

IMPLEMENTING KWL STRATEGY TO IMPROVE THE STUDENTS' ENGLISH SPEAKING SKILL

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ABSTRAK

Penelitian ini dilaksanakan dalam usaha untuk meningkatkan keterampilan berbicara melalui strategi tahu atau *know*, Ingin atau *want*, dan yang telah dipelajari atau *learned* (KWL) untuk mahasiswa Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Mahasaraswati Denpasar. Penelitian tindakan kelas ini pada dasarnya dipicu oleh fakta bahwa subjek yang diteliti masih menghadapi masalah dalam keterampilan berbicara. Penelitian tindakan kelas ini memanfaatkan desain pre-test dan post-test dengan menggunakan analisis deskriptif dan kuantitatif. Nilai rata-rata untuk siklus I dan siklus II menunjukkan angka rata-rata yang meningkat secara signifikan. Selanjutnya, perbedaan signifikan ini berarti bahwa siklus II lebih efektif daripada siklus I. Hasil analisis skor kuesioner jelas menunjukkan bahwa sikap dan motivasi dari subyek penelitian meningkat ketika belajar keterampilan berbicara melalui strategi KWL.

Kata kunci : Meningkatkan , KWL , Keterampilan Berbicara

ABSTRACT

The present study was conducted to attempt at improving Speaking skill through Know, Want, and Learned (KWL) strategy to the students of English Study Program, Faculty of Teacher Training and Education, Mahasaraswati Denpasar. The present classroom action study was basically triggered by the fact that the subjects under study still faced problem in speaking skill. The present classroom action study made use of pre-test and post-test research design with descriptive and quantitative analysis. The grand mean figures for cycle I and cycle II showed the significantly increasing mean figures. The significant difference mean figure further suggests that cycle II was more effective than cycle I. The results of the analysis of the questionnaire scores clearly showed the subjects' attitudes and motivation in improving speaking skill through KWL strategy.

Keywords: Improving, KWL, Speaking Skill

BACKGROUND

English is considered internationally as a means of communication. People compete strongly throughout the world to survive, due to the rapid development of science and technology. To be globally competitive, the need of English mastery becomes highly important. In Indonesia, English is the first foreign language which is

taught as a compulsory subject in the schools, from the junior high school until university level. This is done in order the Indonesian students have sufficient knowledge to compete in various professional employment sectors.

The teaching method that is recommended to be used in teaching English in Indonesia is communicative teaching

method and the students are expected to have a good mastery in four language skills, such as: listening, speaking, reading, and writing. Speaking is one of the most important language skills to be mastered in order to be able to communicate effectively. Speaking is an interactive process of contacting meaning that involves producing and receiving and also processing information (Burns 2009:6)

Hybel (2001:45) states that speaking is the way to give information to someone and also the way to express the idea to other person. Speaking usually happens spontaneously; however it is always not unpredictable. Moreover, (Richards 2008:19) states that speaking is an important language skill for the students to express their thought, ideas, opinion and knowledge so that they can retain them and use them for their daily life communication. In addition, Harmer (2001: 87-88) states that students should have a good speaking skill to be able to perform various language tasks.

Based on the observation to the students under study, speaking is one of the most difficult skill for the students because to be able to speak well, the students need to have a good ability in grammar, pronunciation, vocabulary and comprehension. It was also found that conventional teaching methods were dominantly used in teaching speaking. Then, the great attention should be contributed to these problems. This study concerns on how to solve those problems. The researcher made use of KWL strategy to improve the students' speaking skill.

KWL strategy is not a new strategy of language learning. Its principles had been applied by language teachers for many years. The KWL strategy is usually used by language teachers to teach various contextual topics in reading classes. However, in the present study the researcher used the KWL strategy in teaching speaking as an alternative

solution to improve the students' speaking skill and as the way to make students eager to keep learning speaking.

Research Method

According to Harmer (2007:344-355), it is stated that action research is the name given to a series of procedures teachers can engage in either because they wish to improve aspects of their teaching or because they wish to evaluate the series and/or appropriacy of certain activities and procedures. This study was expected to give solution for the students in learning speaking skill.

The research design of this study was Classroom Action Research (CAR) where in this research consisted of some cycles and some sessions and every cycle consisted of (1) Planning (2) Action (3) Observation (4) Reflection.

Initial reflection was in the form of pre-test which has been conducted before the teaching sessions. This test was intended to measure the students' pre-existing in speaking. In this step, the students' difficulties or problem in speaking basis expression. The pre-test was carried out as follows: 1) distributing the test to the students, 2) asking them to do prepare what they want to say, 3) observing the students when they were working, 4) keep attention to the students who is speaking in front of the class, and 5) evaluating the students' result. The result of the pre-test used to measure the prior knowledge and the problems of the students as well as the basis to make the next test and also the researcher tried to solve for those problems.

Before the present classroom action research could be successfully carried out, the researcher had to prepare instructional planning for all sessions. In order to achieve the objective of the present classroom action research, the researcher planned the

instructional activities by doing the following: (1) selecting and preparing a series of teaching material which were appropriately used in the teaching speaking that could solve the problem faced by students, (2) preparing pre-test, observation sheets, and questionnaires, (3) designing the material namely retelling activity, observation sheet, and achievement test, (4) constructing post test to measure the students' mastery in speaking skill, (5) constructing questionnaire which was prepared to find out the students responses toward the application of the KWL strategy in studying English.

The researcher attempted to manage and conduct the classroom activities with the previous plan than the objective of teaching speaking skill for each session can be most effectively and efficiently attained. What the researcher did successfully in the classroom in every session was based on the KWL strategy. The researcher classified the activities into three phases in each session; those were pre-activity, whilst-activity, and post-activity. Those activities and their respective goals can be described as follows:

In pre activity, the teacher greeted the students by saying "Good morning students; how are you today?" and also checked students' attendance list. The researcher as the teacher tried to active and focus the students attention and mutual interest by giving some general leading questions about the topic is being taught. The objective was to built up the students' interest and motivation.

In whilst-activity, the researcher conducted the data that use for KWL strategy. Next, the researcher gave the students a sheet that form of three column and shared the topic that each group got. They would discuss the material and share their opinions and suggestions together. Then they would put the information that they knew and the

information what they had got in the each column.

Post-activity was the end of the teaching and learning process. This post-activity was actually intended to measure the progress the students' ability in English after being taught by KWL strategy. During the post-activity, the researcher summarized the lesson which had been already discussed. In classroom action research, the researcher behaved as a classroom teacher as well as an observer. The observation was intended to determine if there was positive responses on the implementation of KWL. It was important because by doing observation the researcher would know about happened in the class.

In reflection, the researcher analyzed the action based on the result of the observation and post-test. The result of the observation in each session and post-test in each cycle was used as input to improve the next action in the next session. From the reflection, the researcher could take decision whether the action would be continued or stopped. Besides, if the students' speaking skill did not improve well, this result of reflection gave the case for the researcher about the reason why the treatment of the study was not optimal and successful in solving the students' problems especially in speaking skill.

In order to collect the data needed for this present study, the research instrument should be constructed. Instrument had important role for the researcher in the process of gaining data. In collecting data, there were two instruments which were used by the researcher, such as: tests and questionnaire. The intended data in this study were collected by using initial reflection (pre-test), reflection (post-test), and questionnaire. The students' score that could be collected by the students in pre-test and first post-test until

last post test shows the data. The pre-test was obtained from the questionnaire and the researcher observation sheet made by the researcher in the cycles and the form of post-test was taken from the questionnaire given to the students by the end of the last cycle.

The researcher obtained some kinds of data while doing her observation in order to gain the result of her research. The first one was obtained from the pre-test and post test. The second one was obtained from the questionnaire. Both of two kinds of the data were gathered to collect the scores after doing the research. In this process, the mean score showed the level of English speaking achievement of the students after following the teaching and learning process through the method which was applied by the researcher. To know the score of the students' participation, skill of the students, and their ability in speaking skill, the researcher analyzed descriptively by using the mean score formula and success indicator formula.

DISCUSSION OF RESEARCH FINDINGS

The objectives of the present study were to improve the speaking skill of third semester students of English Study program, FKIP Universitas Mahasaraswati Denpasar and to figure out the use of KWL strategy in teaching speaking skill. The data were collected by administering valid and reliable research instrument which consisted of pre-test, post tests, and questionnaire. The post tests and the questionnaire were administered during cycle 1, and cycle 2 to get the factual result on the speaking skill through KWL strategy.

Before the technique was implemented, the data collection was done by administering pre-test. This pre-test was administered to know the basic ability of the students understudy in speaking ability. The result of the pre test showed low pre-existing

ability in speaking. Therefore treatments were conducted in the from classroom action study by utilizing KWL strategy. The result of the data administered showed that there was improvement in the students' speaking skill. Before giving the treatment, the result of pre-test was 5.50. This indicated that the students' writing skill was still low.

There were also two cycles conducted in this study where every cycle had two sessions. The result of data analysis in cycle I and cycle II showed the mean figures of 70.50 and 80.30 respectively. By calculating the summary of the mean score of each cycle, it could be found the grand mean score of cycle I and cycle II. These findings clearly showed that the mean score of the pre-test which was done in initial reflection was much lower than both in cycle I and cycle II. Clearly, the findings of the present classroom action study revealed that the speaking skill of the students understudy could be improved by implementing KWL strategy.

The other results were from questionnaire administration. The percentage was 48.53% for the students who strongly agreed to the implementation of the technique, 46.33% for the students who agreed to the implementation, 4.91% for the students who less agreed to the technique, and 0.22% for students who did not agree to the technique. From those percentages, it could be stated that the technique implemented was well responded by the students.

In cycle I, there were four steps in this cycle; planning, action, observation, reflection. Here, the researcher constructed lesson plan which had 80 minutes of implementation. The first step was planning which was continued by the second step which was action. The researcher did the teaching learning process based on the plan that was written in lesson plan. The researcher asked the students to practice speaking skill,

and then administered the post-test to know the students' improvement in speaking skill.

Cycle II was conducted based on the revision of cycle I. In cycle II, there were four steps which were done as same as the steps in cycle I. In planning, the researcher prepared the topic of speaking activities, designed the lesson plan, constructed post-test and questionnaire. In action and observation, KWL strategy was used in teaching learning process. The researcher did the teaching learning process based on the lesson plan that had been designed. At last, in reflection, the researcher administered the post-test in the last session of cycle II. These steps were repeated in two sessions where the time of each session was 80 minutes.

It could be stated that the research problem of this study was clearly answered. The objectives of this study which were used to improve the speaking skill of the students through KWL strategy was considered being successful.

CONCLUSION

The main data required for the present classroom action study were collected through administering pre-test and post-test to the subjects under study. Supporting data were obtained by means of administering questionnaire at the end of the cycle. The mean figure of pre-test which was done in initial reflection was clearly pointed out that the speaking skill of the students under study was extremely low. The established mean figure for each cycle of the present study was much higher than the pre-test mean figure. The findings of the present study convincingly revealed that KWL could be used to improve the students' speaking skill. In addition, the result of the percentage analysis of questionnaire scores was clearly

shown significant improvement in the students' learning motivation in learning speaking during the implementation of KWL strategy. Therefore, these findings clearly suggested that improving speaking skill through KWL strategy was highly effective.

In accordance with the objective of class action research, the findings of the present classroom study could not be extended and generalized to other groups of students even though they belonged to the same school. This was on account of the fact that an action classroom study was mainly undertaken for helping particular groups of students who had problems in speaking. Therefore, the findings of the present study were merely predominantly valid and reliable for the students under study.

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