

## The effect of Know, Want, and Learn (KWL) strategy with Prezi on students' reading narrative text at SMKN 1 Labang

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**Abstract:** The purpose of this research is to know that KWL (Know, Want To Know, and Learn) can improve students' understanding and can be implemented in reading class. Reading as one of the skills to be performed elsewhere. There are some texts that must be mastered in reading skills, one of them is the narrative text. Narrative text is a series or story that is imaginative, in the context of narrative text students may be difficult, students can only read but do not understand what is written from the text they read. Therefore KWL with prezi is one of the best strategies suitable for the 11<sup>th</sup> grade students to be more active and easier in learning to read comprehension. The object of the study was to find the KWL technique with prezi effectively in writing narrative texts. The sample of this research is eleventh grade of SMKN 1 Labang that is class RPL.1 as a control class, and class RPL.2 as an experiment class. Each class consists of 20 students. The method used in this research is quantitative method. In addition, the design used was quasi experimental research, and the instrument of this study was a written test. Significant influence was shown by the average post-test students in the experimental class treated with KWL with prezi technique greater than the post-test average in the control group class that was not treated with the KWL with prezi technique.

**Keywords:** *KWL with Prezi, Reading, Narrative text*

Language is a communication tool for making human interaction. People communicate and interact with others using language. In some English communicates it has become an international language most people in the world use English to communicate with other who have different languages. Therefore English is very important to be taught and learned by a student. In learning English there are four skills

namely : speaking, writing, listening and reading. In this sense the writer especially discuss about reading. Reading which is one of English skills is more difficult activity for the student. It basically means pronouncing the word loudly and understanding the idea conveyed in the text. Moreover, reading is the eye working processes that transfers information into the brain. Harmer (1985) cited in (Hamid, Rahman, & Atmowardoyo, 2016) states that reading as an exercise dominated by the eyes and the brain. Furthermore, reading is an essential skill that supports students in teaching and learning process, national examination, even in proficiencies test (TOEFL and IELTS). It means that reading not only tells about how to recognize some codes and know how to pronounce it, but also emphasizes about how to comprehend the meaning of the text (Nunan & Linse, 2015) cited in (Maulida, Cut Intan; Gani, Sofyan A, 2016).

Many students in SMKN 1 Labang made some mistake and faced difficulties to build and develop their imagination. In the other word, the teacher should be able to used appropriate techniques in teaching that can increase student's writing skill.

There are many technique could be applied to increase students' ability. According Olge, D.M. 1986. KWL is a teaching model that develops active reading of narrative text. Teaching reading by using KWL strategy is good in learning process because the pupil's ability to use the KWL strategy further increases in reading, in the chapter with students who previously still use the KWL strategy. And the first technique with narrative text is also effective in student reading, because the narrative text has several aspect, based on Refaldi (2010:385), such as of material signs, the meaningful discourse, the interesting story, and social funcion.

Based on the statements above, the researcher would like to conduct this research by the title "The Effect of Know, Want, and Learn (KWL) Strategy With Prezi On Student's Reading Narrative Text At The Eight Grade Student Of SMKN 1 Labang. While this research aim the student's taught by using KWL strategy on the student's reading of narrative text at the Eight Grade in SMKN 1 Labang.

## **REVIEW OF THE LITERATURE**

Teaching reading is strategy, it is important to help students to construct meaning from text. Farrell (2009) cited (Maulida & Gani, 2016) mentioned that reading strategies show how students make sense of what they read and what they have to do when they do not understand a passage. Reading strategy allows students to organize, elaborate and understand information from a text or passage (Natsir & Anisati, 2016). Therefore, the students must be trained to use the appropriate reading strategy. It also requires teachers to understant about their lesson, before he or she explained the material, they must planning that the learning process is running well. As a skill in language learning, reading offers many people in the world to know others idea about

several things as a way to communicate indirectly with some distances (Nunan & Linse, 2015) cited in (Maulida, Cut Intan; Gani, Sofyan A, 2016).

The social function of narrative text can be cultural value, a crisis point in problem of the story, and also the way to behave and solve the problem besides, as the narrative text is written in past verbs.

There are some steps of scaffolding technique those are:

- a. The K column children relate new information to what they already know when they confirm or disconfirm the information.
- b. Further the W column, the children learn to set their own purposes for reading when they generate questions. Their reading to answer these questions helps them concentrate while they are reading as they more actively monitor their own comprehension.
- c. The L column affords students the opportunity to summarize what they read. When they put the information in their own words, they better understand what they know and what they do not know. This helps them move into a possible next step which involves having them generate more questions and use a variety of resources to learn more information.

## METHODS

In this research, the researcher used quantitative research design. (Creswell, 2014) defines that quantitative research is an approach for testing objective theories by examining the relationship between variables. These variables can be measured typically on instruments, so that numerical data can be analyzed by using statistical procedures.

There are some types of quantitative research design. One of them is Experimental research, experimental research design measures the effect of one manipulated and control (independent) variable to another (dependent) variable.

(Latief, 2015) Some of the types of Experimental research design are: true experimental research, quasi-experimental research, pre experimental research, and factorial design. In this research, the researcher used quasi-experimental research. In addition, (Latief, 2015) states that in educational settings, very often it is not possible to select the sample randomly out of all the population students and assign to different classes therefore, the researcher used two classrooms to test one become the experimental group, and another one becomes a control group.

The population in this study was the eleventh Grade senior high school at SMKN 1 Labang consist of 9 classes totaling 210 students. And the sample of this research are XI.RPL.1 consist of 20 students and XI.RPL.2 consist of 20 students.

The instrument used to collect the data, the researcher gave the task to know the students reading ability before and after giving the treatment, the test for the

instrument was reading task, the researcher ask the students to make a paragraph of narrative text, but before the task for the instrument the researcher make sure the task valid and reliable. Before the task given in pre-test the researcher gave try out to TKJ.1 Class of eleventh grade of SMKN 1 Labang it consist of 20 students, and The result of validation found that the question of the test are good, it is proved by the score of the instrument that was given by validator, the validator in this research was Mr, Yuswanto as a the first advisor. And the result of the calculation of reliability using SPSS. The cronbach's alpha was 0.848, therefor, the the alpha value of the instrument was higher than the r-table, while r-table was 0.444. It can be conclude that the instrument was good or the instrument was reliable.

In this research for getting the data the researcher gave pre-test and post-test. After collecting data through pre-test and post-test, the researcher will analyze the data of students' reading ability, the researcher analyzes the data by using ANCOVA to know whether it is significantly different about the student's ability before and after using Scaffolding techniques.

The researcher used the ANCOVA calculation to analyze data assisted by SPSS program statistical accent for social science for windows 23. The results of analyzing data were used to know whether or not there is a significant effect of using Scaffolding technique on students reading ability.

## RESULT AND DISCUSSIONS

In this research, the researcher gate data from the pretest and posttest of the research on the students reading ability at the eight grade of SMKN 1 Labang. The test consists of an essay by writing test. The researcher used two classes as experimental group and control group there are RPL.1 class and RPL.2 class. RPL.2 class become an experimental group which was consist of 20 students, and the RPL.1 class become control group which wasconsist of 20 students. The type to get the result of the data those are pretest, treatment, and post-test both of experimental and control group. For this case, the ANCOVA was applied because the formola of quasi was using ANCOVA, beside that the researcher want to know the effect of a treatment on dependent variable.

The researcher done pre-test in control group one meeting and in the experimental one meeting, while the treatment in the experimental group was done twice, trearment in experimental group teach by using KWL strategy, and the treatment in control group was done twice it was teach without using KWL strategy, while the post-test was done one meeting in control group and in the experimental group.

The hypothesis testing aims to know the effectiveness of KWL strategy in students' reading ability. whether there is significant differences students' reading ability before and after using KWL strategy. In this research the researcher test two hypothesis:

(H<sub>0</sub>) : The students taught by using scaffolding techniques get low score in post-test than score in pre-test score in writing of descriptive text at the eighth grade of SMKN 1 Labang.

(H<sub>a</sub>): The students taught by using scaffolding techniques gain better post-test score than pre-test score in writing of descriptive text at the eleventh grade of SMKN 1 Labang.

Based on the data analysis by using Analysis of Covariance (ANCOVA) test from SPSS 23, the result of ANCOVA test from p-value was 0.000. It is lower than the level of significant 0.05. If p-value < from the level of significance 0.05.

It means that H<sub>a</sub> was accepted and H<sub>0</sub> was rejected. It can be concluded that the students taught by using KWL strategy have the better achievement on reading ability narrative text at the eleventh grade of SMKN 1 Labang. Therefore,

Therefore, it showed that there was an effect of KWL strategy in students' reading ability for the eleventh grade of SMKN 1 Labang. Jared et.al (1997) cited in (Hamid, Rahman, & Atmowardoyo, 2016) states that the KWL strategy is strategies that create students' to enhance reading comprehension in content areas. Moreover, Ogle (1986) cited in (Hamid, Rahman, & Atmowardoyo, 2016) states that KWL is an instructional reading strategy that is used to guide students through a text.

1. According to Fengjuan (2010) cited in (Mardiana, 2016) reading is a process which involves the interaction between the reader and the text. In reading a text, the reader needs to precede the information that he or she gets from the text into his or her brain. A good reader is not only a good thing but must also be able to understand the content of what he read., such as the researcher teach about narrative text step by step. In the first treatment the researcher was done six step those are: Reading technique scanning. Scanning through the text is a reading strategy that is used for getting some specific points by looking at the whole text.
2. Reading technique skimming. This reading technique is used for getting the gist of the whole text lead. We generally use this technique at the time of reading newspaper or magazine. Under this technique, we read quickly to get the main points, and skip over the detail. It is useful in getting a preview of a passage before reading it in detail or reviving understandings of a passage after reading in detail.
3. Active reading style. Active reading aims to get an in-depth understanding of the text. Under this technique, the reader actively involved with the text while reading it. Getting in depth knowledge on the text at hand is not possible by reading to skim through or scan through the text.

4. Detail reading.

This technique is used for extracting information accurately from the whole text. Under this technique, we read every word for understanding the meaning of the text. In this careful reading, we can skim the text first for getting a general idea and then go back to read in detail. We can use a dictionary to find the meaning of every unfamiliar word.

5. Speed reading

Speed reading is actually combination of various reading methods. The aim of speed reading is basically to increase the reading speed without compromising the understanding of the text reading.

There are three stages of treatment. The first the researcher teaches step by step and the students pay attention about the explanation. Second is about motivation, in this section the researcher gave some motivation in order to the students would study hard. The third is to gave simply the task, in this section the researcher gave the task about descriptive text, the researcher ask the students to make a narrative text about their idol. The last setion was provide some direction, the researcher provide some direction such as how to make a narrative text, and the students followed the researcher explain it.

According to Riswanto (2017) decide that Know, Want, Learned (KWL) strategy is effective to use improving students' reading. This strategy gets children to read silently with comprehension.

## CONCLUSION

The researcher found some conclusion that teaching using KWL strategy has effect students reading ability than teaching not using KWL strategy in reading narrative text at the eleventh grade of SMKN 1 Labang.

Data shown the improvement from mean pre-test and post-test. Wich is pre-test score was lower than post-test score, to know that was a significant difference from students reading ability before and after giving treatment by using KWL strategy. It can be seen from the pre-test and post-test score. The data showed the difference between the control group and experiment group. The result of ANCOVA the data show that p-value was 0.000 it lower than the level of significant, and the level of significant was 0.05, it mean that  $H_a$  accepted and  $H_o$  was rejected,  $H_a$  was the students taught by using KWL strategy gain better post-test score than pre-test score in reading of narrative text at the eleventh grade of SMKN 1 Labang, while  $H_o$  was the students taught by using KWL strategy get low score in post-test than score in pre-test in reading of narrative text at the eleventh grade of SMKN 1 Labang.

The researcher gave some suggestion for the teacher, students, and the researcher:

Students always need some techniques to make learning process more interesting, and effective, as an English teacher must prepare our techniques before we teach in the class, one of the techniques is KWL strategy in narrative text material, because the KWL strategy is good to applied in the learning process.

The teacher should be more creative in reading activity, KWL strategy can help the students reading narrative text, because teacher will teach step by step until the student goal. The researcher intend to conduct the research more data is about the effect of KWL strategy for teaching reading of narrative text. the researcher hopes that the next researcher carry further investigation to find something new that will make more interesting.

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