

ABSTRACT

The main purpose of the research focuses on the initial impact of “KWL” method on reading comprehension of level one student in Saint Gabriel’s College. “KWL” method is the teaching technique that is intended to be an exercise for a group study or whole class that guides students in reading and understanding a text. It is composed of three stages that reflect worksheet of three columns with three letters. The letter “K” stands for know, the letter “W” stands for want to know, and the letter “L” stands for learned. The objectives of the study were to describe and analyze the current situation of teaching method of Saint Gabriel’s College on level one students; to diagnose the current situation of level one students in terms of the initial impact of “KWL” method on reading comprehension; to identify the appropriate ID interventions activities in terms of “KWL” method and to determine the initial impact of ID intervention on “KWL” method on reading comprehension.

The respondents of this research are the 420 students from 7 rooms of level one students of Saint Gabriel’s College learning Social Studies Intensive English as a second language and were studying in second semester of academic year 2008. They were taught by the interactive reading comprehension with “KWL” method, and with contents of Social Studies Intensive English.

The research instruments that were developed for the study were pre-test and post-test of the achievement examination in Social Studies Intensive English through the initial impact of “KWL” method on reading comprehension, having a total number of 30 questions. Also, the pre-test and the post-test questionnaires of 15 questions, for collecting students’ opinion of the initial impact of “KWL” method on reading comprehension. The questionnaire consists of three areas in order to survey students’ opinion of reading comprehension. Those are the circumstances of teaching

and learning, the instructions, and the advantages of using “KWL” method. For the analysis of data, the researcher used the program of statistical package software in order to get the Mean, Standard Deviation, and Statistical test, Paired sample t-test for the achievement examination and students’ opinion of reading comprehension questionnaire.

The research results of this study were the level one students’ pre-test and post-test of achievement examination in reading comprehension before and after the implementation of “KWL” method was statistically significant by 0.000 level of difference that is lower than 0.05 level of significance and the level one students’ opinion of reading comprehension before and after the implementation of “KWL” method was statistically significant by 0.000 level of difference that is lower than 0.05 level of significance. Therefore, ID intervention has the initial impact of “KWL” method on reading comprehension of level one student.

