



THE EFFECTIVENESS OF KNOW-WANT-LEARNED AND COLLABORATIVE STRATEGIC READING STRATEGIES TO TEACH READING COMPREHENSION TO STUDENTS WITH POSITIVE AND NEGATIVE ATTITUDES

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Abstract

This study was an experimental research aimed at examining the effectiveness of Know-Want-Learned and Collaborative Strategic Reading strategies to teach reading comprehension to the eleventh grade students with positive and negative attitudes in SMAN 2 Mranggen, Demak. I used closed-ended questionnaire, observation checklist, and interview to categorize the students' attitudes into positive and negative. Meanwhile, I used reading comprehension test to test the students' ability in reading comprehension. The study revealed five results. First, KWL was more effective to students with positive attitudes. Second, CSR was more effective to students with positive attitudes. Third, none was more effective between KWL and CSR strategies to students with positive attitude. Fourth, CSR was more effective than KWL to students with negative attitudes. The last, there was no significant interaction between the strategies and attitudes to teach reading comprehension. However, it could be said that the significance was low. In conclusion, this study has proven that KWL and CSR could help the students in reading comprehension for both students with positive and negative attitudes.

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INTRODUCTION

In reading, there must be a process so-called comprehending; it is the aim of reading that learners should acquire the comprehension of what they read. This kind of reading is called reading comprehension. There are some definitions of reading comprehension. One of them comes from Woolley (2011: 5), stating that reading comprehension is the process of making meaning from text. The other definition is stated by Snow (2002:37). She explains that reading comprehension is a process where a reader concurrently extracts and constructs meaning through interaction and involvement with written language. According to those definitions, it can be said that comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text. Therefore, in dealing with reading comprehension, students must be able to understand the words, sentences, and the whole text relating to the context to get the gist of the text.

Several studies in Indonesian education investigated the students' abilities in reading comprehension (Rinaepi, 2014; Sembodo, 2015; and Rozak, Ngadiso, and Asib, 2012). They investigated that in dealing with reading comprehension on text, students encounter many problems. Students often encounter difficulties in pre-reading, during reading, and post reading activities. Pre-reading activities seek to improve a child's comprehension of a text by activating prior knowledge, and by providing time to pre-teach concepts or vocabulary students will encounter in a text. In this case, students are lack of activating prior knowledge. While during reading activities, they might face problems in monitoring their understanding during reading, they do not know when to use fix-up strategy and what strategy should be used when they realize their failure to understand text. Furthermore, they are also difficult in getting the main idea of the text. In post reading activities, students undergo some problems such as

generating questions and reviewing important ideas in the text they have read.

In comprehending texts, they needed to employ some strategies such as cognitive and metacognitive strategies. Therefore, a package of reading comprehension strategies was suggested such as Collaborative Strategic Reading (CSR) and Know-Want-Learned (KWL).

There were several studies that concern on the implementation of KWL strategy in reading comprehension in different level and context (youniss, 2013; Hamdan, 2014; and Sembodo, 2015). Their studies revealed that KWL was effective and able to improve the reading abilities of the experimental group.

There were also several studies related to CSR strategy (Klingner, Vaughn, and Schumm, 1998; Chi Fan, 2009; and Zoghi, Mustapha, and Maasum, 2010; and McCown, 2013). The results showed that CSR gave greater significant effect on students' reading comprehension rather than conventional learning strategy (Klingner, Vaughn, and Schumm, 1998; and Chi Fan, 2009). Conversely, the result from Zoghi, Mustapha, and Maasum (2010) showed that the significance of CSR was low. It happened due to failing to address the language proficiency level of students before conducting the study.

Considering that students' attitudes plays important role in learning, I used attitudes as the moderator variable in this study. There were several studies that concerned on investigating students' attitudes towards learning English (Kök, 2010; Abidin, Mohammadi, and Alzwari, 2012; Zafarghandi and Jodai, 2012; and Samadani and Ibnian, 2015). The most significant finding related to this study was from Samadani and Ibnian (2015). The result indicated that there was a strong positive correlation between Saudi EFL students' attitudes towards learning English and their GPAs.

Based on the considerations above, this study attempted to compare the effectiveness between KWL and CSR strategies to improve students' reading comprehension to students with positive and negative attitudes. After comparing both strategies, hopefully, this study could find the more effective strategy which was able to help students in improving their reading comprehension on texts.

The setting of this study was at Mranggen State Senior High School 2 (SMAN 2 Maranggen). Considering that every student had different attitudes in learning English, therefore, I used their attitudes as the moderator variable in this research. This was not the main variables, but could influence the students result in learning.

Reading Comprehension

Anastasiou and Griva (2009: 283) define reading comprehension as a complex cognitive ability which requires the capacity in integrating text information with the prior knowledge of the reader and resulting in the elaboration of a mental representation. In this research, reading comprehension is defined as an ability to comprehend the message and information about writing material using cognitive and metacognitive abilities. The indicators of reading comprehension test in this study are according to the characteristic of the two reading strategies used, KWL and CSR. They are recognizing the topic, recognizing main idea, finding detailed information, vocabulary (guessing meaning from the context), drawing inference, identifying the exception, and referring to the passage.

Know-Want-Learned Strategy

According to Ogle (1986) the pioneer of Know-Want-Learned (KWL) strategy in Shelly (1997), it is discussed that K-W-L is an instructional reading strategy which is used to guide students through a text. Similarly, Youniss (2013: 39) defines K.W.L strategy as an instructional reading comprehension strategy that can be used to assist teachers in activating students' prior or background knowledge of a

subject or topic. The acronym of KWL is "Know-Want-Learned". Webster's New World College Dictionary (1996: 748) provides a simple definition of the word 'know': "know means having a clear understanding or perception of something". In this study students begin by brainstorming about what they know about the topic. Want means have a desire (Hornby, 2010: 1672). Students write the information they want to know from the text. Learned means to gain knowledge or skills by studying, from experience, from being taught (Hornby, 2010: 845). Students write what they have learned from the text. These three activities are recorded in KWL charts. It will aid teachers in activating students' prior knowledge of students about the topic and encourage in acquisition, active reading.

Collaborative Strategic Reading

Bremer et al. (2002: 1) states that CSR is a reading comprehension strategy which is originally developed by Klingner & Vaughn in 1996 through a number of research trials, combines two instructional elements: modified reciprocal teaching and cooperative learning. The combination between these two elements can be delivered by students and teacher or among students. In reciprocal teaching, they work together in dealing with a text by comprehending it through summarizing, questioning, clarifying, and predicting. The texts used in Klingner & Vaughn' research are informational text. Thus, it can be concluded that CSR is a multiple strategy program which is designed to teach reading comprehension with informational text.

There are four steps in CSR: Preview (activating prior knowledge and analyzing text structure before reading), Click and Clunk (self-monitoring during reading), Get the Gist (finding the main idea during reading), and Wrap Up (generate questions and review after reading). Those steps are the combination of four metacognitive and cognitive strategies. In this study, students will work in groups to conduct the four stages of CSR (preview, clink and clunk, get the gist, and wrap up). The group

will consist of four students in which, first, one of them will be the *Leader* that tells the group what to read next and what strategy to use next. Then, the other will be *Clunk Expert* which uses clunk cards to remind the group of the steps to follow when trying to figure out the meaning of their clunk(s). The next will be *Gist Expert*: guides the group toward getting the gist and determines that the gist contains the most important ideas but no unnecessary details. The last study will be *Announcer* which calls on group members to read a passage or share an idea. These roles can be done in turns for all students in the group.

Attitude

Attitude can be viewed as a response towards a certain thing, person, and idea. The response in this case can be in form of opinion, feeling or behavior. Eagly and Chaiken (1993) in Albarracin, Johnson, and Zanna (2005:22) add that attitude is a predisposition to like or dislike of an object, presumably with approach or avoidance consequences. Similarly, Hall (1983: 583), also state that every person has an attraction or aversion towards an object. The attraction and aversion are the cognitive components which show interest of feeling dislike to the object. Samadani and Ibnian (2015: 94) states that an attitude has a degree of positive or negative reactions towards an object. It means that a person can show his or her attitude towards a certain object though their cognitiv, affective, and behavior responses positively or negatively. According to Samadani and Ibnian (2015: 93), students with positive attitudes will show positive perspective and pleasant feeling about English. They also show favorable reactions towards learning English. Meanwhile, students with negative attitudes will show negative responses.

METHODOLOGY

This research was kind of quasi-experimental study with 2 X 2 factorial design. An explanation of factorial design is stated by Mitchell and Jolley (2013: 456). They state that

this type of research design focuses on the effect of two or more independent variables or factors on at least one dependent variable. Similarly, Cohen et al. (2007: 281) state that factorial design also should consider the interaction of the independent variables. Based on this kind of design, this study employed two independent variables: KWL and CSR strategies. There was one dependent variable, which was students' ability in reading comprehension. Since this study attempted to compare between two independent variables: KWL and CSR, therefore, this study used two experimental groups. The first experimental class was taught by KWL strategy and the second experimental class was taught by CSR strategy. I as the researcher and the teacher taught the students analytical exposition text, in six meetings with different strategies for each experimental class. Their reading comprehension were compared at the end of this study and then analysed to find if there was significant difference between the results of each group. Since I used 2 x 2 factorial design, therefore, there were two groups in each experimental class. These two groups were students with positive attitudes and students with negative attitudes.

The participants in this study were two classes of science 2 and 3. The technique sampling used in this present study was purposive random sampling. The participants were purposively selected based on the teacher's consideration on students' ability in English subject. Thus, I believed that they were representative. From the whole classes, these two classes had mean scores in English subject in the first semester examination in which XI IPA 2 was 74 and XI IPA 3 was 75.15. Therefore, they were chosen as the sample of this study. The total participants took part were 72 students in which 36 in KWL experimental class and 36 in CSR experimental class.

I employed quantitative and qualitative methods to collect the data. Quantitatively, the data were gathered through reading test and questionnaire sheet. Reading test was used to examine students' reading comprehension ability. In this test, students were given twenty

questions for KWL strategy and twenty questions for CSR strategy. Meanwhile, questionnaire sheet were given to students in order to know the students' attitudes and its influence in reading comprehension from cognitive and affective aspects. Due to attitudes include behavioral aspect, therefore, I need qualitative method to collect the data. I directly observed the students' attitudes from my point of view. I recorded the students' responses in observation checklists for two meetings. Moreover, I used interview to gather some data from the English teacher's standpoint on students' attitudes in English class to support the data from questionnaire and observation. To know the effectiveness of the strategies, I used independent sample T-test to test. Further, to

find the interaction between the strategies and attitudes, I used Anova analysis.

RESULTS AND DISCUSSION

By comparing the data from questionnaire, observation, and the interview with the English teacher. It revealed that there were 23 students with positive attitudes in both classes and there were 13 students with negative attitudes in both classes. Further, from the analysis of reading comprehension pretest and posttest of both classes, the results could be seen in the following table.

Table 1. Pretest and Posttest Score of First Experimental and Second Experimental Classes

Category	Aspects	KWL Strategy		CSR Strategy	
		Pretest	Posttest	Pretest	Posttest
Positive Attitude	Σ	1510	1880	1490	1910
	Mean	65.65	81.74	64.78	83.04
	Std. Deviation	6.624	7.168	6.120	5.788
	Highest Score	75	95	75	95
	Lowest Score	50	70	50	70
Negative Attitude	Σ	725	775	755	865
	Mean	55.77	59.62	58.08	66.54
	Std. Deviation	5.341	7.206	5.220	5.158
	Highest Score	65	70	65	75
	Lowest Score	45	50	50	60

The Effectiveness of KWL to Students with Positive and Negative Attitudes

Based on the T-test result, it revealed that the value of Sig. was 0.000 which was less than 0.05. It means that there was a significant difference the students with positive and negative attitudes in the first experimental class who were given KWL strategy. In addition, the mean score between the two groups were much different. The students with positive attitude got 81.74, while the students with negative attitude got 59.62. As the pretest result that was mentioned before, the students with positive attitude gained 65.65 and the negative group gained 55.77. It could be calculated that the students with positive attitude raised 16.09 points and the negative group raised 3.85 points.

Therefore, it could be conclude that KWL strategy in the first experimental class was more effective to the students with positive attitude.

The Effectiveness of CSR to Students with Positive and Negative Attitudes

The hypothesis testing was answered by comparing the value of Sig. 0.000 that was less than 0.005. It could be concluded that Ho was rejected and Ha was accepted. It means that there was a significant difference the students with positive and negative attitudes in the second experimental class who were taught using CSR strategy. According to mean score, the students with positive attitudes got 83.04, while the students with negative attitudes got 66.54. Comparing to the pretest result that was

mentioned before, the students with positive attitude gained 64.78 and the negative group gained 58.08. It could be calculated that the students with positive attitudes raised 18.26 points and the negative group raised 8.46 points. Therefore, it could be concluded that CSR strategy in the second experimental class was more effective to the students with positive attitudes.

The Effectiveness of KWL Compared to CSR to Students with Positive Attitudes

According to the statistical calculation, the value of Sig. (2-tailed) $0.466 > 0.05$. It could be concluded that H_0 was accepted and H_a was rejected. It means that there was no significant difference between the students' test score of the first experimental class who was taught using KWL strategy and the second experimental class who had CSR strategy to students with positive attitude. The posttest result showed that the mean score of students who had KWL strategy was 81.74 and the students who had CSR strategy was 83.18. Both strategies were effective to increase the students' achievement in reading comprehension, since there was score improvement from pretest to posttest 16.09 points in KWL class and 18.26 in CSR class. However, the improvement between the two classes was not really much different. Therefore, I could conclude that none was more effective between KWL and CSR strategies to teach reading comprehension with positive attitudes.

The Effectiveness of KWL Compared to CSR to Students with Negative Attitudes

Based on the result, the value of Sig was 0.010. Comparing to the criteria of p-value, this value was less than 0.05. Therefore, I could conclude the H_0 was rejected and H_a was accepted. It means that there was a significant difference between the test score of the first experimental class who got treatment using KWL strategy and the second experimental class who had CSR strategy to students with negative attitudes. The two strategies were effective to students with negative attitudes. It was seen from the students' test score improvement from

pretest to posttest. The students' score in KWL class increased 3.83 point, while CSR class increased 8.46. The improvement was much different. Therefore, I could conclude that CSR strategy was more effective than KWL strategy to help the students with negative attitudes to deal with reading comprehension.

The Interaction among Strategies and Attitudes

The interaction could be seen by comparing the Sig. value which was 0.079 or higher than 0.05. Therefore, H_0 was accepted and H_a was rejected. It means that there was no significant difference between strategies and students' attitudes to teach reading comprehension. However, the difference was only 0.029. Thus, it could be said that the significance was low.

CONCLUSION

The first result indicated that there was significant difference in the students' score between the students with positive and negative attitudes in the first experimental class who had KWL strategy. KWL was more effective to students with positive attitudes. The second result indicated that there was significant difference in the students' score between the students with positive and negative attitudes in the second experimental class who had CSR strategy. CSR was more effective to students with positive attitudes. Answering the third research question, the first result indicated that there was no significant difference between the students' test score treated by KWL strategy in the first experimental class and CSR strategy in the second experimental class to students with positive attitudes. In conclusion, none was more effective between KWL and CSR strategies to teach reading comprehension with positive attitude since the students' score improvement between the two classes was not much different. The fourth result showed that there was significant difference between the students' test score taught by KWL strategy in the first experimental class CSR strategy in the second

experimental class to students with negative attitudes. In conclusion, CSR strategy was more effective to teach reading comprehension with negative attitudes. The last results indicated that there was no significant interaction among the strategies and attitudes in teach reading comprehension. However, the difference between the Sig. values was not much. Thus, it could be said that the significance was low. Finally, from the whole results, this present study has proven that KWL and CSR strategies could help the students' in reading comprehension for both students with positive and negative attitudes.

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