The Effect of Know What Learn (KWL) Strategy to Improve Students' Reading Comprehension in Descriptive Text at Tenth Grade SMAN Negeri 8 Tebo

Robiatul Auladiyah*[1], Martiya Nurni Khairita[2], Dodi Widia Nanda [3]

*alaudiahrobiatul@gmail.com

Faculty teacher training and education, university of
Dharmas Indonesia, Dharmasaraya, Indonesia.

Abstract

Reading comprehension is a reading activity to absorb information from the reading material and understand or know the implied meaning and meaning of the reading so that it can be conveyed properly to the reader. The research aims to find out the effect of KWL strategy to improve students' reading comprehension. This research used quantitative. Reading test was used as the instrument to taken the data. This research used two classes which is experimental class and control class. There were 14 students who registered in control class and 14 students in experiment class. The result showed the students' mean score in the post-test of the experimental class and control class, the mean score in the post-test of the experimental class was 68.29 and the mean score in the post-test of the control class was 47.93. T-test was used to answer the research question and conducted in both the experimental class and control class by used IBM SPSS 20. The result of T-test showed that the significance paired samples T-test is $0.000 < 0.05$, which mean H_0 is rejected and H_a is accepted. Thus, it is concluded that there is a significant effect of using KWL strategy to improve students' reading comprehension.

Keywords: KWL strategy, reading comprehension, descriptive text

Introduction

Reading is one of the most important skills in the process of learning English. This is a skill that students must master. In read readers can find out a lot of information especially in English education (Putri Pratiwi, 2018) explains that indication is "one of the effective learning activities for gaining knowledge. This means that reads is a process to understand text. Reading is one of the four core language skills of written communication. In written communication, language sound symbols are converted into written symbols or letters. It is understood that at the initial read level. That is primarily built and mastered.

According to (Rahmawati, 2020)which stated that reading is a language processing channel that stores information. Reading is also a channel of knowledge and adds insight. Based on the School-Based Competency Curriculum, reading has the function of understanding meaning in formal and informal written expressions in told, narrative, procedure, or descriptive text.

According to (Meisuri, 2014),descriptive text is a written English text that describes an object by the author. Objects can be real or abstract entities. It may be a human, an individual, a tree, a house and a camping ground. Understanding the meaning of words, sentences, paragraphs that are part of it is the purpose of reading descriptive text. When students are unable to understand the text well, they will have difficulty in finding the main idea and

purpose of the text.

Based on practical teaching at SMAN 8 Tebo, the students still has many difficulties in reading comprehension such as reading narrative text, so that the student's score are low. It can be seen from the result of MID of the students at tenth grade. The score of MID at tenth grade in the following table:

Table 1: The Score of Mid Semester Of Class X Ips

No	Class	Number of Students	KKM	Complete		Not complete	
				Total	%	Total	%
1	X IPS 1	17	70	11	49%	6	51%
2	X IPS 2	17		12	41%	5	59%

Source: The document from the English Teacher of class X Ips 2

The above 1 shows that the Odd Semester Daily Repeat class X IPA and X IPS Sma Negeri 8 Tebo mostly have not reached the minimum completion criteria (KKM) that has been set by the school, which is 70. This can be seen from 34 students only 23 students who reached KKM. This is due to the lack of student interst in reading text and the teaching and learning process at Sma Negeri 8 Tebo. It is because learning is less varied so students tend not to actively follow learning. Students tend to sit quietly on their seats and listen to teachers explain the subject matter so that students feel bored in class and lazy to follow the learning process.

Based on the above problems, the right techniques and strategies are needed in the process of learning to teach reading. In addition, there are many strategies that can be use this to teach reading descriptive texts; One of them is the KWL strategy. Using strategies, students will read as expert readers do, and strategies can also help readers to actively complete the text, observe their understanding, and relate what they are reading to their own knowledge and other parts of the reading text. KWL (Know-Want to Know-Learned) is a profitable strategy in many ways. According to Ogle, he also stated that this strategy can be used for brainstorming at the beginning of a lesson or unit to find out what students already know. KWL strategies can help students to monitor their understanding.

The KWL map is divided into three columns: K (What I Know), W (What I Want to Know), and L (What I've Learned). The interactive study approach also teaches students how to enhance their knowledge of a particular subject through reading, writing, analysis, and observation. Before units or science lessons, KWL charts are used to engage students in writing about what they already knew about the subject. Students also write questions about the subjects they have. Students write what they learn after reading, studying, or observing. In the first section, they also review their information to see if it needs to be revised and check to see if the lesson has answered all their questions.

Method

The type of research will be the researcher an experiment. Experiments can be interpreted as research methods based on the philosophy of potivism (Mulyadi, 2013) that will be used to examine specific populations and samples, in data collection using research instruments, data analysis is quantitative with the aim of testing hypotheses. The

*Corresponding author.
E-mail addresses: alaudiahrobiatul@gmail.com

experimental research used to find the effect of using KWL (know what learn) strategy to improve student`s reading comprehension at tenth grade of SMAN 8 Tebo. The design of this research is two group, one group is taught by using KWL strategy (experimental group) and the other group as a control class that was taught by using conventional teaching activities treatment.

Result

1.1. Normality Testing

The normality of data was used to know the data had normal distribution or not. The results of normality testing are shown in the table below:

Table 2: The result of Normality Test

Tests of Normality

class	Shapiro-Wilk		
	Statistic	df	Sig.
pre-test eksperimen	.916	14	.191
post-test eksperimen	.883	14	.064
pre-test kontrol	.966	14	.823
post-test kontrol	.913	14	.172

Based on the table above shows that, the significance of pre-test in experimental class is 0.191 and post-test is 0.64. The significance of pre-test in control class is 0.823 and post-test 0.172.So, this shows that the data has normally distribution and it can see from the significance value > 0.05.

1.2 Hypothesis Test

This section is intended to answer the research question whether KWL Strategy is effective to improve students' reading comprehension at tenth grade of SMAN 8 Tebo. T-test was used to answer the research question and conducted in both the experimental class and control class by used IBM SPSS 20. The result of t-test can be seen in table below:

Table 3: The T-test of Pre-test and Post-test Experimental Class and Control Class

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.020	.890	5.148	26	.000	20.357	3.758	12.633	2801
Equal variances not assumed			5.148	25.998	.000	20.357	3.758	12.633	28.081

*Corresponding author.
E-mail addresses: alaudiahrobiatul@gmail.com

Based on the table above, the significance independents samples T-test is sig.(2-tailed) or 0.00<0.05, which mean H_0 is rejected and H_a is accepted. So, it concluded that there is a significant effect using KWL (know, what, learn) strategy to improve students' reading comprehension at tenth grade of SMAN 8 Tebo.

Discussion

The main purpose of the present research was to know the effect of using KWL (know,what,learn) strategy to improve students' reading comprehension at tenth grade of SMAN 8 Tebo, this research proved that there is statistically difference between the students' reading comprehension with KWL strategy and conventional strategy. KWL strategy can apply in learning process to make the students easy to comprehend the text in reading comprehension.

In this research the researchers conducted three meetings. The first meeting on July 4, 2022 the researchers give pre-test in the experimental class and control class. The second meeting, the researchers give treatment used KWL strategy in the experimental class and used conventional strategy in the control class. The last meeting the researchers give post-test in the experimental class and control class.

After doing research in the experimental class and control class it can be obtained the result pre-test and post-test data in the both class. The result of post-test can be seen in table 4. The mean score in experimental class was 68.29 and the mean score in control class was 47.93. Furthermore, the result of pre-test and post-test data was tasted normality. The normality test result of pre-test and post-test data obtained significance>0.05, so that the data are normally distributed.

After the data is normally distributed, then there was the homogeneity test by taken post-test score from the experimental class and control class. The result of homogeneity test from experimental class and control class is significance 0.522>0.05. After data homogenous, then there was hypothesis tasted used Independent sample T-test. The result of T-test is Significance 2-tailed(0.000) < 0.05, it means that has effect using KWL strategy to improve students' reading comprehension at tenth grade of SMAN 8 Tebo. According to,Donna Ogle described KWL as a three-step teaching method to direct and empower children while reading.KWL strategy was effective strategy to improve students' reading comprehension.. So, it conclude that KWL strategy has effect for reading comprehension and it can be seen in result of posttest *(see table 4)*experimental class and control class.

Conclusion

Based on the finding and discussion in chapter IV, it can be conclude that using KWL strategy for students' reading comprehension at tenth grade of SMAN 8 Tebo is Effective. It is provided by obtained score of t-test. The t-test show that the significance independent samples T-test is 0.125<0.05, which mean H_0 is rejected and H_a is accepted. So, there is significance difference in score between students in experimental class and control class who are taught KWL strategy. The average of post-test experimental class is 68.29 and the average of control class is 47.93. So, KWL strategy is effective to improve students' reading comprehension at tenth grade of SMAN 8 Tebo.

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*Corresponding author.
E-mail addresses: alaudiahrobiatul@gmail.com

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*Corresponding author.
E-mail addresses: alaudiahrobiatul@gmail.com