ENHANCING THE TENTH GRADERS' READING COMPREHENSION ACHIEVEMENT THROUGH K-W-L STRATEGY WITH TWIN-TEXTS AT SENIOR HIGH SCHOOL IN PALEMBANG

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Abstract

The objectives of this study are to find out: (1) whether or not there is any significant difference in students' reading comprehension achievement after they are taught through K-W-L strategy with twin-texts and (2) whether or not there is any significant difference in students' reading comprehension achievement between the students who are taught through K-W-L strategy with twin-texts and those who are not. The sample of this research was 64 tenth graders of one high school in Palembang, which were divided into control group and experimental group; each group consisted of 32 students. The technique of selecting the sample was purposive sampling. The data were obtained through reading comprehension test and were analyzed by using paired sample t-test and independent sample t-test. The result of this study showed that (1) the mean difference in posttest and pretest of experimental group was 12.29 and p value <0.05. It means that there was a significant difference in reading comprehension achievement after the students were taught through K-W-L strategy with twin-texts, (2) the mean difference between posttest of both experimental group and control group was 11.688 and p value <0.05. It means that there was a significant difference in reading comprehension achievement between the students who were taught through K-W-L with twin-texts and those who were not. In conclusion, teaching reading comprehension through K-W-L strategy with twin-texts was effective to enhance students' reading comprehension achievement.

Key Words: Reading comprehension, K-W-L, Twin-Texts.

1. Introduction

In Indonesia, English as foreign language has been learnt in all levels of education starting from a primary school to college. In the primary level, English is learnt two hours in a week as a local content for classes IV, V, and VI (*Badan Standar Nasional*

Pendidikan, 2006). In contrast, Indonesian government has categorized English as a compulsory subject for lower secondary education to a university level (*Depdiknas*, 1989).

In learning English, students need to learn both language skills and language aspects in order to master it. One of language skills that needs to be learnt in the early stage is reading. Burkhour (1999, p. 5) states that the importance of reading ability is very crucial in order to be successful in school life. Moreover, Ward (as cited in Dewi, 2007, p. 3) says, "reading is one of the fruitful skills to teach, the majority of the students may never speak much in English but most of them will have to read English in order to complete their studies". Reading is not only the ability to speak out word by word but also the ability to understand the text being read. Grabe and Stoller (2002, p. 9) state that reading is the ability to draw meaning from the printed page and interpret this information appropriately. From the explanation above, it can be understood that being able to read means being able to comprehend and process the information provided in the text. In short, reading and comprehension cannot be separated. It is supported by Duran 2013 (as cited in Tuzahra, 2015, p. 5), "reading and comprehension are linked to each other like cause and effect relation".

Kennedy (as cited in Dewi, 2007, p. 17) explains, "reading comprehension is a thinking process by which pupil selects facts information, or ideas from printed materials, decides how they relate to previous knowledge he has required, and judges their appropriateness worth for meeting his own needs and objectives".

However, to be able to comprehend the text is not easy. Sudirman (as cited in Mutmainnah, 2012) states that most of the students who learn English as a foreign language will find it difficult both in comprehending the text in reading and answering the questions asked by teachers. "The difficulties also arise from lack of linguistic knowledge as vocabulary, language use and deficient knowledge of syntactic and semantic processes" (Calixto, n.d).

The difficulties in comprehending the text lead to a bad reading comprehension of Indonesian students. Based on the data from *Kompas* (as cited in Sukyadi and

Hasanah, 2010) around 37.6% of 15-year-old students were merely able to read the texts without understanding the meaning of the text. And only 24.8% out of them were able to correlate the texts with their prior knowledge. More, based on a study done by Hamra and Syatriana in 2010, they found out that Indonesian students' ability in comprehending English text was very low.

The same problem was also faced by the tenth grade students of SMA Negeri 6 Palembang. Based on the writer's experience during teaching practice program at SMA Negeri 6 Palembang starting from August to September 2015, the tenth graders showed bad performance in reading comprehension. During reading class, they could not understand the text very well and misinterpreted the text.

To solve the problem above, according to Duke, Pearson, Strachan, and Billman (2011) there are ten essential elements of effective reading comprehension instruction that are suggested to every teacher in teaching reading comprehension. Some of them are (1) let the students get exposed to the large amount and various range of texts, (2) develop students' vocabulary knowledge, and (3) facilitate the students with the texts that motivate and provide content for reading.

Considering that text has crucial role for the success of reading comprehension, twin-texts can be the alternative to be used as the teaching media. Twin-texts are a set of text that contain fiction and nonfiction discussing the same or related topic. "Teaching units of study that contain fictional and information books on the same topic can build knowledge, develop text-related vocabulary, and increase motivation to explore the topic under discussion" (Soalt, 2005, p. 680). By applying twin-texts in the learning process, it means that three out of ten essential elements for teaching reading comprehension can be accomplished.

In addition, a teaching strategy is also needed in order to accomodate the use of twin-texts as the teaching media. Camp (2000, p. 402) suggests K-W-L as one of strategies that can be done successfully with twin-texts to enhance students' reading comprehension. It is a method of graphically organizing information based on what readers *Know* about a topic, what they *Want* to know, and what was *Learned* after

reading (Camp, 2000, p. 403). K-W-L is chosen as the teaching strategy because it offers various activities compare to other strategies. The most important thing, by doing K-W-L, the students are able to monitor their own reading comprehension in the end of the lesson as they do the L (Learned) step.

Based on the explanation above, the writer was interested in conducting a research entitled "Enhancing the Tenth Graders' Reading Comprehension Achievement through K-W-L Strategy with Twin-Texts at Senior High School in Palembang". The problems of this study were formulated as follows: (1) was there any significant difference in students' reading comprehension achievement after they were taught through K-W-L with twin-texts?, (2) was there any significant difference in students' reading comprehension achievement between the students who were taught through K-W-L with twin-texts and those who were not?.

2. Theoritical Background

According to (Hornby, 2010, p. 1219) read means to look at and understand the meaning of written or printed words or symbols. Furthermore, "reading is not merely the process of reading words by words of a printed material but it is also a collaboration of a thinking process, a recollection of the past experience and the capacity of acquired language faculty to interpret the writer's intention" (Dewi, 2007, p. 14).

The ability to read with understanding is a crucial skill in modern society (Calixto, n.d). "Comprehension is the only reason for reading and without it reading will be a frustrating activity and pointless exercise in word calling" (Griffin, 2009). Therefore, reading and comprehension cannot be separated. According to Heilman (as cited in Dewi, 2007, p. 17), "reading comprehension is the process of thinking sense of written ideas through meaningful interpretation and interaction as a multifaceted process affected by several thinking and language abilities". According to Lapp & Flood (as cited in Hamra & Syatriana, 2012) there are three levels of

comprehension in reading; literal comprehension, inferential comprehension, and critical comprehension.

Camp (2006) states that twin-texts can be a beneficial teaching media to improve students' reading comprehension. Twin texts are two books, a fiction and nonfiction text on the same or related topic (Camp, 2000). "The disjunction between informational and fictional texts on the same topic and the gaps between truth and artifice (as well as synchronicity) provide rich ground for developing students' higher order comprehension abilities" (Soalt, 2005, p. 682). Furthermore, Camp (2006, p. 8) argues that by pairing fiction and nonfiction at the same time keep students fascinated, focused on the topic, and eager to use new vocabulary to discuss what they've learned. As a result, comprehension, the main purpose of reading, improves. Moreover, by using twin-texts as the teaching media in teaching activity, the teacher is assured to motivate the students on the joys of reading while expanding on the students' interests on facts (Furtado & Johnson, 2010, p. 272)

Camp (2000, p. 402) offers several interactive strategies that can be used to facilitate the use of twin-texts. One of them is K-W-L (Know-Want-Learned) strategy. It is a method of graphically organizing information based on what readers Know about a topic, what they Want to know, and what was Learned after reading (Camp, 2000, p. 403). According to Riswanto, Risnawati & Lismayanti (2014, p. 226), "... Its aims are more diverse. It helps readers elicit prior knowledge of the topic of the text; set a purpose for reading; monitor their comprehension; asses their comprehension of the text; and expand ideas beyond the text". There are three stages of K-W-L procedure according to Bos and Vaughn (2010). It can be seen below.

A. "Know" Step:
1. Initiate discussion with the students about what they already know about the topic of the text.
2. Start by using a brainstorm procedure. Ask the students to provide information about where and how they learned the information.

3. Help them organize the brainstormed ideas into general categories.

B. "Want to Learn" Step:

1. Discuss with the students what they want to learn from reading an article.

2. Ask them to write down the specific questions in which they are more interested.

C. "What I Learned" Step:

1. Ask the students to write down what they learned from the reading.

2. Ask them to check the questions they had generated in the "Want to Learn" Step.

3. Method

This study used quasi experimental design. This design consisted of two groups which were control group and experimental group. The population of this study were 326 tenth grade students of one senior high school in Palembang, and the sample of this study was 64 tenth grade students. Each group had 32 students.

The technique of selecting the sample was purposive sampling, in which the writer did not randomly choose the sample. X.1 as the control group and X.2 as the experimental group were selected due to some criteria. First, they were taught by the same English teacher. Second, both classes had the same total number of students. Last, they had the same English level. This information was obtained by having discussion with the English teacher at that senior high school.

In this study, only the experimental group was given the treatment while the control group was not given any treatment. During the treatment, the experimental group was taught by using K-W-L strategy with twin-texts.

To collect the data, both control group and experimental group were assigned a reading comprehension test. The test was constructed based on content validity that was consulted to two experts. The two experts were the lecturer of English Education

study program at Sriwijaya University and the English teacher at LBPP LIA English Course. To check the reliability of the test, the data was analysed by using Cronbach's Alpha. Based on the calculation, the reliability coefficient was 0.880. As the result, the test was considered reliable since the reliability coefficient was higher than 0.7.

In analyzing the data, paired sample t-test and independent sample t-test were used. Paired sample t-test was used to analyze the data obtained from pretest and posttest of experimental group. Meanwhile, independent sample t-test was used to compare the data between the experimental and control groups.

After running the paired sample t-test and independent sample t-test analyses, the significance level (in two-tailed test) was found.

4. Result and Discussion

The result of students' reading comprehension was distributed based on five categories: Excellent, Good, Average, Poor and Failed. The score interval was between 0-100. Table 1 presents the results of pretest and posttest of experimental group.

Table 1
Result of the pretest and posttest of the experimental group (N=32)

Score Interval	Category	Pretest		Posttest	
		Freq	Percentage	Freq	Percentage
87-100	Excellent	3	9.37%	19	59.37%
80-86	Good	6	19%	11	34.37%
75-79	Average	10	31.25%	1	3.12%
56-74	Poor	13	41%	1	3.12%
0-55	Failed	-	-	-	-

As shown in Table 1, based on the result of pretest most of the students were categorized in average and poor level. There were ten students (31.25%) in average level and thirteen students (41%) or nearly the half of the students were in poor level. Meanwhile, the rest of the students were in the excellent and good level. There were three students (9.37%) in the excellent level and six students (31.25%) were in the good level. After they got exposed to the treatment, more than half of the students (59.37%) or ninteen students were in the excellent level, eleven students (34.37%) were in the good level, and only one student (3.12%) was in each average and poor level. By comparing the means pretest and posttest, it can be said that there was significant improvement in their reading comprehension achievement.

The results of pretest and posttest of control group can be seen in the Table 2.

Table 2
Result of the pretest and posttest of the control group (N=32)

Score Interval	Category	Pretest		Posttest	
		Freq	**Percentage**	**Freq**	**Percentage**
87-100	Excellent	1	3.12%	2	6.25%
80-86	Good	3	9.37%	6	19%
75-79	Average	15	47%	11	34.37%
56-74	Poor	13	41%	13	41%
0-55	Failed	-		-	

From Table 2, it can be seen that most of the students were in the average and poor level. There were fifteen students (47%) in the average level, thirteen students (41%) were in the poor level, three students (9.37) were in the good level, and only one student (3.12%) was in the excellent level. In contrast with the experimental group students, the students in the control group were not exposed to the treatment. After doing the posttest, there were two students (6.25%) in the excellent level, six students

(19%) were in the good level, eleven students (34.37) were in the average level, and thirteen students (41%) were in the poor level.

The data were also analyzed by using paired sample t-test and independent sample t-test. Before doing the t-test, the normality of the data was checked by using One-Sample Kolmogorov-Smirnov test. Based on the results, the significance value in two tailed testing from pretest and posttest of experimental group were 0.200 and 0.154. Meanwhile, the significance value from pretest and posttest of control group were 0.073 and 0.075. It can be concluded that the data had normal distribution because all the significance values were higher that 0.05.

Then, the writer also checked the homogeneity of the test. The result of homogeneity test showed that the significance value of posttest both in experimental and control groups was 0.645. It means that the data were homogeneous.

After checking the normality and homogeneity of the data, t-test can be applied. In this study, the writer used paired sample t-test and independent sample t-test. The result of paired sample t-test can be seen in the following Table 3.

Table 3
Paired sample t-test of experimental group

Group	Test	Mean	Mean Diff	Std. Dev	Std. Error Mean	t	Df	Sig. (2-tailed)
Exp Group	Pretest	75,38	12,219	7,365	1,302	8,213	31	,000
	Posttest	87,59		7,246	1,281			

As it can be seen in Table 3, the mean difference of pretest and posttest of experimental group was 12.219. The p value was .000. According to Field (2009, p. 330) the data is significantly correlated if p < .05. Because p value (.000) was lower than 0.05 the null hypothesis (H01) was rejected. Then, the H11 was accepted. It means that there was a significant improvement in students' reading comprehension achievement for experimental group

Then, to see the difference between pretest and posttest score of both experimental and control groups, independent sample t-test was done. The result of independent sample t-test of posttest from both groups is presented in Table 4 below.

Table 4
Independent Sample T-Test of Experimental and Control Groups

Pretest		Mean Diff	Std. Dev	Sig	Posttest		Mean Diff	Std. Dev	Sig
Exp	Con	1,094	7,365	,501	Exp	Con	11,688	7,246	,000
75,38	74,28		5,413		87,59	75,91		6,039	

Based on Table 4 above, the mean difference of pretest between the experimental group and control group was 1.094 and the p value was .501. According to Field (2009, p. 342) if the Sig value is less than .05 then the means of the two groups are significantly different. It can be stated that there was no significant difference in the pretest of both groups. Whereas, in the posttest, it can be seen that the mean difference between the experimental group and control group was 11.688 and the p value was .000. It can be concluded that null hypothesis (H02) was rejected and the alternative hypothesis (H12) was accepted. It means that there was a significant difference in students' reading comprehension achievement between the students who were taught through K-W-L with twin-texts and those who were not.

5. Conclusion and Remark

Based on the findings and statistical analyses, it can be concluded that K-W-L strategy with twin-texts was effective to enhance students' reading comprehension in class X.1 (experimental group). Most of the students in the experimental group

showed better improvement in reading comprehension achievement that can be seen from the result of their posttest. The result of the study showed that there was significant difference in students' reading comprehension achievement between the students who were taught through K-W-L strategy with twin-texts and those who were not. The statistical analysis of paired sample t-test showed that there was significant difference in the mean score between students' pretest and posttest both in the experimental and control group; however the experimental group showed better improvement than the control group. It was also proved by the result of independent sample t-test that showed significant difference between the mean score of posttest in the experimental group was higher than the mean score of the posttest in the control group. In short, teaching reading comprehension through K-W-L with twin-texts was effective to enhance students' reading comprehension achievement.

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