

***THE EFFECT OF USING KWL(KNOW-WANT-LEARNED)
STRATEGY ON THE ABILITY OF THE FIRST YEAR STUDENTS OF
SMAN 12 PEKANBARU IN COMPREHENDING
NARRATIVE TEXTS***

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Abstract: *This is a pre-experimental research. The aim is to find out whether there is a significant effect of KWL (Know-Want-Learned) strategy on the ability of the first year students of SMAN 12 Pekanbaru in comprehending narrative texts. The design of the study is one group pretest-treatment-posttest design. Cluster sampling technique is used to select one class to become the sample. 35 first year students were chosen as the sample. The results of the data analysis shows that the mean score of the pre-test is 66.93 and the mean score of the post-test is 77.36. In other words, the mean score of the post-test was higher than the pre-test. The result also shows that the value of t-test is higher than the t-table ($18.43 > 2.03$) at the significance level of 5%. Therefore, the Alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_o) is rejected. It can be concluded that there is an effect of using KWL (Know-Want-Learned) strategy on the ability of the first year students of SMAN 12 Pekanbaru in comprehending narrative texts.*

Keywords: *Effect, KWL, Ability, Reading Comprehension, Narrative Texts.*

**PENGARUH DARI STRATEGI KWL (KNOW-WANT-LEARNED)
TERHADAP KEMAMPUAN MEMBACA SISWA TAHUN
PERTAMA SMAN 12 PEKANBARU DALAM
MEMAHAMI TEKS NARASI**

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Abstrak: Penelitian ini bersifat pre-eksperimental. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh dari strategi KWL (Know-Want-Learned) terhadap pemahaman membaca teks narasi pada siswa tahun pertama di SMAN 12 Pekanbaru yaitu. Rancangan penelitian ini menggunakan satu kelompok pretest-treatment-posttest. Teknik cluster sampling digunakan untuk memilih satu kelas menjadi sampel. 35 siswa tahun pertama terpilih sebagai sampel. Hasil analisis data menunjukkan bahwa rata-rata skor pre-test adalah 66.93 dan nilai rata-rata post-test adalah 77.36. Dengan kata lain, nilai rata-rata post-test lebih tinggi dari pre-test. Hasil penelitian ini juga menunjukkan bahwa nilai t-test lebih tinggi dari t-tabel ($18.43 > 2.03$) pada tingkat signifikansi 5%. Oleh karena itu alternatif hipotesis (H_a) diterima dan nol hipotesis (H_o) ditolak. Dapat disimpulkan bahwa ada pengaruh menggunakan strategi KWL (Know-Want-Learned) terhadap kemampuan siswa tahun pertama di SMAN 12 Pekanbaru dalam memahami teks naratif.

Kata Kunci: Pengaruh, KWL, Kemampuan, Pemahaman Membaca, Teks Narasi.

INTRODUCTION

English is a compulsory subject in Junior High Schools, Senior High Schools, and Universities in Indonesia which function as a means for student to develop their skills in science, technology, culture, and art (Amalia Andini, 2010). The English teaching in High School and Universities includes four important skills such as: listening, speaking, reading and writing. Speaking and writing belong to productive skills that people use the language to produce messages through speech or written text while reading and listening belong to the receptive skills that people extract meaning from the discourse they see or hear (listen to), (Sheri, 2012). The students must be able to learn all the skills to get the knowledge in English language well.

As a receptive skill, reading has an essential part in English education. It is to help students gain any information. Grelet (1981) stated reading comprehension involves understanding of words, seeing the relationship among words and concept, organizing the ideas, recognizing the authors' purpose and making judgement in evaluation. Almost all of the students have been learning English since they were in elementary school up to their higher level of education or university. Although English has been taught several years, the result is still considered unsatisfactory especially in reading comprehension. The goal of teaching reading is to assist the students in improving their reading skills so that they can read English texts efficiently and effectively. In real situation, many students cannot pass their reading class successfully. Most of them faced difficulty in comprehending reading texts.

A similar problem is experienced by the first year students of SMAN 12 Pekanbaru. Based on the researcher's observation in SMAN 12 Pekanbaru, the students still got some difficulties in reading, such as; students were low ability to comprehend the reading text, they have low motivation to read a text even they are not interested in reading activity and students still got problem in handling WH question. There are some factors that might cause the difficulties in comprehending the text for the first year students of SMAN 12 Pekanbaru. Firstly, students are lacking of vocabulary. It is not easy for the students to read the materials in foreign language rather than in their language. If the students are lacking of vocabulary it is very difficult for them to understand the information contained in the text, they will feel bored when they find some difficult words while reading the text. As the result they could not catch the idea and the information in the text. Secondly, the background knowledge of the students are severally limited. If any, it have not been activated effectively. This unsufficient background knowledge and the little familiarity with the given topic has made difficult for them to comprehend and grasp the main point from the reading text. Thirdly, students also sometimes have low expectation of reading. They feel that they are not going to understand the text, especially when the text is quite long with many new vocabulary which they have never seen or heard before. It is bound to be difficult, and they will lose their motivation to read English texts.

The aforementioned problem above, the researcher wants to conduct a study on english texts comprehension that expected it can solve that problems. Based on the 2013 Curriculum, the first year students of Senior High School are expected to learn three genres: descriptive, recount, and narrative. In this study, the researcher focuses on comprehending narrative texts because narrative text is included in the syllabus for the first year students of Senior High School. Furthermore, narrative text is such an

enjoyable text for the students. Most narrative text tells about fantasy that may increase students' motivation in reading. Narrative text is also an important aspect for the students to learn as stated in the 2013 Curriculum as such text is included in the daily test, mid-test, semester test, and the National Examination. So it is important for the researcher to conduct this research which is expected to help students understand about narrative texts. More importantly, they have known how to answer question related to narrative text during the National Examination, which is typically offered in reading text.

In relation to this, the researcher therefore introduce KWL (Know-Want-Learned) strategy to measure the ability of the students in comprehending narrative texts because KWL (Know-Want-Learned) strategy can be used in reading activity. This strategy is popularized by Dona M. Ogle in 1986. Hassard (2011) states that one active reading strategy that is worth exploring is the KWL strategy. KWL is an active reading strategy which prepares students to make predictions about what they will be reading, as well as engaging them with other students in a discussion of the topic. In addition, Ogle (1986) stated that students activate their own personal background knowledge, predict about the information they expect to find in the reading material, and take notes related to the information gained. Know, Want, Learned (KWL) strategy gives students the purpose of reading and provide an active role of students before, during, and after reading. It also helps the students to activate their background knowledge to set their own learning objectives.

In short, the research was formulated as in the following: is there a significant effect of using KWL (Know-Want-Learned) strategy on the ability of the first year students of SMAN 12 Pekanbaru in comprehending narrative texts?

METHODOLOGY

The type of the research was pre-experimental research. According to Price and Oswald (2006), it is a type of evaluation which was aimed to determine whether a treatment has the intended effect on participants. In this research, one group pre-test post-test design was used. It meant that the sample is one class only. Hatch and Farhady (1985) stated that pre-experimental research is divided into three categories, one-shot case study, one group pre-test-posttest design, and intact group comparison. In this research, the researcher used one group pre-test and post-test design. There is no control class. The design of this research is as follows:

Table 1 The Design of the Research

Pre-test	Treatment	Post-test
O ₁	X	O ₂

(Arikunto, 2006)

The design in the present research is illustrated as follows; O₁ is the pre-test and O₂ is the post-test. Pre-test (O₁) is aimed to find out the students' prior reading ability in comprehending narrative texts before the treatment is given. Treatment (X) is teaching reading narrative text using KWL (Know-Want-Learned) strategy. Post-test (O₂) is aimed to see the score of the students' reading ability after taught by using KWL (Know-Want-Learn) as a strategy in comprehending narrative texts.

The population of this research was all the first year students of SMAN 12 Pekanbaru in the academic year 2016/2017. There are eleven classes and the number of population is 420 students.

Table 2 The Population of the Research

Classes	Total of Students
X IPA I	38
X IPA II	40
X IPA III	40
X IPA IV	40
X IPA V	40
X IPS I	39
X IPS II	36
X IPS III	39
X IPS IV	37
X IPS V	35
X IPS VI	36
Total	420

Since the number of the students is large and homogenous, it was necessary to select the sample. Cluster random sampling was used in this research. According to Fraenkel and Noorman (2007), cluster random sampling is the selection of groups of subjects rather than individuals. All the members of selected group have similar characteristics. As the result, class X Social 5 was chosen as the sample which the total number is 35 students.

In this research, the pre-test, treatment, and the post-test were given to the students. The test consists of five reading narrative texts. Each of the texts consists of eight multiple choice questions which cover five skills of reading in general as stated by King and Stanley (1989): finding main idea, finding difficult word/vocabulary, finding factual information, finding references and finding inferences and three components as stated by 2013 Curriculum: the generic structures, social functions and language features of narrative text. The total number of questions are 40, 30 questions about reading skills, and 10 questions about the characteristic of narrative texts. The sources of the test are generally from text books that are used in the Curriculum of 2013 in same level for first year students of Senior High School, such as *Look Ahead* (Erlangga, 2013 curriculum), Intan Pariwara, and others. They are still related to narrative texts. The pre-test was conducted to the students before the treatment in order to know the students' starting point position. The treatment was conducted in six meetings with the time

allocation of 2 x 45 minutes per meeting. The post-test was administered after all the treatments had been conducted. A post-test is administered to measure the effect of KWL strategy on the students' reading comprehension.

The researcher classified the students' scores in the pre-test and post-test to state the levels of the ability of the students.

To analyze the data, the researcher employed the following formulas;

1. For reading comprehension test, the scores were counted by using the following formula :

$$P = \frac{X}{N} \cdot 100$$

Where :

P = Individual Score
X = Number of correct answers of the subject
N = The number of items

2. To calculate the average score of the students' reading comprehension, the following formula is used :

$$M = \frac{\sum FX}{N}$$

Where :

M = Mean
 $\sum FX$ = The total of the scores of the subjects
N = The number of the subject

3. To find out the difference between the pre-test and the post-test by calculating the value test, the following formula is employed

$$SD = \sqrt{\frac{\sum d^2}{N}}$$

Where :

SD = Standard Deviation
 $\sum d^2$ = Total squared deviation of the scores of the research's subjects
N = The number of the subjects

4. To calculate the standard error, the following formula is used :

$$SE_M = \frac{SD}{\sqrt{N-1}}$$

Where :

SEM = Standard Error (Pre-test and Post-test)

SD = Standard Deviation

N = The number of the students

5. Significance Test Analysis

This analysis is to test the significance of t_{test} . The t_{test} will be compared with the t_{table} in the significance level of 5% with the provisions of as follows :

- a) If $t_{test} \geq t_{table}$ at a significant level 5% means that writer and propose an alternative hypothesis is accepted or proven true.
- b) If $t_{test} \leq t_{table}$ at the level 5% means that non-significant and writer propose the hypothesis is rejected.

T-test was used by employing SPSS 23.0 (*Statistical Package for Social Science*). T-test was used to compare the difference result of pre-test and post-test.

RESULTS AND DISCUSSIONS

Results

Before giving the treatment, the pre-test was administered to the students. It was used to measure the students' starting point position in reading comprehension. The data of students' average achievement on the eight aspects of reading is shown in Table 3:

No	Aspects of Reading	Average
1	Main Idea	63.43
2	Factual Information	72.57
3	Reference	64.00
4	Vocabulary/Difficult Word	70.86
5	Inference	69.71
6	Generic Structure	70.29
7	Social Function	62.86
8	Language Feature	61.71
Average total score		66.93

Table 3 shows that the average score in aspect of 'Main Idea' is 63.43, 'Factual Information' is 72.57, 'Reference', 64.00, 'Vocabulary', 70.86, 'Inference', 69.71, 'Generic Structure', 70.29, 'Social Function', 62.86, and 'Language Feature', 61.71.

Based on the description above, the lowest score of the eight aspects of reading is 'Language Feature' and the highest one is 'Factual Information'. The total average score of each aspects 66.93.

After conducting the treatment, post-test was administered in order to measure the students' reading comprehension after being taught by using KWL (Know-Want-Learned) strategy. The result of post-test is presented in the following:

Table 4 Students' Ability in Each Aspect of Reading in the Post-test

No	Aspects of Reading	Average
1	Main Idea	75.43
2	Factual Information	80.00
3	Reference	80.57
4	Vocabulary/Difficult word	74.86
5	Inference	75.43
5	Generic Structure	78.29
6	Social Function	77.71
7	Language Feature	76.57
Average total score		77.36

Table 4.2 indicates that the score of 'Main Idea' is 75.43, 'Factual Information' is 80.00, 'Reference', 80.57, 'Vocabulary', 74.86, 'Inference', 75.43, 'Generic Structure', 78.29, 'Social Function', 77.71, and 'Language Feature', 76.57. Based on the description above, the lowest score of the eight aspects of reading is 'Vocabulary' and the highest one is on 'Reference'. The average score of students' ability in reading is 77.36. It increases from average total score in pre-test which was only 66.93.

After calculating the result of both tests, the researcher found out a difference between the pre-test score and the post-test score. The result can be seen on Table 5.

Table 5 Paired Samples Statistics (T-test Table)

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Posttest	77.3571	35	6.81249	1.16833
Pretest	66.9286	35	7.46624	1.28045

According to Table 5, the mean score of pre-test is 66.93 and the mean score of the post-test is 77.36. The difference is 10.42. The different of mean scores shows an effect of students' reading ability in reading test. The spread of values in the sample pre-test is 7.466 while standard error of mean is 1.168 and then standard deviation and standard error of mean of post-test are 6.812 and 1.280.

The last stage in analyzing the data was hypothesis. In this research, t-test formula was used to compare the result of pre-test and post-test in determining whether the hypothesis can be accepted and whether the treatment can give an effect on the students' reading comprehension or not.

Table 6 Paired Sample Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Posttest – Pretest	10.4286	3.34783	0.56589	9.2785	11.5786	18.429	34	.000

$$\begin{aligned}
 t\text{-table} &= n-1 ; \alpha(5\%) \\
 &= 35-1 ; \alpha(5\%) \\
 &= 34 ; \alpha(5\%) \\
 &= 2.032
 \end{aligned}$$

Finally, to prove the hypothesis, the data was calculated by using t-test formula with assumption as follows:

1. If $t\text{-test} > t\text{-table}$, the Null Hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted.
2. If $t\text{-test} < t\text{-table}$, the Null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected.

The Table 6 shows that the results of the t-test is 18.429, meanwhile the t-table is 2.032. It shows $18.429 > 2.032$. 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 a significant effects of using KWL (Know-Want-Learned) strategy on reading ability of the first year students of SMAN 12 Pekanbaru” is accepted and null hypothesis is rejected.

Discussions

Based on the procedure in the data collection technique, the teaching and learning processes were divided into three steps. The first step was conduct a pre-test to the students in order to know their reading ability in comprehending narrative texts before KWL (Know-Want-Learned) strategy was applied. The second step was giving the treatment in six meetings. The treatment applied KWL (Know-Want-Learned) strategy in teaching narrative texts. The last step was conduct the post-test in order to know the students' reading ability in comprehending narrative texts after the treatment was applied.

The pre-experiment has an effort to get some improvement in the teaching reading for students. The average score in aspect of ‘Main Idea’ is 63.43, while in post-test the average score of ‘Main Idea’ is 75.43. The average of ‘Factual Information’ in pre-test is 72.57, while in post-test is 80.00, the average score of ‘Reference’ is 64.00, while in post-test is 80.57, the ‘Vocabulary’ score in pre-test is 70.86, while in post-test is 74.86, the ‘Inference’ score in pre-test is 69.71, while in post-test is 75.43, the ‘Generic

Structure' score in pre-test is 70.29, while in post-test is 78.29, the 'Social Function' score in pre-test is 62.86, while in post-test is 77.71, and the 'Language Feature' score in pre-test is 61.71, while in post-test is 76.75. Based on the description of the data of pre-test and post-test, it was found that the average score of post-test was higher than pre-test ($77.29 > 66.93$). So it can be said that there was an enhancement after the treatment using KWL (Know-Want-Learned) strategy.

Moreover, the data analysis showed that t-test was higher than t-table ($18.429 > 2.032$). It means that KWL (Know-Want-Learned) strategy could improve the students' reading ability especially in comprehending narrative text. The result was in line with the result of the study was conducted by Arief Setiawan (2013). He stated that KWL (Know-Want-Learned) strategy was able to improve students' reading comprehension, this strategy is an effective strategy in teaching reading comprehension. It can be proven by the mean score of pre-test is 58.5, while the mean score of post test is 80.5. the effect size of the use KWL (Know-Want-Learned) strategy is 2.39, which is categorized as highly effective (highly criteria).

Furthermore, according to Car and Ogle (1987) KWL (Know-Want-Learned) can increase students' comprehension and retention of reading material. The students are allowed to think more deeply and to share their ideas in order to get good comprehension. By applying KWL (Know-Want-Learned) strategy, the students get a chance to categorize their latest knowledge so that it will stand longer in mind. The students were excited in explaining because they could share their ideas and information that they had. KWL (Know-Want-Learned) enables the students to develop self-questioning skills. This skill is suggested to be owned by the students for it develops students' curiosity to learn and get more by reading the text and make the students were more freedom to express the ideas. In conclusion, KWL (Know-Want-Learned) strategy is a useful strategy for the students to improve their reading ability, especially in omprehending narrative texts.

CONCLUSION AND RECOMMENDATIONS

Conclusion

Based on the statistical calculation at the previous chapter, it showed that the mean score of pre-test is 66.93. After having conducted KWL (Know-Want-Learned) as a teaching strategy and analyzed the result of post-test, it was found that the mean score of post-test is 77.36. In other words, the mean score of post-test is higher than the mean score of pre-test. The means score for each group has increased. It can be said that after conducting the KWL (Know-Want-Learned) strategy, the first year students' reading ability in comprehending narrative text of SMAN 12 Pekanbaru has increased. KWL (Know-Want-Learned) Strategy can give positive contribution and better outcomes to raise the students' ability in comprehending narrative text. The result also showed that the value of t-test (18.429) is higher than t-table (2.032) at the significance level 5%. It means that Alternative Hypothesis (H_a) is accepted and Null Hypothesis (H_o) is rejected. Hence, there is a significant effect of using KWL (Know-Want-Learned) strategy on the ability of the first year students of SMAN 12 Pekanbaru in comprehending narrative texts.

Recommendations

Due to the lowest score in vocabulary aspect, the teachers may focus on improving the students' vocabulary in the content area of reading. Besides, it would be great if the teachers could engage students to the content in order to make it easier for them to answer the questions related to the finding of difficult word. It is also recommended that KWL (Know-Want-Learned) strategy can be applied as an alternative strategy in teaching reading comprehension especially narrative text since it is proved that this strategy gives positive effect on the students' reading comprehension. However, teacher should pay attention to the students when they are working in groups to determine whether the students learning or not. For the students, it is also important for them to force themselves to read more in order to get more knowledge and increase their vocabulary. The researcher realizes that this research is far from seeing perfect. Therefore she recommends that the next researcher can conduct a research by using KWL (Know-Want-Learned) strategy with different population, text, and in more meetings.

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