THE EFFECTIVENESS OF KNOW, WNAT, LEARNED (KWL) STRATEGY TO IMPROVE READING ABILITY IN DESCRIPTIVE TEXT

Ma'ruf Nurrizal, Rosifah Hanifah

ABSTRACT

This research paper is entitled "**The Effectiveness of Know, Wnat, Learned (KWL) strategy to improve reading ability in descriptive text** (A Pre-Experimental study done in the Second grade student of junior high school)". The aim of the reseach is to know whether or not there is significant difference in the students' score before and after the treatment by using KWL strategy to imfrove their reding ability in descriptive text and to find out the students' responses through the use of KWL strategy to imfrove their reding ability in descriptive text. The population of this research is the second grade of junior SMPN 2 Banjaran, which consists of 11 class from class A to class K. The writer take 38 students' as the sample of study. The sample of this reaseach is class B. In this study there is one group, the pre-experiment based on one group pre-test – post-test design was used in this research. The results of the pre-test and post-test were there was difference score after being taught by KWL strategy and significant improvement of the students' reading ability. The aspect which was influenced the most was identifying main idea. From the computation of pre-test and post-test score the result shows that white the degree of freedom (df)= $N - 1 = 38 - 1 = 37$, at $p = .05$ of two tailed, the value of t-table = 2.042. As the derived t is bigger than that of the t-table ($3.971 > 2.021$), This means that teaching reading descriptive text using KWL strategy in the second grade of SMPN 2 Banjaran is effective and the students also like being taught with KWL strategy in learning reading descriptive text. It is also supported by the students' response in questionnaires. The result showed 38 students agree that KWL strategy helped them in understanding the material that was given by teacher, and helped them to understand and found the main ideas from a descriptive text by using KWL strategy. It means the students response is positive about KWL strategy.

Key word : *KWL strategy, Reading, descriptive text.*

THE BACKGROUND OF THE RESEARCH

Reading is one of important skills in learning English language. By reading students can get more information and knowledge, therefore learning reading is very important for students. So that they can get the accurate information from the text that they read. But not every student can get the accurate information from text that they read.

Those problems above make the student hard to get the point of what they read. Yet, teaching reading is not an easy task for some teachers. They have to find an interesting way or method or media for teaching reading. In junior high school reading is learned through some texts such as descriptive text, narrative text, recount text, procedure text, report text. One of the texts that students read in the first grade is descriptive text. Some students still have difficulty in understanding descriptive text. According Siahaan and Shinoda (2008: 89) "Descriptive text is a written English text which describes an object. The object can be stated or unstated object. It can be a person, an animal, a plant, a house, camping and the other topics".

The writer has a strategy for teaching reading of descriptive text to students is KWL (Know-Want-Learned). K-W-L strategy is a teaching strategy that focuses on the involvement of the students and the teacher to take active role in reading and learning (Ogle, 1989). According to Boss and Vaughn (1991: 154) state that KWL (Know-Want-Learned) strategy refers to what we know, what we want to find out, and what we learned and still need to learn, therefore student can focus on reading and find the information they want from the descriptive text.

The writer believes by using KWL in teaching reading, student will improve their reading ability for descriptive texts. By this strategy, student can easy to understand, find the information they want from reading descriptive text and make students more active to questioning, analyzing and evaluating which started by activating their prior knowledge. Thus, paper entitled **"The Effectiveness of KWL (Know, Want, Learned) Strategies to Improve Reading Ability for Descriptive Text".**

LITERARY REVIEW

1. K-W-L (Know, Want, Learned) strategies
K-W-L is an instructional reading strategy that is used to guide students through a text. Students begin by brainstorming everything they **Know** about a topic. This information is recorded in the K column of a K-W-L chart. Students then generate a list of questions about what they **Want to Know** about the topic. These questions are listed in the W column of the chart. During or after reading, students answer the questions that are in the W column. This new information that they have **Learned** is recorded in the L column of the K-W-L chart. (Ogle, 1986)

2. Reading
Reading is arriving at an understanding of the writer's message or constructing the meaning that a reader ''assimilates or accommodates and bear some level of agreement with the original meaning of the author'' (Brown, 2007).

3. Descriptive text
Descriptive text is a text that describes what kind of person or an object described, good shape, properties, and other numbers. Goal (purpose) of the descriptive text was clear, namely to explain, describe or disclose an individual or an object. (Karim, 2012)

RESEARCH METHODOLOGY

Research Design
The experimental reseach design have four major: pre-experimental, singel-case, randomized experimental and quasi-experimental designs. The writer uses pre-experimental design by using one group pre-test and post test methode. Acording Aek phakiti (2014:56) pre-experimental designs are more exploratory than

confirmatory in regad to making inferences about the relationship between an independent variable an dependent variable. On another hand, according to Hatch and Farhady (1982: 19-20) there are three commonly used pre-experimental design, namely; the one-shot case study (there is no control), the pre-test and post-test (a pre-test is given before instruction or treatment begin), and the intact comparison design (assign students randomly). The design is represented as follows:

$$T_1 \, X T_2$$

= T_1 = Pre-test

= X = treatment

= T_2 = Post-test

Population and Sample

In this research, population and sample have an importen role as the subject of the research. The population is one of the important elements in this research, According Arikunto (1998:115-117) population is the whole of reseach subject, while Creswell (2008:151) stated Population is a group of individuals who have the same characteristic. The population of this reseach is the second grade students of SMPN 2 BANJARAN, consist of 11 class.

Samples are part of an interconnected population as stated by Sabar (2007, in Setyawan, 2017: 99) Samples are a portion of the subjects in the studied population, which is certainly able to represent the population responsibly. In another state by kerlinger (1973:118, yusuf ,2014:150) sampling is taking any portion of a population or universe as representative of that population or universe. In this research, 38 student of the second grade students of SMPN 2 BANJARAN take the sample.

Research Instrument

In this research for collecting the data the writer uses three instruments those are pre-test, post-test and questionnaire.
● Pre-test
  Pretest is a test which is given before teaching process begin, and the pre-test is used to determine the students' initial abilities regarding the lessons delivered.
● Post -test
  Post-test is a test which is given after teaching process, post-test is the evaluation about materials at the end the lesson. In this test teacher can know about abilities students about material.
● Questionnaire
  Questionnaire is list question of a research to know respondent student about the material lesson.

FINDING and DISCUSSION

This study was purposed to answer the research question in chapter I that is: Are KWL (Know, Want, Learned) effective in teaching reading descriptive text to the second-grade students of SMPN 2 Banjaran? To answer the question, the writer used pre-test in this research. It was begun before treatment. This test was done to measure students' reading ability.

The pre-test was done on Tuesday, August 20st 2019. The post-test was conducted in the ending of the study after the writer gave the treatment to the students. It was done on Tuesday, August 28th 2019. This activity was done to find out the result of significant difference after the treatment.

With df = N — 1 = 38 —1 = 37, at p = .05 of two tailed, the value of t-table = 2.021. As the derived t is bigger than that of the t-table (3.971 > 2.021), Ho is rejected and Ha is accepted, stating that there is significant difference in the students' scores before and after the treatment KWL starategy. This means that teaching reading descriptive text using KWL strategy in the second grade of SMPN 2 Banjaran is effective.

In answering the question, the questionnaire was administered to the experimental group after the post-test done. It was done on Friday, August 30th 2019. In the questionnaire, each student was asked to answer 10 questions.

Based on the data above analysis of the research, the respond of the student who were the taugth by using KWL strategy in reading descriptive text could be seen from the students pre-test and post-test score. The students could comprehend the test and answer the question easily and it was effective to improve reading ability.

Based on the results of the pre test data, there were some students who get low score of criteria master criterion (KKM). After being given treatment using KWL strategy, students are more active in teaching and learning activities and students more easily understand the contents of reading.

And it was found that were significan difference between their pre-test score before tratment and post-test score after teatment. It could be seen from the derived t is bigger than that of the t-table (3.971 > 2.021), This means that teaching reading descriptive text using KWL strategy in the second grade of SMPN 2 Banjaran is effective.

CONCLUSIONS

After concluding the research, the writer can describe that KWL (Know, Want, Learned) strategy is one of the methode that can be used in teaching reading ability of descriptive text. The writer describes the conclusion such as:

The result of this research showed that the use of KWL (Know, Want, Learned) strategy in teaching reading descriptive text is effective. It can be seen from the result post-test computation. The data showed that post-test scores are higher than pre-test score. It means that the use KWL (Know, Want, Learned) strategy in teaching reading descriptive text has significant difference in the students' scores before and after the treatment.

Then the result of questionnaire, the writer can conclude that almost all of students like the use KWL (Know, Want, Learned) strategy in teaching and learning English especially teaching reading descriptive text. It can be shows from the questioner result in the table 4.6, the result of the seventh statements that shows 86.8%, eighth statements that shows 89.4%, ninth statements that shows 81.5% and tenth statemens that shows 92.1%. Its mean positive response from the students because they agree that it can help them to study English especially teaching reading descriptive text.

The writer takes the conclusion that the use KWL (Know, Want, Learned) strategy can motivate students in teaching and learning English. In the other conclusion, teaching reading descriptive text using KWL (Know, Want, Learned) strategy is effective to be used.

Bibliography

Arikunto, S. (1998). *Prosedur penelitian suatu pendekatan praktek*. Jakarta: Rineka Cipta.

Boss and vaught. (1991). *reading*. Retrieved from english education: http://jurnal.fkip.uns.ac.id/index.php/bhs_inggris/article/view/7912

Brown, H. D. (2007). *Teaching by Principle*. Prentice Hall Regents.

Cesswell, J. W. (2008). *Educational Research: planning, conducting and Evaluation Quantitave And Quantitave Research (2nd ed)*. New Jersey, Columbus, Ohio: Person Educational, Inc. Retrieved from http://jurnal.untad.ac.id/jurnal/index.php/ELTS/article/view/9136

Karim, A. r. (2012, 12 8). *Definition Descriptive text*. Retrieved from Rugayamana: https://rugayamanan.wordpress.com/2012/12/08/definiton-structure-and-languange-features-descriptive-narrative-procedure-report-and-recount/

Kennedy, C. E. (1995). *Methodes in Teaching Developmental Reading*. USA: West Virginia University Press. Retrieved from http://eprints.ums.ac.id/25380/15/02._JURNAL.pdf

Kerlinger, & prof. Dr. A. Muri. Yusuf, M. (2014). *Metode Penelitian Kuantitatif, kualitatif & Pene;itian Gabungan*. Jakarta: Kencana.

Ogle. (1986). *KWL strategy*. Retrieved from comprehension strategi: http://readingstrategiesjonathanolson.weebly.com/know-what-to-know-and-learned-strategy-kwl-strategy.html

Phakiti, A. (2015). *Experimental Research Methods in Language Learning Research Methodes in Linguistics*. Bloomsbury.

Sabar, R. (2007). *Pengantar Metodologi Penelitian*. Kudus: FKIP: Universitas Muria Kudus. Retrieved from https://sugithewae.wordpress.com/2012/11/13/pengertian-populasi-dan-sampel-dalam-penelitian/

Siahaan, S., & Shinoda, K. (2008). *Generic Text Structure*. Yogyakarta: Graha Ilmu. Retrieved from https://media.neliti.com/media/publications/221798-none.pdf

Sugiyono. (2014). *Metode Peneleitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta. Retrieved from http://digilib.uinsgd.ac.id/6009/4/4_BAB1.pdf