

The Effectiveness of KWL on Reading Expository Texts Across Reading Anxiety Levels

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ABSTRAK

Abstract: This quasi-experimental research tries to find out the effectiveness of KWL on student's comprehension of expository text and also observe how effective KWL is on the reading comprehension of the students across reading anxiety level. It is found that the difference in reading comprehension between student taught by using KWL and those taught by using conventional way is significant, the reading activities offered by KWL steps were effective to facilitate students in enhancing their comprehension in reading, and the difference between students with low reading anxiety and those with high reading anxiety taught by using KWL is significant as well.

Abstrak: Penelitian *quasi-experimental* ini bertujuan untuk melihat efektivitas dari penggunaan strategy KWL terhadap pemahaman siswa dalam memahami teks ekspositori dan juga untuk melihat efektivitas KWL pada pemahaman siswa dengan tingkat *anxiety* yang berbeda. Diteemukan bahwa ada perbedaan signifikan pada pemahaman membaca siswa antara siswa yang diajar menggunakan KWL dan siswa yang diajar secara konvensional, aktivitas membaca pada KWL sangat efektif dalam memfasilitasi siswa untuk meningkatkan pemahaman mereka dalam membaca, ditemukan juga perbedaan yang signifikan diantara siswa yang memiliki *low anxiety* dengan *high anxiety* ketika KWL diterapkan.

The ability to read in English becomes the priority when the students want to gain information from English written text. It is affirmed by Sulistiyo (2011) who mentioned that teaching reading skills is essential to teach at the university level. In addition to this, the National Standard of Education stated that reading and writing skills are encouraged to university graduates. However, between the English department and Non-English Department at the university level, the teaching of English process and condition is different. In the English department, English is taught as general English whereas it is taught as English for Specific Purposes (ESP) in Non-English Department. Kol (2002) stated that general English focuses more on language proficiency. As general English focuses on language proficiency, in Non-English Department, language is taught through content (Astika, 2015).

In ESP, reading becomes a primary skill to teach since it supports the students in the following years to achieve the study skill. The reading skill is essential for academic studies, professional success, and personal development (Aryusmar, 2010); therefore, it was considered as the importance of studying reading skill in ESP (Usadati, 2002). Teaching English in Non-English Department is aimed at providing students with the skill to the comprehension of textbooks and other references written in English (Sulisty, 2013). In accordance with an afore mentioned explanation, the teacher needs to consider the text type when they teach reading comprehension to the students as it includes the treatment to Department of Politeknik Pembangunan Pertanian Magelang, and this department belongs to science studies. Dainese (1982) stated that most reading materials used in science studies are expository. Besides, the curriculum of ESP in Politeknik Pembangunan Pertanian Magelang applies the expository text as the main reading material for first-year students. Reading expository text is one of the requirements at the beginning of the semester since the students need to read more expository articles about agriculture in the last semester as the curriculum said. Moreover, the students maybe entailed reading the text about agriculture which will also enrich their knowledge as the agricultural extension officers in the future.

When teaching the expository text, a teacher would consider micro skills of the text. Sulistiyo and Rachmajanti (2008) said that understanding topic, main idea, supporting ideas/details, an organization of the text, implied details, word meaning, pronoun reference, and the writer' tone of writing are micro-skills of reading. Furthermore, students should find some ideas and information stated explicitly and implicitly when reading the expository text. Therefore, the reading material for students has to meet their needs as agricultural students. Related to the expository text that needs to be taught to Non-English Department

students, it is essential for the teacher to have a suited way to teach the students. However, teaching reading is challenging for the teachers because they attempt to help students understanding the text in spite of different background knowledge of each student to comprehend the reading text. Furthermore, each student does not have the same amount of vocabularies that they know. There are three major issues stepping in with readers' comprehension; deficiency of vocabulary, matter in utilizing language cues to meaning, and deficiency of conceptual cognition (Taglieber, Johnson, & Yarbrough, 1988). Ultimately, it becomes a barrier to comprehend the reading text given by the teacher. The teacher should consider the learners' mental capacities and skills when teaching reading because each student has different interpretations of the reading text (Abdat, 2013). In addition, reading a text is obtaining the message inferred in the text, so it was not only related to understanding words and sentences (Abdat, 2013). Related to the teaching reading to Non-English Department students, there are some studies bringing out that the teaching and learning procedure is not well carried off. Sulisty (2008) added the teaching of English is not effective enough to non-English Departments since the major cause is the students' accomplishment in apprehending the reading text.

It must be required the improvement toward the procedure of the teaching and learning of reading skills for ESP. The researcher should find out the factors that can contribute to the improvement of students' reading participation. Having observed the teaching and learning process in Politeknik Pembangunan Pertanian Magelang, the researcher affirmed that teaching techniques used are still in a conventional way; Grammar Translation Method (GTM). In spite of applying the grammar translational method, it could establish the students to be very good at grammar, the students have good mastery at grammar and apply it on the reading text, and this method is effective to handle a big class. However, Sunggingwati and Nguyen (2013) stated that it demotivates the students to ask actively, to read specifically, and to contemplate if the objective is achieved. GTM causes the students will never use a target language as a means of communication because what they have to do is translating the text and giving more attention to the use of grammar (Huriati, 2017). It causes their ability in reading weak. The teacher found the problem when the teaching techniques tend to be teacher-centred; directed-reading activities, using games, translating, and lecturing (Emaliana, 2012). The conventional method encourages the students getting difficult to find the specific purpose of the text and they do not receive the material clearer and elaborate with their own knowledge.

Based on the afore mentioned problem, there must be a technique to enhance the skills of Non-English Department students. KWL (Know, Want, Learned) helps Non-English Department educatees to heighten their reading comprehension along with motivating them to read (Ogle, 1986). KWL (Know, Want, Learned) strategy is a technique that is principally employed for the informational text (Sulisty, 2011). KWL proposed by Ogle (1986) includes an activity where the students think and write short sentences about what he or she has learned after reading the text. KWL teaching strategy is a good technique to help students' activate and link prior knowledge to the new information obtained, explore students' curiosity by posting a question about what they want to get from reading the text and extending information on the topic by searching for other resources (Ogle, 1986).

The aims of KWL are various. It assists readers acquire fore going cognition of the matter of the text. The effectiveness of KWL was also affirmed by some researchers. The learners of the secondary and tertiary school enjoy and were enthusiastic and active in grasping what they read by occupying KWL (Hamid, Rahman, & Atmowardoyo, 2016; Riswanto, Risnawati, & Lismayanti, 2014; Sinambela, Manik, & Pangaribuan, 2015). The KWL was efficacious to promote the reading comprehension, lexicon as well as its memory and to gain the attitudes (Rahim, 2015). In addition, K-W-L technique allows the non-English department students to extend the materials of reading and keep the students reading more reading texts (Emaliana, 2011; Fengjuan, 2010). Some advantages of using KWL should be well-considered when it is appropriately applied to Non-English Department students. KWL encourages the students to perform critical thinking, assist them to keep track of their comprehension, and knowledge, can be used for all subject especially reading skills, and it is suitable for all instruction degrees from novice up to advanced, makes the educators along with the educatees get more interactional in the teaching and learning activity, also it sets out the intention of reading (Huriati, 2017). Moreover, KWL makes the students read actively either separately or not. Besides, the students' motivation will be increased because it activates the previous background knowledge, sets the reading purpose, and assesses and monitors their reading comprehension of the text (Emaliana, 2012).

As a technique, KWL affects reading comprehension as the external factor; nevertheless, another factor should be acknowledged affecting the reading comprehension. There are two factors; internal and external, affecting reading comprehension (Alderson, 2005). The former referred to "inside-the-head factors" (Huriati, 2017) which are internal to readers and include factors related to the readers as their cognitive abilities, strategies, background, knowledge, and affective characteristics. Meanwhile, the latter is linked to "outside-the-head factors" (Huriati, 2017) in which the context variable refers to all situation elements like the time, the place, and the medium of reading; and writer variable refers to the writer's purpose of writing a text. Therefore, the researcher would not only involve KWL as the technique affecting reading comprehension, but the researcher also includes the internal factor, the reading anxiety as one problem in comprehending the reading text. It is necessary since language anxiousness, a complex mental concept, is looked upon an affective variable in the acquisition. It intends that language anxiousness has also become one of the elements demanded in the success of the acquisition, either it is in a positive or negative manner. Krashen's affective filter theory like wise declared that affective variables such as motivation, self-confidence and anxiety bring a facilitative part in second language accomplishment.

Readers with high and low reading anxiousness have dissimilar reading comprehension. The students with high reading anxiety will tend to think over some matters outside the reading itself. For instance, they will devise how the vocabulary is so difficult, how poor they do in the classroom, the forbidding friends in the class, or much more time to do with the reading text (Nazarinasab, Nemati, & Mortahan, 2014). Thus the process of reading cannot work well. However, the students with less anxiety will not consider the irrelevant activities beyond the reading, so they will have more energy dealing with reading text. In addition, there are two reasons that make reading so frustrating and it affects the readers' anxiety; the unfamiliar writing scripts and unfamiliar cultural background (Saito, Garza, & Horwitz, 1999).

Finding the gap, this present study tries to dig into the effectuality of KWL on student's comprehension of expository text. The difference of this study from the other studies is that this study would also observe the effectiveness of KWL on students' comprehension across reading anxiety level. Many researchers had conducted the research around the effect of KWL on students' reading comprehension, but only a few that explored the effect based on other factors related to students' condition (internal factors) that is reading anxiety level. Compared to the previous studies, the researcher in this present study is extracted in employing research to find the impact of KWL technique compared to a conventional method, GTM, across reading anxiety level. Thus, the present study is aimed to find out: (1) is there any substantial divergence within students' reading comprehension instructed by employing KWL and those instructed by employing GTM? 2) is there any substantial divergence among the reading comprehension of students with high reading anxiousness and low reading anxiousness instructed by employing KWL? (3) is there any interaction amongst KWL and the students' reading anxiousness? In addressing the issues proposed in their research, the hypotheses of the study are formulated as follows: (1) There is a substantial divergence within students' reading comprehension instructed by employing K-W-L and that of those instructed by employing GTM; (2) There is a substantial divergence among the reading comprehension of students with high anxiousness and low anxiousness instructed by employing KWL; (3) There is an interaction amongst KWL and the students' reading anxiousness.

METHOD

In this research, the researcher uses an experimental research design to know whether KWL is effective in the enhancement of reading comprehension in the expository text. The researcher will conduct the research using two classes, the group of experiment and control. It is impossible to select the sample randomly out of the population and assign to different classes, so the researcher uses quasi-experimental research (Latief, 2016). The variable in this research comprises of dependent and independent variables. The dependent variable in this research was students' reading comprehension whereas the independent variables are classified into two folds namely active variable and attributive variable. An active independent variable is one that the researcher can manipulate directly. Meanwhile, an attributive independent variable is one that the researcher cannot be actively manipulated (Ary, Jacobs, Razavieh, & Sorensen, 2009). The active variable includes KWL and conventional method (GTM), whereas the attributive variable is reading anxiety.

KWL allows the coincident scrutiny of more than one independent variable (Marczyk, DeMatteo, & Festinger, 2005). It appropriates us to provevarious hypotheses in a single research study, plus it could be more economical to employ factorial design than carry onvarious studies in term of both number of participants and the researcher's attempt. A factorial design is applied in this study as it is proposed to find out whether the consequences of different instructional methods are shaped by the characteristics of the learner (Huriati, 2017). Moreover, there are two main purposes for using a factorial design; they are to see if the effect of the treatment is consistent across different characteristics, such as personality, age, gender, or aptitude and to examine the interactions which are a relationship that can only be investigated with factorial design. In this study, two levels of instruction, using KWL and conventional method, and two levels of reading anxiety types (high and low) are measured. The design is named a two by two (2x2) factorial design to indicate the levels involved at each independent variable (Rushing, Wisnowski, & Karl, 2014). The design of this study is set out in table 1.

Table 1. Simple Factorial Design

The technique for teaching reading comprehension strategy (A)	KWL (A1)		Conventional (A2)	
	High (B1)	Low (B2)	High (B1)	Low (B2)
Reading Anxiety (B)	A1B1	A1B2	-	-

Where:

- A1 : KWL
- A2 : Conventional/GTM
- B1 : Students with high anxiety
- B2 : Students with low anxiety
- A1B1 : Students taught by employing KWL with attribute of high anxiety
- A1B2 : Students taught by employing KWL with attribute of low anxiety

This study was conducted in Polbangan Magelang. This study involved two classes of English course of Undergraduate Program in the husband dry study program and the participants are in the second academic session of Academic Year 2018/2019. In this department, English are presented as ESP that has an objective to arise students' English language

accomplishments particular to the matter contents or field of study with emphasis on the communicatory language use in academic circumstances. The topic includes reading, writing, and speaking with some required linguistic explanations linked to skills development. It has 2 credits and was offered in the second semester. This school is chosen because of its accessibility to the researcher. The researcher employs the quasi-experimental design for it does not attribute the subject to a group at random. Quasi-experimental design can be used when it is not feasible or practical to assign random subject like in school-based research (Latief, 2016). In any positions in educational inquiry, however, it is not possible to randomly attribute subjects to treatment groups (Ary et al., 2009).

There are two groups involved in this study. One class is the group of experiment and the other class is the group of control. The two groups are taught with the same material. The experimental group is taught using KWL. In the experimental group, the students are asked to read the different text in each meeting. The students fill in the KWL chart that has been prepared by the teacher. Then again, the control group is instructed by using GTM. In the control group, the students are necessitated to read the text and respond to the comprehensive questions based on the text. They may translate the text and comprehensive questions in Indonesian. Both the stages of the approaches used in experimental and control groups are displayed in table 2 and 3.

Table 2. Teaching Procedure of Experimental Group

Meeting	Reading Stages	Instructional Focuses	Students' Activities
1	Administering Pre-Test		
2—7	Pre-reading	<i>Know</i> (what student know about the topic)	1. Giving responses toward the picture given 2. Answering the teacher's question 3. Writing what they know upon the topic on the K Chart 4. Discussing the vocabulary of difficult words 5. Writing the questions or phrases on W chart
	While-reading	<i>What</i> (what students want to know about the topic) <i>Learned</i> (what students learned after reading the text)	1. Reading the text given silently 2. Finding the answer to the question in W column 3. Writing the answer on L column 4. Listing new information from the text that students do not ask in the questions (in W column) 5. Answering the comprehensive questions about the topic, main idea, explicit specific information, implicit specific information, word meaning, pronoun reference, and inference
	Post-reading	Follow up activities	1. Showing the main idea and supporting details to the teacher. 2. Marking questions that are not answered 3. Getting the teacher's feedback
8	Administering post-test		

Table 3. Teaching Procedure of Control Group

Meeting	Reading Stages	Instructional Focuses	Students' Activities
1	Administering Pre-Test		
2—7	Pre-reading	Preparation for reading	1. Attentively listening to the topic mentioned 2. Getting the text 3. Expressing the idea about the topic freely
	While-reading	Purpose of reading Silent reading	1. Reading the text 2. Discussing the difficult word 3. Translating the comprehensive questions based on the text 4. Answering the comprehensive question based on the text that contains a topic, main idea, explicit specific information, implicit specific information, word meaning, pronoun reference, inference
	Post-reading	Follow up activities	1. Pay attention to the teacher's feedback to related to the material given
8	Administering post-test		

The selection of the texts used in the test was established on the English course of study used by the school and the students' familiarity with the text topic. The exposition texts chosen for the text were selected from various references such as English books and the internet. The readability of the texts used in the treatment is measured by using the Flesch-Kincaid Formula. It is chosen because it is one of the most widely used readability formulas. The formula is based on the averagecount of syllables per word and word per sentence (Kincaid, Fishburne, Robert P., Richard L., & Brad S., 1975). The formula is used to determine reading ease, grade level, and interpretation of reading texts that are used in the treatment process. Table 4

illustrates the scores of Flesh-Kincaid Reading Ease, grade level, and interpretation. The texts chosen in this study were those having Flesh-Kincaid Reading Ease Score 50 to 59. As EFL learners, the most suitable score for non-English department students in the early first year is 50—59 reading ease which was actually for high school students since they have just graduated from high school and English is not their major (Emaliana, 2012). The topics covered various subjects such as agriculture, farming and young farmer entrepreneurship. The topics were chosen as those topics are suitable to the syllabus of the school which was used during the research.

The process of collecting the data is generally categorized into three stages. Those are pre-test, reading anxiety test, and post-test. The primary data in this study is post-test while the pre-test and the anxiety test are only as secondary data. The process of gathering data in this study is begun from the pre-test. It is conducted before the treatment. The pretest is given to the group of experiment and control in the form of a reading test which lasted for 60 minutes. The score of students both groups from pre-test is investigated the students' reading comprehension achievement before the treatment in order to check that both of the groups, the experimental and the control, have the same equal achievement.

After that, both groups will be given treatment. The experimental group is treated using KWL and the control group is treated using GTM. Due to the limited time for the expository reading text material in the teaching program at the school, the treatment will be conducted in six meetings. Then, the data is collected from the questionnaire of reading anxiety test. The data is proposed to differentiate the reading anxiety of students whether high or low. It will be conducted after the treatment. There were 20 statements used for the questionnaire. The time allocation of the reading anxiety test is 20 minutes.

The next data is collected from post-test. It is the main data of this study. The post-test is allowed after finishing the treatment to groups. The students are asked to answer 30 questions in the form of multiple choices in 60 minutes. The result of post-test from both groups was applied as the main data. The researcher needs to recognize students' marks in reading comprehension and reading anxiety test in learning to answer the question of the research.

This study will apply three instruments to gather the data. They are the reading comprehension pretest of expository text, the reading comprehension posttest of expository text, and the questionnaire of students' reading anxiety (low and high). The detailed function of each instrument is exemplified in table 4.

Table 4. Research Instruments

No.	Instruments	Variables to Measure	Functions
1.	Reading comprehension pretest	Students' reading comprehension before treatment	To control selection bias
2.	Reading comprehension posttest	Students' reading comprehension after treatment	To test hypotheses in this present study
3.	Questionnaire	Reading Anxiety Questionnaire (high and low)	To identify the level of students' reading anxiety.

The data analysis is related to the research problems in order to provide empirical evidence for the study. In this study, the students' reading comprehension marks are as the primary data. The marks are obtained from the result of the post-test in both the experimental and the control groups. Since the test is in form of short answer questions, the dichotomous scoring type is implemented which the mark for a correct answer was 1 (one) where the mark for the wrong answer was 0 (zero). Therefore, the maximum score is 100 (one hundred) while the minimum score is 0 (zero).

A preliminary statistics are conducted as the first phase to analyze the data. This study used normality and homogeneity testing as the fulfilment of statistical assumptions in order to test the hypothesis. If all the statistical assumption were fulfilled, the parametric statistical analysis is applied, e.g. t-test, ANOVA, and ANCOVA test. On the contrary, if the statistic assumptions are not fulfilled, then the non-parametric analysis will be employed, e.g. Mann-Whitney test (Creswell, 2009). The normality testing will be calculated through SPSS 25 with Kolmogorov-Smirnov testing with level significance .05 (95 percent confidence). The homogeneity testing is assumed that the variability in scores on one variable is roughly the same at all value of another variable (Tabachnick & Fidell, 1989). The criteria for accepting or rejecting the homogeneity assumption are at the level of significance .05 (95 percent confidence) which is calculated through SPSS 25 with Levene's test.

The next stage, the hypothesis testing, is employed to answer the research problems. It is done by analyzing the scores of post-test. There are two stages employed to answer the research problems, namely descriptive statistics and inferential statistics (Ary et al., 2009). In addition, in order to answer the first and second research question, the data are analyzed using independent sample t-test in SPSS 25 to discover the effectuality of employing KWL technique on students' reading comprehension on expository text. Meanwhile, two-way ANOVA was employed to respond to the third research question concerning the interaction between KWL and reading anxiety.

The questionnaire aims to categorize the students' reading anxiety into high and low which are given to the experimental and the control groups before the treatment. This questionnaire is in the form of a Likert scale which scales ranges from 1 to 4. The coding of each scale was *Sangat Setuju (4)*, *Setuju (3)*, *Tidak Setuju (2)*, *Sangat Tidak Setuju (1)*. The scale informs the researcher related to the students' anxiety level when they are interacting with the text. There is 20 statement to be

responded by the participants, and the score obtained will range from 20 to 80. The scale covers 4 Likert scales with the interpretation; 1 indicating strongly agree with the statement, 2 representing agreement with the statement, 3 representing disagree with the statement, and 4 showing strongly disagree with the argument. The higher the score the students obtain, the lower the anxiety students perform.

FINDINGS

Fulfillment of Statistical Assumptions

Two types of assumptions are demanded to fulfill after utilizing descriptive statistics. The fulfillment of statistical assumptions of the homogeneity and normality test is conducted to discover whether the data are analyzed using parametric or non-parametric statistical analysis.

Homogeneity Testing

This test uses the Levene test to find information about equality and homogeneity of the subject in both groups. In other words, it is required to see whether the reading comprehension in both groups was equal and homogenous. If the significance value or p-value of the test results greater than alpha of 5% (p-value > sig 0.5), it indicates that the variance between student groups is homogeneous. The result is indicated shown in the table 5.

Table 5. The Result of Homogeneity Test

Variable	Group	Levene Statistics	Sig.	Note
Pre-test	Experiment	.018	.894	homogenous
	Control			
Post-test	Experiment	.006	.938	homogenous
	Control			

In pre-test and post-test, the significant value which was presented in the table above, the homogeneity testing computation got .894 and .938. It means that the significant value across groups was higher than the level of significant .05. It can be summed up if the data variances are homogenous.

Normality Testing

Normality testing was used to measure whether the data is normally distributed or not. It applies Kolmogorov-Smirnov test in SPSS 25 to authenticate the result of normality test. If the significant value of the normality test was more than the level of significance, it indicates that it was normally distributed. The result is represented in the table 6.

Table 6. The Result of Normality Test

Variable	Group	Kolmogorov-Smirnov	Sig.	Note
Pre-test	Control	.664	.769	Normally distributed
	Experiment	.654	.786	Normally distributed
Post-test	Control	.801	.543	Normally distributed
	Experiment	1.212	.106	Normally distributed

The result of Kolmogorov-Smirnov test in table 7 clarified that the distribution of reading scores in pre-test between the group of experiment and control was normal since all of the significant values (.654 and .664) in the two groups were higher than .05 level of significance. Equivalently, the students' reading scores in post-test between two groups were also normally distributed as the significant values of experimental and control groups (1.212 and .801) were higher than or similar to .05 level of significance. Thus, it disclosed that the pre-test and the post-test data had a normal distribution. Because the data were considered normally distributed, a parametric statistic, independent t-test was expended.

Comparison of Reading Comprehension of Group of Experiment and Control

The data were obtained from the tests of reading comprehension to examine the difference in students' reading scores in both groups. Hypothesis testing was the next step after the statistical assumptions were tested. The independent samples t-test was accomplished to take apart the score of pretest to reply the first research question by reason of all of the statistical assumptions of homogeneity and normality test in pretest and posttest result within both groups were fulfilled.

The Result of Pre-test

The pre-test was carried out to both groups prior to afford the treatment. The pre-test for the experimental group was performed on Monday, February 4th, 2019 whereas the control group performed the pre-test on Tuesday, February 5th, 2019. Descriptive statistic analysis was required as underlying information in order to identify the minimum score, maximum score, mean, and standard deviation. The descriptive statistics analysis is displayed in the following table 7.

Table 7. The Descriptive Analysis of Students' Pre-Test Scores

Group	N	Minimum	Maximum	Mean	Std. Deviation
Experimental group	30	33.33	96.67	63.44	17.41
Control group	30	33.33	93.33	62.89	14.64

The results of the pre-test scores from both groups then were calculated by using independent t-test since it examined the divergence of two means between 2 groups. The result is presented in the following table 8.

Table 8. The Result of Comparison of the Pre-Test Scores Using Independent Sample t-test

	Group	Sig	Note
Pre-test	Experimental	.265	Not Significantly Different
	Control		

Table 8 indicated that the significant value of pre-test scores measured by independent sample t-test was .265 which means it was higher than .05 level of significance. Hence, the students' initial ability in reading comprehension of the group of experiment and control were equal.

The Result of Post-test

The post-test for the experimental and control group was performed on Thursday, March 28th, 2019. Descriptive statistic analysis was required as underlying information in order to identify the minimum score, maximum score, mean, and standard deviation. The analysis of descriptive statistics is displayed in the table 9.

Table 9. The Descriptive Analysis of Students' Post-Test Scores

Group	N	Minimum	Maximum	Mean	Std. Deviation
Experimental group	30	63.33	86.67	76.89	7.00
Control group	30	43.33	86.67	68.56	8.56

Table 10 revealed that in the group of experiment, the minimum score was 63.00 and the maximum one was 86.67. However, in the group of control, the minimum score was 43.33 and the maximum one was 86.67. Based on Table 3.5, the mean score of the experimental group was 76.89 with Std. Deviation of 7.00. For the control group, the mean score was 68.56 with Std. Deviation of 8.56. Precisely, the mean score found by the students in the experimental group was higher than the control group. The mean difference of the post-test between both groups is shown in figure 1 to make it more understandable.

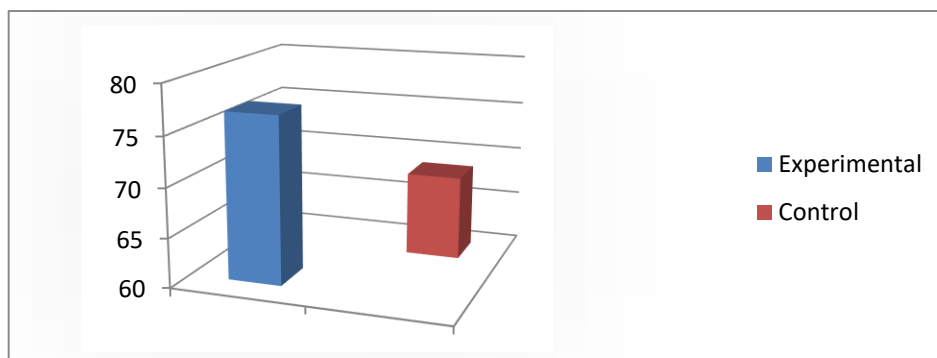


Figure 1. The Mean Difference of Reading Comprehension Post-Test between Experimental and Control Groups

The post-tests outcome in figure 1 established that the mean score for the experimental group was 8.33 higher than the mean score of the control group. Looking at a glance, teaching reading using the KWL technique was more effective than using a conventional technique. However, this could be claimed before the statistical analysis is done.

The results of the post-test scores from both groups then were calculated by employing independent t-test since it examined the difference of two means between 2 groups. The result of independent t-test on post-test scores in the experimental and control groups is confronted in table 10.

Table 10. The Result of Comparison of the Post-Test Scores Using Independent Sample t-test

	Group	Sig	Note
Post-test	Experimental	.000	Significantly Different
	Control		

Table 10 indicated that the significant value of pre-test scores measured by independent sample t-test was .000 which means it was smaller than .05 level of significance. Therefore, the null hypothesis (H0) stating “There is no significant difference in reading comprehension of students taught by using KWL and those taught by using conventional way” was rejected. Thus, there is a deviation in reading comprehension between the students taught by utilizing KWL and those taught by using conventional way.

Comparison of Students With Low Anxiety And Those With High Anxiety in Reading Comprehension

Analyzing the reading anxiety questionnaire, 11 students were classified as students with the reading anxiety that is low whereas 19 students were classified as students with the reading anxiety that is high. The inequality of reading comprehension amongst the students with the reading anxiety which is low or high taught by using KWL was later examined by handling the descriptive analysis. Table 11 hints the descriptive analysis of students’ reading comprehension based on their reading anxiety.

Table 11. The Descriptive Analysis of Students’ Reading Comprehension Based on Reading Anxiety

	Reading Anxiety	N	Minimum	Maximum	Mean	Std. Deviation
Post-test	Low	11	80.61	87.27	83.94	5.47266
	High	19	70.28	75.34	72.81	1,35110

Table 11 demonstrated that the mean score of the students with the reading anxiety that is low obtained from the post-test was 83.94 and it extended from 80.61 to 87.27 with 5.47266 of standard deviation. In contrast, the mean score of the students with the reading anxiety that is high obtained from the post-test was 72.81 and it extended from 70.28 to 75.34 with 1.35110 of standard deviation. The mean difference of the post-test between students with low and high reading anxiety is wrapped in Figure2.

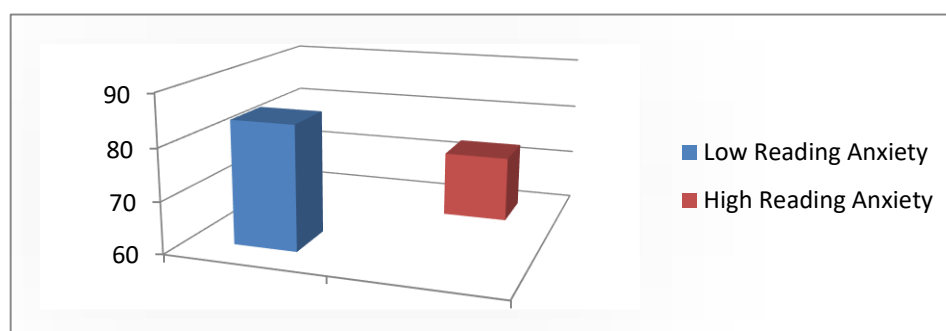


Figure 2. The Mean Difference of Reading Comprehension Posttest between Students with Low and High Reading Anxiety

Figure 2 interpreted that the mean difference of the post-test between students with both reading anxiety was 11.13. It means that the post-test score of students with the reading anxiety that is low was more prominent than those with the reading anxiety that is high.

The analysis was proceeded to test the second research question. Independent sample t-test was administered because the result of the hypothesis of the first research question indicated a substantial difference in reading comprehension between students taught by using KWL and those taught by using conventional way. The result is presented in the table below.

Table 12. The Result of Independent Sample t-Test Analysis on the Difference of Reading Comprehension between Students with Low and High Reading Anxiety in the Experimental Group

Reading Anxiety	Sig	Note
Post-test Low	.000	Significantly Different
High		

Table 12 showed that the significant value of the post-test between students with low and high reading anxiety was .000 and it was smaller than .05 level of significance. Thus, the null hypothesis (H₀) stating “There is no significant difference in reading comprehension of students with low reading anxiety and those with high reading anxiety taught by using KWL” was rejected.

The Result of The Test of The Interaction Between the Students’ Reading Anxiety and KWL

Two-way ANOVA (Analysis of Variance) had been applied to discover if there was an interaction between students’ reading comprehension and reading anxiety. The following table clarifies the result of the two-way ANOVA for the third research question.

Table 13. The Result of Interaction Analysis among the Teaching Strategies and Reading Anxiety Levels on Students’ Reading Comprehension

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2886.931 ^a	3	962.310	31.670	.000
Intercept	259948.822	1	259948.822	8555.132	.000
Strategy	347.036	1	347.036	11.421	.001
Anxiety	1838.660	1	1838.660	60.512	.000
Strategy*Anxiety	28.665	1	28.665	.943	.336
Error	1701.567	56	30.385		
Total	321896.401	60			
Corrected Total	4588.498	59			

a. R Squared = .629 (Adjusted R Squared = .609)

Table 13 indicated that the interaction analysis between the strategy and the reading anxiety resulted in F observed 0.943 with p-value 0.336. The significant value of 0.336 was higher than 0.05 level of significance. As a result, the null hypothesis stating that there is no interaction between the teaching strategy and the reading anxiety was accepted and the H₁ was accepted. In other words, it can be summed up that there was no interaction between the strategy used in teaching reading and the reading anxiety levels of the students.

DISCUSSION

The Difference in Reading Comprehension between Students Taught Using KWL and Those Taught Using Conventional Way

The findings of the first research question supported the existing theory and other similar studies. It is appropriate with the research by Hamid, Rahman, and Atmowardoyo (2016) who conducted an experimental study which concluded that it is effective and worthwhile to adopt KWL to escalate the students’ reading comprehension and the students’ interest. Besides, it is also reported that the implementation of the KWL technique was effective in enhancing the students’ reading comprehension skills (Khaira, 2015).

There are some advantages of using KWL as the technique. The first one, KWL is a suitable technique to teach reading comprehension in the expository text as mentioned by Ibrahim (2012) that KWL can be used for all skills but reading skills are the most suitable one since it helps students to supervise their comprehension and knowledge. It was in line with Emaliana (2012) and Huriati (2017) confirmed by Conner (2006) which found this technique as the best to the students who read reading materials to learn subject matter in a given discipline or in content area reading.

Second, KWL encouraged teachers and students to be more synergistic. As stated by Huriati (2017), KWLM technique made the students become active and motivated learners. Khaira (2015) also found that the teachers have more interaction in the reading process because of the 3 steps of KWL.

Third, KWL is applied to assist the students to comprehend the expository text by energizing their prior knowledge and by using a systematic three steps procedure before, during and after reading (Ibrahim, 2012). After interpreting the data analysis and hypothesis of the study, it can be confirmed that the findings are appropriate to the existing body of knowledge and previous studies linking to the use of KWL on students’ reading comprehension. Furthermore, implementing the three stages of KWL affect the students’ reading comprehension and those stages gave benefits to enhance their ability in reading comprehension. It was related to the significant difference of the students’ reading comprehension between the group of

experiment and control. Thus, the students taught by using KWL performed better in reading comprehension equated to those taught by implementing GTM.

The Difference of Students' Reading Comprehension Across Reading Anxiety Levels Taught by Using KWL

For further comprehension of the results between students' reading anxiety and their reading comprehension, some studies offered a clear explanation about this case. It was also concluded that the correlation between foreign language reading anxiety and reading comprehension scores of students which were negative (Nazarinasab et al., 2014; Santoso, Sutarsyah, & Sudirman, 2013). It indicates that the lower the level of reading anxiety the higher scores they tended to accomplish in reading comprehension test and the higher the level of reading anxiety the lower scores they tended to achieve in a reading comprehension test.

In line with this present study, Rahmawati (2017) found that reading anxiety is the most significant affective variable to influence reading comprehension. It was revealed that reading anxiety will possibly block the process of input transfer (Ni, 2012). It means that when students emotionally react negatively towards the tasks given the results will be far from the expectation.

As a conclusion, the differences between students with both reading anxiety might be due to a different state when reading and unrelated activity beyond reading. The results of this study also provided further analysis in detail regarding the students' reading comprehension between low reading anxiety and high reading anxiety in the experimental groups.

The Interaction between KWL and Reading Anxiety

The result of the study could be reflected as opposition to what resulted in a study conducted by Nejad and Kehavarzi (2015), who disclosed that the teaching technique had an effect on students' reading anxiety (Nejad & Keshavarzi, 2015). In addition, the finding of this study denied the result of the study by Yanti (2017), exposing that by completing K and W column, the students are not only making use of their prior knowledge but also are less anxious to keep reading the text (Yanti, 2017). This finding eliminated the theory of KWL by Ogle (1986) stating that the steps of Know – Want - Learn (KWL) consists of three basic stages they are K stage, W stage, and L stage which is believed to influence students' reading anxiety because of the unfamiliar writing scripts and unfamiliar cultural background (Saito et al., 1999).

The result might be caused by some factors. Yanti (2017) revealed that the use of KWL was affected by environmental conditions during the treatment. It occurred in this study in the 5th and 6th treatment, the students have to move to another class because of the examination of the upper level if students. Ultimately, the achievement might not be affected by the reading anxiety, but rather on the new learning environment itself. Another factor that may emerge is due to the lack of treatment and the subject of this study. Nejad and Kehavarzi (2015) were successful to prove that there is an interaction between KWL and reading anxiety since they involved 8-week-treatment and 70 students as the subject. Meanwhile, this study only involved 6-week-treatment and 60 subjects of the study. Thus, it caused no interaction between KWL and reading anxiety in this study.

Furthermore, the implementation of KWL in the experimental group needs the collaboration of the group in every step of K, W, and L since the treatment of KWL in this study was conducted in a group. For example, in the step of K, students who had some prior knowledge on certain issues or topic being discussed in the text gained more benefits than those who did not. In the step of L, students who had more vocabulary mastery would comprehend more the text than those who were lack of vocabularies. The inability of the group members to give a contribution to the collaboration work might be another factor in the absence of interaction between KWL and reading anxiety.

CONCLUSION

The current study looked into the implementation of KWL on students' reading comprehension across reading anxiety. In accordance with the result of this study, it could be wrapped up that there is a significant difference in reading comprehension between student taught by using KWL and those taught by using GTM. The treatment of KWL contributed to the students' reading comprehension as it verified that the students with the treatment of KWL achieved better in reading post-test than those in the control group. Besides, the reading activities offered by KWL steps were showed effective to facilitate students to gain their reading comprehension.

Moreover, students with low reading anxiety had better reading comprehension than those with high reading anxiety since the students with low reading anxiety got less block on reading condition and activities beyond reading itself. The subsequent conclusion is that there was no interaction between KWL and reading anxiety toward students' reading comprehension. It means that the use of KWL does not depend on students' reading anxiety toward reading comprehension.

Thus, it is expected for future studies to investigate the underlying reasons regarding the absence of interaction between teaching technique and reading anxiety. Some suggestions are recommended based on the finding of the study to obtain more specific and relevant in carrying out KWL as the alternative technique in teaching reading. Theoretically, this result of the research supports the theory of KWL, more specifically it proves that KWL is effective in improving student's reading comprehension.

Moreover, the findings also give practical contributions to English teachers or lectures and further researchers. First of all, for English teachers can use KWL as an alternative strategy in teaching reading in order to gain the skills of students' reading comprehension. The impact of KWL in teaching reading can improve not only the students' reading comprehension achievement indicated by their test scores but also the student's participation in the teaching and learning activities. Teachers can use the teaching and learning activities done in this study or adjusted them with the situations or conditions of their class. The teachers can also modify this technique based on the other types of KWL; KWLM or KWLH.

In addition, the English teachers should have adequate knowledge and understanding on the procedure of KWL, its application in the classroom and the difficulties frequently occurs and the control towards the difficulties to make a good preparation before implementing KWL. Moreover, it is required for the English teachers to ensure that the students have the same understanding of the procedure of implementing KWL in order to complete the process of KWL successfully.

Another suggestion is addressed to future researchers. The current study can be used as a reference to conduct further research. Besides, it is suggested that future researchers explore more on reading activities integrated with the use of technology. By delivering various types of reading activities and utilizing technology, it is believed that it can help students maximize their experience in writing as well as an exploration of technology. In addition, it is expected that future researchers can involve the implementation of KWL for other psychological states areas such as motivation.

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