

The Use Of K-W-L (Know-Want-Learn) Strategy to Improve Students' Reading Skill in Descriptive Text for the Eighth Grade Students of SMPN 1 Pecangaan Jepara in Academic Year of 2017/2018

Indah Kusumaningrum, M. Wahyu Widiyanto

Universitas PGRI Semarang

Abstract

The objectives of the research are: (1) to find out the students' reading skill taught by using K-W-L strategy, (2) to find out the students' reading skill taught without by using K-W-L strategy, (3) to find out the significant difference on the students' reading skill taught by using K-W-L strategy and taught without by using K-W-L strategy. This type of the research was quantitative research. The research design applied by the researcher was quasi experimental. The population of this research was all of eighth grade students in SMP N 1 Pecangaan Jepara in the academic year 2017/2018. The samples of this study were class VIIIA consists 32 students and VIIIB consists 32 students. The instrument used to collect the data was a test that contains 30 multiple choice test. All of students are given pre-test and post-test for each group. The result of this research shows that (1) the students' reading skill taught by using K-W-L strategy in criteria as good. It shown by the mean of post-test was 86.22, (2) the students' reading skill taught without by using K-W-L strategy in criteria as adequate. It shown by the mean of post-test was 75.91, and (3) thus, the difference between the students' reading skill taught with and without using K-W-L strategy was significant. It can be seen in the result t-test score was 8.73 with t-table significance 5% it was 1.67. The result of the t-test was higher than t-table. So, there is a significant difference between improving students' reading skill taught with and taught without by using K-W-L strategy. It means that the students taught by using K-W-L strategy were better than the students taught without by using K-W-L strategy. From the research above, the researcher suggests that to improve the students' reading skill by using K-W-L strategy, the students have to read a lot of reading texts, and try to comprehend the text. For the teacher, it would be better if the teacher can apply the strategies of teaching reading, especially for reading skill as a facilitator, motivator, and administrator.

Keywords: *Reading Skill, K-W-L Strategy, Descriptive Text.*

Introduction

Language is a means of communication used by people to deliver information, express their ideas, feelings, and etc. There are many different languages in the world, which is used by different countries. Every country has characteristic language to show their own countries. As we know that English is one of International languages to communicate with people between the various countries or groups of people in the world. English has function as a means to communicate in the daily communication, to get knowledge, to make interpersonal communication, to share information and to enjoy language lesson in English culture. In Indonesia, English language has an important role in educational world. So it puts English in curriculum of their education at program.

There are four language skills that should be mastered by language learner. They are listening, speaking, reading, and writing. These skills are relating each other's and cannot be separated. Reading is one of important skills to get message, understand the meaning of the text delivered by writer. The process of reading is guessing and understanding the ideas and receiving the message from the reading text being

read. After reading, the reader should understand the writer's message or important information stated in the text whether specific information or general information. In the other words, the students required reading skill to accomplish their study. According to Grabe (2010:4) "Reading is something many of us take for granted." It means that when people read as much as possible, they are get knowledge to delivered by the others. In addition, reading can opens up new words, it can make us rich of knowledge. According to Johnson (2008:4), "Reading is a constantly developing skill. It means that when people reading by practicing, they are encourage their skills."

In mastering reading skill, students usually have some difficulties. One of them are students' reading skill is still low. For example, the students do not understand the meaning or purpose of the text. They also do not uderstand what they read and could not answer the question based on the text. Therefore, the teacher must have the best strategy to facing this problem especially when teaching reading. One kind of the strategy that can be used is K-W-L. It is a method done by Know, Want, Learn.

K-W-L strategy enables students to explore what they know, what they want to know, and what they learn about a topic. By this strategy, students activate their own personal background knowledge, predict about the information they expect to find in the reading material, and take notes related to the information gained. Each of these tasks supports their skill as they prepare to read, as they read, and after they read. The design of this research was an experimental research. The purpose of this research was to know whether or not there was a significant effect of using K-W-L (Know-Want-Learn) strategy in teaching reading. Therefore, this technique could be a solution to improve students' achievement in reading skill. The researcher choose SMP N 1 Pecangaan Jepara because this school is one of favourite school in Jepara. It gets numerous achievements in many competitions such as sports, arts, and etc. It also has complete facilities to support the teaching and learning process. Beside that, the researcher feels sure that the research will be succeeded because the students are smart and discipline. Based on the background of the research, the researcher formulates the statements of the problem as follows:

1. To what extent is the students' reading skill taught by using K-W-L strategy?
2. To what extent is the students' reading skill taught without by using K-W-L strategy?
3. Is there any significant difference of the students' reading skill taught by using K-W-L strategy and taught without by using K-W-L strategy?

Review of Related Theories

General Concept of Reading

Reading is one of important skills to get message, understand the meaning of the text. According to Grabe and Stoller (2002:9), reading can be defined as the ability to draw meaning from the printed page and interpret this information appropriately. Reading is also an interaction between the reader and the writer. The text provides information that the author wants the reader to understand in certain ways. The reader also brings a wide range of background knowledge to reading, and the reader actively constructs the meaning of the text by comprehending what the writer intends and interpreting it in terms of the background knowledge activated by the reader (Grabe 2010:15). According to

Johnson (2008:3) “Reading is the practice of using text to create meaning.” Reading is a constantly developing skill. Like any skill, we get better at reading by practicing. And conversely, if we do not practice, we will not get better and our skills may deteriorate. Based on the definitions above, the researcher could conclude that reading is a process of receiving to get a message and understanding the meaning from the text delivered by the writer.

The Purpose of Reading

According to Grabe and Stoller (2002:19) “Reading is always purposeful not only in the sense that readers read in different ways based on the reading purposes, but also in the sense that any motivation to read a given text is triggered by some individual purpose or task, whether imposed externally or internally.”

The purpose of reading (Grabe and Stoller: 2002:13)

1. Reading to search for simple information and reading to skim
2. Reading to learn from the text
3. Reading to integrate information, write and criticize text.
4. Reading for general comprehension

Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming meaning representation of main ideas, and efficient coordination of many processes under very limited constraints.

The Principles of Reading

Reading is one of the four language components that should be mastered by students. It could be defined as the ability to examine words and absorb the information within the cognitive process of understanding a written linguistic message and to examine and grasp the meaning of written or printed characters, words or sentences. Reading is a complex process to interpret the information from reading text appropriately. Reading has many principles and there is a process involving word recognition, comprehension, fluency, and motivation.

According to Harmer (2007:101), reading has many principles, they are:

1. Encourage students to read as often and as much as possible. The more students read the better they learn to think in English. Everything we do should

encourage them to read extensively as well.

2. Students need to be engaged with what they are reading. When students are reading extensively, they should be involved in joyful reading that is the teacher try to help them get much pleasure in reading.
3. Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction). It is important for student to study reading texts in class in order to find out such things as the way they use language, the numbers of paragraph they contain. But the meaning, the message of the text, is just as important as this.
4. Prediction is a major factor in reading. When we read texts in our own language, we frequently have a good idea of the content before we actually start reading. In class teacher should give students 'hints' so that they also have a chance to predict what is coming.
5. Match the task to the topic when using intensive reading texts. We need to choose good reading tasks, the right kind of question, appropriate activities before,

during and after reading, and useful study exploitation.

6. Good teachers exploit reading texts to the full. Any reading text is full of sentences, words, ideas, descriptions, etc. It doesn't make sense, in class, just to get students to read and then drop it and move on to something else. Good teachers integrate reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activation and using a range of activities to bring the text to life.

Based on the principles above, the students must learnt to read in order to be able to read to learn. It must be regarded as an act of communication. There is a communicator, message, and recipient of the message. Teacher should exploit reading text in order to made students more interested in reading. Students' interested in reading automatically to increase their language achievement.

The Importance of Reading

The importance of reading in website (www.learn-to-read-prince-george.com) consist of three importance of reading, there are:

- 1). Reading is fundamental to function in today's society. There are many adults who cannot read well enough to understand the instructions on a medicine bottle. That is a scary thought - especially for their children. Filling out applications becomes impossible without help. Reading road or warning signs is difficult. Even following a map becomes a chore. Day-to-day activities that many people take for granted become a source of frustration, anger and fear.
- 2). Reading is a vital skill in finding a good job. Many well-paying jobs require reading as a part of job performance. There are reports and memos which must be read and responded to. Poor reading skills increases the amount of time it takes to absorb and react in the workplace. A person is limited in what they can accomplish without good reading and comprehension skills.
- 3). Reading is important because it develops the mind. The mind is a muscle. It needs exercise. Understanding the written word is one way the mind grows in its ability. Teaching young children to read helps them develop their language skills. It also helps them learn to listen. Everybody wants to talk, but few can

really listen. Lack of listening skills can result in major misunderstandings which can lead to job loss, marriage breakup, and other disasters - small and great. Reading helps children [and adults] focus on what someone else is communicating.

General Concept of K-W-L Strategy

K-W-L Strategy

KWL is one of the most widely recognized graphic organizers and instructional strategies developed by Donna Ogle in 1986. K-W-L is an instructional reading technique to aid the teaching of reading. It uses graphic organizer namely KWL chart to help the students record their thinking process before, during, and after reading. KWL represents a three-stage instructional process for understanding texts: what students know, what they want to know, and what they have learned (Grabe 2010:231).

According (Fengjuan 2010:79) The K-W-L strategy works as an instructional reading strategy. As a reading strategy, it helps new teachers engage students from the beginning of a reading lesson by activating prior knowledge. K-W-L also helps teachers keep students interested as they think about

what they want to know and what they have learned. Nunan (2005:89) states that KWL is used for learners to organize informations before and after they read a passage. Based from definition above, K-W-L can be concluded as a technique which has well-organized steps to be followed by the students. The technique combines the use of reading strategies in the effort to improve reading ability.

The Purpose of Using K-W-L Strategy

According to Jannah (2015) there are the purpose of using K-W-L Strategy:

- 1) Ogle developed a teaching strategy/model in order for the teacher and the students to graphically organize information based on what students know about a topic, what they want to know about a topic, and what was learned after reading about the topic (K-W-L).
- 2) The KWL strategy is designed for teachers to effectively respond to students' knowledge when they read expository material, but can also be used for narrative material that comes under the heading of genres such as myths, poems, haikus, etc.

- 3) It also encourages students to become involved in active thinking and cooperative learning with their classmates.
- 4) To elicit students' prior knowledge of the topic of the text, set reading goals (for what they want to know), and monitor their comprehension of the topic after reading the text.

The Advantage and Disadvantage of Using K-W-L Strategy

The Advantages of Using K-W-L Strategy

According to Ibrahim (2012) in Ummul Khaira (2015) there are some advantages using KWL strategy, there are:

1. It is appropriate for all education levels from beginners up to advanced.
2. It can be used for all skills but is most suitable for reading skills.
3. It helps students to monitor their comprehension and knowledge.
4. It encourages students to do critical thinking.
5. It makes teacher and students become more interactive in the teaching and learning process.
6. It sets out a purpose for reading. This means that readers have some ideas about the text before reading the whole

text and focus to find the important points whilst reading.

The Disadvantages of Using K-W-L Strategy

According to Ibrahim (2012) in Ummul Khaira (2015) there are some advantages using KWL strategy, there are:

1. It is difficult for students with no prior knowledge.
2. It takes time to complete.
3. It is not effective for reading fiction materials.
4. It is not appropriate for readers who are not active thinkers.
5. Students will give up and get bored easily.

Step of K-W-L Strategy

According to Ogle (1986) in Riswanto et.al (2014) there are some steps that should be considered in using K-W-L strategy:

- a. Choose a text.
- b. Create a KWL chart. The teacher should create a chart on the blackboard or on an overhead transparency. In addition, the students should have their own chart on which to record information.
- c. Ask students to brainstorm word, terms, or phrases they associate with a topic. The teacher and students record these

associations in the *K* column of their charts. This is done until students run out of ideas. Engage students in a discussion about what they wrote in the *K* column.

- d. Ask students what they want to learn about the topic. The teacher and students record these questions in the *W* column of their charts. This is done until students run out of ideas for questions. If the students respond with statements, turn them into questions before recording them in the *W* column.
- e. Have students read the text and fill out the *L* column of their charts. Students should look for the answer to the questions in their *W* column while they are reading. Students can fill out their *L* column either during and after reading.
- f. Discuss the information that students recorded in the *L* column.
- g. Encourage students to research any questions in the *W* column that were not answered by the text.

There are some previous studies that were the study related to this study as follows: First, the study was conducted by Wahyuni Duwi in 2014 entitle: Improving Students' Reading Comprehension Ability in Recount Text by Using Kwl (Know,

Want, And Learned) of the Eight Grade at SMP N 1 Durenan Trenggalek in the Academic Year 2013/2014. The result of the study showed that the students' mean score of reading comprehension test in the preliminary study (pre-test) was 60. Then the students' mean score of reading comprehension test in cycle 1 was 69 and in cycle 2 was 80. In addition, in the preliminary study, there were 32% of the students who passed the test and 68% of the students who failed in the test. Then, in cycle 1, there were 59% of the students who passed the test and 41% of the students who failed in the test. As a result, the criteria of success had not been achieved yet because the students who passed the test were less than 75% of criteria of success so that cycle 2 was needed to be conducted. In cycle 2, the criteria success which was 75% could be achieved by the students because there were 85% of the students who passed the test, and there were only 15% of the students who failed in the test. It means that the action research was successful so that the researcher stopped the research in this cycle. The other previous research that the writer found is by Yuniarti Eko in 2013 entitle: Improving the Students' Reading Comprehension Through *Know-Want-Learn*

Technique at the Eleventh Grade of Sma Negeri 1 Sanden In The Academic Year of 2012/2013. The results of the two cycles show that the use of *Know-Want-Learn* technique is effective to improve the students' reading comprehension. It is supported by the qualitative data which show that (1) *Know-Want-Learn* technique can help the teacher to scaffold the students' comprehension of the text by focusing on the steps before, during, and after reading; (2) *Know-Want-Learn* technique can help the students to preview the text, assess what they have learned after reading, and attract their interest in reading; (3) The kind of activities given such as preteaching vocabulary, using skimming and scanning, using fix-up strategies, and guessing meaning can help the students to read the text efficiently. The finding is also supported by the quantitative data. The mean of the students' reading comprehension scores improves from 70.5 in the pre-test to 82.5 in the post-test. According to the *t* statistic, the difference is significant at $p < 0.05$.

Research Methodology

According to Kothari (2004:31) "A research design is the arrangement of

conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.” In this reseach, the writer used Quantitative research or experimental research. Experimental research is an experiment which tries to find whether there is any effect relation or not. There are some design in experimental: pre-experimental, quasi-experimental, and true experimental. The reseacher used quasi-experimental design. Both group used pre-test, treatment, and post-test. The reseacher also used try out to the instrumet of the reseach. In this case, the researcher used two groups of samples. They were experimental group and control group. An experimental group is a group which get a treatment while a control group without treatment. In conducting the research, the writer expected the experimental group gave a good effect in students’ reading skill. . Their reading skill of the subject was first checked by pre-test them (O_1 and O_3). The experimental group was reading skill taught by using K-W-L strategy, this treatment was symbolized as “X”. Meanwhile, the condition of the control group was reading skill taught by using conventional strategy or without using K-W-L strategy.

The population of this research was all of the eighth grade students of SMP N 1 Pecangaan Jepara in academic year 2017/2018. The classes consists of nine with the total number of students are 325 students. According to Creswell (2012:142) “A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.” In this reseach, the researcher would select two groups of students from the population as the sample. That group would be an experimental group as VIII A which consist 32 students and a control group as VIII B which consist 32 students. In the experimental group, the researcher used K-W-L strategy and the control group, the researcher used conventional strategy. “Research instrument is a device used by the researcher during the data collection by which the work is easier as the data are complete and systematic” (Arikunto 2006:219). Brown (2004:3) states that “A test, in simple terms, is a method of measuring a person’s ability, knowledge, or performance in given a domain.” To collect the data, the researcher used one of test type only. It was a multiple choice completion. The multiple choices that are used consist of four options. The three options as a

distracter and only one option that is correct answer. Related to the research design that the writer used in this study, in collecting the data, the writer used test. According to Brown (2004:3) "A test, in simple terms, is a method of measuring a person's ability knowledge, or performance in a given domain." The researcher is going to use multiple choice test to measure the students' skill in reading. In this research, the researcher used three step activities to collect the data; pre-test, treatment and post-test.

Findings and Discussion

This chapter consists of research findings and discussion. The purpose of this research was to find out and analyze the students' reading skill taught with and without by using K-W-L strategy and to find out and analyze the significant difference on the students' reading skill taught using K-W-L strategy and taught without by using K-W-L strategy. Those are useful to describe students' mastery in reading skill using K-W-L strategy for the eighth grade students of SMP N 1 Pecangaan Jepara in academic year 2017/2018. In research findings, the researcher would to find out the significant difference on the students'

reading skill taught using K-W-L strategy and taught without by using K-W-L strategy. Then to collect the data, the researcher took two classes as the sample in SMP N 1 Pecangaan Jepara. The sample were VIII A group as experimental class which consisted of 32 students and VIII B group as control class which consisted of 32 students. In this research, both of class should be given pre test and post test. After the two classes was given pre test, the researcher calculated the result. Then, only the experimental class that should be given the treatment, but the control class the researcher explained the material by using conventional strategy. After that, the researcher give post test to both of class then calculated the result of the post test of both class. In scoring the students' reading comprehension both pre-test and post-test, the researcher used the aspects in scoring by Brown (2004: 288) on his book *Language assessment principles and classroom practices*. After calculating the score of the students' pre-test and post-test of experimental group and control group whereas the researcher can find out the result of the tests.

The researcher wants to know the students' reading skill in descriptive text taught by using K-W-L strategy and taught without by using K-W-L strategy. Based on the result of post-test and the result of comparing the t-test, it showed that teaching reading skill using K-W-L strategy was effective the eighth grade students SMP N 1 Pecangaan Jepara. It could be seen from the calculation of the pre-test and post-test result of experimental and control group, the researcher knows that: The result of pre-test of experimental group is 73 and the result of post-test of experimental group is 86,22. It symbolizes that the students' reading skill of The researcher wants to know the students' reading skill in descriptive text taught by using K-W-L strategy and taught without by using K-W-L strategy. Based on the result of post-test and the result of comparing the t-test, it showed that teaching reading skill using K-W-L strategy was effective the eighth grade students SMP N 1 Pecangaan Jepara.

Conclusions

The research conclusion is presented in accordance with the data which have been analyzed in the previous chapter. Based on

all data analyzed about using K-W-L (Know-Want-Learned) strategy to improve students' reading skill for the eighth grade students of SMP N 1 Pecangaan Jepara in academic year 2017/2018. The writer can conclude that :

1. The students' reading comprehension who are taught using K-W-L (Know-Want-Learned) strategy is good. It can be known from the data shows that the mean of students' reading comprehension who are taught using K-W-L (Know-Want-Learned) strategy is 86,22 which is categorized into "Good".
2. The students' reading comprehension who are taught without using K-W-L (Know-Want-Learned) strategy is adequate. It can be known from the data shows that the mean of students' reading comprehension who are taught without using K-W-L (Know-Want-Learned) strategy is 75,91.
3. There is a significant difference of the students' reading comprehension between who are taught using K-W-L (Know-Want-Learned) strategy and those who are taught without using K-W-L (Know-Want-Learned) strategy.

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