

**THE EFFECT OF KNOW-WANT-LEARNED (KWL) STRATEGY ON
THE ABILITY OF THE SECOND YEAR STUDENTS OF SMP TRI
BHAKTI PEKANBARU IN COMPREHENDING
DESCRIPTIVE TEXT**

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Abstract: *The research was aimed to determine the effect of the Know-Want-Learned (KWL) strategy on the ability of the second year students of SMP Tri Bhakti Pekanbaru in comprehending descriptive texts. This pre-experimental research used the design of one group pretest-posttest and was carried out at Tri Bhakti School in Pekanbaru. A total of 27 students from class VIII.1 in the 2019/2020 academic year were selected as samples, they were selected by using the cluster random sampling. The Sample class was treated using the KWL strategy. The instrument used was a multiple-choice that consisted of 40 questions. Then, the data obtained from the pre-test and post-test were analyzed by SPSS version 23.0. The results show that the value of the pre-test is 46 and increased in the post-test to 77. Then the T-test was tested and obtained $T\text{-test} > T\text{-table}$ ($13,659 > 2,056$) with a significant level of 5% which means there is a significant effect of the KWL strategy on the ability of the second year students of SMP Tri Bhakti Pekanbaru in comprehending descriptive texts.*

Key Words: *Reading, Reading Comprehension, Descriptive Text, KWL Strategy*

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PENGARUH STRATEGI KWL TERHADAP KEMAMPUAN SISWA TAHUN KEDUA SMP TRI BHAKTI PEKANBARU DALAM MEMAHAMI TEKS DESKRIPTIF

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Abstract: Tujuan dari penelitian ini adalah untuk mengetahui efek dari penggunaan KWL strategi pada kemampuan siswa tahun kedua SMP Tri Bhakti Pekanbaru dalam memahami teks deskriptif. Penelitian pre-eksperimental ini menggunakan desain satu kelompok pretest-posttest dan dilakukan di SMP Tri Bhakti Pekanbaru. Sebanyak 27 siswa dari kelas VIII.1 tahun akademik 2019/2020 di pilih sebagai sampel di pilih menggunakan metode klaster. Pre-test dilaksanakan sebelum treatment. Post-test dilaksanakan setelah treatment diaplikasikan selama empat pertemuan menggunakan strategi KWL. Data yang di dapatkan dianalisa menggunakan t-test formula. Berdasarkan hasil dari kalkulasi, nilai dari t-test adalah 13.659 sedangkan hasil dari t-table adalah 2,056. Alternatif hipotesis dalam penelitian ini di terima sedangkan null hipotesis ditolak karena t-test lebih besar dari pada t-table. Hal ini dapat di artikan bahwa terdapat pengaruh yang signifikan dari strategi KWL terhadap kemampuan siswa tahun kedua SMP Tri Bhakti Pekanbaru dalam memahami teks deskriptif.

Kata Kunci: Membaca, Pemahaman Membaca, Strategi KWL, Teks Deskriptif

INTRODUCTION

Reading is a receptive skill which through reading the reader will receive the information from the text. According to Patel (2008:113), reading is the most useful and important skill for people. The reading activity is not only giving information and pleasure but it is also giving a chance for the students to consolidate and extend one's knowledge of the language. Therefore, the students who want to be able to understand a text very well must have a skill in reading comprehension.

According to Klingner & Geisler (2008:65), reading comprehension is a process of constructing meaning from a text which involves the complex coordination of several processes, including decoding, word reading, and fluency along with the integration of background knowledge and previous experiences. In the same way, Oakhill, Cain and Elbro (2015:1) state that reading comprehension is an important thing not only for understanding a text, but also for broader learning, success in education, and employment. Therefore, reading comprehension skill is very useful for students because it will help students understand a text comprehensively.

Based on curriculum 2013, there are five kinds of texts that must be learned by students at the junior high school level. Therefore, in this research, the researcher chooses one of the texts and the text is descriptive text. The aim of this text is used to describe something like a person, animal, and place. The researcher believes that students will be more excited to learn this text than the other text because this text is made from the factual information. Anderson and Anderson (2003) state that a descriptive text tells a factual description of a particular place or thing. Descriptive text is also used in all forms of writing to create a vivid impression of a person, place, object, or event.

There are various kinds of strategies in reading that can be applied to assist the students in comprehending texts and the researcher decided to use Know-Want-Learned (KWL) Strategy. According to Ogle (1989: 565), there are three-step procedures the K-W-L for the three basic cognitive steps required: accessing what I Know, determining what I Want to learn, and recalling what I did learn as a result of the reading. The K-W-L technique can help the teachers engage their students from the beginning of a reading lesson by activating prior knowledge and keep students interested, which is very important as they think about have learned.

METHODOLOGY

This research was conducted from January to March 2020 at SMP Tri Bhakti Pekanbaru. It is located at Tuanku Tambusai street No. 12, Payung Sekaki, Pekanbaru. The population of this research is the second year students of SMP Tri Bhakti Pekanbaru, consisting of 51 students. Based on the cluster random sampling that was conducted by the researcher, VIII.2 class which consist of 27 were chosen as the sample of this research.

The researcher collected the data from the result of the reading test in the pre-test and post-test. The researcher had 6 meetings through 3 activities to collect the data ; 1 meeting for pre-test , 4 meetings for treatment and 1 meeting for post-test. The activities explained as follows:

Pre-test

The pre-test was given at the first meeting before giving treatment. It was conducted to know how far the students' reading comprehension of descriptive text. There were 5 short texts of descriptive text which contained components of a descriptive text (factual information, main idea, vocabulary, reference, and inference); the generic structures of Descriptive Text (Identification, Descriptions); social function and language features. It consisted of 40 questions in the form of multiple choices and the reason for using this multiple choice because it is a popular method of testing reading comprehension and the scoring for pre-test formulated as follows:

$$\text{Score} = \text{correct number} \times 2.5$$

Treatment

The treatment was given to the students by applying Know-Want-Learn (KWL) Strategy in the teaching-learning process. The treatment was applied after the researcher explained the technique and its procedure. The treatment was conducted in four meetings. For each meeting, the researcher used different kinds of Descriptive Text.

Post-test

A post-test was given at the final meeting. It was given after four times of treatment to know whether the treatment was successful or not, the post-test was used.

The Data Analysis Technique

In this research, the researcher collected the data from the reading test in the form of multiple-choices that consists of 40 questions. After the data of pre-test and post-test were obtained, the researcher counted the students' correct answers by using Microsoft Excel 2010. Then, the researcher used SPSS.23.0 to test the normality of the data by using Kolmogorov Smirnov (Analyzed> Non-Parametric Tests> Legacy Dialogs> 1-Sample K-S). If Asymp Sig> 0.5, then the distribution was normal (Sing, 2006). Since the data was normal, the researcher next tested the paired sample T-Test to know the differences between the students' scores in the pre-test and post-test (Analyzed> Compare Means> Paired Sample T-test). The researcher also used SPSS to find out the mean, standard error mean, standard deviation, and degree of freedom.

To know the classification of students' reading comprehension, the classification of students' scores by Arikunto (2012:245) was used to score students' work, and classified students' scores in the pre-test and post-test to make the scores clearer based on the classification.

THE PRESENTATION OF RESEARCH FINDINGS

The Presentation of the Research Data

The objective of this research was to find out whether there is any significant effect of the Know-Want-Learned (KWL) Strategy on the ability of the Second Year Students of SMP Tri Bhakti Pekanbaru in Comprehending Descriptive Text. The researcher was using cluster random sampling in selecting the sample and the VIII.2 class was chosen. Furthermore, this class was considered a sample of this research.

The data were collected by giving reading tests to the students which consisted of 40 questions in the form of multiple choices tests. These questions contained reading components. King and Stanley (1989:330) stated that the components of reading comprehension consist of main ideas, factual information, guessing vocabulary, reference, and inference. However, The researcher also added the components of descriptive text to questions such as language features, generic structure, and social function. In this research, the researcher gave two tests to the students. The first was the pre-test which was given to the students at the beginning of the research to know their ability before the treatment. The second was Post-test which was given to the students after the treatment.

The Presentation of the Pre-Test Data

To know the achievement of the students' reading comprehension in the descriptive text before they were taught by using Know-Want-Learned (KWL) Strategy, the pre-test was given to the students. The test consisted of 40 items and the result of the test is demonstrated in the following table:

Table 1. Percentage of the students' score in pre-test

Score Range	Level of Comprehension	Frequency	Percentage
		Pre-test	Pre-test
80-100	Very Good		
66-79	Good	4	15%
56-65	Mediocre	7	25%
40-55	Poor	11	41%
30-39	Very Poor	5	19%
Total		27	100 %

Table 1 demonstrates that 4 students obtained a *good* level with percentage 15%; 7 students obtained the *mediocre* level with percentage 25%; 11 students obtained the *poor* level with percentage 41%, and there were 5 students were in a *very poor* level with percentage 19%.

The Presentation of the Post-test Data

The post-test was conducted to find out the ability of the students in comprehending descriptive texts. It was conducted similarly as a pre-test. The results can be seen in Table 2:

Table 2. Percentage of the Students' Score in Post-Test

Score Range	Level of Comprehension	Frequency	Percentage
		Pre-test	Pre-test
80-100	Very Good	12	45%
66-79	Good		
56-65	Mediocre		
40-55	Poor		
30-39	Very Poor	15	55%
Total		27	100 %

Table 2 demonstrates that 15 students obtained a good level with percentage 55% and 12 students obtained a very good level with percentage 45%.

The Presentation of Data Analysis

Table 3 Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest – Posttest	27.03704	10.28528	1.97940	31.10576	22.96831	13.659	26	.000

Table 4.12 demonstrates that the result of the t-test was 13.659. Meanwhile, t-table on the df (degree of freedom) 26 was 2.056 with the level significant (α) = 5%. According to the result, the t-test was larger than the t-table on a significant level of 5%. The level significant was $13.659 > 2.056$. The researcher used the result to answer the research question "Is there any significant effect of using Know-Want-Learn (KWL)

Strategy on the ability of the second year students of SMP Tri Bhakti Pekanbaru in comprehending descriptive texts?’. It means that the alternative hypothesis “There is a significant effect of Know-Want-Learned (KWL) Strategy on the Ability of the Second Year Students of SMP Tri Bhakti Pekanbaru in Comprehending Descriptive text” is accepted and the null hypothesis is rejected.

Discussion

In this subchapter, the researcher describes the findings of the research. As mentioned in the previous chapter that in this research the researcher intended to concern the effect of the Know-Want-Learned (KWL) strategy on the ability of the students’ reading comprehension in descriptive text. However, in conducting this research, the researcher found the strength and difficulties in managing the class.

At the first meeting, the students were excited to meet the researcher because they ever had class with the researcher a couple years ago. Then, the researcher gave the students pre-test to see their ability. There were students who seemed enjoy answering the questions and there were not because the students did not prepare anything for the test.

At the second and the next meetings, the researcher had only a little bit problem while handling the class. There were few of students who seemed bored with the class. However, the researcher had a way to get their attention back by giving some jokes and it really worked. Another problem was found when the researcher gave them an evaluation there were students who did not take the questions seriously. Therefore, the researcher needed to explain them that the material and the test given will be very useful for them when they go to senior high school.

Looking back to the results of the pre-test, the researcher found that the lowest score of the aspects of reading was the generic structure with a mean score 28.88 and the highest one was the factual information with mean score 55.55. The students had difficulty in determining the generic structure that is used in descriptive texts because they had forgotten what they learned in the previous class. Meanwhile, in the post-test, the lowest score was still the generic structure with a mean score 65.18 and for the highest score was the guessing vocabulary with a mean score 88.88. Although the lowest score in the pre-test and post-test were the same, the mean score was increased. It means, after the treatments given to the students, they were able to determine the generic structure of descriptive texts.

According to the research conducted by Happy (2016), she found that the highest score in the pre-test was in the reference and the lowest score was the vocabulary. While in post-test the highest score were in the factual information and the main idea, for the lowest score was in the reference. The researcher assumed that there are two factors that makes the results of this research and her research are different. First, In this research, the researcher used eight components of reading comprehension, while in her research was only five components. Second, this research was conducted at junior high school level, while she conducted at senior high school level. Therefore, the number of components and the level of the school can affect the results of this method.

To sum up, as mentioned in the research finding, the KWL strategy can improve students’ ability in reading comprehension. It can build prior knowledge, develop predicting skills and also increasing the writing skills of the students. The

theory above is accepted by the researcher, especially in understanding the reading comprehension at Junior High School. It can be said that the use of the KWL strategy has a positive effect on students' reading comprehension. It has been verified by the result of data analysis that there is a significant difference before and after using the KWL strategy. To put it differently, the KWL strategy was quite effective in increasing students' reading comprehension at eight grade of SMP Tri Bhakti Pekanbaru.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the discussion of data findings and discussion in the previous chapters, the researcher concludes that Know-Want-Learned (KWL) gives the significant effect to students in comprehending descriptive texts. The result of the research has answered the research question ("Is there any significant effect of Know-Want-Learned (KWL) strategy on the ability of the second year students of SMP Tri Bhakti Pekanbaru in comprehending descriptive text ? ").

Based on the data analysis, it demonstrates that Know-Want-Learned (KWL) strategy is effective to improve the students' reading ability especially in descriptive text. It can be seen from the mean score of the post-test (77) which was bigger than the mean score of the pre-test (46).

Recommendations

Based on the conclusion above, the researcher would like to give some advice to:

a. Teacher

1. The English teacher should stimulate students' prior knowledge about the topic that would be discussed.
2. The English teacher should have motivated students before discussing the topic, to make students interested in reading. For instance, the teacher could share a video or a picture related to the reading, tell students what they can do if they are good at reading.

b. Students

1. The students should have a reading purpose. So, when they have difficulty, they will put extra effort to solve it by themselves or asking the teacher.
2. The students should improve their ability in comprehending different kinds of materials. Therefore, it will help them improve their reading comprehension.
3. The students should encourage themselves to make reading as a habit and promote that to their classmates. So, they can motivate one another.

c. Further Researchers

1. This study was conducted in a small class. Therefore, do investigate first whether K-W-L strategy is effectively applied at the large class or not.
2. The point that the researcher wants to share is the K-W-L strategy is really about the prior knowledge of the students. In this study, the researcher used descriptive text as reading text, the result showed that the KWL strategy was effectively applied to this text. However, do investigating first if the other researchers want to use another kind of text.

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