

THE EFFECTIVENESS OF APPLYING KWL (KNOW, WANT, LEARN) STRATEGY ON READING COMPREHENSION AT SMP NEGERI 4 PEMATANGSIANTAR

¹Indra Jayanti, ²Yunita Karnelia Nasution

indradamanik@yahoo.com

Fakultas Keguruan dan Ilmu Pendidikan Universitas Simalungun

ABSTRACT

The aim of this research was to find out the effect of KWL strategy on the reading comprehension of the eight grade students at SMP NEGERI 4 PEMATANGSIANTAR in the academic year of 2021/2022. This research was conducted on May 2022. This research was classified as a true-experimental study. It involved 64 students from two groups, class VIII⁵ (32 students) as the experimental group and VIII⁶ (32 students) as the control group. The experimental group was students taught using KWL strategy where as the control group was students taught using contial technique . The data were obtained by using pre-test and post-test. The data of the pre-test and post-test of both groups were analyzed by using descriptive and inferential statistic. (SPSS 22.0). The result of the research shows that the testing hypothesis of post-test score, it is found that $t_{count}(8.63) > t_{table}(1.67)$ at the significance level $\alpha = 0.05$ and degrees of freedom (df) = 63. H_0 is rejected and H_a is accepted. So, it means that the KWL strategy effect significantly to improve students' reading comprehension at the eight grade of SMP Negei 4 Pematangsiantar academic year of 2021/2022.

Keywords: KWL, Strategy, Reading Comprehension

INTRODUCTION

The Background of Research

English is one of the international languages which used by most people around the world. In the global era, people are expected to master English so that they can communicate with other people who live in other countries. As a tool of an international communication, it should be learned by people who live in a country which uses English as a foreign language, including Indonesia.

One of the aspects that should be improved in learning language is reading. It is important to get information from every reading passage, especially in learning English. Reading is one of basic skills in English which is not simply translated word by word but need to be acquired during language course. Reading skills are necessary for students in acquiring knowledge and new information. As mentioned by (Brown, 2007) that reading is the most essential skill in the educational context as it can be the assessments for the students' general language ability.

From the preliminary observation and some interviews with the English teacher and some students at eight grade of SMP Negeri 4 Pematangsiantar, the researcher found a problem in the English teaching and learning process. The problem was related to the students' reading comprehension. The students found that understanding English texts was the most difficult subject for them. They know the meaning and message of single word in the text but they are unsuccessful to comprehend the meaning of the word combined with others to be a sentence and larger element such a texts. Also, the students don't have sufficient vocabularies and it makes them spent much time just to read texts.

Based on the problem above it is necessary to apply the method or strategies to solve students from reading problem in English in order students can read and understand meaning of every reading passage. KWL strategy is chosen to solve this problem because students develop independent skills in comprehending, composing and learning the text through KWL technique. It helps students engage with text I deliberate and purposeful (strategic) ways. Based on the reason above, the writer intends to do the research entitled: "The effectiveness of applying KWL strategy on reading comprehension at SMP Negeri 4 PematangSiantar"

The Problem of Research

Based on the background of the study is to describe, the problems are formulated in this thesis :

1. Does KWL strategy improve students' Reading?

2. What difficulties do students face in applying KWL in applying reading comprehension?

The Objective of Research

The objective of the study is "To describe whether KWL (Know, Want, Learned) strategy to improve the students' reading comprehension ability in descriptive text is effective or not at the eight grade students of SMP N 4 Pematang Siantar.

LITERATURE REVIEW

The Definition of Reading

According to (Grabe & Stoller, 2002), reading is the ability to draw meaning from the printed page and interpret this information appropriately. The essential point in reading is to understand the information. Almost everyone can read. But not everyone can read it correctly. If they understand the information and present it then they actually read.

According to (Ricahrds & Schmidt, 2002), reading perceives a written text in order to understand its contents. This can be done silently (silent reading). The understanding that results is called reading comprehension. Or saying a written text aloud (oral reading). This can be done with or without an understanding of the contents. According to (Homby, 1995), reading is act of one who read. Reading is skill or activity of getting information from books.

Based on explanation above, reading is defined as a process used by reader to know and understanding of the text and then to get the message through a written language and an interaction between reader and text. However it is not enough for the students to understand the ideas and meaning of the text itself. The students should also be able to make inference, find out the detail and factual information, checking reference word and vocabulary items. It aims to enable the students' comprehension toward the content of the passage.

The Process of Reading

According to (Tompkins, 2006) that the process of Reading:

1. Pre - Reading, is where students prepare themselves to read. They may decided or be told why they are going to read a piece of text.
2. Reading, this is where you get down to the actual reading part. The text can be delivered to students in a variety of ways.
3. Responding, Responding is where a student reacts to what they have read. most often this is through discussion.
4. Exploring, This is where students explore their new information. They may re-read part or all of the text.
5. Applying, During the applying stage students take the new knowledge they have learned and do more with it

Types of Reading

According to (Mikulucky & Jeffries, 2009) there are four part from reading:

1. Reading Scanning
Is a skill that you often use a daily life for example you might scan the list of names in a telephone directory in order to find a new number. Scanning is very high speed reading. When you scan you have a question kind, you do not every word, only the word that answer your question. Practice in scanning will help you learn to skip over unimportant words, so can read faster.
2. Skimming
Is not a simple matter or reading very fast. It is selective reading
3. Previewing and predicting
Is when you gather information about a look by examining its cover its help you to predict or make some educate question about what is the look.
4. Recognizing
Is producing a main idea in complete sentences that accurately reflects the author.

The Definition of Reading Comprehension

Reading cannot be separated with comprehension because the purpose of reading activity is to comprehend what has been read, reading is useless activity if the readers or students do not understand what they read.

According to (Nurman, 2010) stated that reading comprehension skills are important for English language learners, especially for students who learn English as a foreign language. Reading

comprehension result when the reader knows which skills and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose.

For the ideas above, it can be concluded that reading comprehending is a thinking process of comprehension a text or passage in which the reader uses code, context analysis, prior knowledge, vocabulary, language, and executive – control strategies to construct meaning what has been read in order to understand the writer’s message text in relation to extracting the requires information from it as efficiently as possible based on the reader’s needs and purpose.

Types of Reading Comprehension

Manhke and duffy in (Isnaini, 2010) state there are types of comprehension questions to measure students’ reading comprehension ; identifying topic and main idea, making inference, finding out details and factual information, checking reference words and vocabulary of context.

- a. Identifying Main Idea and Topic of a Paragraph Main idea is the author’s idea about the topic.
- b. Finding out details and factual information There are two types of detail and factual information questions.
- c. Checking the reference words Checking the reference word questions require the students to find out the concept (words or phrases mentioned earlier in the passage).
- d. Checking vocabulary in context.

Reading Comprehension Levels

Reading comprehension is considered to occur at four level of complexity. These levels are often referred to as literal level, inferential level, critical level and creative level Smith in (Westwood, 2001).

- a. Literal Level
At the literal level the basic facts are understand.
- b. Inferential level
At the inferential level the reader is able to go beyond what is written on the page add meaning or draw conclusion.
- c. Critical level
At the critical level the reader assesses the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias.
- d. Creative level
Creative level the reader can take information or ideas from what has been read and develop new ideas from them.

The Definition of Know Want to Learned Strategy

Know Want to Know Learned (KWL) is introductory strategy that provided structures for recalling what the students knows regarding a topic, niting what the students wants to know, and finally listing what has been learned and is yet to be learned (Selviana and Kisno, 2014).

According to (Lenski, 2004), KWL strategy helps children become good readers by getting them to do many of the things that good readers do. This strategy gets children to read silently with comprehension. In addition, children relate new information to what they already know then they confirm or disconfirm the information in the K column. Further, the children learn to set their own purposes for reading when they generate questions for the W column. Their reading to answer these questions helps them concentrate while they are reading as they more actively monitor their own comprehension.

The Steps of Know Want to Learn

According to (Ogle, 1986), there are some steps that should be considered in using Kwl strategy:

1. Choose a text (descriptive text)
2. Create a KWL chart. The teacher should create a chart on the blackboard or an overhead transparency.
3. Ask students to brainstorm word, terms, or phrases they associate with a topic.
4. Ask students what they want to learn about the topic.
5. Have students read the text and fill out the L column of their charts reading.
6. Discuss the information that students recored in the L column,and
7. Encourage students to research any question in the W column that were answerd by the text.

The Advantages of KWL Strategy

KWL Strategy has advantages in learning, especially in learning reading. KWL Strategy can get started by brainstorming any prior knowledge they may have on one topic which then helps them develop a curiosity on the subject and gets them interested in learning more about it (Zsabo).

The Disadvantages of KWL Strategy

KWL Strategy also has disadvantages. According to Kuller in Szabo, That is does not encourage asking question question while reading and the fact that some of background information may not be correct.

THE RESEARCH OF METHOD

The Research Design

This research is classified as quantitative Research, because the object of this Research is the writing ability at the eight grade of SMP Negeri 4 Pematang Siantar. According to Canbell & Stanley in (Arikunto, 2010), experimental research has some types; they are Pre-experimental design and True-experimental. In this research, the research used True-experimental research design. Then, (Arikunto, 2010) defined that true-experimental research design is a good design because it has two groups of learning; one group as experimental group and one group as control group. (Arikunto, 2007) defined that true-experimental group design is an experimental research design which is designed by giving treatment to experimental group but there is not treatment for control class.

The population is all particular in the group that will be researched. According to (Arikunto, 2010) population is the subject of research. The population of this Research is the eight grade students of SMP Negeri PematangSiantar. The eight grade of SMP Negeri 4 PematangSiantar has seven classes which consist of 320 students. Sample is part of population. (Arikunto, 2010) says that “if the population is more than 100, its possible to 10% - 15% or 20% - 25% or more as sample and when the population is less than 100, all population should be taken as sample”. The population is more than 100 so the researcher can takes more than 25%. This research is designed into true-experimental design by using two groups learning so that the researcher determines the sample of the research by means of Cluster Sampling Technique with two groups of experimental group and control group. So, to determine experimental group and control group from those two classes, the researcher makes lottery. The lottery is conducted by giving 7 rolling-pieces of papers where only 2 paper contained letter E and K.

The Technique of Collecting Data

1. Pre-test

Pre-test is done before implementing KWL strategy. It is to measure students' reading comprehension in descriptive text.

2. Treatment

After pre-test, the researcher gave the treatment. The researcher gave KWL chart in learning process.

3. Post-test

A post-test is implemented after using KWL strategy. The teacher gives a paper about descriptive text for each students and the teacher explained about the process of the KWL strategy.

The Technique of Analyzing Data

To analyze the data, the researcher calculating the frequency and normality of the test by using SPSS 22.0 :

There are several steps must we do in program SPSS 22.0 :

1. Frequency

In this table we can see how much the students can reach KKM

2. Statistic table

In this table we can see lot of data, for example mean. We can measure and check the effectiveness KWL strategy in reading comprehension, the researcher uses mean formula. It uses the formulate measure by (Arikunto, 2010). The formula to measure the score is:

3. Test Normality

Test of normality aims to determine whether the distribution of responses has a normal distribution or not. Test of normality was using *Kolmogorov Smirmov* formula.

4. Test of homogeneity

Test of homogeneity aims to determine whether the sample taken from the population have the same variance or do not show any significant differences from each other. Interpretation of the results of the homogeneity test is by looking at the value of Sig. (20tailed)

5. Test of Hypothesis

To analyze the posttest scores between control and experimental group, the researcher use Paired-sample T test. The purpose of this test are to find out that the KWL strategy is effect significantly on students reading comprehension or not. We can see that on t_{count} is bigger than t_{table} or lower than t_{table} at the significance level $\alpha = 0.05$. there are two condition: First, if t_{count} is bigger than t_{table} , it's mean that H_a is accepted and H_o is rejected.

RESEARCH FINDING AND DISCUSSION

The Description of Data

To gain the data, the researcher conducted pre-experimental teaching for four meetings. First meeting was used for conducting pre-test, the second was used for conducting pre-test, and the third was used for conducting treatment. At the last meeting the researcher distributed the post-test. The discussion includes the result of the tests.

The Frequency Pre - Test Control Group

Based on table 4.2, we can see the pre-test score from 32 students in control group : 2 students get score 48 (6.3%), 2 students get score 56 (6.3%), 3 students get score 60 (9.4%), 6 students get score 64 (18.8%), 3 students get score 68 (9.4%), 6 students get score 72 (18.8%), 6 students get score 76 (18.8%), 2 students get score 80 (6.3%), 2 students get score 84 (6.3%). Because of KKM in eight grade is 72 for English subject, we can see that 16 (50%) can reach the KKM in pre-test and 16 (50%) students can't reach the KKM in control group.

The Frequency Post - Test Control Group

Based on table 4.3, it found that after applying KWL stratgey, we can see the post-test score from 32 students in control group : 1 student get score 56 (3.1%), 2 students get score 60(6.3%), 7 students get score 64 (21.9%), 2 students get score 68 (6.3%), 8 students get score 72 (25.0%), 5 students get score 76 (15.6%), 4 students get score 80 (12.5%), 1 student get score 84 (3.1%), 2 students get score 88 (6.3%). Because of KKM in eight grade is 72 for English subject, we can see that 20 (62.5%) students of the control group can reach the KKM, 12 (37,5%) students in control group can't reach the KKM in this post - test.

The Statistic Pre-Test of Control Group

Based on table 4.4 shows that Mean from pre-test of control group is 68.50 with N (The total students in control group) is 32 students. The minimum score is 48 and the high score/ maximum is 84, the total score is 2192 with Std.Deviation 9242.

Based on the data we can see that the pre-test score from 32 students in control group : 2 students get score 48, 2 students get score 56, 3 students get score 60, 6 students get score 64, 3 students get score 68, 6 students get score 72, 6 students get score 76, 2 students get score 80, 2 students get score 84. The total score from pre-test of control group (SUM) is 2192 and have mean 68.50.

The Statistic Post-Test of Control Group

Also show than Mean from post-test of control group is 71.75 with N (The total students in control group) is 32 students. The minimum score is 56 and the high score/maximum is 88, the total score (SUM) is 2296 with Std.Deviation 8060.

Based on data we can see that the post - test score from 32 students in control group : 1 student get score 56, 2 students get score 60, 7 students get score 64, 2 students get score 68, 8 students get score 72, 5 students get sore 76, 4 students get score 80, 1 student get score 84,2 students get score 88. Because of KKM in eight grade is 72 for English subject, we can conclude we can see that 20 (62.5%) students of the control group can reach the KKM, 12 (37,5%) students in control group can't reach the KKM in this post-test. The total score from post-test of control group (SUM) is 2296 and have mean 71.75.

The Normality Test from Score Pre-Test of Control Group

Based on found that the pre-test score of control class is normally because Sig in pre-test is bigger than α ($0.74 > 0.05$).

The Normality Test from Score Post-Test Control Group

Based on above, it is found that the post-test scores of control groups distributed normally because Sig in post-test is bigger than a ($0.88 > 0.05$) in control group.

The Frequency Pre-Test Experimental Group

Based on table 4.9 we can see the pre-test score from 32 students in experimental group : 1 student get score 48 (3.1%), 2 students get score 56 (6.3%), 4 students get score 60 (12.5%), 4 students get score 64 (12.5%), 6 students score 68 (18.8%), 7 students get score 72 (21.9%), 3 students get score 76 (6.3%), 2 students get score 80 (6.3%), 1 student get score 84 (6.3%), 2 students get score 88 (6.3%). Because of KKM in eight grade is 72 for English subject, we can see that 15 (46.87%) students can reach KKM in pre-test of experimental group and 17 (53.12%) can't reach the KKM in pre-test.

The Frequency Post-Test Experimental Group

Based on we can see the post-test score from 32 students in experimental group : 1 student get score 60 (3.1%), 1 student get score 64 (3.1%), 2 students get score 68 (6.3%), 8 students get score 72 (25.0%), 7 students score 76 (21.9%), 7 students get score 80 (21.9%), 3 students get score 84 (9.4%), 2 students get score 88 (6.3%), 1 student get score 92 (3.1%). Because of KKM in eight grade is 72 for English subject, we can see that only 4 (12.5%) students of the experimental group can't reach the KKM, the other students of experimental group 28 (87.5%) in this group can reach the KKM in this post-test.

The Statistic Pre-Test of Experimental Group

Based on table shows that Mean from pre-test of experimental group is 69.25 with N (The total students in experimental group) is 32 students. The minimum score is 48 and the high score/maximum 88, the total score (SUM) is 2216 with Std.Deviation 9.169.

Based on the data we can see the pre-test score from 32 students in experimental group : 1 student get score 48, 2 students get score 56, 4 students get score 60, 4 students get score 64, 6 students score 68, 7 students get score 72, 3 students get score 76, 2 students get score 80, 1 student get score 84, 2 students get score 88. The total score pre-test experimental (SUM) is 2216 mean 69.25.

The Statistic Post-Test of Experimental Group

Based on table 4.12 also shows that Mean from post-test of control group is 76.50 with N (The total students in experimental group) is 32 students. The minimum score is 60 and the high score/maximum is 92, the total score (SUM) is 2448 with Std.Deviation 6947.

Based on the data we can see the post-test score from 32 students in experimental group : 1 student get score 60, 1 student get score 64, 2 students get score 68, 8 students get score 72, 7 students score 76, 7 students get score 80, 3 students get score 84, 2 students get score 88, 1 student get score 92.

Because of KKM in eight grade is 72 for English subject, we can see 28 students from 32 students of experimental group can reach the KKM in this post-test.

The total score from post-test of experimental group (SUM) is 2448 and have mean 76.50.

The Normality Pre-Test of Experimental Group

Based on above, it is found that the pre-test scores of Experimental group is distributed normally because Sig in pre-test is bigger than a ($0.167 > 0.05$).

The Normality Post-Test of Experimental Group

Based on table above, it is found that the post-test scores of experimental group is distributed normally because sig in post - test is bigger than a ($0.156 > 0.05$).

The Homogeneity Post-Test in Control and Experimental Groups

Determination of variances from several populations has the same variance or cannot be seen from the significance value. This study uses a significance level $\alpha = 0.05$. If $\text{sig} > 0.05$ then the data is declared to have the same variant and vice versa if $\text{sig} < 0.05$, then the data are declared not to have the same variant. The table above shows that $\text{sig} 0.014 > 0.05$, and then the data in the two groups have the same variant (homogeneous), meaning that the data come from the same population.

The Hypothesis Post-Test in Control and Experimental Groups

Based we can see that $t_{\text{count}} (2576) > t_{\text{table}} (1.69)$ at the significance level $\alpha = 0.05$ and degrees of freedom ($df = 31$), H_0 is rejected and H_a is accepted. It means that there are significantly and without using a KWL strategy in English subjects about descriptive text in 8th grade of SMP N 4 Pematangsiantar.

CONCLUSION

Based on the data analysis, the researcher found that KWL strategy can improve students' skill in reading the descriptive text. It is proven from the pre-test and post-test mean scores which were given. The improvement of mean score was 63 to 75. Thus, it can be concluded that the use of KWL strategy to the students at SMP Negeri 4 Pematangsiantar can improve their skill in reading the descriptive text. Moreover, the students were also given the questionnaire to know their difficulties toward KWL strategy. The data also showed that students felt that KWL strategy could help them in reading the descriptive text. that $t_{\text{count}} (2576) > t_{\text{table}} (1.69)$ at the significance level $\alpha = 0.05$ and degrees of freedom ($df = 31$), H_0 is rejected and H_a is accepted. It means that there are significantly and without using a KWL strategy in English subjects about descriptive text in 8th grade of SMP N 4 Pematangsiantar.

REFERENCES

- Brown, Clara Lee. "Strategies for making social studies texts more comprehensible for English-language learners." *The Social Studies* 98.5 (2007): 185-188.
- Grabe, William and Stoller, Fredricka L. 2002. *Teaching and Researching Reading*, London: Pearson Education Limited
- Richards, Jack C Schmidt, Richard. 2002. *Longman Dictionary of Language Teaching and Applied Linguistics*. London: Pearson Educatioun Limited.
- Homby A. S. 1995. *Oxford Advance Learner's Dictionary*. Great Britain: Oxford University Press.
- Micukulecky, B., S. (2003). *Reading power: reading for pleasure, comprehension skill, reading faster white plains*, NY: Longman
- Antoni, Nurman. (2010). Exploring EFL Teachers' strategies in Teaching Reading Comprehension. *Journal Penelitian Pendidikan*. Vol. 11. No. 2.
- Sugiyono. 2013 . *Metode Penelitian Pendidikan*, Bandung: Alfabeta
- Ogle, Donna & Carr. (1987). Using "KWL" *In the Classroom*. Retrived from
- Arikunto. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik* Ed. Revisi. Jakarta: Rineka Cipta.