THE KWL (KNOW, WANT TO KNOW, LEARN) STRATEGY IN ENHANCING THE READING COMPREHENSION OF DESCRIPTIVE TEXT AT THE SEVENTH GRADE STUDENTS OF SMPN 4 TARAKAN

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ABSTRACT

Reading comprehension is one of the basic skills in English that is quite difficult to master especially for students. Therefore, in teaching reading comprehension, an interesting teaching strategy such as KWL strategy is needed. The purpose of this study is to find out the significant effect of KWL strategy implementation on descriptive reading comprehension of junior high school 7th grade students. The research method used was pre-experiment method. The population of this study were seventh grade students of SMP Negeri 4 Tarakan with a sample of class VII-10 as many as 29 students. The research instruments used were multiple choice and true-false tests in the form of pre-test and post-test. In addition, the results of the data analysis obtained were processed using the SPSS version 25.0 program. The results of data analysis showed that the average pre-test result was 57.44 and the average post-test score was 78.89. The Shapiro Wilk Test result of 0.965 is higher than 0.05, which means that the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. Thus, it can be concluded that teaching descriptive text using KWL strategy is proven effective in improving reading comprehension of grade 7 students of SMP Negeri 4 Tarakan.

Keywords: KWL Strategy, Reading Comprehension, Descriptive Text

INTRODUCTION

Reading is an action used to gain data and information. The data acquired from this action may include knowledge and pleasure. Reading is extremely crucial for students learning English. Because it is the most important aspect of English learning that students should grasp (Syafi'i et al. 2020). Furthermore, reading provides insight and serves as a source of knowledge. This is because most teaching and learning materials are in written form. This implies that students must improve their reading comprehension skills to obtain learning materials.

Reading comprehension is considered the first stage of reading preparation. Durkin in Riswanto et al. (2014) agrees that comprehension is the pinnacle of reading skill and the foundation for all sorts of reading. Teaching children to read with understanding should be the most crucial task for teachers. Most English as a Foreign Language (EFL) teachers have pondered what they can do to advance their students' reading comprehension achievement. The students can peruse words that require an understanding of what they are learning. Without comprehension, reading carefully for pleasure or information feel strange. Reading comprehension is key. Reading comprehension is essential for Indonesian students to understand the meaning of texts, including English books (Syafi'i et al. 2020). According to an adage, "books are the windows to the world". This is why reading is so vital. Fluency and comprehension of text content are components of reading skills. It is impossible for someone to be said to be proficient in reading if he can read fluently but has difficulty understanding what he reads.

A descriptive text is a written English text that the researchers used to describe an object, according to Meisuri & Azizah (2014). Things that are objects can be actual or abstract. It could be a person, a tree, a house, a camping area, or another human being. Reading a descriptive text is intended to assist pupils understand the meaning of the words, sentences, and paragraphs that comprise the text. Students who fail to understand the material was find it difficult to determine its main theme and purpose. According to The Universal Affiliation for the Assessment of Instructional Accomplishment, Indonesian students' reading comprehension scores in Southeast Asia are low. Indonesian learners are quite competent in doing 30% intensive reading tasks and find problems in reading things that are in the framework of comments that require cognitive preparation.

Indonesian students' reading issues are most likely caused by the incorrect reading strategies utilized in their schools. One approach to addressing this issue is to employ the Know, Want to Know, and Learn (KWL) technique for reading comprehension instruction. KWL methodology has demonstrated a significant dedication to increasing pupils' reading comprehension proficiency. The KWL map has three columns: "What I Know," "What I Want to Know," and "What I've Learned." Students can use the interactive study technique to improve their grasp of a subject by reading, writing, analyzing, and observing it. KWL charts are used to have the students write about what they already know about a subject before units or science classes. Students also write inquiries regarding the courses they are taking. Students who have read, study, or watch write about what they have learn. They also check to see whether the lesson has addressed all of their questions and evaluate their material in the first section to see if it needs to be improved.

Based on observations and interviews with English teachers at SMPN 4 Tarakan, it is found that at the listening students have sufficient listening skill, and speaking skill students are brave when speak in front of the class. But, their reading skill is very poor, because when reading they feel bored, which makes them prefer to listen rather than read. The researchers also discovered that English teachers' strategies for teaching reading vary significantly. As a result, the researchers believe that English teaching and learning at SMP 4 Tarakan should become more diverse. Additionally, it was shown that students' reading ability remains low. Students have a tough time reading texts. They frequently struggle with reading because they lack vocabulary and reading technique. The difficulty is also caused by the teacher's instructional method and plan. During the observation, it was discovered that the teacher continued to use a traditional method, instructing the students to freely write in their exercise books, to read silently, and to consult a dictionary whenever they encountered unfamiliar words. This causes students to become bored and not concentrate on learning so that they cannot obtain the purpose of reading. The researchers also state that the reading strategy provides them with interesting reading and that they like, making them more enthusiastic about leaming. Therefore, the KWL Strategy is good for them to read and understand when their study because there are lot of interesting readings in it. It is also appears that students' reading comprehension skills are at a low level. In addition, the researchers discovered that English teachers rarely update their reading instruction practices. Furthermore, the researchers anticipated that English teaching and learning at SMPN 4 Tarakan evolved further. To shape growth, instructors need to use some underutilized teaching strategies. Based on the explanation above, the researchers intended to discuss about the use of KWL strategy in reading learning. The following title is proposed :"the effect of KWL (Know, Want To Know, Learned) strategy instruction on reading comprehension of narrative text to the ninth grade students of SMPN 4 Tarakan in academic year 2023/2024".

METHOD

This research used experimental research methods. Experimental research, as defined by Ary et al. (2010), involves manipulating independent variables, controlling other relevant variables, and observing their effects on dependent variables. Ary et al., (2010) state that exploration plans are classified according to how well they provide control of internal validity hazards: initial exploration plans, original exploration, and semi-test plans. Hence, the researchers used pre-experimental design with one group pre-test and post-test design. The type of pre-experimental design was in the form of pretest, instrument, and posttest.

The researchers gave a Pre-test (Y1) to measure the reading comprehension of students in class VII of SMPN 4 Tarakan. After the researchers gave the pre-test to the students, one of the researchers applied the KWL Strategy as the treatment (X) to the seventh-grade students at SMPN 4 Tarakan in the teaching and learning process. Afterwards, the post-test (Y2) was carried out for the seventh-grade students to measure their level of reading comprehension after the KWL Strategy (know, want to know, and learn) was applied as treatment. In this study, the researchers measured the effectiveness of KWL strategy implementation in improving students' reading comprehension. The effectiveness was found out after the application of KWL strategy in the classroom.

RESULTS AND DISCUSSION
A. Results
1. Students' Result of Pre-test

In this research, the researchers described the pre- and post-test results for the treatment class as follows:

Table 1. The Students' Pretest Score

Classification	Range	Frequency	Percentage
Very Good	>92-100	2	7%
Good	>83-91	1	3.4%
Fair	74-82	3	10.3%
Low	<74	23	79.3%
Total	29	29	100%

Table 1 above shows four classifications for the students' pretest score. Those classification were very good category with range of score was 92-100. Particularly, the students could answer thirteen until fifteenth questions in multiple choice and five questions in true false form. For good category with range of score was 83-91, the students could answer eleven until twelve questions on multiple choice and five question in true false form. Then, fair category with range of score was 74-82, the students could answer ten until eleven questions in multiple choice and four until five questions in true false. Last, low category with range of score was <74, the students could answer one until ten question in multiple choice and one until four questions in true false. According to the table, the students' scores in the experimental class were as follows: 2 students (7%) received very good, 1 student (3.4%) received good, 3 students (10.3%) received fair, and 23 students (79.3%) received low.

2. Students' Result of Post-test

The posttest was held on May 22nd 2024. The students completed the posttest for 40 minutes during the last meeting, answering 15 multiple-choice questions and 5 true-false questions. Before the students responded to the question, the instructions related to the posttest were given.

Based on the posttest's results, the researchers calculated the number of students in the frequency distribution. Table 2 displays the students' posttest scores.

Table 2. The Students' Posttest Score

Classification	Range	Frequency	Percentage
Very Good	>92-100	6	21%
Good	>83-91	9	31%
Fair	74-82	7	24%
Low	<74	7	24%

Table 2 shows four classifications of the students' prosttest score. Those classifications were very good category with range of score was 92-100, the students could answer thirteen until fifteen questions in multiple choice and five questions in true false form. For good category with range of score was 83-91, the students could answer eleven until twelve questions on multiple choice and five question in true false form. Then, fair category with range of score was 74-82, the students could answer ten until eleven questions in multiple choice and four until five questions in true false form. Finally, low category with range of score was <14, the students could answer one until ten question in multiple choice and one until four questions in true false form. From Table 2, it can be seen that there were 6 students (21%) who got very good, 9 students (31%) who got good score, 7 students (24%) who got fair category, and 7 students (24%) who got low category.

3. Descriptive Analyis

Table 3. The Result of Pre-Test and Post-Test Descriptive Analysis

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
PreTest	29	20.00	96.00	1666.00	57.4483	17.24526	297.399
PostTest	29	36.00	100.00	2288.00	78.8966	15.22766	231.882
Valid N (listwise)	29						

Based on Table 3 above, it is known that the minimum score of the pre-test was 20. The minimum score for the post-test is 36. It is also known that the maximum for the pre-test was 96 and for the post-test was 100. From the data, the mean score of the pre-test was 57,44 and for the post-test was 78,89. It can be concluded that based on the data above, there was a significant effect of using KWL Strategy to teach descriptive text reading comprehension to students of the 7th grade.

4. Normality of Data

The normality test is used to determine whether or not a data distribution has a normal distribution. The normality test indicates whether a sample is drawn from a population that is normally distributed or not. The researchers utilized the Kolmogorov-Smirnov test to determine the normality of the data, which was calculated using SPSS 23.0. The researchers utilized the Kolmogorov-Smirnov test to evaluate the normality assumptions using pretest and posttest score data, as indicated below:

Ho   = The distribution of data is normal
Ha   = The distribution of data is not normal.

Table 4. The Result of Normality Test Variance

	Sig (Kolmogrov-Smirnov)	Sig (Shapiro-Wilk)	The Criterian	Decision	Result of Normality Distributed
Pretest	0.200	0.965	Sig>0.05	H_o is accepted	Normal
Posttest	0.100	0.047	Sig>0.05	H_o is accepted	Normal

Table 4 above shows that the sig. pretest was 0.200 & 0.965 and posttest of treatment class was 0.100 & 0.047. Based on these findings, both the pretest and posttest had a higher sig. than the level of significance, which is 0.05, implying that the data had a normal distribution and that the students received each score for the five classifications.

5. Homogeneity of Variance in Pretest and Posttest

To test the Homogeneity the data of pretest and posttest score, the researcher used Levene Statistica formula by using SPSS version 25.0 software with a significant level 0.05. in this research, the hypothesis of homogeneity test can be seen as follows:

H_o = Data has the same variant or homogenous
H_a = Data has a variant that is not the same or not homogenous

Table 5. The Result of Homogenity of Variance

	Section	Levene Statistic	df 1	df 2	Sig	Decision	Result of Homogeneity
Pretest and Posttest Score	Mean	0,647	1	56	0,425	H_o is accepted	Homogenous
	Median	0,623	1	56	0,433	H_o is accepted	Homogenous
	Median and adjusted df	0,623	1	55,834	0,433	H_o is accepted	Homogenous
	Trimmed mean	0,657	1	56	0,421	H_o is accepted	Homogenous

According to the results of the homogeneity of variance test in Table 5 above, the significance pretest was 0.425, which was greater than 0.05, indicating that the data was homogeneous. The df 1 was the total number of tests, 2-1 = 1, and the df 2 was the total number of data points, n-2=56. Then, The Levene Statistics pretest was 0,647, which rejected the null hypothesis. Also, according to the results of the homogeneity of variance test in table 3.5 above, the significance posttest was 0,433, which was greater than 0.05, indicating that the data was homogeneous. The df 1 was the total number of tests, 2-1 = 1, and the df 2 was the total number of data points, n-2 = 56. Then, the Levene Statistic posttest was 0,623, which rejected the null hypothesis. As a result, the pretest variances are equivalent. Based on the findings, the researcher determined that the data was homogeneous. It can be observed that the results of the pretest and posttest scores were the same variant or homogeneous, indicating that the criteria of normality of data distribution were met. Because the results of the pretest and posttest were homogeneous, the research hypothesis testing and analysis of variance could be proceeded.

6. Mean Score and Standard Deviation of Pretest and Posttest

The findings of this study were presented to illustrate the mean difference between the pretest and posttest scores in the treatment class. Table 3.6 shows the mean score and standard deviation of the pretest and posttest

Table 6. The Result of Mean Score and Standard Deviation

Score	N	Mean	Std.Deviation
Pretest	29	57.448	17.245
Posttest	29	78.896	15.227

From Table 6, it can be seen that the result of pretest and posttest mean and standard deviation. From the result above, the mean score was significantly increased between the result of pretest and posttest in treatment class. The result in pretest shows that the mean score was 57.448 with standard deviation 17.245 while the result in posttest indicates that the mean score was 78.896 with standard deviation 15.227. Based on the results of both tests, we can deduce that the students' posttest score was greater than their pretest score. The researcher also calculated the improvement in mean test scores before and after receiving treatment. The mean pretest and posttest scores are 57.448 and 78.896, respectively. This means that the mean score improved by 21.448 points between the pretest and posttest. The improvement mean score for both classes demonstrates that the posttest score improved more than the pretest score.

7. Test of Difference

Paired sample t-test was used to analyze the score from reading comprehension test in the pretest and posttest.

Table 7. Paired Sample Test

Paired Samples Test

		Paired Differences						
					95% Confidence Interval of the Difference			
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PreTest - PostTest	-21.44828	10.26640	1.90642	-25.35341	-17.54315	-11.251	28	.000

Table 7 above illustrates the paired sample t-test results of students' pretest and post-test scores. The table provides the mean pretest and post-test values (-21.448), standard deviation (10.266), standard mean error (1.906), lower difference (-25.353), upper difference (-17.543), t-test (-11.251) with degree of freedom (df) 28, and sig. (2-tailed) of 0.000. There are two ways to find out the results of testing the research hypothesis. The first way is to look at the sig value (2-tailed). If the sig value. (2-tailed) is lower than the significant level ($0.000 < 0.05$) and the second way was comparing the result of t-test with t-table. In this case, the df in t-tes was 28, so t-table is 2.048. from the table that t-test score was -11.251.

The result of t-test (-11.251) was higher than t-table (2.048). then the alternative hypothesis (Ho) is accepted. It means that there were s significant differences in student's reading comprehension in descriptive text before and after the students are taught by using KWL Strategy. After the data had been analysed by using SPPS version 25.0, the results indicated that there was a significant effect in students' reading comprehension using the

KWL strategy for the seventh grade of SMP Negeri 4 Tarakan. The difference of mean showed that mean score of post-tests (78,89) higher than mean score of pretests (57.44). It can be concluded of the use of KWL strategy was effective to improved students' reading comprehension.

Discussion

The purpose of this study was to find out whether there is a significant difference in students' scores on the pre-test and post-test before and after using KWL strategy to improve students' reading comprehension. To answer the research objectives, the researcher conducted a pre-test to students to determine students' reading comprehension of descriptive text. The pre-test was conducted before before researchers gave treatment to students. The learning was conducted by using KWL strategy. After three sessions, the researcher conducted a posttest to determine the effectiveness of KWL strategy. The researcher used KWL strategy in the treatment class. It took two sessions to implement KWL strategy. Two meetings were needed to implement KWL strategy. Each meeting had a different theme.

The first session was descriptive text and comprehension of "Peter". The second session was also descriptive text and the use of KWL strategy. From the results of the study, it was clear that the use of KWL strategy improved the reading comprehension of seventh grade students of SMPN 4 Tarakan. The t-test results showed that there was a significant difference between the pretest and posttest mean scores. The average score before the researcher implemented this strategy was 57.44. On the other hand, the average score after the implementation was 78.89. This means that the mean score of the post-test was higher than the mean score of the pre-test. This study shows that there is a significant difference in students' reading comprehension before and after the implementation of KWL strategy.

The results showed that students' reading comprehension improved after learning using KWL strategy. Comparison of the results of the average value of the pre-test and post-test shows that the average value of the post-test is higher than the average value of the pre-test. In addition, the calculation of the t-test shows that it is 11.251 which means it is higher than the t-table value with a degree of freedom (df) of 28 and a significance level of 5% p = 95%. Therefore, Ha is accepted and Ho is rejected. This result means that Ha was more significant than the null hypothesis of both variables, which indicates that there is a significant difference in the mean scores of both variables, which means that after teaching using KWL strategy, the students are better than before using KWL strategy. Therefore, teaching with KWL strategy is effective in improving students' reading comprehension in the classroom.

The results aspects of reading comprehension of pre-test. So, there were a lot of students struggling with all of aspects but the most students are problems and lack of with vocabularies understanding. It means that if the others aspects are not problem however the vocabularies understanding aspects more had a wrong answer when the students answer the pre-test. And for the results aspects of reading comprehension of post-test. There were a lot of students struggling by specific information aspect. Different with the result of pre-tes aspect, the result of post-test aspect that many students had problems by specific information aspect. In addition, the students also had a problem by vocabularies understanding but it was not as much as a pre-test aspect result and it is starting to decrease when the students had a treatment from the researchers. So, the researchers conclude that if the students have improvement with vocabularies understanding when using KWL strategy to understand the material.

There were also the weakness and the strength when the researchers did the research. The first weakness was at the time when the students were too noisy and would not calm down. This brought a big problem for the researchers because there were some students who did not want to follow the rules even though they were given an instruction to pay attention fully to the teacher. As a result, the other students did not focus on the material. Next, there were some weaknesses such as the limited learning duration i.e., only 40 minutes or 1

teaching hour (JP). The next problem was that some students did not understand about how to use the KWL chart and how to understand the material with KWL strategy. Nevertheless, there were also the strength, such as the students showed their excitement when learning something new like KWL Strategy. Although some of them were still confused and could not understand about 'what is the KWL Strategy', they kept motivated to learn and excited to study. The students were also more active to ask a number of questions when they did not understand about the material and when they did not know the ways of applying KWL Strategy.

As a result, the KWL strategy was shown to be useful and successful in improving students' reading comprehension on descriptive material, particularly those at SMP Negeri 4 Tarakan. Therefore, the result of this research supports the idea that KWL strategy has good effect on students' reading comprehension. It contributes well in teaching and learning of reading comprehension in junior high school. It is in line with previous studies of this research that revealed KWL strategy could improve students' reading comprehension (Hamdan, 2014). In addition, the present research results also confirmed the study conducted by Riswanto et al., (2014) that KWL strategy was more effective.

CONCLUSION

The present research findings on the effectiveness of the KWL (know, want to know, learned) strategy on the comprehension of descriptive text of SMPN 4 Tarakan Grade 7 students showed that there were differences in the average scores of students' reading comprehension, specifically on the pretest and posttest results. Additionally, the researchers found that before giving the treatment, the mean score of the pretest was 57.44. After giving the treatment, the researchers found that the mean score on the posttest was 78.89. The increase in mean score from pretest to posttest was 21.45. The calculated t-test result was 11.25, indicating that the degree of freedom (df) was 28 and the significance level was 11.251. This means that KWL strategy is effective in improving the comprehension of descriptive text of SMP Negeri 4 Tarakan grade 7 students.

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