THE EFFECT OF KNOW, WANT, LEARNED (KWL) PLUS STRATEGY ON THE ABILITY OF THE SECOND YEAR STUDENTS OF MTS ASSYAKIRIN BANGKO PUSAKO IN COMPREHENDING FOLKLORE

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Abstract: This research aims to investigate the effect of Know, Want, Learned (KWL) Plus strategy on the ability of the second year students of MTs Assyakirin Bangko Pusako in comprehending folklore. In conducting the research, pre-experimental research with one group pre-test post-test design was used. The sample of this research was the students of class VIII E which consisted of 25 students. The pre-test was administered before the treatment. After the treatment was applied for four meetings using KWL Plus strategy, a post-test was administered. The data were analyzed using t-test formula. From the calculation, the writer found that the value of t-test was 9.005 while t-table was 2.063. Since the t-test value was larger than that of t-table, the alternative hypothesis of this research was accepted and null hypothesis was rejected. It means that there was a significant effect of Know, Want, Learned (KWL) Plus strategy on the ability of the second year students of MTs Assyakirin Bangko Pusako in comprehending folklore.

Key Words: Know, Want, Learned (KWL) Plus strategy, reading comprehension, folklore

PENGARUH STRATEGI TAHU, INGIN, BELAJAR (KWL) PLUS TERHADAP KEMAMPUAN SISWA TAHUN KEDUA MTS ASSYAKIRIN BANGKO PUSAKO DALAM MEMAHAMI CERITA RAKYAT

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Abstrak: Penelitian ini bertujuan untuk meneliti pengaruh strategi Tahu, Ingin, Belajar (KWL) Plus terhadap kemampuan siswa tahun kedua MTs Assyakirin Bangko Pusako dalam memahami cerita rakyat. Dalam penelitian ini, digunakan rancangan pre-experimental dengan satu grup pre-test dan post-test. Sampel penelitian ini adalah kelas VIII E dengan jumlah 25 siswa. Pre-test dilaksanakan sebelum melakukan tindakan. Setelah melakukan tindakan sebanyak 4 kali menggunakan strategi KWL Plus, dilakukan post-test. Analisa data menggunakan rumus t-test. Dari kalkulasi, penulis menemukan bahwa nilai t-test yang 9.005 lebih besar daripada t-table yang 2.063. Karena nilai t-test lebih besar dari nilai t-table, maka Alternative Hipotesa diterima dan Null Hipotesa ditolak. Dengan demikian, ada efek yang signifikan dari strategi Tahu, Ingin, Belajar (KWL) Plus dalam kemampuan membaca siswa di MTs Assyakirin Bangko Pusako dalam memahami cerita rakyat.

Kata Kunci: Tahu, Ingin, Belajar (KWL) Plus, Pemahaman Membaca, Cerita Rakyat

INTRODUCTION

Basically, the purpose of teaching English language at schools is to develop the students' language skills. There are four major skills that should be mastered by students in learning English, namely: listening, speaking, reading, and writing skills. One of the skills that cannot be neglected is reading skill because the success of their study depends on the greater part of their ability to read. By reading, the students are able to access much information which might have otherwise been unavailable, especially English texts book. Therefore, reading skill should been paid more attention to achieve the level.

Haris and Sipay (2007) define reading as the meaningful interpretation of written symbols, which occurs through the interaction between printed words and the reader's language competency, and which includes decoding and comprehension skills. Besides, reading is not only an activity to show the symbols but also process in which readers need to comprehend the material too. Nunan (2005) states reading is a set of skills that involves making sense and deriving meaning from the printed out media. A good reading comprehension will show readers reading ability. In reading, students are expected to observe, understand and think. In other words, reading can develop our skill as well as comprehension and communication skill through interpreting written words. Reading is one of the skills that are learned by students. According to Snow (2002) reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Students from Junior High school to university level considered that reading is a skill that has to be done. They have to read their compulsory books or other sources related to their learning materials.According to Mahfoodh (2007), having good reading proficiency means that a reader has abilities to understand written statements or any type of written texts accurately and efficiently. Naturally, reading skill is very complex as it involves: (1) determining main idea i.e. how to determine important information of a paragraph, (2) identifying specific information i.e. how to identify particular piece of information in the text, such as place, time and characters, (3) reference i.e. how to interpret and determine one linguistic expression to another, (4) making inference i.e. how to guess something from the information which we have read or known, and (5) vocabulary i.e. how to determine the meaning of vocabulary items from context. Whereas, in the guidelines of school-based curriculum, it is stated that one of the objectives of teaching and learning process in reading skill for Junior High School is that the students are able to construct meaning from the text.

Based on observation in MTs Assyakirin Bangko Pusako that had been undergone, students still have problems in reading, such as: students have limited understanding in identifying main idea, factual information, language feature, and generic structure. In fact, English is the international language which should be mastered well by the students. In teaching reading, the teacher needs media to support the learning process. One of the media that can be used is 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 thesis, KWL is acronym, which stands for Know, Want to Know, and Learned respectively. It involves using KWL chart to measure the students' comprehension about the text they have read with a column for each category. The

organizer is the students' study guide as they read. The graphic organizer can be given to students as worksheet or can be developed by the teacher on the chalkboard or overhead transparency. Plus means create concept map and summarization.

The researcher chose KWL Plus strategy to makes the brain to accept and remember the text. KWL Plus strategy is a creativity which lets the students to get success in remembering ideas of comprehending written information, and also the researcher considers that KWL Plus strategy can be an alternative strategy for students when doing reading comprehension in achieving their academic success later. The researcher takes an experimental research design to get the evidence about KWL Plus strategy can improve students' reading comprehension of folklore texts.

In this research, the researcher wants to apply the KWL Plus strategy in teaching reading in junior high school. The researcher is interested to carry out a research entitled "**The Effect of KWL Plus Strategy on The Ability of The Second Year Students of MTs Assyakirin Bangko Pusako in Comprehending Folklore**".

RESEARCH METHODOLOGY

The participants of this research were the second year students of MTs Assyakirin Bangko Pusako. The sample was selected by using a cluster random sampling technique and the sample of this research was class VIII E with total number of students was 25 students.

The design of this research was pre-experimental research. This research used pre-experimental research with one group pre-test and post-test design that consists of a pre-test, treatment and post-test. The instrument of this research was a reading comprehension test in the form of multiple choices. There are 40 questions for each pre-test and post-test with a time allocation of 2x45 minutes. The tests were classified into five components of reading in general (factual information, main idea, guessing vocabulary, reference and inference) and also three components of narrative texts (language feature, the generic structures of narrative text (orientation, complication and resolution), and Social function of the text).

The data was analyzed by using Statistical Product and Service Solution (SPSS) 23.0 and Microsoft Excel 2010. This research used t-test to compare the pre-test data and the post-test data to determine the hypothesis of the research. The hypothesis is required to see the significant difference score before the treatment and after the treatment with KWL Plus Strategy and the treatment was done for four meetings. To know the classification of students' reading scores by Arikunto (2013) was used to scored students' work, and classified students' scores in the pre-test and post-test in order to make the scores clearer based on the classification.

Research Findings

Based on the try-out results and refers to the Standard Difficulty Level by Heaton (1998) it shows that all of the questions in the test were accepted and valid because there was no score that lower than 0.30 and higher than 0.70 and the reliability of the instrument was 0.938 which means that the reliability of the instruments was very high.

Table 1. Reliability Statistics

Cronbach's Alpha	N of Items
0.938	40

The pre-test was intended to find the students' achievement in reading comprehension before the treatment was applied. This section took one meeting in class. After pre-test, the writer analyzed the students' score. Table 2 below shows that the mean score of the students in the pre-test was 52.5 and 5 of the students were on the *good* level, 13 of the students in *average* level and 7 of them in *poor* level. It can be interpreted that the reading comprehension ability of the second-grade students of MTs Assyakirin Bangko Pusako in the academic year 2019/2020 was average.

Table 2. The Percentage of Students' Scores in Reading Comprehension

Score Range	Level of Comprehension	Frequency	Percentage	Mean
80-100	Excellent	0	0%	
60-79	Good	5	20%	
50-59	Average	13	52%	52.50
0-49	Poor	7	28%	
Total		25	100	52.50

After the treatment was done, the post test was administered in order to know the students' reading ability after being taught by using KWL Plus strategy.

The post-test was conducted in the same way as the pre-test. The result of the percentage of the students' scores can be seen in the table 3 below:

Table 3. The Percentage of the Students' Score Post-test

Score Range	Level of Comprehension	Frequency	Percentage	Mean
80-100	Excellent	6	24%	
60-79	Good	19	76%	
50-59	Average	0	0%	74.2%
0-49	Poor	0	0%	
Total		25	100	74.2

Table 3 shows that the mean score of the students in the post-test was 74.2 with 19 (76%) students at an *good* level. Meanwhile, there were 6 (24%) students at an *excellent* level. There were no students at the average level and a poor level.

Table 4. Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	52.50	25	8.868	1.774
	Posttest	74.20	25	6.321	1.264

To answer the research question "Is there any significant effect of KWL Plus Strategy on the ability of the second year students of MTs Assyakirin in comprehending folklore?", Paired Sample Statistics was conducted to know the mean, standard deviation and standard error mean score.

Table 4 shows that the mean score of pre-test was 52.5 while the mean score for post-test was 74.2, the difference between mean score for pre-test and post-test was 21.70. Besides, the standard deviation for pre-test is 8.868 and the standard error was 1.774. Then, the standard deviation and the standard error for post-test were 6.321 and 1.264. This following table determined the final result of the data analysis:

Table 5 Paired Samples Test

	Paired Differences							
				95% Confidence Interval of the Difference				Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	
Pair 1 Pretest – Posttest	21.700	12.049	2.410	26.673	16.727	9.005	24	.000

The result shows that the Mean was 21.70, the standard deviation was 12.049 and the standard error mean was 2.410, then the lower and upper were 26.673 and 16.727. The result also shows that t-test was 9.005 which is higher than t-table 2.063. It means that there was a significant difference between pre-test and post-test, it was also known that $t_{obs} > t_{table}$ so that means that the Null Hypothesis was rejected and Alternative Hypothesis was accepted. In other words, the research questions was answered and it can be concluded that there is a significant effect of KWL Plus Strategy on the Ability of the Second Year Students of MTs Assyakirin Bangko Pusako in Comprehending Folklore text.

Discussion

This research focused on finding the effect of Know Want Learned Plus Strategy on students' reading comprehension. In conducting this research, the researcher found strength and difficulties. At the first meeting, the researcher did not face any difficulties in managing the class. It did not take much time to explain how this strategy was applied. The students were really excited and very active. They worked in teams and

everyone involved. It also was not hard to manage 90 minutes because the students were always on time in each step.

The researcher started facing difficulties at the second and the next meetings because the students seemed quite bored since the activities were the same although the researcher provided different text. The students were not really on time in doing the activities of each step since they were not serious in the classroom. The researcher then decided to take five up to ten minutes to give a fun activity to refresh their mind.

Looking back to the results of the pre-test and post-test, the lowest score of the aspects of reading in pretest was the inference (5.3) and the highest score was the social function (7.7). It was hard for the students to determine the inference of the text because they only knew the meaning of the text, but they did not get the moral value of the text. Therefore, comprehending a text is really useful for students. Meanwhile, the lowest score in post-test was finding the meaning of vocabulary in context (8.9) and the highest score was the reference (9.5). It was difficult for the students to find the word which was not familiar by relating the close meaning to unfamiliar words the topic.

According to Carr & Ogle (2010), KWL Plus is strategies that help students take stocks of what they know before they dive into a reading assignment, KWL Plus also help students to organize what they have learned when they are finished reading. It can be proved by the percentage of students' result in the pre-test and post-test which increase from (52.5 % to 74.2%). According to Ruddel (1991), this strategy is used to make connection between what the students already to know and what the next is about that they will be reading. The percentage of is aspect always increased but identifying reference after the treatments were given.

According to the research conducted by Desriza Happy (2016) she found that the highest score in the pre-test was in the reference and the lowest score was vocabulary. While in the post-test the highest score were in 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 result 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.

In brief, the findings indicated that the applying Know Want Learned (KWL) Plus strategy help the students in reading comprehension, especially folklore text. It means that there is significant effect of Know Want Learned (KWL) Plus Strategy on the ability of the second year students of MTs Assyakirin Bangko Pusako in comprehending folklore text.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the discussion of data findings and discussion in the previous chapters, it can be concluded that there was an improvement in the students' ability in comprehending folklore texts while the students were given treatment using Know, Want, Learned (KWL) Plus strategy in the classroom. The improvement can be seen in

the mean score of the post-test was 74.2. Meanwhile, the mean score of the pre-test was 52.5 before they were treated. It was found that the value of t-test was 9.005 and t-table was 2.063 which interpreted that t-test was higher than t-table. It means that there was a significant effect of KWL Plus strategy on the ability of the second year students of MTs Assyakirin Bangko Pusako in comprehending folklore text.

Suggestions

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

a. Teacher
1. The English teacher should use KWL Plus strategy as one of method in teaching reading in class since the advantage have been proven that it is effective in enhancing students' reading comprehension.
2. The English teacher should understand every step well to implement KWL Plus strategy.

b. Students
1. The students should be active learner which are not only students who receive material. It means that students have significant role in teaching learning process.
2. The students should read more reading text to enhance their knowledge.

c. Other Researchers
1. This strategy actually can be used for other non-fiction materials such as report text, science, social science, and many else. Hopefully, the researcher can do further research for another material and KWL Plus strategy becomes noticeable strategy for teaching.
2. This study can enrich literature and be alternative suggestion to do further research.

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