

## THE EFFECT OF KNOW - WANT TO KNOW – LEARN METHOD IN READING SKILLS OF GRADE X AT SMA SWASTA AL WASHLIYAH 2 SERBELAWAN

<sup>1</sup>Rohdearni Wati Sipayung, <sup>2</sup>Semaria Eva Elita Girsang, <sup>3</sup>Nanda Nadila Damanik

<sup>123</sup>Fakultas Keguruan dan Ilmu Pendidikan Universitas Simalungun,

### ABSTRACT

The aim of this research is to find out the significant effect of using KWL Method in reading skills of grade X of SMA Swasta Al Washliyah 2 Serbelawan. This research used quantitative method approach. Population of this research was grade X with one class which consists of 23 students. The technique of collecting data was pre-test and post-test. The technique analysis data by using formula. The result of this research was obtained  $t_{count}=10,86 > t_{table}= 1,717$  at the significance level  $\alpha=0.05$  and degrees of freedom (df)= 22,  $H_0$  is rejected and  $H_a$  is accepted and implies that the students taught by using KWL Method achieve a better score. It means that there is significant effect of using KWL Method in Reading Skills of Grade X at SMA Swasta Al Washliyah 2 Serbelawan. Because the using KWL Method as a method for learning English to reading ability. KWL Method a variety of features, including a dictation function, which makes it easier for students to learn and understand English as reading skills. The students should form a habit of reading by using KWL method to improve their reading skills.

*Keywords:* Reading Skills, KWL Method, Descriptive Text.

### I. INTRODUCTION

#### The Background of Research

After observing at SMA Swasta Al Washliyah 2 Serbelawan, the researcher found some problem of the grade X. The researcher assumed that the previous techniques, methods, and strategies were not very suitable for the students because it limited the students in learning reading. Unfortunately, the teacher at the school only applied two techniques in teaching reading. They were Individual and Group Work. So, some difficulties faced by students studying English are: (1) The students do not have good motivation in reading class because the students feel that reading activity is so boring. So, most of the students become passive and lazy. (2) The student's difficulty to understand the meaning of the text given by the teacher. Usually, they need teacher's help to read the word by word or sentence by sentence.

#### The Formulation of Problem

From the previous background, the researcher formulates the research problem as follow: Is there any significant effect of using KWL Method in reading skills of grade X of SMA Swasta Al Washliyah 2 Serbelawan in academic year 2022/2023?

#### The Objectives of Research

The main objectives of this research are to answer the question posed in the problem of the research. The objective of this research is to know the significant effect of using KWL Method in reading skills of grade X of SMA Swasta Al Washliyah 2 Serbelawan in academic year 2022/2023.

### II. THE REVIEW OF RELATED LITERATUR

#### Definition of Reading

Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text.



### Definition of Descriptive Text

There are many kinds of reading text; descriptive, recount, narrative, report, procedure, explanation, argumentative, persuasive, exposition and many others. One of the genres that Senior High School students learned is Descriptive Text. This description can be shown in the form of the sound, taste, and smell of things or objects. Descriptive text is a kind of text with a purpose to give information. The social function of Descriptive text is to describe a particular person, place, or thing.

### The KWL Method

KWL charts is divided into three columns: K (What I Know); W (What I Want to Know); and L (What I Learned). KWL is a three- phase method that develops students' independent skill in comprehending a text. It helps the students engage with texts in deliberate and purposeful ways. KWL is a method that facilitates the students' achievement in reading comprehension. Through KWL method, the students can activate their prior knowledge, retrieve the information from the text, interpret the text, and reflect and create personal knowledge. Ask the students to make a KWL table before reading activity.

## III. RESEARCH OF METHOD

### Research Design

Research design is commonly defined as the way of thinking and doing preparation to complete research and achieve the goal of the research. The researcher applied quantitative research as the research design. Quantitative research is explaining phenomena by collecting numerical data that are analyzing using mathematically based methods (in particular statistics). According to (Burns 2010) the main aims of action research is to identify a “problematic” situation or issue that the participants who may include teachers, students, managers administrator or even parents consider worth looking into more deeply and systematically

### Location of The Research

The location of this research will take a place at SMA Swasta Al-Washliyah 2 Serbelawan,Jl Rajamin Purba SH. This school is a place where researchers do internships, PLP I and PLP II. So, researcher already have some school data to make research easier.

### Population and Sample

The Population of this research are 23 students of SMA Swasta Al Washliyah 2 Serbelawan Academic Year 2022/2023. The population in this research is all of the grade X at SMA Swasta Al Washliyah 2 Serbelawan. The number of the population was 23 students. They were class X MIPA which consisted of 14 students and class X IPS which consisted of 9 students.

Table 1. Population

No	Class	Male	Female	Total
1.	X MIPA	10	4	14
2.	X IPS	5	4	9
				23

The source of this student data comes from school operators through the dapodik application. And the truth has been proven by researchers by participating in accessing the application.

To determine the sample from population, the researcher used purposive sampling. Purposive sampling is a sampling technique with consideration certain in Sugiyono, (2016). Reasons for using purposive techniques this sampling because it is suitable to be used for quantitative research, or research that do not generalize according to (Sugiyono, 2016).

### Instrument of Collecting Data

Instrument has important function in this research. Instrument is one of the significant steps in conducting this research. An instrument is a tool that used for collect data. This research applied pre-



test and post-test as the instrument to find out the reading skills of students' before and after giving treatment by using KWL method.

### Technique of Analyzing Data

In this research, the researcher uses pre-test and post-test to know the different score between the students' reading comprehension in reading skills before and after being taught by using Know-Want to Know-Learned (KWL) method then analyzing the data using the following formula.

## IV. THE DATA AND ANALYSIS

### The Data

To collect data to be analysis, writer conducted a pre-test and post-test. In this research, writer gave treatment using KWL. During the meeting, students are given a detailed explanation of the method, with the hope that the results of the post-test give an overview of the results by using KWL method in reading skills.

### Data Analysis

#### a. Pre-test

In the Pre-test the students' score include to the low result, because in Pre-test the students did not understand yet about the material and still shy to ask the teacher. From the result pre-test, the data showed the score achieved by students is 70 and the lowest is 30 which consist of 23 sample. From the result the writer found that the mean of pre-test is 51,74. It means that the students' basic knowledge in descriptive text was poor before the treatments by using KWL method. The Standard Deviation is 9,847. It means by using Standard Deviation the writer can find out how big the distance between the data of pre-test. Standard deviation is said to be good if its value is smaller than the Mean.

#### b. Post-test

The post-test of X MIPA and X IPS aims to look post-test of reading descriptive by using KWL method. From the result post-test, the data showed the score achieved by students is 85 and the lowest is 60. The writer will serve their score in a table which consist of 23 sample with the different scores. From the result of the calculation above the writer found that the improvement of students' in reading descriptive after treatment of teaching by using KWL method is 70,43. It means that the students' basic knowledge in descriptive text was high after the treatment by using KWL Method.

#### c. Standard Deviation

The Standard Deviation is 6,411. It means by using Standard Deviation the writer can find out how big the distance between the data of post-test. Standard deviation is said to be good if its value is smaller than the Mean.

#### d. The Difference Mean Between Pre-test and Post-test

From the result the writer found that the difference Mean (MD) between pre-test and post-test is 18,69. It means by using the difference Mean (MD) between pre-test and post-test the writer can find out how much the improvement of the students' reading skills before and after treatment by using KWL Method

### Validity and Reliability

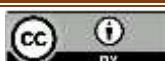
The score of Validity is 0,988 and interpreted in very high category. Then Reliability is 0,993 and interpreted that the reliability is very high.

### Standard Deviation Difference

The writer found that the Standard Deviation Difference (SDD) from the formula is 8,10. It means that the quantity of difference variability that exists the pre-test and post-test scores is 8,10.

### Standard Error Mean Difference

From the result the writer found that Standard Error Mean Difference (SEMD) is 1,76. Because of its small score, it means that spread of sample is also small, so the estimation of population parameter will be more accurate



### Testing Hypothesis

Based on the criterions above the writer found that  $T_{count} > T_{table} 5\% = 10,61 > 1,717$  so that the statistic criterions of accepted hypothesis exist in Hypothesis alternative ( $H_a$ ) and Hypothesis null ( $H_0$ ) is rejected; it means that, using of KWL Method in Reading Skills of Grade X at SMA Swasta Al Washliyah 2 Serbelawan in academic year 2022/2023 is significant to improve the students' reading skills.

### Discussion and Finding

Based on the result of score data analysis and relation to hypothesis testing presented, the writer finding that there is a significant effect of using KWL Method in reading skills of Grade X at SMA Swasta Al Washliyah 2 Serbelawan in academic year 2022/2023.

## V. CONCLUSION AND SUGGESTIONS

### Conclusion

From the result of the research, the total score of pre-test is 1190 and post-test is 1620 and the difference between the post-test and pre-test is 430. So, from the score it can be seen that the post-test score is higher than the pretest, it can be concluded that there is a significant effect of using KWL Method in reading skills of Grade X at SMA Swasta Al Washliyah 2 Serbelawan in academic year 2022/2023.

### Suggestions

Based on the research result of using KWL method in improving reading skills in descriptive text, the writer purpose the following suggestions:

- a. The students should from a habit of reading by using KWL method to improve their reading skills.
- b. English Teachers are recommended to using KWL Method, because the method can improve students' reading skills.
- c. The other researcher can develop further research in the area of KWL method to improve students' achievement in reading skills.

## BIBLIOGRAPHY

Ardiyan, R. N., Rosyid, A., & Priyantin, T. (2022). The Use of KWL Strategy on Students' Reading Comprehension. *Journal of English Teaching and Linguistics Studies (JET Li)*, 4(2), 100-109.

Donna M. Scanlon, Kimberly L. Anderson, Joan M. Sweeney, *Early Intervention for Reading Difficulties* (New York: The Guilford Press, 2010) 278

Grabe, W & Stoller, F. I. (2002). *Teaching and Researching Reading*. Britain:<https://ajp.paramedics.org/index.php/ajp/article/view/50>.

Jo Anne L. Vacca, et al., *Reading and Learning to Read* (United State of America : Pearson Education, 2015), 301-302 Pearson Education

Ross L. Facilitating Rapport through Real Patient Encounters in Health Care Professional Education. *Australasian Journal of Paramedicine* [Internet]. 2013 Nov.4 [cited 2023Jun.14];10(4). Available from:

Siahaan, S. & Shinoda, K. 2008. *Generic Text Structure*. Yogyakarta: Graha Ilmu.

Sipayung, W. R. (2018) Improving students' achievement in reading descriptive text though reciprocal teaching strategy, *Budapest International Research and Critics in Linguistics and Education (BirLE)* Journal Volume I (1) November 2018, Page: 32

