

**ENHANCING THE TENTH GRADERS' READING COMPREHENSION  
THROUGH K-W-L WITH TWIN-TEXTS  
AT SMA NEGERI 6 PALEMBANG**

A Thesis

By

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English Education Study Program



**FACULTY OF TEACHER TRAINING AND EDUCATION  
SRIWIJAYA UNIVERSITY  
INDRALAYA  
2016**

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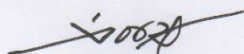
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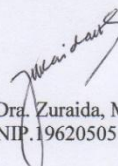
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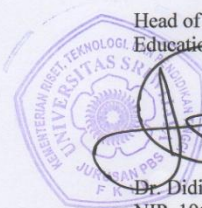
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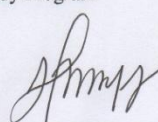
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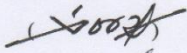
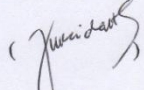
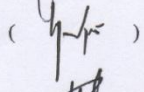
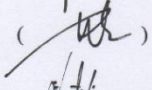
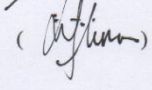
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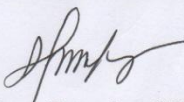
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#### DECLARATION

I, undersigned,

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Certify that this thesis entitled "Enhancing Tenth Graders' Reading Comprehension through K-W-L with Twin-Texts at SMA Negeri 6 Palembang" is my own work, and I did not do any plagiarism or inappropriate quotation against the ethic and rules commenced by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding the plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Indralaya, June 2016

The undersigned



JOSI EKA PANTARA PERDANA

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Palembang, June 2016

The writer

J

## THESIS DEDICATION

This thesis is dedicated to:

- ❖ Allah SWT, the most merciful, for all of His blessing. I'm simply nothing without him.
- ❖ My father (Bapak Johan Wahyudi), thank you very much for being the most reliable man I have ever had. My mother (Ibu Suharsih), I'm truly blessed for being your daughter and I could not be more grateful for that. Thank you from the bottom of my heart for your love, prayer, support, advice and every single thing in my life.
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Mottos:

- ❖ “A teacher educates the next generation in which the existance of a nation is relied on”. – The writer.
- ❖ “Don’t let the shadows of yesterday spoil the sunshine of tomorrow, keep moving on, for you’re only as strong as your next move!



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## ABSTRACT

The objectives of this study were to find out: (1) whether or not there was any significant difference in students' reading comprehension achievement between before and after they were taught through K-W-L with twin-texts and (2) whether or not there was 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. The sample of this study was 64 tenth graders of SMA Negeri 6 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 collected by using reading comprehension test. The data 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 of experimental group, (2) the mean difference between posttest of 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 with twin-texts was effective to enhance students' reading comprehension achievement at SMA Negeri 6 Palembang.

**Keywords:** *Reading comprehension, K-W-L, twin-texts*

## **CHAPTER 1**

### **INTRODUCTION**

This chapter presents (1) background, (2) problems of the study (3) objectives of the study, and (4) significance of the study.

#### **1.1 Background**

In Indonesia, English as foreign language has been learnt in all levels of education starting from primary school to the 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. The language skills are listening, speaking, reading, and writing, while the language aspects are vocabulary, phonology, grammar, and pronunciation.

One of language skills that needs to be learnt in the early stage is reading. Reading is essential for students since they mostly gain knowledge by reading textbook or other sources such as article, news, journal and others. Burkhour (1999, p. 5) states that the importance of reading ability is very crucial in order to be successful in school life. Moreover, Lyon (as cited in Burkhour, 1999, p.5) argues, “the individual who does not learn how to read or read well will find their occupational and vocational futures seriously compromised”. Therefore, it is important for the English teachers to teach reading appropriately to the students. 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 the ability to understand the meaning of written text. Haris and Sipay (as cited in Dewi, 2007, p. 11) define reading as the meaningful interpretation of printed or written verbal symbols. Furthermore, 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”. Moreover, Wilhelm (2009) states that reading comprehension is the ability to perceive and understand the meaning communicated by the text.

However, to be able to comprehend the text is not easy. Comprehension requires students’ vocabulary knowledge, engagement to the text, and prior knowledge about the text being read. In addition to that, 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. SMA Negeri 6 Palembang is one of state high schools in Palembang that applies Curriculum 2013. 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 were chosen as the teaching media in this study. 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, three out of ten essential elements for teaching reading comprehension can be accomplished.

Moreover, the benefits of twin-texts in students' learning as highlighted by Camp (2006) are: (1) to make students' understanding in reading become better, (2) to fulfill the goal of learning, (3) to improve one of language skills that is writing, (4) to advance the basic or prior knowledge, (5) to enrich students' lists of words, (6) to attract students' interest in learning, (7) to let students sharpen their ability in thinking, (8) to help students to get exposed to an outstanding literature and gain the major information at the same time.

It can be seen above that twin-texts offer various advantages for the students. First and foremost the use of twin-texts will improve students' reading comprehension and fulfil the writer's purpose in conducting this study. Second, it helps school to reach the learning goal. It might change the media but not the goal of the learning. Next, it is not only useful to enhance students' language skill such as writing but also enrich students' vocabulary and prior knowledge. Moreover,

twin-texts increase students' interest and engage the students more to the learning. Then, it helps the students to sharpen their critical thinking skill. Last but not least, it helps students to gain knowledge and expose them to literature at once.

In addition, a teaching strategy is also needed in order to accommodate the use of twin-texts as the teaching media. Camp (2000, p. 402) suggests several strategies that can be used successfully with twin-texts for instance K-W-L (*Know-Want-Learnt*), webbing, venn diagram and many others. As a result, K-W-L (*Know-Want-Learnt*) was chosen as the teaching 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).

K-W-L was 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. Monitoring students' own reading comprehension could not be done by applying different strategies.

Besides, K-W-L has been proven to be effective in teaching reading comprehension. A study done by Tambunan (2013) who applied K-W-L strategy to the eight grade students of SMP Negeri 6 Lahat, showed that there was significant difference in students' reading comprehension achievement between the students who were taught by using K-W-L strategy and those who were not.

Considering the importance of twin-texts and K-W-L strategy in teaching reading comprehension, the writer was interested in conducting a study entitled "Enhancing The Tenth Graders' Reading Comprehension through K-W-L with Twin-Texts at SMA Negeri 6 Palembang".

## **1.2 The Problems of the Study**

The problems of the study were formulated as follows:

- 1) was there any significant difference in students' reading comprehension achievement between before and 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?

### **1.3 The Objectives of the Study**

In line with the problems mentioned above, the objectives of this study were:

- 1) to find out whether or not there was any significant difference in students' reading comprehension achievement before and after they were taught through K-W-L with twin-texts.
- 2) to find out whether or not 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.

### **1.4 The Significance of the Study**

It is hoped that by teaching reading comprehension through K-W-L, it will help the students to activate their background knowledge, engage them in reading and monitor their comprehension.

Furthermore, it is expected that by applying twin-texts, the students can enrich their knowledge by getting exposed to various kinds of texts. Moreover, they will be able to read and study about two different texts at the same time, enjoy reading without losing the important information, and enhance their reading comprehension. Besides, it is expected to give a new viewpoint and information for the English teachers in finding different and appropriate media in teaching reading comprehension so that it will help them to improve students' reading comprehension. In addition, the writer hopes that by proving that twin-texts are actually effective to improve reading comprehension, the other researchers or any person involved in the education are willing to try exploring the benefits of twin-texts. Finally, this study is expected to be useful for the writer herself to enlarge her knowledge, especially about teaching reading comprehension and how to conduct experimental study.

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