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## The Effect Of Using Know-Want-Learn (KWL) Strategy On Grade Ten Students' Ability In Reading Comprehension Of Recount Text At SMK Swasta Persiapan Pematang Siantar

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### Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan Know-Want-Learn (KWL) pada siswa kelas sepuluh SMK Swasta Persiapan Pematang Siantar. Penelitian ini merupakan penelitian kuantitatif dengan desain penelitian quasi eksperimen. Populasinya adalah siswa kelas sepuluh SMK Swasta Persiapan Pematang Siantar yang berjumlah 188 siswa. Sampel penelitian ini dibagi menjadi dua kelas yaitu kelas eksperimen (X-TITL) berjumlah 30 siswa yang menggunakan strategi KWL dan kelas kontrol (X-TKR 2) berjumlah 30 siswa yang menggunakan strategi konvensional. Instrumen pengumpulan data menggunakan pilihan ganda untuk pre-test dan post-test. Hasil penelitian menunjukkan bahwa rata-rata post-test pada kelas eksperimen adalah 73,01 dan rata-rata post-test pada kelas kontrol adalah 65,78. Setelah itu peneliti menemukan bahwa thitung lebih tinggi dari ttabel ( $1,835 > 1,672$ ) pada tingkat signifikansi 5%. Dari hasil tersebut, dapat dilihat bahwa terdapat pengaruh yang signifikan dari penggunaan KWL yang digunakan untuk mengajar pemahaman membaca. Oleh karena itu, dapat disimpulkan bahwa penggunaan strategi Know-Want-Learn (KWL) secara signifikan meningkatkan kemampuan siswa di SMK Swasta Persiapan Pematang Siantar dalam pemahaman membaca teks recount.

Kata Kunci: *Pemahaman Membaca, Teks Recount, Tahu-Inginkan-Belajar (KWL)*

## Abstract

This research aims to find out the effect of using Know-Want-Learn (KWL) on grade ten students at SMK Swasta Persiapan Pematang Siantar. This research is quantitative research with quasi experimental research design. The population is the grade ten of SMK Swasta persiapan Pematang Siantar with a total of 188 students. The sample of this research is divided into two classes namely experimental class (X-TITL) consist of 30 students that uses KWL strategy and control class (X-TKR 2) consist of 30 students that uses conventional strategy. The data collection instrument uses a multiple choice for pre-test and post-test. The research finds that the mean of post-test in experimental class is 73.01 and the mean of post-test in control class is 65.78. After that the researcher finds that  $t_{test}$  is higher than  $t_{table}$  ( $1.835 > 1.672$ ) at the level significance is 5%. From the result, it can be seen that there is the significant effect of using KWL that used to teach reading comprehension. Therefore, it can be concluded that used Know-Want-Learn (KWL) strategy significantly improves the students' ability at SMK Swasta Persiapan Pematang Siantar in reading comprehension of recount text.

Keyword: *Reading Comprehension, Recount Text, Know-Want-Learn (KWL)*

## INTRODUCTION

The mastery of reading is an imperative facet of English language acquisition. To truly excel in learning English, students must devote themselves to mastering the four essential skills, among which lies the profound importance of reading (Sakamoto, 2021). Reading is saying the words and extracting meaning from the text. Students get so much information from reading, and the most important thing is information that will help them in their learning. In other words, students require reading skills to complete their studies. According to Harmer (1998), engaging in the act of reading presents a remarkable chance to acquire language proficiency, grasp intricacies of grammar, punctuation, and vocabulary, and master constructing coherent sentences, paragraphs, and text (Tarigan & Stevani, 2022). Consequently, it becomes evident that reading holds immense value for students in language acquisition, equipping them with essential linguistic skills, particularly in English. Furthermore, it is undeniable that this practice enhances students' knowledge and understanding to remarkable extent (Simaremare et al., 2021).

Reading cannot be separated from one reading, it is understanding, they are interrelated, because reading requires understanding the meaning presented in the text. Reading without comprehension is meaningless, reading requires comprehension to know what is in the text, what it means, what is the thought and what is the message of the text. McNamara (in Somani et al., 2022) posited that reading comprehension is intricately woven by the interplay between the textual attributes and the individual reading circumstances. It follows that reading comprehension can be aptly described as harmonious union of the

author's ideas with those of the readers. By seamlessly immersing themselves in author's envisioned scenario, readers unlock profound significance and acquire true comprehension of the text.

Reading mastery makes it possible to understand English text, discourse, study references, newspaper, brochures and advertisements. In fact, students think that understanding English is a difficult material in English lesson at school. Nowadays, as we know most students are less interested in reading, especially reading in English, because they think reading is boring, especially using English. This is because they do not know exactly how important reading is, and they are confused to analyze and understand meaning of each complex sentence (Rajagukguk, 2019).

In reading comprehension, students are required to be able to understand and interpret the text well, identify important information in the text, and be able to draw conclusions and make inferences based on the information provided in the text (M. A. Fahmi & Cahyono, 2021). Good reading comprehension skills are very important for students because basically almost all subjects studied by students require good reading comprehension skills (Jayanti, 2019).

Based on the researcher's observations in senior high school, the researcher found that students' learning outcomes in reading comprehension of recount text were still low. This can be seen from the results of student assignments on grade ten out of 30 students, only 6.67% students were able to reach the minimum criteria limit (75) with a score of 80, while 93.33% students did not reach the minimum criteria (<75), and also found several problems that caused students' lack of abilities in relation to recount text. It is evident that there exists a certain lack of comprehension among students, stemming from their limited vocabulary and resulting in a failure to grasp the intended meaning within given context. This is further exacerbated by the presence of unfamiliar words, which are seldom encountered due to their inadequate linguistic repertoire (Lin et al., 2022). Consequently, students encounter considerable difficulty in discerning the main idea of a text, as well as in referencing, making inferences, and extracting crucial details from the written material. Additionally, students' reservations and unease in academic settings hinder their ability to read with precision, accurately cite pertinent information, and effectively respond to inquiries pertaining to recount texts (T. N. Fitria, 2021).

Usually, the majority of teachers rely on PowerPoint presentations and textbooks as their primary means of delivering instructional material. In the learning process, teachers often lack the utilization of effective strategies or techniques (Fitriana & Nurazni, 2022). Consequently, the typical approach involves the teacher explaining the material, students

reading the text, engaging in question and answer sessions with the teacher, copying notes from the board, and being assigned tasks (S. Fahmi & Rachmijati, 2021). As a consequence of this monotonous teaching strategy, students tend to become bored and unmotivated. Many express their dissatisfaction, stating that reading is a tedious activity.

The acquisition of English language skills, specifically in reading comprehension of recount text, necessitates the adoption of efficient and effective learning strategy that can effectively address the comprehension obstacles faced by students during the learning process. To tackle these challenges, the researcher proposes the utilization of the Know-Want-Learn (KWL) strategy, which was initially introduced by Donna M. Ogle in 1986. This instructional reading strategy involves the brainstorming, categorizing, and predicting of information using a K-W-L chart, thereby facilitating students' comprehension of the text with ease. Previous studies conducted by Aprillia (2016), Amaliani (2017), and Fikriyyah et al. (2023) have illustrated the efficacy of the KWL strategy in enhancing students' reading comprehension. Consequently, it can be inferred that the KWL strategy serves as a valuable tool through which students actively engage in understanding the text and swiftly grasp its intended meaning (R. A. Fitria et al., 2022).

Therefore, the researcher interested in conducting this research with the title "The Effect of Using Know-Want-Learn (KWL) Strategy on Grade Ten Students' Ability in Reading Comprehension of Recount Text at SMK Swasta Persiapan Pematang Siantar".

## RESEARCH METHOD

### Research Design

This research utilized a quantitative research approach, employing a quasi-experimental research design. As defined by Ary, et al. (2010), quantitative research involves the collection of numerical data through controlled methods and subsequent analysis to address predetermined research questions or test hypotheses.

Quantitative research can be classified into two types of research designs: experimental and non-experimental. In this research, the researcher employed a quasi-experimental research design, because it can show the effect of using KWL strategy on grade ten students' ability in reading comprehension of recount text at SMK Swasta Persiapan Pematang Siantar. Creswell (2012) defined quasi-experimental research as a type of research design that involves assigning participants to groups, but without the use of randomization.

This research conducted in two groups, experimental and control groups, which involved pre-test and post-test measurements for two groups. According to Gay (2009), the experimental group is a group that receives a new treatment. The experimental group taught

by using KWL strategy. In contrast, the control group received instruction in their typical manner or as per their usual routine (Mariana et al., 2018).

### Research Setting

This research was held at SMK Swasta Persiapan Pematang Siantar on grade ten, which was located at Jl. Pane No. 66 Pematang Siantar. This research was going to carry out on August, in the academic year 2023/2024.

### Population and Sample

In this research, the researcher selected the population of grade ten students at SMK Swasta Persiapan Pematang Siantar in the academic year 2023/2024. There were 9 classes and the numbers of students in each class were different. The total populations of students on grade ten were 188 students. The experimental group received the treatment, which involved using the KWL strategy during the reading of recount texts. The other class, namely X-TKR-2, was chosen as the control group and received the usual treatment without the use of the KWL strategy in the reading comprehension of recount texts. This control group also comprised 30 students.

### The Technique of Collecting Data

The data collection procedures in this research are outlined as follows:

#### 1. Pre-test

Before introducing the KWL strategy for reading comprehension in recount texts, students were administered a pre-test. This pre-test entailed a comprehensive series of 30 multiple-choice questions, crafted in the form of recount texts. Upon finishing their pre-tests, the students handed them over to their teacher. The primary objective behind this pre-test was to evaluate students' preexisting aptitude and competence in understanding recount texts.

#### 2. Treatment

After the pre-test, the experimental and control classes received treatment. The experimental class would teach using the KWL strategy, while the control class received conventional teaching. To carried out the process of KWL, namely as follows :

- a. The initial phase of teaching, labeled as "K" for "Know", involved assessing students' current understanding of the topic and creating a foundation for new knowledge by constructing a scaffold. This can be done through pre-reading activities such as making

a list of what students already know, which would help build their understanding of the new material.

- b. Before starting to read, students should think about the text and note down any specific questions they have on their own worksheet. This stage, labeled as "W" for "Want to know", helped students engage with the material and motivated them to seek answered to their questions.
- c. The final stage, labeled as "L" for "Learned", involved answering the questions that students have raised and consolidating their understanding of the material.

### 3. Post-test

The objective of the post-test was to determine how well students understood recount texts by assessing their reading comprehension through the KWL method. The post-test comprised of 30 questions in a multiple-choice format.

## RESULT AND DISCUSSION

### Data Analysis

The researcher gathered data by administering reading comprehension evaluation to grade ten students at SMK Swasta Persiapan Pematang Siantar. This constructed test comprised of multiple-choice queries, enabling researcher to discern students' proficiency level with utmost precision. Thereafter, researcher scrutinized the scores obtained, employing the formula elucidated in Chapter III.

### The Students' Scores of Pre-test and Post-test in Experimental Class

The research was conducted with a group of 30 students in X-TITL class at SMK Swasta Persiapan Pematang Siantar. A teaching strategy known as Know-Want-Learn (KWL) was utilized in this experimental class.

Table 1. The Result of the Pre-test and Post-test in Experimental Class

No.	Name of Students	Pre-Test (X)	Post-Test (Y)
1	Aby	33.3	60
2	Aldres	50	76.7
3	Alfian	33.3	80
4	Andi	40	76.7
5	Angga	33.3	80
6	Arnol	43.3	76.7
7	Astari	60	80
8	Devancius	33.3	76.7

No.	Name of Students	Pre-Test (X)	Post-Test (Y)
9	Filbert	40	76.7
10	Fren	33.3	60
11	Grace	40	76.7
12	Isnan	33.3	60
13	Jalita	56.7	76.7
14	Joel	33.3	76.7
15	Julpanro	40	60
16	Kelyn	33.3	76.7
17	Lulu	50	83.3
18	Lylla	60	76.7
19	M.Hendika	33.3	76.7
20	Mikhael	40	63.3
21	Paris	33.3	60
22	Rangga	33.3	76.7
23	Rizal	40	76.7
24	Samuel	40	76.7
25	Seilla	33.3	60
26	Tuahman	40	76.7
27	Wahyu	50	80
28	Yoga	33.3	76.7
29	Yuli	40	76.7
30	Zaidan	33.3	60
	Σ	1196.2	2190.5
	MEAN	39.87	73.01

Mean of pre-test in experimental class:

$$\bar{X} = \frac{\sum fx}{N}$$

$$\bar{X} = \frac{1196.2}{30}$$

$$\bar{X} = 39.87$$

Mean of post-test in experimental class:

$$\bar{X} = \frac{\sum fx}{N}$$

$$\bar{X} = \frac{2190.5}{30}$$

$$\bar{X} = 73.01$$

According to the data presented in Table, it is evident that there was a lack of students achieving the desired KKM score of 75 in the pre-test. The table further illustrates that the total pre-test score for the experimental class amounted to 1196.2, with an average score of 39.87. However, the post-test results showed that 22 students were able to surpass the KKM score of 75, while only 8 students fell short (Damayanti & Ismowati, 2021). Remarkably, the total score for the experimental class in the post-test reached 2190.5, with an impressive average score of 73.01.

Through analysis of the data presented in Table, it becomes evident that the cumulative sum of squared values for post-test within control class reached total of 665.088. These numerical findings played pivotal role in determining the standard deviation of post-test scores within control class, thereby facilitating meaningful.

#### The Variance and Standard Deviation in Post-Test Experimental Class

Table 2. The Variance and Standard Deviation in Post-Test Experimental Class

No.	Students	Score (X)	Mean (X)	Difference (X-X)	Difference Squared (X-X) <sup>2</sup>
1	Aby	60	73.01	-13.01	169.2601
2	Aldres	76.7	73.01	3.69	13.6161
3	Alfian	80	73.01	6.99	48.8601
4	Andi	76.7	73.01	3.69	13.6161
5	Angga	80	73.01	6.99	48.8601
6	Arnol	76.7	73.01	3.69	13.6161
7	Astari	80	73.01	6.99	48.8601
8	Devancius	76.7	73.01	3.69	13.6161
9	Filbert	76.7	73.01	3.69	13.6161
10	Fren	60	73.01	-13.01	169.2601
11	Grace	76.7	73.01	3.69	13.6161
12	Isnan	60	73.01	-13.01	169.2601
13	Jalita	76.7	73.01	3.69	13.6161
14	Joel	76.7	73.01	3.69	13.6161
15	Julpanro	60	73.01	-13.01	169.2601
16	Kelyn	76.7	73.01	3.69	13.6161
		SCORE	MEAN	DIFFERENCE	DIFFERENCE SQUARED
No.	STUDENTS	(X)	(X)	(X-X)	(X-X) <sup>2</sup>
17	Lulu	83.3	73.01	10.29	105.8841

18	Lylla	76.7	73.01	3.69	13.6161
19	M.Hendika	76.7	73.01	3.69	13.6161
20	Mikhael	63.3	73.01	-9.71	94.2841
21	Paris	60	73.01	-13.01	169.2601
22	Rangga	76.7	73.01	3.69	13.6161
23	Rizal	76.7	73.01	3.69	13.6161
24	Samuel	76.7	73.01	3.69	13.6161
25	Seilla	60	73.01	-13.01	169.2601
26	Tuahman	76.7	73.01	3.69	13.6161
27	Wahyu	80	73.01	6.99	48.8601
28	Yoga	76.7	73.01	3.69	13.6161
29	Yuli	76.7	73.01	3.69	13.6161
30	Zaidan	60	73.01	-13.01	169.2601
				$\Sigma (X-X) = \Sigma D^2$	1811.903

Upon analysis of the data provided in Table an undeniable conclusion emerged-the summation of squared values pertaining to the post-test within experimental class equated to 1811.903. Such values carry immense significance as they facilitated the computation of the standard deviation for post-test scores within experimental class, ultimately enabling juxtaposition with post-test data acquired from the control class (Ficarra & Quinn, 2014).

Standard deviation of post-test in experimental class:

$$S^e = \frac{\sqrt{\Sigma d^2}}{N - 1}$$

$$S^e = \frac{\sqrt{1811.903}}{30 - 1}$$

$$S^e = 7.90$$

According to the aforementioned data, the experimental class exhibited a post-test standard deviation of 7.90. This value will be contrasted with the post-test data obtained from the control class.

#### Research Findings

After examination of the data, a significant correlation has been discovered between the implementation of Know-Want-Learn strategy and the improvement of reading comprehension in grade ten students at SMK Swasta Persiapan Pematang Siantar. The researcher has unearthed a number of insightful findings, which are as follows:

1. The scores achieved by students in experimental class, where Know-Want-Learn is employed, surpass those attained by students in control class. This is evident through the

comparison of mean post-test score, which stands at 73.01 in experimental class, while control class lags behind at 65.78.

2. The experimental post-test had 2190.5 square of respondents.
3. The control post-test had 1973.4 square of respondents.
4. The experimental post-test had standard deviation of 7.90.
5. The control post-test had standard deviation of 4.78.
6. The standard error of experimental and control was 3.94.
7. t-table at 5% level significance (two-tailed test) was 1.672 with degree of freedom (df) of 58.

The outcome of testing hypothesis revealed compelling result, as t-test value of 1.835 surpasses t-table value of 1.672 at significance level of 5%. This signifies the effectiveness of implementing Know-Want-Learn (KWL) strategy on grade ten students at SMK Swasta Persiapan Pematang Siantar.

## Discussions

The implementation of the research conducted at SMK Swasta Persiapan Pematang Siantar produced remarkable outcomes, as the students' reading comprehension exhibited a significant enhancement. This was clearly exemplified by the noticeable disparity in scores between their capabilities prior to and subsequent to being instructed using the Know-Want-Learn (KWL) strategy. The utilization of this strategy had a profound and positive influence on the students' aptitude to comprehend recount texts. In order to evaluate the efficacy of the KWL strategy, the researcher conducted both pre and post-test. However, regrettably, time constraints hindered the researcher from allocating sufficient time for vital pre-reading activities, engaging the students' prior knowledge, and embedding activities during and after reading within learning process (Kaufmann & Haans, 2021). Consequently, the employment of KWL strategy had to be expedited to accommodate the limited classroom hours (Lismayanti & Pratama, 2019).

Furthermore, the researcher identified the weakness and strengths of using KWL as a learning strategy, the weakness of researcher in using KWL was that there were students who lack confidence in expressing their background knowledge (Suharsiwi & Nugroho, 2018). To anticipate this weakness, the researcher provided direction and guidance to hone their understanding and control and encourage students' active participation in the reading class. On the other hand, there were several advantages observed by the researcher when implementing the KWL strategy (Carrington, 2021). Students became more engaged and enthusiastic in their learning as each student had the opportunity to directly read or discuss

the topic (Bui, 2021). This approach also enhanced students' ability to express their opinions, ask questions, and respond to inquiries (Zaabalawi & Gould, 2017). Additionally, the learning process fostered an environment that stimulated students' interest throughout, with effective communication and interaction between the teacher and students (Zulaikah et al., 2018).

Through analysis of the data, the researcher made discovery. The mean of pre-test in experimental class was found to be 39.87, while the post-test mean soared to 73.01. In comparison, the control class had pre-test mean of 49.55, which slightly improved to 65.78 in the post-test. Moreover, the T-test value of 1.835 surpassed T-table value of 1.672 at a significance level of 5% with degree of freedom of 58. This signifies that the implementation of Know-Want-Learn (KWL) strategy had significant impact on enhancing reading comprehension in recount text of our grade ten students at SMK Swasta Persiapan Pematang Siantar (Ifadloh et al., 2021).

The findings of this research align with previous research conducted by. These researches concluded that the utilization of the KWL strategy has a significant impact on students' reading comprehension skills specifically in the context of recount texts. Therefore, the evidence supports the notion that the KWL strategy significantly influences the reading comprehension abilities on grade ten students at SMK Swasta Persiapan Pematang Siantar.

## CONCLUSION

After analyzing and discussion the student's errors in their translated the text from Indonesia into English, the writer conclude that the types of errors made by the students are Ommision, addition, missformation, misordering. It ,means that all the students made errors in all types.

1. The types of errors made by the students are Ommision, addition, missformation, misordering.
2. The most frequent in grammatical errors is Omission 16 errors the percentage is 29, 19%, Addition 4 errors the percentage is 7, 28%, Misordering 0 error the percentage is 0% and Missformation is 35 Errors the percentage is 63, 63%, the percentage is 100%.
3. The difficulties are faced by the students is past tense it means that the students have a big trouble with grammar, especially in translating the descriptive text.

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