THE EFFECT OF KNOW, WANT, LEARNED (KWL) STRATEGY ON THE SECOND GRADE STUDENTS' READING COMPREHENSION ON NARRATIVE TEXTS AT SMPN 18 PEKANBARU

Natasa Amira. Dra. Hj. Novitri, M.App. Ling. Prof. Dr. H. Fadly Azhar, Dipl, M. Ed
Email: natasa.amira96@gmail.com, novitri_11@yahoo.com, fadlyazhar@yahoo.com
Contact: 082169619145

Students of English Study Program
Language and Arts Department
Faculty of Teachers Training and Education Universitas Riau

Abstract: *This pre-experimental study is aimed to find out whether there is significant effect of Know Want Learned (KWL) strategy on the second grade students' reading comprehension on narrative texts at SMPN 18 Pekanbaru. The research design is a pre-experimental research with one group pre-test and post-test design. The sample was VIII.C chosen by using cluster random sampling technique. The result of the data analysis shows that the mean score of the pre-test is 64.49 and the mean score of the post test is 77.22. In other words, the mean score of post-test was higher than the pre-test. The result also shows that the value of t-test is higher than t-table (18,40 > 2.03) at significance level of 5%. Therefore, Alternative Hypothesis (Ha) is accepted and Null Hypothesis (Ho) is rejected. It can be concluded that there is significant effect of Know Want Learned (KWL) strategy on the second grade students' reading comprehension on narrative texts at SMPN 18 Pekanbaru.*

Keywords: *Effect, KWL, Reading Comprehension, Narrative Text*

PENGARUH DARI STRATEGI KNOW, WANT, LEARNED (KWL) TERHADAP SISWA KELAS DELAPAN DALAM MEMAHAMI TEKS NARASI DI SMPN 18 PEKANBARU

Natasa Amira. Dra. Hj. Novitri, M.App. Ling. Prof. Dr. H. Fadly Azhar, Dipl, M. Ed
Email: natasa.amira96@gmail.com, novitri_11@yahoo.com, fadlyazhar@yahoo.com
Contact: 082169619145

Mahasiswa Pendidikan Bahasa Inggris
Jurusan Pendidikan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstrak: Penelitian pre-eksperimental ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dari strategi Know Want Learned (KWL) terhadap siswa kelas delapan dalam memahami teks narasi di SMPN 18 Pekanbaru. Desain penelitian yang digunakan adalah pre-eksperimental dengan satu grup tes awal dan tes akhir. Sampel penelitian adalah kelas VIII.C yang ditentukan dengan menggunakan teknik pemilihan kelompok. Hasil analisis data menunjukkan bahwa rata-rata skor pre-test adalah 64.49 dan nilai rata-rata post-test adalah 77.22. 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 (18,40 > 2.03) pada tingkat signifikansi 5%. Oleh karena itu alternatif hipotesis (H1) diterima dan nol hipotesis (Ho) ditolak. Dapat disimpukan bahwa ada pengaruh yang signifikan dari strategi Know Want Learned (KWL) terhadap siswa kelas delapan dalam memahami teks narasi di SMPN 18 Pekanbaru.

Kata kunci: Pengaruh, KWL, Pemahaman Membaca, Teks Narasi

INTRODUCTION

Reading is an inseparable aspect in the process of teaching and learning English. Teachers and students use reading skill in their learning activities. For example, when a teacher gives test to their students, then the students will read some kind of text in the test before they answer it. They should understand the information in the text by using their reading comprehension.

According to Ashoor and Hawamdeh (2007), reading is considered as one of the most important academic skills. Besides, it is a major pillar on which the teaching or learning process is built. Reading comprehension plays a central role in the teaching or learning success at all educational stages.

According to Kurnia et al (2014), the purpose of reading is comprehension. It means that the readers or the students should be able to understand what they read. But the fact shows that many students cannot understand the materials they read well. There are some factors that cause the difficulty in comprehending the text, such as the materials are too difficult, the lack of vocabulary, and the readers or students do not have the purpose of reading. Based on the observation in SMPN 18 Pekanbaru that had been undergone, the students still got some difficulties in reading activity. First, they are lack motivation to read. They have less interest to read the texts. They think that they did not understand the text, especially when the text is longer with many unfamiliar words which they have never seen or heard before. This makes their performance in reading comprehension is not satisfactory. Second, students have limited vocabularies. There were some difficult words that the student found incomprehensible. They did not know the meaning of the words then when students have limited vocabularies, it is hard for them to understand the information contained in the text. They felt bored when they find some difficult words while reading the text. This is the reason why they could not catch the idea and the information in the text. Third, students are lack of background knowladge of the text. They do not have the clear idea about the text. This unsufficient background knowledge and the little familiarity with the given topic has made it difficult for them to comprehend the point of the reading text. Based on the phenomena above, appropriate reading strategy in teaching reading should be developed in the classroom. In this case, the writer wants to apply Know Want Learned (KWL) strategy.

KWL is a strategy that help students activate what they already know before they begin a reading activity. Boss and Vaughn (1991, p. 154) state that KWL (Know-Want to Know-Learned) strategy refers to what we know, what we want to find out, and what we learned and still need to learn. In other words, KWL strategy is a strategy consisting of three steps (activating background knowledge, determining what a reader wants to find out, and reviewing what have been read) by using KWL chart to record the three steps. Therefore, it can help the students to bring their mind about the prior information or knowledge in the text by fulfilling the K column and then put it in the W column about what the students want to learn from the text given, and finally the students should recall the information or knowledge which they have got after reading the whole text and clear up missperception about the content of the text that they might have before the reading process and put it in the L column. Moreover, those three columns were related each other. When the students could complete the first column then the students definitely capable of completing the second column. When those two columns are completed, the students should use their mind to clarify or clear up misperception that they listed before in the previous columns.

According to Ogle (1986), KWL strategy is good to be used as a reading strategy for narrative texts and helps teachers to be more interactive in their teaching. The writer choose this strategy because KWL provides teachers with inventory of student background knowledge about the topic. Beside that, in KWL strategy students are given a structure for making prediction about what they will be reading. Also, it develops self-questioning skills and learn to read actively in answering their reading question about the topic. Meanwhile, this research used narrative texts as the teaching materials.

METHODOLOGY

The type of the research was pre-experimental research by using one group pre-test and post-test design. The design of this research is described as follows

Group	Pre-test	Treatment	Post-test
Experimental	O_1	X	O_2

GGay (2000)

O_1 : Pre-test of experimental group
X : Treatment
O_2 : Post-test of experimental group

The population of this research was the second grade students of SMPN 18 Pekanbaru in the academic year 2017/2018. There are six classes as the population in this study. The number of the second grade students of SMPN 18 Pekanbaru are 215 students. The following table of population of the second grade students of SMPN 18 Pekanbaru.

Table 1. The Population of the Second Grade Students of
SMPN 18 Pekanbaru

Classes	Total of Students
VIII A	36
VIII B	35
VIII C	35
VIII D	36
VIII E	37
VIII F	35
Total	**215**

Since the total population of the second grade students of SMPN 18 Pekanbaru is large enough to be taken as sample, it is select the sample by using cluster sampling technique. Gay (2000) states that sampling is the process of selecting a number of individuals for study in such a way that they represent the larger group from which they

were selected. It is intended to gain information about the population by using the sample.

The sample technique which is used in this research is cluster random sampling. According to Gay (2000), cluster random sampling is defined as a sampling in which is randomly selected. All the members of selected group have similar characteristics that appear close together with have the same teacher, material and intelligence. The sample was chosen by using lottery. Since there are six classes, six pieces of paper were made. Each class took one. As the result, Class VIII C was chosen as the sample which the total number is 35 students.

In order to know the effect of KWL strategy in comprehending narrative texts, the writer analyzed the data and compared the results of the pre-test and post-test, the t-test was used by employing Microsoft Excel 2010 and SPSS 23.0. The writer discovered the complete results in SPSS including the mean, the variance and the accuracy of the test.

RESULT AND DISCUSSION

Result

Before giving the treatment, pre-test was given to the students. The result of pre-test is presented in the following table:

Table 2. Descriptive Statistics of Pre-test Score

	N	Minimum	Maximum	Mean	Std. Deviation	Std. Error Mean
Pre-test Score	35	48.62	74.36	64,6360	6,74031	1,15595

Table (2) shows that the mean score of students was 64,6360. Meanwhile, the minimum score that students reached in pre-test was 48.62 and the maximum score was 74.36.

The result of post-test is presented in the following table:

Table 3. Descriptive Statistics of Post-test

	N	Minimum	Maximum	Mean	Std. Deviation	Std. Error Mean
Pre-test Score	35	60.06	88.66	77.4651	7.50082	1.28638

Based on the table (3) the mean score of 35 students was 77.4651. Meanwhile, the minimum score which students got in post-test was 60.06 and the maximum score was 88.66.

Table 4. Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Post-test	77.4651	35	7.50082	1.28638
Pre-test	64,6360	35	6,74031	1,15595

Table (4) shows that the total number of students of pre-test and post-test are 35 students. The mean score of pre-test is 64.6360 and the mean score of post-test is 77.4651. The difference of the mean score between pre-test and post-test is 12.8291.

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

Table 5. Paired Samples t-test

	Paired Differences							
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig.(2 tailed)
Pair1 Posttest Pretest	12,82914	4,12542	,69732	11,41201	14,24627	18,398	34	,000

t-table = 2.032

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

1. If t-test > t-table, the Null Hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted.
2. If t-test < t-table, the Null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected.

Based on Table 4, the result of t-test is 18,398, while t-table is 2.032. It means that t-test is higher than the t-table. So, it can be concluded that Ha (There is a significant effect of KWL strategy of the second grade students' reading comprehension in narrative text at SMPN 18 Pekanbaru) is accepted and Ho is rejected.

Discussion

Based on the description of data, it can be stated that KWL strategy is applicable for teaching English on reading narrative text. It can be proved that the results by comparing the students' pre-test scores and the students' post-test scores. The result showed that the students' post-test score was better than their pre-test scores which indicated the improvement of students' reading comprehension in narrative text.

Based on the research procedure in collecting the data, the teaching learning process was divided into three steps. The first step was giving pre-test to the students in order to know their reading comprehension before KWL (Know-Want-Learned) strategy was applied. The second step was giving the treatment, as many as four meetings. The treatment applied KWL (Know-Want-Learned) strategy for teaching reading narrative text. The last step was giving post-test in order to know their students' reading comprehension after the treatment using KWL (Know-Want-Learned) strategy.

After conducting this research, the writer has confirmed that KWL (Know, Want, Learn) is suitable and appropriate strategy in teaching reading comprehension especially in narrative text and it can be used for an alternative strategy in teaching reading. The pre-expriment has an effort to get some improvement in the teaching reading for student. In pre-test the average score in aspect of 'main idea' is 65.71, while in post test the score of 'main idea' is 76.57. The average 'Factual Information' in pre-test is 62.86, while in post-test is 77.71, the average score 'Reference' is 64.57, while in post test is 77.1, the 'Inference' score in pre-test is 60.00, while in post-test is 74.86, the 'Generic Structure' score in pre-test is 64.57, while in post-test is 77.71, the 'Social Function' score in pre-test is 61.71, while in post-test is 78.29, and the 'Language Feature' score in pre-test is 72.00, while in post-test is 78.86. 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 (77.22 > 64,49). So it can be said that there was an enhancement after the treatment using KWL (Know, Want, Learn) strategy. Then, the data analysis showed that t-test was higher than t-table (18,398 > 2.032). It means that KWL (Know, Want, Learned) strategy can improve students' reading comprehension especially in narrative text.

CONCLUSION AND RECOMMENDATION

Conclusions

Based on research findings, it can be shown that KWL (Know, Want, Learned) is effective to be a strategy in teaching reading comprehension. This research was conducted by using pre-experimental design which was aimed to find out whether there is a significant effect of using KWL (Know, Want, Learned) on reading comprehension of narrative text of the second grade students of SMPN 18 Pekanbaru.

The statistical calculation at the previous chapter showed that the mean score of pre-test is 64.49. After having conducted KWL (Know, Want, Learned) strategy as a teaching strategy and analyzed the result of post-test, it was found that the mean score of post-test is 77.22. It can be concluded that the mean score of post-test is higher than the mean score of pre-test.

The result also showed that the value of t-test (18,398) is higher than t-table (2.032). It means that Alternative Hypothesis (Ha) is accepted and Null Hypothesis (Ho) is rejected. Hence, there is a significant effect of using KWL (Know, Want, Learned) strategy on reading comprehension of narrative text of the second grade students of SMPN 18 Pekanbaru.

Recommendation

The result of the research showed that the students' reading comprehension improved. There were differences of the students' reading comprehension before and after being taught narrative text by using story KWL (Know, Want, Learned) strategy.

Based on the conclusion above, the writer would like to give some suggestions which can be used to teach narrative text as follows:

1. The teacher should use interesting strategy to make the teaching and learning process become enjoyable and effective. So, the students will be interested in learning English subject.

2. The teacher can apply KWL (Know, Want, Learned) as a teaching strategy in reading comprehension especially narrative text since it was proved that this strategy implied positive influence for students' reading comprehension in narrative text.

3. It's as reference to other researcher in doing treatment by using KWL (Know, Want, Learned) strategy

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