the number of levels of each, how subject are assigned to groups, and the dependent variable. The writer used quasi- experimental design since it was not possible to randomly assign subjects to treatment group.

There are two classes in this study. The first group is control class (CC) which was not taught KWL (Know, Want, Learn). The second is experimental class (EC) group which was taught the KWL (Know, Want, Learn). The groups are given pre-test and post-test to measure the result of the students' reading comprehension.

Table 3.1
The Schema of Experimental Research Class

Group		Pretest	Indenpendent variable	Posttest
Experimental	Students' Reading Comprehension	Ey1	X	Ey1
	Students' Reading Motivation	Ey2		Ey2
Control	Students' Reading Comprehension	Cy1	-	Cy1
	Students' Reading Motivation	Cy2		Cy2

B. Variable of the Study

Variable is a character of a group of people, their behavior, or the variant environment of one individual to others (Setiyadi, 2006:201). Besides, in order to assess the influence of the treatment in research. There are two kinds of variables. They are dependent variable and independent variable. Dependent variable is a variable that the researcher observes and measures to determine the effect of the independent variable. Independent variable is the major variable that a researcher hopes to investigate. This research consists of the following variables:

1. The independent variable (X) of this study will KWL strategy.
2. The dependent variables (Y) of this study are the result of students' reading comprehension (Y1) and students' reading motivation (Y2).

C. Subject of the Study

1. Population

The larger group about which the generalization is made is called population. A population is defined as all members of any well-defined class of people, events, or objects (Donald et al, 2010. p. 148). The population of this study was all students who took Interpretive Reading course of English Education Study Program at IAIN Palangka Raya, The numbers of population are 70 students. They are classifies into three classes:

Table 3.2
The Number of the Third Semester Students at English Education Study Program in IAIN Palangka Raya Academic year 2017/2018

No	Interpretive Reading classes	The Number of Students
1.	Class A	24 Students
2.	Class B	24 Students
3.	Class C	22 Students
Total		70 Students

2. Sample

Sample is a part of population representative which is researched (Arikunto, 2010. p.174). Based on the population which is grouped into classes, the sample of this study is class or cluster. In this case the writer used a cluster sampling, Cluster sampling refers to groups or chunk of elements that would heterogeneity among members within each group are chosen for study (Sabarun, 2013. P.2). The samples are class A and C. Class C is as experimental class and Class A is as control class.

Table 3.3
The Number of Samples

Class	Group	Number of Students
C	Experiment	22 Students
A	Control	24 Students
Total		46 Students

D. Reserch Instrument

There are two instruments used in this study namely, Test and Questionaire:

1. Test

The first instrument in this research was reading test. The writer checked the students' reading comprehension by giving two reading tests to the students. The reading tests was pretest and posttest. The writer used multiple choice tests because of some reasons, such as it is easy to score. Besides, it tested the students' focus. In addition, It is because multiple choices have four options in it which three of them might distract students' focus of the right answer. In the reading test. In order to get a good test, the test item should fulfill some criterias such as validity, reliability, level of difficulty, and discrimination power that would be discussed below. The test constructed in multiple choice form which consist of 50 items.

The test items were adapted from Longman Complete Course for the TOEFL Test. The test item can be seen in the following table 3.4:

Table 3.4
Level of Comprehension Test Items

No	Level of Comprehension	Items	Percentage
1.	Literal	33 Items	66%
2.	Inferential	17 Items	34%
Total		**50 Items**	**100%**

The reason why the test item was constructed in multiple choice form was because multiple choice is objective test. Objective test are frequently criticised on the grounds that they are simpler to answer than subjective

examinations. Item in an objective test, however, can be made just as easy or as difficult as the test constructor wishes. Beside of having the strength, a test in form of multiple choice aslo has a weakness. Multiple choice test type encourages guessing. It can be solved by doing try out of the test items to find out the test validity and reliability.

Because this test used 50 items test in the form of multiple choice, the writer gave score to the students' result test by using the formula:

$$\text{Score} = \frac{B}{N} X100\%$$

Where:

B : Frequency of the correct answers

N : Number of test items

In connection with the score of students' test, the writer used scoring rubric as seen in table 3.5 as follows:

Table 3.5
Scoring Rubric for Students' Reading Comprehension

Rubric Score	Grade	Category
95-100	A+	Excellent
85-94	A	Very Good
75-84	B+	Good
65-74	B	Fairly Good
55-64	C+	Fair
45-54	C	Poor
0-34	U	Very Poor

(Source: Roslina, 2017)

The performance of the test items was obvious importance as compiling future tests. Since a great deal of time and effort are usually spent on the construction of good objective items, in this case is multiple choice

items, most teachers and test constructors will be desirous of either using them again without further changes or else adapting them future use. It is thus useful to identify these items which were answered correctly by the more able students taking the test and badly by the less able students. The identification of certain difficult items in the test, together with a knowledge of the performance of the individual distractors in multiple choice items, can prove just as valuable in its implications for teaching for testing.(J. B. Heaton, p. 172).

2. Questionnaire

In collecting the data about the students' reading motivation, (MRQ) was used by Allan Wigfield, John T. Guthriea, and Karen Mcgough (1996, p.11). It is a students rated assessment of the extent to which each students is motivated to read. This questionnaire consists of 54 items. The questionnaire is divided into three categories of competence and self-efficacy beliefs, goals for reading, and social purposes of reading. While the dimensions are self-efficacy, challenge, work avoidance, curiosity, involvement, importance, recognition, grades, competition, social, and compliance. The instrument uses four Likert scale, ranging from 1 to four, with scale of very different from me, a little different from me, a little like me, and a lot like me.

Table 3.6
Motivation Reading Questionnaire Items

Categories	Dimensions	Number of Items	Sample of item
Competence and efficacy beliefs :	Self-efficacy	4 (3,9,15,50)	I'm a good reader
	Challenge	5 (2,44,7,26,48)	I like, hard challenging books
	Work avoidance	4 (23,27,28,52)	I don't like reading something when the word are too difficulties
Goals for reading	Curiosity	6 (5,35,13,16,8,45)	I like to read about new thing
	Involvement	6 (10,33,24,30,46,41)	I make picture in my hand when I read
	Importance	2 (53,54)	It is importance to me to be a good reader
	Recognition	5 (17,14,36,29,31)	I like having the teacher say I read well
	Grade	4 (37,19,39,40)	I read to improve my grade
	Competition	6 (43,18,49,12,22,51)	I like to finish my reading before others students
Social purposes of reading	Social	7 (1,11,21,20,34,38,42)	I latk to my friend about what I am reading
	Compliance	5 (4,6,25,32,47)	I read because I have to
Total		**54**	

Source: Wigfiled, John, Guthrie, and Karen 1996

MRQ uses likert scale with range of 1-4. It consist of very different form me, a little different from me, a little like me, a lot like me. The score of each item described as follows :

Table 3.7
MRQ Score for Each Option (*Source: Wigfiled et, al.1996)*

Category	Score
Very different from me	1
A little different from me	2
A little like me	3
A lot like me	4

Guthrie's et al (1996) Motivation For Reading Questionnaire (MRQ) was the broadest instrument designed to measure students' Motivation in reading motivation questioner consist of 54 items. To detriment the level of students reading motivation, the means score were computed though descriptive statistic. The writer divided the level of students reading motivation into three interval levels. The level were high motivation, moderate motivation and low motivation reading motivation result would be describe into balues, as follows:

Table 3.8
Categories of Reading motivation

Score Interval	Categories
161-212	High level of motivation
107-160	Medium level of motivation
53-106	Low level of motivation

(Source: Marsela. Seli, 2017. P.45)

If the students get the score of 53-106, they were consider to have low level of reading motivation, those who belong the score 107-160 it means they were in medium level of reading motivation. When students' score was 161-212 it was considered to have high level of reading motivation.

E. Research Instrument Reliability

Reliability refers to the extent to which the test is consistent in its score gives us an indication of how accurate the test score are (Hatch and Farhady, as cited in Tanum, 2014:34). Reliability is of primary importance in the use of both public achievement and proficiency test and classroom test. The writer examine the reliability of the item by using formula of instrument reliability as follows :

$$r_{11} = \left(\frac{k}{k-1}\right) \times \left(1 - \frac{M(k-M)}{k.Vt}\right)$$

Note :

r11 = reliability instrument

k = total numbers of items

M = the mean score on the test for all the testers

Vt = the standard deviation of all the testers' score

The steps in determining the reliability of the test were:

a. Made tabulated of tests scores.

b. Measured the mean of the testees's scores with the formula : $M=\frac{\sum Y}{N}$

c. Measured the total variants with the formula:

$$Vt = \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N}$$

Where :

Vt = the total variants

∑Y = the total of score

∑Y2 = the square of score total

N = the number of testes

d. Calculated the instrument reliability using KR-21.

e. The last decision was compared the value of r_{11} and r_t

$\Gamma_{11} > r_{table}$ = Reliable
$\Gamma_{11} <$ Γ_{table}= Not

f. To know the level of reliability of instrument, the value of r11 will interpret based on the qualification of reliability as follows:

0.800- 1.000: Very High Reliability

0.600-0.799 : High Reliability

0.400-0.599 : Fair Reliability

0.200-0.399 : Poor Reliability

0.000-0.199 : Very Poor Reliability

From the measurement of instrument try out reliability know that the numbers of test items were reliable or not.

F. Research Instrument Validity

A test is considered valid if the test measures the object to be measured and suitable with the criteria. The validity of the test is the extent to which it measures what it supposed to measure is. A test must aim to provide true measure of particular skill that it is intended to measure.

There are five types of validity (Setyadi, 2006:22). They are face validity concerns with the layout of the test. They are content validity that represents the materials to be included, predictive validity that concerns with measuring the success in the future, as in replacement test, construct validity that concerns in measures specific characteristic in accordance with a theory of language learning and concurrent validity.

Based on the types above, the writer used content validity and construct validity because the other three are considered to be less needed.

a. Content validity

Content validity relates with all the items of test that include in a test. To meet this validity, the researcher has to see all indicators of the items in test and analyze them thoroughly whether the test is good reflection of what has been taught (Setyadi, 2006:22).

Content validity is concerned with what goes into the test. A test will have high content validity if the items are representative of the population of possible task. The content of a test should be decide by considering the purpose of the assessment and then drawn up as a list known as a content spesification (Wimar Tinambunan, 1998. p.12).

The instrument must be valid in content. It means that the items in the instrument are equal and proportional in their distribution as the indicators of the test.

b. Construct validity

Construct validity concerns with whether the test is actually in line with the theory of what it means to know the language. It means that the test measures certain aspect based on the indicator. The writer examined it by correlating the aspects that measured with the theories of those aspects.

The validities done in order to know the degree of the validity of the test items based on the coefficient correlation. To measure The validity of the instrument, the writer used the formulation of Product Moment by Pearson as follows (Riduwan, 2007. p.110.):

$$r_{xy} = \frac{N\sum XY - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left\{N\sum X^2 - \left(\sum X\right)^2\right\}\left\{N\sum Y^2 - \left(\sum Y\right)^2\right\}}}$$

Where:

rxy : The coefficient of correlation

∑X : Total Value of Score X

∑Y : Total Value of Score Y

∑ XY : Multiplication Result between Score X and Score Y

N : Number of students

Furthermore, it was calculated using Test-t calculation below:

$$t_{observed} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where:

t = The value of tobserved

r = The coefficient of correlation of the result of robserved

n = Number of students

The distribution of t_{table} at alpha 5% and the degree of freedom (n-2) with the measurement of validity using these criteria:

$t_{observed} > t_{table}$ = Valid
$t_{observed} < t_{table}$ = Invalid

To know the validity level of the instrument, the result of the test was interpreted to the criteria or the correlation index as follows:

0.800 – 1.000 = Very High Validity

0.600 – 0.799 = High Validity

0.400 – 0.599 = Fair Validity

0.200 – 0.399 = Poor Validity

0.000 – 0.199 = Very Poor Validity

In the measurement of validity, the criteria are:

a. If the value of tobserved is greater than ttable , the instrument is valid.

b. If the value of tobserved is lower than ttable , the instrument is invalid.

c. The value of ttable can be seen at alpha= 5%

G. Data Collection

To collect the accurate data in this study, the writer used the instruments that appropriate to the problem statement:

1. Test

Test is a set of questions or exercises and other tools which are used to measure skill, intelligence, knowledge, and ability those are had by individual or group (Djiwandono,2008, p.150). This method is used to get data about score of the pre-test and post-test that was given for both of groups. The test in this study is to measure students' reading comprehension.

2. Questionnaire

For collecting the data, the writer used some steps in the procedure as follows:

1. The writer observed the class.
2. The writer determined the class into experimental group and control group.
3. The writer gave pre-test to experimental and control group.
4. The writer gave treatment to experimental group by using KWL (Know, Want, Learn).
5. The writer gave post-test to the experimental and cotrol group.
6. The writer gave Motivation Reading' Questionnaire (MRQ) to experimental and control group after pre-test and after post test.
7. The writer gave score to both of data from experimental and control group
8. The writer analyzed the data that have been obtained from pre-test, posttest and MRQ result.
9. The writer interprated the analysis result.

10. The writer concluded the activity of the study whether the effect of KWL (Know, Want, learn) on students' reading comprehension and reading motivation, based on the obtained.

To collect the data about the students' reading motivation, writer was used questionnaire by Allan Wigfield, John T. Guthria, and Karen Mcgough (1996, p.11). This questionnaire consists of 54 items.

H. Data Analysis

In this study, the writer used ANOVA for analysis the data. Simple or one way analysis of variance (ANOVA) is a statistical procedure used to analyze the data from a study with more than two groups. The data of this study is score of students pre-test and post-test and the result of Motivation Reading Questionnaire Items (MRQ). Therefore, the data were in quantitative data. The data analyzed by means of inferential statistics. This statistical analysis is suitable to answer the research problem. In this case, the writer applied one way ANOVA to examine the students' reading comprehension and reading motivation which teach using KWL (Know, Want, Learn) and the reading comprehension and reading motivation which did not teach using KWL (Know, Want, Learn).

1. Techniques of Data Analysis

Before analyzing data using ANOVA Test, the writer should fulfill the requirements of ANOVA Test. They are Normality test, Homogeneity test and Hypothesis test.

a. Normality Test

It is used to know the normality of the data that is going to be analyze whether both groups have normal distribution or not. In this study to test the normality, the writer will apply SPSS 18.0 program using Kolmogorov Smirnov with level of significance =5%. Calculation result of asymptotic significance is higher than α (5%) so the distribution data was normal. In the contrary, if the result of an asymptotic significance is lower than α (5%) , it meant the data was not normal distribution.

b. Homogeneity Test

Homogeneity is used to know whether experimental group and control group that are decided, come from population that has relatively same variant or not. To calculate homogeneity testing, the writer applied SPSS 18.0 program used Levene's testing with level of significance α (5%). If calculation result was higher than 5% degree of significance, so Ha was accepted, it means both groups had same variant and homogeneous.

c. Testing Hypothesis

The writer applied the one-way ANOVA statistical to test hypothesis with level of significance 5% one-way ANOVA could be applied to test a difference mean or more. The steps are as follows:

1) Find out the grand mean (X) each group: $\sum X_t^2 = \sum X^2 - (\frac{\sum X^2}{N})$

2) Find out the sum of square among group:

$SS_t = \sum X^2 - \frac{(\sum X_t)^2)}{N}$

Where:

SS_t = sum of square total

$\sum X^2$ = each score squared, then summed

$(\sum X_t)^2$ = all the scores summed first, then this sum squared

N = number of score

3) The sum of squares between groups

$SS_b = \frac{(\sum X_1)^2)}{n_1} + \frac{(\sum X_2)^2)}{n_2} - \frac{(\sum X_2)^2)}{N}$

4) The sum of squares within groups

$SS_w = SS_t - SS_b$

5) Find out degree of freedom between group:

$Df_b = G-1$

6) Calculated the between-groups mean square (MSb) :

$MSb = \frac{SST}{dfb}$

7) Find out the degree of freedom within group :

$Df_w = N-1$

8) Calculated within group mean score (MSw) :

$MSw = \frac{SSb}{dfw}$

9) Find the F ratio

$F = \frac{MSb}{MSw}$

10) Determined the level of significant of Fobserved by comparing the $F_{observed}$ with the F_{table}.

2. Data Analysis Procedures

The writer did some steps in data analysis procedure, they were as follows:

a. Collected the students' reading score of pre-test and post-test.
b. Arranged the obtained score into the distribution of frequency of score table.
c. Calculated mean, median, modus, standard deviation and standard error of students' score.
d. Measured the normality and homogeneity.
e. Analyzed the data by using one-way analysis of variance to answer the problem of the study. In addition, the SPSS program is applied.
f. Interpreted the result of analyzing data.
g. Make discussion to clarify the research finding.
h. Drawn conclusion.
i. Summary.

The writer did some procedures to analyze the obtained data by using Questionnaire as follows:

a. The writer collected the obtained score.
b. The writer measured the score.
c. The writer interpreted the result of analyzing data.
d. The writer made discussion to clarify the research finding.

BAB IV

RESULT OF THE STUDY

In this chapter, the writer presents the data which had been collected from the research in the field of study which consists of description of the data, result of data analysis, and discussion.

A. Descriptions of the Data

1. The Result of Pre-Test and Post Test Score Students' Reading Comprehension of the Experiment and Control Class

a. The Result of Pre-Test and Post Test Score of Students' Reading Comprehension in the Experiment Class

The pre-test at the experiment class had been conducted in class C with the number of 22 students on Thursday, 6th September 2018. Then the post test at the experiment class had been conducted in class C with the number of 22 students on Thursday, 4th October 2018. The pre-test and post test score of students' reading comprehension were presented in table 4.1 below:

Table 4.1
The Result of Pre-Test and Post Test Scores of Students' Reading Comprehension in Experiment Class

No.	Students' Code Name	Experiment Class						Improvement
		Pre-Test	Grade	Catego-Ry	Post-Test	Grade	Catego-Ry	
1.	B1	52	C	Poor	70	B	Fairly Good	18
2.	B2	46	C	Poor	62	C+	Fair	16
3.	B3	62	C+	Fair	70	B	Fairly Good	8

4.	**B4**	52	C	Poor	72	B	Fairly Good	20
5.	**B5**	46	C	Poor	64	C+	Fair	18
6.	**B6**	52	C	Poor	62	C+	Fair	10
7.	**B7**	64	C+	Fair	70	B	Fairly Good	6
8.	**B8**	48	C	Poor	74	B	Fairly Good	26
9.	**B9**	48	C	Poor	70	B	Fairly Good	22
10.	**B10**	56	C+	Fair	72	B	Fairly Good	16
11.	**B11**	60	C+	Fair	60	C+	Fair	0
12.	**B12**	74	B	Fairly Good	72	B	Fairly Good	-2
13.	**B13**	46	C	Poor	74	B	Fairly Good	28
14.	**B14**	80	B+	Good	80	B+	Good	0
15.	**B15**	46	C	Poor	70	B	Fairly Good	24
16.	**B16**	54	C	Poor	62	C+	Fair	8
17.	**B17**	54	C	Poor	72	B	Fairly Good	18
18.	**B18**	52	C	Poor	58	C+	Fair	6
19.	**B19**	54	C	Poor	70	B	Fairly Good	16
20.	**B20**	48	C	Poor	70	B	Fairly Good	22
21.	**B21**	72	B+	Good	72	B	Fairly Good	0
22.	**B22**	46	C	Poor	84	B+	Good	38
Sum		1212			1530			318
Highest Score		80			84			
Lowest Score		46			58			
Mean		55.09			69.54			
Standard Deviation		9.812			6.231			

It can be seen in the table 4.1 above, based on the result of research in class C as experiment class before giving treatment, the highest pre-test score of students in experiment class was 80 and the lowest score was 46 with sum of the score was 1212, mean was 55.09, and standard deviation was 9.812. Then the result of research in class C as experiment class after taught using KWL (Know, Want, Learn) , the highest post test score of students in experiment class was 84 and the lowest score was 58 with sum of the score was 1530, mean was 69.54, and standard deviation was 6.231. In conclusion, mean of pre-test score was 55.09 and in the post test was 69.54.

In the pre-test there were 15 students got poor category with precentage 68.18%, 4 students got fair category with percentage 18.18%, 1 students got fairly good category with percentage 4.55% and 2 students got good category with percentage 9.09%. Then in the post test there was no one got poor category, 6 students got fair category with percentage 27.27%, 14 students got fairly good category with percentage 63.64% and 2 students got good category with percentage 9.09%. It could be concluded that the students' reading comprehension scores of experiment class was increased from pre-test to post test.

b. The Result of Pre-Test and Post Test Score Students' Reading Comprehension of the Control Class

The pre-test at the control class had been given in class A with the number of student was 24 students on Monday, 3rd September 2018. Then the post test at the control class had been given in class A with the number of student was 24

students on Monday, 1st October 2018. The post test scores of students' reading comprehension were presented in table 4.2.

Table 4.2 the Result of Pre-Test and Post Test Scores of Students' Reading Comprehension in Control Class

No.	Students' Code Name	Control Class						Improvement
		Pre-Test	Grade	Catego-Ry	Post-Test	Grade	Catego-Ry	
1.	**C1**	66	B	Fairly Good	76	B+	Good	10
2.	**C2**	66	B	Fairly Good	78	B+	Good	12
3.	**C3**	72	B	Fairly Good	78	B+	Good	6
4.	**C4**	72	B	Fairly Good	80	B+	Good	8
5.	**C5**	88	A	Very Good	88	A	Very Good	0
6.	**C6**	68	B	Fairly Good	68	B	Fairly Good	-2
7.	**C7**	64	C+	Fair	78	B+	Good	14
8.	**C8**	66	B	Fairly Good	78	B+	Good	12
9.	**C9**	60	C+	Fair	60	C+	Fair	-8
10.	**C10**	60	C+	Fair	76	B+	Good	16
11.	**C11**	56	C+	Fair	76	B+	Good	20
12.	**C12**	64	C+	Fair	76	B+	Good	12
13.	**C13**	68	B	Fairly Good	82	B+	Good	14
14.	**C14**	72	B	Fairly Good	76	B+	Good	4
15.	**C15**	72	B	Fairly Good	76	B+	Good	4
16.	**C16**	64	C+	Fair	78	B+	Good	14
17.	**C17**	60	C+	Fair	78	B+	Good	18
18.	**C18**	64	C+	Fair	68	B	Fairly Good	4
19.	**C19**	76	B+	Good	78	B+	Good	2
20.	**C20**	52	C	Poor	68	B	Fairly Good	16

21.	**C21**	68	B	Fairly Good	78	B+	Good	10
22.	**C22**	60	C+	Fair	78	B+	Good	18
23.	**C23**	80	B+	Good	82	B+	Good	2
24.	**C24**	84	B+	Good	84	B+	Good	0
Sum		1632			1838			206
Highest Score		88			88			
Lowest Score		52			60			
Mean		68.00			76.583			
Standard Deviation		8.341			5.793			

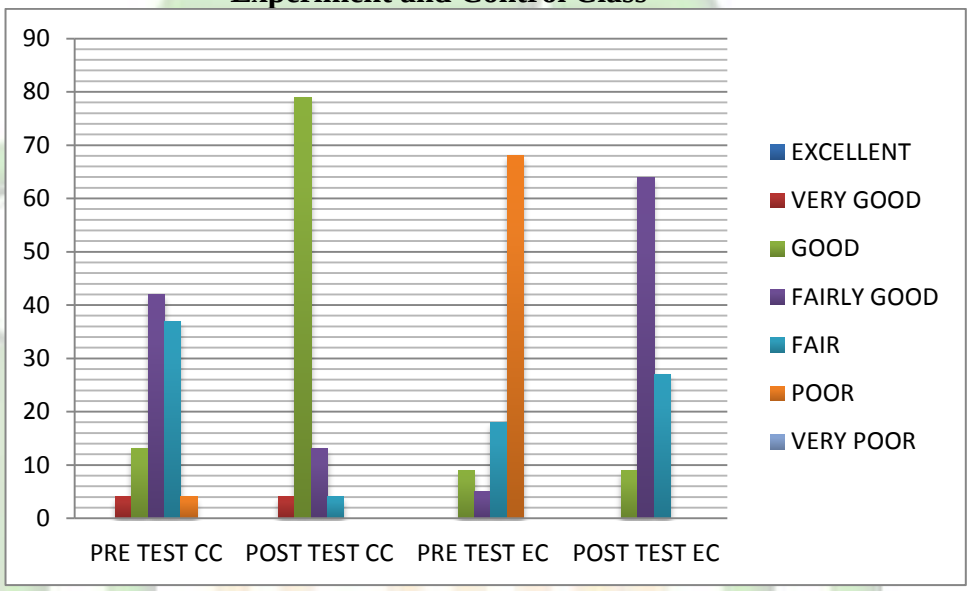
It can be seen in the table 4.2 above, based on the result of research in class A as control class, the highest pre-test score of students in control class was 88 and the lowest score was 52 with sum of the score was 1632, mean was 68.00, and standard deviation was 8.341. Then, class A as control class which was not taught KWL (Know, Want, Learn), the highest post test score of students in control class was 88 and the lowest score was 60 with sum of the score was 1838, mean was 76.58, and standard deviation was 5.793. In conclusion, mean of pre-test score was 68.00 and in the post test was 76.58. It meant that the students' reading comprehension scores of contol class was increased from pre-test to post test.

In the pre-test there were 1 students got poor category with percentage 4.17%, 9 students got fair category with percentage 37.50%, 10 students got fairly good category with percentage 41.67%, 3 students got good category with percentage 12.50% and 1 students got very good category with percentage 4.17%. Then in the post test there was no one got poor category, 1 students got fair category with percentage 4.17%, 3 students got fairly good category with

percentage 12.50%, 19 students got good category with percentage 79.17% and 1 students got very good category with percentage 4.17%. It could be concluded that the students' reading comprehension scores of contol class was increased from pre-test to post test.

The comparison reading score pre-test and post test between experiment and control class presented in the figure 4.1 below:

Figure 4.1 The Comparison Reading Score Pre-test and Post Test Experiment and Control Class



It could be seen from figure 4.1 above students' reading comprehension of control class and experiment class was increased from pre-test to post test. The discussion was available in the description before.

Based on the result, Score Experiment class ≤ Control class, it can be seen on the table. But, Viewed from the Score Interval Distance of Experiment class higher than Control class. Than, The experiment class is better than the control class based on the **Score Interval Distance**.

2. The Questionnaire Result of Students' Reading Motivation of the Experiment and Control Class

a. The Questionnaire Result of Pre-Test and Post Test of the Experiment Class

The pre-test and post test questionnaire result of students' reading motivation use were presented in table 4.3 below:

Table 4.3
The Questionnaire Result of Pre-Test and Post Test in Experiment Class

No.	Students' Code Name	Experiment Class				Improvement	Improvement Mean
		Pre-Test	Mean	Post-Test	Mean		
1.	**B1**	150	2.778	189	3.500	39	0.722
2.	**B2**	111	2.056	156	2.889	45	0.833
3.	**B3**	144	2.667	168	3.111	24	0.444
4.	**B4**	160	2.963	169	3.130	9	0.167
5.	**B5**	152	2.815	186	3.444	34	0.629
6.	**B6**	181	3.352	202	3.741	21	0.389
7.	**B7**	154	2.852	182	3.370	28	0.518
8.	**B8**	155	2.870	177	3.278	22	0.408
9.	**B9**	177	3.278	185	3.426	8	0.148
10.	**B10**	125	2.315	165	3.056	40	0.741
11.	**B11**	137	2.537	169	3.130	32	0.593
12.	**B12**	158	2.926	199	3.685	41	0.759
13.	**B13**	158	2.926	181	3.352	23	0.426
14.	**B14**	143	2.648	186	3.444	43	0.796
15.	**B15**	120	2.222	164	3.037	44	0.815
16.	**B16**	148	2.741	169	3.130	21	0.389
17.	**B17**	168	3.111	189	3.500	21	0.389
18.	**B18**	162	3.000	168	3.111	6	0.111
19.	**B19**	168	3.111	186	3.444	18	0.333
20.	**B20**	143	2.648	169	3.130	26	0.482
21.	**B21**	172	3.185	186	3.444	14	0.259
22.	**B22**	140	2.593	168	3.111	28	0.518
Sum		3326	61.593	3913	72.463	587	10.869
Highest Score		181	3.352	202	3.741		
Lowest Score		111	2.056	156	2.889		
Mean		151.182	2.800	177.864	3.294		
Standard Deviation		17.810		12.076			

Based on table 4.3 above, the pre-test questionnaire result of research in class C as experiment class, the highest questionnaire result of students in experiment class was 181 and the lowest score was 111 with sum was 3326, mean was 151.182, and standard deviation was 17.810. Then the post test questionnaire result of research in class C as experiment class which taught using KWL (Know, Want, Learn) strategy, the highest questionnaire result of students in experiment class was 202 and the lowest score was 156 with sum was 3913 , mean was 177.864 and standard deviation was 12.076.

It could be concluded that students' reading motivation in experiment class was increased from pre-test to post test with sum were 3229 to 3712, mean were 146.773 to 168.727, and standard deviation were 20.007 to 20.573.

Table 4.4
The Frequency Scales of Students' Reading Motivation in Experiment Class

Students' Code Name	Pre-Test	Level	Interpretation	Post-Test	Level	Interpretation
B1	150	M	Medium Level	189	H	High Level
B2	111	M	Medium Level	156	M	Medium Level
B3	144	M	Medium Level	168	H	High Level
B4	160	M	Medium Level	169	H	High Level
B5	152	M	Medium Level	186	H	High Level
B6	181	H	High Level	202	H	High Level
B7	154	M	Medium Level	182	H	High Level
B8	155	M	Medium Level	177	H	High Level
B9	177	H	High Level	185	H	High Level
B10	125	M	Medium Level	165	H	High Level
B11	137	M	Medium Level	169	H	High Level
B12	158	M	Medium Level	199	H	High Level
B13	158	M	Medium Level	181	H	High Level
B14	143	M	Medium Level	186	H	High Level
B15	120	M	Medium Level	164	H	High Level
B16	148	M	Medium Level	169	H	High Level
B17	168	H	High Level	189	H	High Level
B18	162	H	High Level	168	H	High Level

B19	168	H	High Level	186	H	High Level
B20	143	M	Medium Level	169	H	High Level
B21	172	H	High Level	186	H	High Level
B22	140	M	Medium Level	168	H	High Level
Sum	3326			3913		
Maen Result	151.182	M	Medium Level	177.864	H	High Level

Based on table 4.4 above, it could be described that students' questionnaire result in pre-test with sum 3326, mean result 151.182, there were 16 students in the Medium level with percentage 72.73%, and 6 students in the high level with 27.27%. In the post test with sum 3913, mean result 177.864, there were 1 students showed in the Medium level with percentage 4.54% and 21 students in the high level with 95.45%. It could be concluded that the students' reading motivation questionnaire result of experiment class was increased from pre-test to post test.

b. The Questionnaire Result of Pre-Test and Post Test of the Control Class

The pre-test and post test questionnaire result of students' reading motivation questionnaire use were presented in table 4.5 below:

Table 4.5
The Questionnaire Result of Pre-Test and Post Test in Control Class

No.	Students' Code Name	Control Class				Improvement	Improvement Mean
		Pre-Test	Mean	Post-Test	Mean		
1.	**C1**	143	2.648	145	2.685	2	0.037
2.	**C2**	116	2.148	118	2.185	2	0.037
3.	**C3**	163	3.019	165	3.056	2	0.037
4.	**C4**	191	3.537	191	3.537	0	0
5.	**C5**	152	2.815	158	2.926	6	0.111
6.	**C6**	155	2.870	176	3.259	21	0.389
7.	**C7**	174	3.222	189	3.500	15	0.278
8.	**C8**	159	2.944	160	2.963	1	0.019
9.	**C9**	163	3.019	163	3.019	0	0
10.	**C10**	127	2.352	133	2.463	6	0.111
11.	**C11**	189	3.500	190	3.519	1	0.019

12.	**C12**	158	2.926	159	2.944	1	0.018
13.	**C13**	190	3.519	190	3.519	0	0
14.	**C14**	140	2.593	147	2.722	7	0.129
15.	**C15**	189	3.500	200	3.704	11	0.204
16.	**C16**	168	3.111	171	3.167	3	0.056
17.	**C17**	189	3.500	191	3.537	2	0.037
18.	**C18**	145	2.685	147	2.722	2	0.037
19.	**C19**	169	3.130	169	3.130	0	0
20.	**C20**	148	2.741	149	2.759	1	0.018
21.	**C21**	136	2.519	138	2.556	2	0.037
22.	**C22**	155	2.870	161	2.981	6	0.111
23.	**C23**	151	2.796	190	3.519	39	0.723
24.	**C24**	168	3.111	170	3.148	2	0.037
Sum		3838	71074	3970	73.519	132	2.445
Highest Score		189	3.500	200	3.704		
Lowest Score		116	2.148	118	2.185		
Mean		159.917	2.961	165,417	3.063		
Standard Deviation		20.500		21,486			

Based on table 4.5 above, the pre-test questionnaire result of research in class class A as control class, the highest questionnaire result was 189 and the lowest score was 116 with sum was 3838, mean was 159.917, and standard deviation was 20.500. Then the post test questionnaire result of research claas A as control class which was not taught using KWL (Know, Want, Learn) strategy, the highest questionnaire result of students in control class was 200 and the lowest score was 118 with sum was 3970, mean was 165.417 , and standard deviation was 21.486.

It can concluded that students' reading motivation in control class was increased from pre-test to post test with sum were 3838 to 3970, mean were 159.917 to 165.417, and standard deviation were 20.500 to 21.486.

Table 4.6
The Frequency Scales of Students' Reading Motivation in Control Class

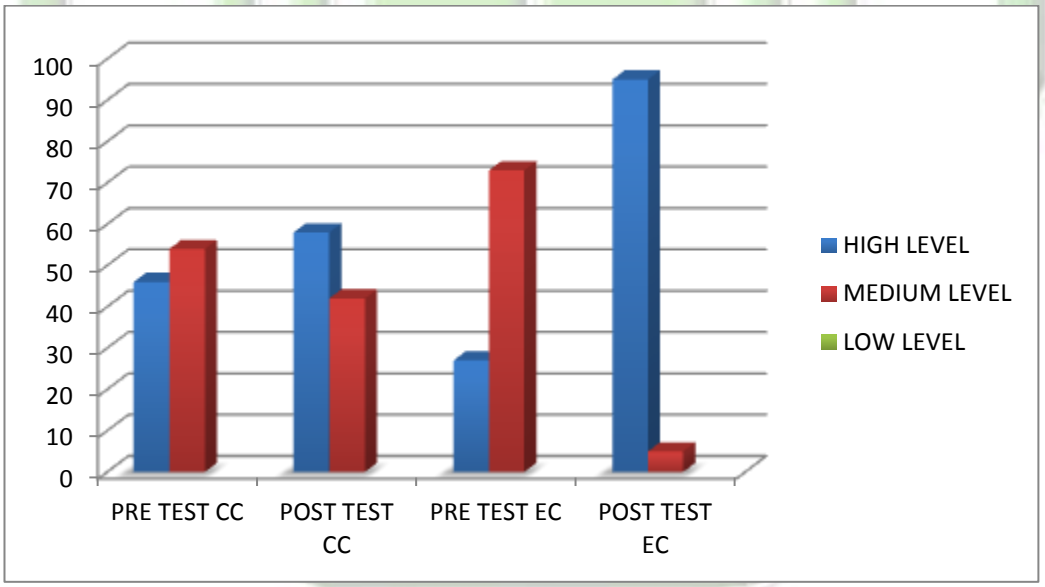
Students' Code Name	Pre-Test	Level	Interpretation	Post-Test	Level	Interpretation
C1	143	M	Medium Level	145	M	Medium Level
C2	116	M	Medium Level	118	M	Medium Level
C3	163	H	High Level	165	H	High Level
C4	191	H	High Level	191	H	High Level
C5	152	M	Medium Level	158	M	Medium Level
C6	155	M	Medium Level	176	H	High Level
C7	174	H	High Level	189	H	High Level
C8	159	M	Medium Level	160	M	Medium Level
C9	163	H	High Level	163	H	High Level
C10	127	M	Medium Level	133	M	Medium Level
C11	189	H	High Level	190	H	High Level
C12	158	M	Medium Level	159	M	Medium Level
C13	190	H	High Level	190	H	High Level
C14	140	M	Medium Level	147	M	Medium Level
C15	189	H	High Level	200	H	High Level
C16	168	H	High Level	171	H	High Level
C17	189	H	High Level	191	H	High Level
C18	145	M	Medium Level	147	M	Medium Level
C19	169	H	High Level	169	H	High Level
C20	148	M	Medium Level	149	M	Medium Level
C21	136	M	Medium Level	138	M	Medium Level
C22	155	M	Medium Level	161	H	High Level
C23	151	M	Medium Level	190	H	High Level
C24	168	H	High Level	170	H	High Level
Sum	3838			3970		
Maen Result	159.917	M	Medium Level	165.417	H	High Level

Based on table 4.6 above, it could be described that students' questionnaire result in pre-test with sum 3838, mean result 159.917, there were 13 students in the Medium level with percentage 54.17% and 11 students in the high level with percentage 45.83%. In the post test with sum 3970, mean result 165.417, there were 10 students showed in the Medium level with percentage 41.67% and 14 students in the high level with percentage 58.33%. It could be concluded that the

students' reading motivation result of control class was increased from pre-test to post test.

The comparison reading score pre-test and post test between experiment and control class presented in the figure 4.2 below:

Figure 4.2 The Comparison Motivation Reading Questionnaire Result Pre-test and Post Test Experiment and Control Class



It could be seen from figure 4.2 above that students' reading motivation questionnaire of control class and experiment class was increased from pre-test to post test. The discussion was available in the description before.

B. Result of Data Analysis

1. Normality Test

In this study, the writer used One-Sample Kolmogorov-Smirnov Test to test the normality.

a. Testing of Normality Students' Reading Comprehension for Pre- Test of Control and Experiment Class

One-Sample Kolmogorov-Smirnov Test

		Experiment	Control
N		22	24
Normal Parameters[a]	Mean	55.0909	67.5833
	Std. Deviation	9.81209	8.48485
Most Extreme Differences	Absolute	.226	.147
	Positive	.226	.147
	Negative	-.177	-.102
Kolmogorov-Smirnov Z		1.060	.721
Asymp. Sig. (2-tailed)		.211	.677

a. Test distribution is Normal

Based on the calculation used SPSS program, the asymptotic significance normality of experiment class was 0.211 and control class 0.677. Then the normality both of class was consulted with table of Kolmogorov-Smirnov with the level of significance 5% (α=0.05). Because asymptotic significance of control = 0.677 ≥ α= 0.05, and asymptotic significance of experiment= 0.211 ≥ α = 0.05. It could be concluded that the data was normal distribution.

b. Testing of Normality Students' Reading Comprehension for Post Test of Control and Experiment Class

One-Sample Kolmogorov-Smirnov Test

		Experiment	Control
N		22	24
Normal Parameters[a]	Mean	69.5455	76.5833
	Std. Deviation	6.23147	5.79292
Most Extreme Differences	Absolute	.256	.293
	Positive	.165	.195
	Negative	-.256	-.293
Kolmogorov-Smirnov Z		1.202	1.437
Asymp. Sig. (2-tailed)		.111	.032

a. Test distribution is Normal

Based on the calculation used SPSS program, the asymptotic significance normality of experiment class was 0.111 and control class 0.032. Then the normality both of class was consulted with table of Kolmogorov- Smirnov with the level of significance 5% (α=0.05). Because asymptotic significance of experiment = 0.111 ≥ α = 0.05, and asymptotic significance of control = 0.032 ≥ α= 0.05. It could be concluded that the data was normal distribution.

c. Testing of Normality Reading Motivation for Pre-test of Experiment and Control Class

One-Sample Kolmogorov-Smirnov Test

		Experiment	Control
N		22	24
Normal Parameters[a]	Mean	151.1818	159.9167
	Std. Deviation	17.81021	20.5000
Most Extreme Differences	Absolute	.096	.130
	Positive	.066	.079
	Negative	-.096	-.130
Kolmogorov-Smirnov Z		.449	.639
Asymp. Sig. (2-tailed)		.988	.810

a. Test distribution is Normal

Based on the calculation used SPSS program, the asymptotic significance normality of experiment class was 0.988 and control class 0.810. Then the normality both of class was consulted with table of Kolmogorov- Smirnov with the level of significance 5% (α=0.05). Because asymptotic significance of experiment = 0.988 $\geq$ α = 0.05, and asymptotic significance of control = 0.810 $\geq$ α= 0.05. It could be concluded that the data was normal distribution.

d. Testing of Normality Reading Motivation for Post test of Experiment and Control Class

One-Sample Kolmogorov-Smirnov Test

		Experiment	Control
N		22	24
Normal Parameters[a]	Mean	177.8636	1.6542E2
	Std. Deviation	12.07633	2.14859E1
Most Extreme Differences	Absolute	.223	.155
	Positive	.223	.075
	Negative	-.132	-.155
Kolmogorov-Smirnov Z		1.046	.762
Asymp. Sig. (2-tailed)		.224	.608

a. Test distribution is Nolmal

Based on the calculation used SPSS program, the asymptotic significance normality of experiment class was 0.224 and control class 0.608. Then the normality both of class was consulted with table of Kolmogorov-Smirnov with the level of significance 5% (α=0.05). Because asymptotic significance of experiment = 0.224 ≥ α = 0.05, and asymptotic significance of control = 0.608 ≥ α= 0.05. It could be concluded that the data was normal distribution.

2. Homogeneity Test

In this study, the writer used Levene Test Statistic to test the homogeneity of variance.

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.276	1	44	.602

Based on the calculating used SPPS 18.0 program, the data showed the significance was 0.602. The significant of the levene test statistic was higher than 0.05 ($0.602 \geq 0.05$). It meant that the scores were not violated the homogeneity.

3. Testing Hypothesis

The researcher used One - Ways Anova to test the hypothesis with significance level $\alpha = 0.05$. The researcher used manual calculation and SPSS 18.0 Program to test the hypothesis using One - ways Anova. The criteria of Ho is accepted when $F_{value} \leq F_{table}$, and the Ho is refused when $F_{value} \geq F_{table}$. Then the criteria Ha is accepted when $F_{value} \geq F_{table}$, and Ha is refused when $F_{value} \leq F_{table}$. Or The criteria of Ho was accepted when the significant value ≥ 0.05, and Ho was refused when the significant value ≤ 0.05.

To make sure the manual calculation, SPSS 18.0 statistic program was conducted in this study.

ANOVA

Hypothesis

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	568.538	1	568.538	15.760	.000
Within Groups	1587.288	44	36.075		
Total	2155.826	45			

Based on SPSS 18.0 statistic program calculation, the result showed that Degree of Freedom Between Group (DFb) = 1 and Degree of Freedom Within Group (DFw) = 44 (F_{table} = 4.06) and F_{value} was 15.760. It showed F_{value} was higher than F_{table} (15.760 > 4.06). So, Ho was refused and Ha was accepted. There was signifcant differences among groups after doing the treatment, with F_{value} = 15.760 and the significant level was lower than alpha (α) (0.00 ≤ 0.05).

Knowing that there was a significant difference among groups after doing the treatment, researcher needed to test the hypotheses. Because ANOVA was only to know that there was significant differences among groups, not to know where the differences among groups are, to answer problems of the study and test the hypotheses, the writer applied **Post Hoc Test**.

Multiple Comparisons

Dependent Variable : Hypothesis
LSD

(I) Code	(J) Code	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Posttest Ex	2	-7.03788*	1.74520	.000	-11.2238	-2.8519
	3	-12.81818*	1.78274	.000	-17.0942	-8.5422
Posttest Con	1	7.03788*	1.74520	.000	2.8519	11.2238
	3	-5.78030*	1.74520	.004	-9.9663	-1.5944
Reading Motivation	1	12.81818*	1.78274	.000	8.5422	17.0942
	2	5.78030*	1.74520	.004	1.5944	9.9663

*. The mean difference is significant at the 0.05 level.

The criteria of Ho is accepted when the significant value is higher than alpha (α) (0.05), and Ho is refused when the significant value is lower than alpha (α) (0.05).

First, based on the calculation above used SPSS program of Post Hoc Test, experiment class of reading comprehension showed the significant value was lower than the alpha (0.00 > 0.05). It meant that there was significant effect of KWL (Know, Want, Learn) toward students' reading comprehension. Thus, Ha that state there is significant effect of KWL (Know, Want, Learn) toward reading comprehension of the third semester students in English Department of IAIN Palangka Raya was accepted and Ho that state there is no significant effect of KWL (Know, Want, Learn) toward reading comprehension of the third semester students in English Department of IAIN Palangka Raya was rejected.

Second, based on the calculation above used SPSS program of Post Hoc Test, reading motivation of experiment class showed the significant value was

lower than the alpha (0.00 > 0.05). It meant that there was significant effect of KWL (Know, Want, Learn) toward students' reading motivation. Therefore, Ha that state there is significant effect of KWL (Know, Want, Learn) toward reading motivation of the third semester students in English Department of IAIN Palangka Raya was accepted and Ho that state there is no significant effect of KWL (Know, Want, Learn) toward reading motivation of the third semester students in English Department of IAIN Palangka Raya was rejected.

Third, based on the calculation above used SPSS program of Post Hoc Test, the result showed significant value was higher than alpha (000 > 0.05). It meant that there is significant effect between reading comprehension and reading motivation. Therefore, Ha that state there is significant effect of KWL (Know, Want, Learn) toward reading comprehension and reading motivation of the third semester students in English Department of IAIN Palangka Raya was accepted and Ho that state there is significant effect of KWL (Know, Want, Learn) toward reading motivation of the third semester students in English Department of IAIN Palangka Raya was rejected.

C. Discussion

The result of analysis showed there was significant effect of KWL (Know, Want, Learn) toward reading comprehension and reading motivation of the third semester students in English Department of IAIN Palangka Raya. It was shown that using KWL (Know, Want, Learn) was gave significant effect toward students' reading comprehension with the significant value was lower than alpha (0.00 lower ≤ 0.05) and using KWL (Know, Want, Learn) was gave significant

effect also toward students' reading motivation with significant value was lower than alpha (0.00 lower ≤ 0.05).

There were several reasons why using KWL (Know, Want, Learn) is effective toward students' reading comprehension and reading motivation:

First, The use of Know-Want-Learn technique could also build a good interaction between the students and the teacher. When a good interaction was built, the students would have a closer relationship. They also had an opportunity to share their knowledge among the students. This finding was in line with Klingner, Vaughn, and Boardman (2007: 139,144).

Second, The use of Know-Want-Learn technique could also help the students to use efficient comprehension strategies such as skimming and scanning. The use of the strategy could help the students read the text efficiently. They could find the general and details information in the text without read it as a whole.

Third, The use of KWL strategy made the students can answer both literal and inferential reading comprehension types. It supports with Ebrahami in Youniss maintains that KWL is developed to encourage purposeful reading activity by activating and organizing students' prior knowledge. Furthermore, the students also think more active to developed their knowledge by making question what they want to know about the topic. Then it was also support with Anderson & Pearson in Youniss, that KWL encourages EFL students to think more actively about what they are reading and, therefore, improve their comprehension abilities

in general and perhaps learn more about what they are reading, KWL also helps teachers to activate a learner's prior knowledge concerning a topic.

The result of this study showed that students' reading comprehension of experiment class in the pre-test there were 36.36% students got fair category, 50.00% students got good category and 13.64% students got excellent category. Then in the post test there was no one got fair category, 27.27% students got good category and students got excellent 72.73% And for the students' reading motivation result in pre-test there were 100 students in medium level. Then in the post test there were 77.27% students showed in the Medium level and 22.73% students in high level. It could be concluded that the students' reading comprehension and reading motivation result of experiment class was increased from pre-test to post test.

Table 4.7
Table of Previous Research

No.	Previous Study Result	Present Study Result	Note
1.	**NIKMATURRAHMAH MS, 2016 (THE IMPLEMENTATION OF K-W-L STRATEGY IN TEACHING READING AT THE SECOND GRADE OF MTs N 2 TANGGAMUS)** The result of the the implementation of K-W-L strategy in teaching reading showed that there was a significant difference on students' reading comprehension ($p<0.05$, $p=0.00$). The average of the pretest was 60.4 and the posttest was 71.5. In addition, finding supporting details was the reading aspect that increased the most. Then, the process of the implementation of K-W-L strategy showed that the steps in K-	The result of analysis showed there was significant effect of KWL (Know, Want, Learn) toward reading comprehension and reading motivation of the third semester students in English Department of IAIN Palangka Raya. It was shown that using KWL (Know, Want, Learn) were gave significant effect toward students' reading comprehension with the significant value was lower than alpha (0.00	Verified

	W-L strategy could help the students to comprehend the reading material well. It means that K-W-L strategy is an appropriate strategy to help the students' in comprehending text.	lower ≤ 0.05) and using KWL (Know, Want, Learn) was gave significant effect also toward students' reading motivation with significant value was lower than alpha (0.00 lower ≤ 0.05).	
2.	**MIFTAHUL JANNAH, 2015 (THE EFFECTIVENESS OF KWL STRATEGY TOWARD READING COMPREHENSION SCORES OF EIGHTH GRADE STUDENTS OF SMPN-2 DANAU SEMBULUH)** The result of the study shows that the students' obtained scores of reading test from the experimental group (taught using KWL strategy) and the students obtained score from the control group (taught without using KWL strategy) are significantly different. It was based on the data from pretest and posttest, the writer analyzed the data using ttest formula to test the hypothesis stated based on the result of analysis, it was calculated by using SPSS 20.00 program. It was found the significant probability (sig.2-tailed) was 0.000. The result was 0.000 < 0,05, it means that Ha is accepted and H0 is rejected. From the result of testing hypothesis using calculation of t-test showed that KWL strategy is effective towards reading comprehensions scores of Eighth Grade Students of SMP N-2 Danau sembuluh.	Knowing that there was a signifivant difference among groups after doing the treatment, Based on SPSS 18.0 statistic program calculation, the result showed that Degree of Freedom Between Group (DFb) = 1 and Degree of Freedom Within Group (DFw) = 44 (Ftable = 4.06) and Fvalue was 15.760. It showed Fvalue was higher than Ftable (15.760 > 4.06). So, Ho was refused and Ha was accepted. There was signifcant differences among groups after doing the treatment, with Fvalue = 15.760 and the significant level was lower than alpha (α) (0.00 ≤ 0.05).	Verified
3.	**SALMI ZAKI YANTI, 2017 (IMPROVING STUDENTS' ACHIVEMENT IN READING COMPREHENSION BY USING K-W-L (KNOW-WANTLERANED) STRATEGY**	In the pre-test there were 15 students got poor category with precentage 68.18%, 4 students got fair category with	Verified

	IN SMP MUHAMMADIYAH 2 MEDAN IN THE ACADEMIC YEAR OF 2016-2017) The result of data analysis showed that there was an improvement on the students' improvement in reading comprehension from each cycle. It was showed from the mean of pre-test which was 42,5, after KWL Strategy was applied in the first cycle, there was an improvement of the result of the students' mean which was 66,8 and for the second cycle after reflection on the first cycle there was an improvement of students' mean which was 76,76. Moreover In the pre-test, there were 13,33 % (4 of 30 students) who got score ≥ 68. In the post-test I, there were 43.33%% (13 of 30 students) who got score ≥ 68. In the post-test II, there were 90% (25 of 30 students) who got score ≥ 68. Therefore, the total percentage of the improvement from the pre-test to post-test II was about 90%. Based on the explanation above it could be stated that Know-Want Leraned strategy had significant effect on learning English. Especially it is in improving students' achievement in reading comprehension students' at SMP Muhammadiyah 2 Medan.	percentage 18.18%, 1 students got fairly good category with percentage 4.55% and 2 students got good category with percentage 9.09%. Then in the post test there was no one got poor category, 6 students got fair category with percentage 27.27%, 14 students got fairly good category with percentage 63.64% and 2 students got good category with percentage 9.09%. It could be concluded that the students' reading comprehension scores of experiment class was increased from pre-test to post test.	
4.	**Mohammad Hussein Hamdan, 2014** **(KWL-Plus Effectiveness on Improving Reading Comprehension of Tenth Graders of Jordanian Male Students)** Based on the findings of the present study, the KWL- Plus method is	Based on the calculation above used SPSS program of Post Hoc Test, the result showed significant value was higher than alpha (000 > 0.05). It meant that there is significant effect between reading	Verified

	effective in boosting students reading comprehension abilities. Therefore, the teachers of English language in Jordan ought to try to include this strategy in teaching reading in Jordanian schools. Consequently, it is recommended that future research should be conducted on high school and undergraduate university students by using the KWL- Plus technique. Higher -level Jordanian students are anticipated to perform better with this strategy because they are more likely to have sufficient prior knowledge to do reading tasks that are more challenging in their English textbooks	comprehension and reading motivation. Therefore, Ha that state there is significant effect of KWL (Know, Want, Learn) toward reading comprehension and reading motivation of the third semester students in English Department of IAIN Palangka Raya was accepted and Ho that state there is significant effect of KWL (Know, Want, Learn) toward reading motivation of the third semester students in English Department of IAIN Palangka Raya was rejected.	

There was significant difference in reading comprehension achievement between the students who were taught by using KWL strategy and those who were not. Since they had been given the treatments, they could improve their reading comprehension achievement.

Based on the analysis of data gathered during the experiment and after the experiment, it could be concluded that the students could improve their reading comprehension achievement. Most of the students in the experimental group had better achievement in reading comprehension and were enthusiastic, active, and enjoy in comprehending reading texts by using KWL strategy. Their better achievement toward reading comprehension can be seen based on the scores of posttest were higher than the scores of pretest.

There was also an effect of using KWL strategy on students' reading comprehension achievement. It can be seen from the analysis of the means score within the groups and between the groups by using Stepwise Regression formula, where it is indicated that KWL strategy was effective in improving students' reading comprehension achievement. . Consequently, it is recommended that future research should be conducted on high school and undergraduate university students by using the KWL strategy.

However, the present study has its limitations. A major limitation would go to the time devoted to this experimental study. Pressed schedules of the school English syllabus limited the instructors to give enough time for performing KWL Strategy steps and stages. Another limitation was the unfamiliarity of teacher with KWL Strategy. The teachers in the two schools were noted to go back and forth looking at the strategy manual. This conspicuous classroom behavior was time consuming and constituted an obstacle to applying the strategy steps on a timely manner. The time factor for applying the strategy was crucial as there were deadlines for both the teachers and the students to accomplish each reading task.

The result of this study showed that students' reading comprehension of experiment class in the pre-test there were 36.36% students got fair category, 50.00% students got good category and 13.64% students got excellent category. Then in the post test there was no one got fair category, 27.27% students got good category and students got excellent 72.73% And for the students' reading motivation result in pre-test there were 100 students in medium level. Then in the post test there were 77.27% students showed in the Medium level and 22.73%

students in high level. It could be concluded that the students' reading comprehension and reading motivation result of experiment class was increased from pre-test to post test.

CHAPTER V

CLOSING

In this part, the writer gave the conclusion and suggestion about the result of study. The conclusion of the study was to answer the problems of the research. The suggestion are expected to make better improvement and motivation for students, teacher and researcher related with the use of KWL (Know, Want, Learn) toward students' reading comprehension and reading motivation.

A. Conclusion

Based on the calculation using One Way ANOVA and Post Hoc Test, the result showed:

1. There was significant effect of KWL (Know, Want, Learn) toward reading comprehension of the third semester students in English Department of IAIN Palangka Raya. It was shown that the result showed the significant value was lower than alpha (0.00 lower ≤ 0.05). It meant that the use of KWL (Know, Want, Learn) is effective toward reading comprehension of the third semester students in English Department of IAIN Palangka Raya.
2. There was significant effect of KWL (Know, Want, Learn) toward reading motivation of the third semester students in English Department of IAIN Palangka Raya. It was shown that the result showed the significant value was lower than alpha (0.00 lower ≤ 0.05). It meant that the use of KWL (Know, Want, Learn) is effective toward reading motivation of the third semester students in English Department of IAIN Palangka Raya.

3. There was significant between reading comprehension and reading motivation of the third semester students in English Department of IAIN Palangka Raya. It was shown that the result showed the significant value was lower than alpha (000 > 0.05).

B. Suggestion

According to the conclusion of the study result, the writer would like to propose some suggestions for the students, teachers or lecturer and the future researchers as follow:

1. Students

The use of Know-Want-Learn technique could also help the students to use efficient comprehension strategies such as skimming and scanning. The use of the strategy could help the students read the text efficiently. They could find the general and details information in the text without read it as a whole.

The students should read more article, journal, academic text to improve their reading ability. In particular for EFL college or university students, the ability to read academic texts is one of the most important skill. The students should be able to become independent learner and they can use KWL (Know, Want, Learn) to motivate them and record their reading activity.

2. Teacher or Lecturer

The writer recommended that lecturer can be able to apply KWL (Know, Want, Learn) in reading course. Considering of the study result,

the use of KWL (Know, Want, Learn) showed significant effect toward students' reading comprehension and reading motivation. It meant the use of KWL (Know, Want, Learn) is effective because students' reading comprehension and reading motivation was improved.

Based on the result, This study showed that students' reading comprehension of experiment class in the pre-test there were 36.36% students got fair category, 50.00% students got good category and 13.64% students got excellent category. Then in the post test there was no one got fair category, 27.27% students got good category and students got excellent 72.73% And for the students' reading motivation result in pre-test there were 100 students in medium level. Then in the post test there were 77.27% students showed in the Medium level and 22.73% students in high level. It could be concluded that the students' reading comprehension and reading motivation result of experiment class was increased from pre-test to post test.

3. Future Researchers

In this study, the writer realized that design of the study was very simple. There are still many weaknesses that could be seen. Therefore, for furtherwriter; it is expected that the other writers can improve this study with better design and different object in order to support the result finding. In other word, the other writer can use this study as the reference for conducting their research.

In addition, the writer suggest to future researcher to make deeper analysis about students reading comprehension using KWL (Know, want, learn) make underline which students use because in this study the writer only describe about the frequency of students' method use.

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