THE EFFECT OF KNOW, WANT, LEARNED (KWL) PLUS STRATEGY ON READING NARRATIVE TEXTS OF THE FIRST YEAR STUDENTS OF SMAN 1 ROKAN IV KOTO

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Abstract: *This pre-experimental research is aimed to find out whether there are significant effect of Know, Want, Learned (KWL) Plus strategy on reading narrative texts of the first year students of SMAN 1 Rokan IV Koto.Thus, the problem to be discussed is: Is there any significant effect of using KWL Plus strategy on reading narrative texts of the first year students of SMAN 1 Rokan IV Koto. The design of the research was one group pretest-posttest design and conducted at SMAN 1 Rokan IV Koto. Cluster sampling method was used to select one class of students to become the sample. Some, 32 students of the first year students at the second semester of academic year 2015/2016 were chosen as the sample. The research sample was given treatment by using KWL Plus strategy as media in teaching reading. The instrument used was given the multiple choice test and the obtained data was analyzed by using SPSS version 16.0 for Windows. The results of the data analysis illustrates that there are significant effect of KWL Plus strategy on the students' writing ability.*

Keywords: *reading narrative text, KWL Plus strategy.*

PENGARUH TAHU, INGIN, BELAJAR (KWL) PLUS STRATEGI TEKS BACAAN NARASI PADA SISWA TAHUN PERTAMA SMAN 1 ROKAN IV KOTO

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Abstrak: Penelitian pre-eksperimental ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dari Tahu, Ingin, Learned (KWL) Plus strategi membaca teks naratif siswa tahun pertama SMAN 1 Rokan IV Koto. Demikian, masalah yang akan dibahas adalah: Apakah ada pengaruh yang signifikan dari menggunakan KWL Plus strategi membaca teks naratif siswa tahun pertama SMAN 1 Rokan IV Koto. Desain penelitian ini adalah satu kelompok desain pretest-posttest dan dilakukan di SMAN 1 Rokan IV Koto. Metode cluster sampling digunakan untuk memilih salah satu kelas siswa untuk menjadi sampel. Sejumlah, 32 siswa dari siswa tahun pertama di semester kedua tahun akademik 2015/2016 dipilih sebagai sampel. Sampel penelitian diberikan dengan perlakuan menggunakan KWL Ditambah strategi media dalam pengajaran membaca. Instrumen yang digunakan adalah memberikan tes pilihan ganda dan data yang diperoleh dianalisis dengan menggunakan SPSS versi 16.0 for Windows. Hasil analisis data menggambarkan bahwa ada pengaruh yang signifikan dari KWL Ditambah strategi kemampuan membaca siswa.

Kata kunci: membaca teks narasi, strategi KWL Plus.

INTRODUCTION

Reading is one of the four language skills which hasto be mastered by the students in learning English in order to set the information from English paragraphs.

According to Ashoor and Hawamdeh (2007), reading is considered one of the most important academic skills. Besides, it is a major pillar on which the teaching or learning process is built. Reading ability plays a central role in the teaching or learning success at all educational stages. Du Boulay (2004) assures that weakness in reading ability constitutes one of the biggest problems encountered by students' at all educational levels. Thus, teaching reading is viewed as a teaching objective at the different educational.

Many aspects determine the success of teaching reading for senior high school. For example: the reading materials, the facilities, the teachers, the students, and the teaching method used. According to curriculum 2006, the students should be able to comprehend kinds of texts one of which is narrative text. Narrative text is a kind of text which is learned by the students in senior high school. According to Margaret Bonner (1994), narrative text tells about something that happened in the past. In the syllabus of SMAN 1 Rokan IV Koto, the standard competency that must be achieved by the students is to be able to understand the functional meaning of short text and simple essay form of narrative in daily life context and to access knowledge. Whereas reading comprehension is an activity aimed to understand the message of a particular text (Williams,1998).

Based on observation in SMAN 1 Rokan IV Koto that had been undergone, students still got some problems in reading, such as: the ability to comprehend text, theability to understand the reading text, and the ability to get ideas.

Realizing the phenomena above, the appropriate reading strategy in teaching reading should be developed in the classroom. In this part, the writer wants to apply KWL plus strategy.

According to Carr, E and Dina Ogle(2010) KWL Plus strategy is used to develop reading comprehension by helping students to create a connection between their prior knowledge and what they read, hear, or view.

In this research, the writer wants to apply the KWL Plus strategy in teaching reading in senior high school. The writer is interested to carry out a research entitled "The effect of KWL Plus on Reading Narrative Texts of the First Year Students of SMAN 1 Rokan IV Koto".

RESEARCH METODOLOGY

This research was conducted on May 23rd up to July 28th 2016 at SMAN 1 Rokan IV Koto which is located at Jl. Sultan Panglimo Dalam, Km 1.5 Rokan, Kabupaten Rokan Hulu. The data was collected within the period of two months beginning from May to July 2016. The population of the research was the first year students of SMAN 1 Rokan IV Koto.The data was collected within the period of two months beginning from February to March 2016. The population of this research is the first year students of SMAN 1 Rokan IV Koto by the total number of the students is32 students. By using cluster random sampling which used to get the sample in a large

population and was found the sample is class X D consisted of 32 students. This study used quantitative data in which the students were assessed by their score.

The researcher was gave pre-test and post-test to the students. The test is narrative text. The test consists of five texts. Each of texts has six objective questions. The total of questions is 30 and was finished in 90 minutes. The blueprint of the test can be seen below:

Table 3.2 Blueprint of the Test (pre–test)

No	Material	Criteria	Items Number
1	Narrative text (Fables : The Lion and The Mouse, The Ant and Chrysalis, The Two Goats, The Dog and the Wolf, Monkey and Crocodile)	1. Identify Factual Information	5,10,15,17,24,25
		2. Finding main idea of text	2,8,11,14,20,27
		3. Meaning of Vocabulary	3,6,19,21,26,29
		4. Identify Reference	1,7,9,13,18,28
		5. Finding the generic structure	4,12,16,22,23,30
	Total :		30 Items

Table 3.3 Blueprint of the Test (Post–test)

No	Material	Criteria	Items Number
1	Narrative text (Fables : The Rats and the Elephants, The Story of the Smart Parrot, Sura and Baya, The Fox And The Crow, A Bear and A Rabbit	1. Identify Factual Information	3,7,11,14,21,29
		2. Finding main idea of text	6,12,17,18,23,30
		3. Meaning of Vocabulary	5,8,16,20,26,26
		4. Identify Reference	1,9,15,19,22,28
		5. Finding the generic structure	2,4,10,13,24,27
	Total :		30 Items

The classification of students' scores by Harris (1974) was used to score students' work and classify students' scores in pre-test and post-test.

Table 3.5 The Classification of Students' Scores

No	Test Score	Level of Ability
1.	80-100	Excellent
2.	60-79	Good
3.	50-59	Mediocre
4.	0-49	Poor

Adapted from Harris (1974)

The data was analyzed by using statistical analysis. In order to compare the results of students' score in reading, the t-test was used by employing SPSS 16.0. *(Statistical Product and Service Solution).*The researcher found out the complete results in SPSS including the mean, the variance and the accuracy of the test. T-test was chosen to compare the differences of the students' scores in the pre-test and the post-test.

THE RESEARCH FINDINGS

The objective of the research was to find out the effects of using Know, Want, Learned (KWL) Plus on the students' reading ability.The data was collected by giving reading test. They needed to read a narrative text. They were given pretest and posttest. A pre-test was given at the beginning of the research to find out the students' ability before the treatment. Furthermore, the second test was a post-test which was given after treatment. The test was designed based on the materials on the syllabus in 2006 Curriculum.

After applying KWL Plus strategy, the result was found out.The students were assessed in five aspects, they are: finding factual information, main idea, reference, generic structure and meaning of vocabulary.

The findings show positive results enhancement in reading ability. Their improvement in reading score was proved through their pre-test score. The comparison of their score was presented in the following table.

Table 4.7 Improvement in Each Aspect of Reading in the Pretest to Posttest

Aspects of Reading	Average Score	
	Pre-Test	Post-Test
Factual Information	55,20	64,58
Main Idea	55,72	68,75
Vocabulary	49,47	66,14
Reference	53,12	63,02
Generic Structure	56,77	65,62

As we could see in the table 4.4, the students' average score significantly increased. In addition, the improvement of the students' average score in pretest and post-test is also good.

3. Hypothesis Testing

In this research, "t" test formula was used to compare the pre-test and post-test results in determining whether the hypothesis could be accepted and also measuring whether the instruments in treatment could give an effect on students' reading ability or not.

In performing pre-experimental research, hypothesis was required to see whether there is a significant difference after the activities was completely performed. The mean of pre-test score (X) achieved by the first year students was 53,53. Furthermore, when

the treatment had been given to the students, the enhancement of students' reading ability occured.

The improvement could be seen in their mean score as shown in post-test results (Y), 65,62. The margin of pretest and posttest achieved was 12,09. Aside from the enhancement score of pretest and posttest, in order for the hypothesis could be accepted, the results of 't' test formula is also required. The 't' test formula shown in table 4.5.

$$t \text{ table} = n-1 ; \alpha/2$$
$$= 32-1 ; 0,05/2$$
$$= 31 ; 0,025$$
$$= 2.040$$

Table 4.3 T-Test Table

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Post-test	65.4375	32	7.48305	1.32283
Pre-test	53.3125	32	7.59218	1.34212

According to table 4.3, the mean score of pre-test is 53.3125and in the post – test is 65.4375. The difference of the mean score between pre-test and post-test is 12.12. The gap of mean score shows an effect of students' reading ability in read test. Standard deviation is a values spread in the sample while standard error mean is an estimate of standard deviation, derived from a particular sample used to compute to estimate. The spread of values in the sample pre-test is 7.59while standard error of mean is 1.34 and then standard deviation and standard error of mean of post-test are 7.48 and 1.32.

4.4 Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Post-test & Pre-test	32	.647	.0002

After knowing the mean, standard deviation and standard error score, there is paired sample correlation table that explain the correlation of pre-test and post-test. According to the table 4.4, correlation coefficient is 0.647. The classification of the correlation can be shown on table 4.5 below:

Table 4.5 Classification of Correlation Coefficient

No.	The Value of "r" Product Moment (r_{xy})	Interpretation
1	0.00 – 0.20	There is such correlation between variable x and y. However, the correlation is *very weak* and therefore that correlation can be ignored
2	0.20 – 0.40	The correlation between variable x and y is *weak*
3	0.40 – 0.70	The correlation between variable x and y is *mediocre*
4	0.70 – 0.90	The correlation between variable x and y is *strong*
5	0.90 – 1.00	The correlation between variable x and y is *very strong*

(Adopted from AnasSudijono, 2009)

Based on the table 4.5, the correlation score of 0.647 means that the correlation between variable x and y is mediocre in order to know the effectiveness of "KWL Plus strategy" on students' reading ability. The probability of (Sig.) 0.002 is smaller than 0.05 also shows a high correlation of "KWL Plus strategy" for the students' reading ability.

Table 4.6 Paired Samples Test

| | | Paired Differences | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1 Posttest–Pretest		1.2125E1	6.33347	1.11961	9.84154	14.40846	10.830	31	.000

The above table shows that the results of the t-test is 12.12, meanwhile the t-table is 2.040. It shows 12.12> 2.040. Therefore, it concludes that there is a significant difference between the pre-test and post-test. In other words the alternative hypothesis of this research, "There is significant effects of using KWL Plus strategy on reading ability of the first year students of SMAN 1 Rokan IV Koto" is accepted and null hypothesis is rejected.

CONCLUSION AND RECOMENDATIONS

Conclusion

This research is an experimental research that has main purpose to find out the improvement of students' reading narrative text through KWL Plus strategy at SMAN 1 Rokan IV Koto.

The means score for each group has increased. The mean score on the pre-test 53.53. After having conducted the use of KWL Plus strategy and analyzed the result of the post-test, It was found that the mean score of post-test was 65.62. In other words, the mean score of the post-test was higher than the mean score of the pre-test.

According the result of t-test, it was found that the value of t-test was 12.12 and t-table was 2.040. It means that t-test was higher than t-table.
Finally, the writer concluded that:

1. After conducting the KWL Plus strategy, the first year students' reading narrative text of SMAN 1 Rokan IV Koto has increased. In can be seen from the result of pre-test and post-test of the students.
2. The effect of KWL Plus Strategy gives positive contribution and better outcomes to raise the students' reading narrative text.
3. There was a significant difference between students' score before taught by using KWL Plus strategy and after taught by using KWL Plus strategy.

Recomendations

Related to the results of this research the writer offers some suggestions as follows:
1. English teacher can be use KWL Plus strategy as an alternative method for teaching narrative texts in order to make the students perform their maximum ability in reading.
2. This strategy will effective and efficient to make the students more understand about the materials given.
3. Teacher should pay attention to the students when they are working in group. This is the most valuable thing to determine whether the students learning or not.
4. The teachers who are going to use KWL Plus strategy need their fluency in English in order to make the class run smoothly.
5. The writer realizes that this research is far for perfect. Therefore, she recommends that further research need to be conducted.

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