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THE IMPLEMENTATION OF KNOW-WANT-LEARNED STRATEGY TO IMPROVE THE STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT AT MTSS INSAN CITA MEDAN

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ABSTRACT

This research was aimed to find out the impact of using Know-Want-Learned strategy in improving the students' reading comprehension. The subject of this research was the ninth grade students of MTsS Insan Cita Medan in academic year of 2020/2021 which consisted of 44 students. This research was conducted by using classroom action research, which used two cycles. Each of them consists of planning, acting, observing, and reflecting. The data were obtained through quantitative and qualitative data. The quantitative data was obtained from tests including pre-test, post-test I, and post-test II. While qualitative data was obtained from interview and observation sheet. The result of the data analysis showed that there was an improvement on the students' reading achievement from each cycle. It was shown from the students' mean score in pre-test was 57,8 increased to 70,4 in post-test I and increased to 80,5 in post-test II. In the pre-test there were 18,2% (8 of 44 students) who got score > 75. In the post-test I, there were 45,4% (20 of 44 students) who got score > 75. In the post-test II, there were 88,6% (39 of 44 students) who got score > 75. For the hypothesis testing used t-test formula, the result of t-test was observed (10,30) > ttable (2,018). Thus, alternative hypothesis (Ha) could be accepted. Based on the finding, alternative hypothesis (Ha) saying that K-W-L strategy could improve the students' reading comprehension in narrative text.

Keywords: K-W-L Strategy, Reading Comprehension, Narrative Text, Classroom Action Research.

INTRODUCTION

Reading is one of the four main skills in language learning. Reading must be with understanding to get the meaning of the author delivered. Without understanding, reading is just simply following the words on the page from left to right and has no meaning. Every reader has his/her own reasons when reading something, such as for entertainment, information and knowledge. According to Teixeira (2012: 15), reading is the primary language skill that has a significant place in foreign language teaching and learning. This skill allows students to have access to ideas communicated by people in various locations and eras, giving them the opportunity to broaden their horizons and improve their knowledge. From that definition we know that reading in a foreign language is very important not only to

promote students' personal and cognitive development, but also to improve their studies and job prospects in a global society.

Through reading, the students are expected to get information and comprehend the content of the text so they can answer the questions related to the text. However, in reality the students are not able to comprehend the content of the narrative text thoroughly. When the students are given a text, they should open the dictionary to look for the meaning of unfamiliar words in hope they would possibly understand what the text talk about. The students also cannot answer the questions that related to the content of the text.

The researcher needed a strategy to helps the students reading comprehension in English. There are many strategies that can be implemented to improve the students' reading comprehension in narrative text, one of them is by using K-W-L (Know-Want- Learned) Strategy. Fengjuan (2010: 79) stated K-W-L is a reading strategy that helps teachers engaged students from the beginning of a reading lesson by activating prior knowledge. Know-Want-Learned (K-W-L) consists of three basic stages of their stages, stage K, stage W, and stage L. In stage K: what do I already know? The students have their knowledge of a particular topic. Then at stage W: what do I want to know? The Text at MTs Swasta Insan Cita Medan."

LITERATURE REVIEW

A. Review of Related Theories

Carr, E. & Ogle, D (1987: 15), K-W-L is an active model thinking of thinking strategies needed when reading a texts. The letters K-W-L stands for three activities of students involved in reading to learn, remember what they know, determine what they want to learn, and identify what they learn when they read.

Fifindwi (2007: 27), K-W-L strategy is a strategy of teaching reading that emphasizes the importance of background knowledge of the reader.

Candace S. Bos and Sharon Vaughn (2002: 179), Reading comprehension is the process of constructing meaning that involves written language by interpreting textual information by remembering that prior knowledge and experience use appropriate and efficient understanding strategies.

From the definition, Know-Want- Learned (K-W-L) strategy can be concluded as a strategy that has well- organized steps for students to follow.

Based on the explanation above, the researcher was interested in conducting or having a research which focuses in K- W-L strategy under title "The Implementation of Know-Want-Learned Strategy to Improve the Students' Reading Comprehension in Narrative "It is He Who has created For you (the faculties of) Hearing, sight, feeling and understanding: little thanks it is ye give?"¹

In surah al-Mu'minun verse 78 above explains about the basic tools or human potential that uses to gain knowledge. The main tools for material objects are eyes and ears, while the object that is immaterial is minds and hearts.²

This verse tells us that Allah already gives us hearing, sight, and hearts, ears to hear, eyes to pay attention, hearts and mind to understand something. So why human do not thank to Allah the creator?

B. Review of Related Findings

There were some researches related to this research. Many researchers had done research about students reading. Many researchers have reported to expose the

¹ Abdullah Yusuf Ali, (2001), The Meaning of The Holy Qur'an, Maryland: Amana Publications, p. 856-857.

² M. Quraish Shihab, (2012), Al-Lubab: Makna, Tujuan dan Pelajaran dari Surah- Surah Al-qur'an, Jakarta: Lentera Hati, p. 673.

identification of students' achievement in learning English to make the teaching and learning process more effective some of the researchers' findings are concisely below.

Yuniarti, (2013) in the study concluded that the K-W-L strategy is effective in increasing the ability of student in finding specific information. In addition, the K-W-L strategy, as an effective strategy in teaching reading that can improve students' reading comprehension, has been proven by several researchers that the K-W-L strategy is effective for improving students' reading comprehension. Which shows that (1) the K-W-L strategy can help teachers to understand students' understanding of the text by focusing on the steps before, during, and after reading; (2) The K-W-L strategy can help students preview the text, assess what they have learned after reading, and reduce their interest in reading; (3) Types of activities provided such as pre- teaching vocabularies, using skimming and scanning, using improvement strategies, and guessing meanings can help students read texts efficiently.

A.A.A Putri Dian Purnami Karang, (2014) in her research concluded that teaching reading comprehension through K-W-L strategies was able to improve reading comprehension from lower scores to highest scores, then the results showed changes in student behavior from teachers centered on the active process of students. Students indicate more actively learning to read because the steps in the KWL strategy guide them to access what they know, decide what they want to learn, whether it is possible in the reading, and decide what needs to be done after reading.

METHODOLOGY OF THE RESEARCH

A. Research Design

This study was categorized into classroom action research. Classroom action research was the action research which was implemented in the classroom when learning process happened. The aim of this study was to show the process of improvement of the students' reading comprehension.³ Burns asserts that action research is a part of broad movement that has been going on in education generally for some time.⁴

According to Singh action research is a process for studying problem by parts- owners scientifically to take decision for improving their current practice.⁵ So it can be concluded that classroom action research is a research that occurs in the classroom in the form of certain actions undertaken to improve learning outcomes better than before.

B. Setting of the Research

This research was conducted at the school of Madrasah Tsanawiyah Swasta INSAN CITA Medan that located in Jalan Alfalah No.6 Glugur Darat II, Kec. Medan Timur, Kota Medan. The total of students in ninth grade (IX-1) was 44 students in that class, which consist of 28 female and 16 male students.

C. Technique of Collecting the Data

In order to collect the intended data, this study was used the following instruments:

1. Test

There were two kinds of test to measure the students' reading comprehension namely pre-test and post-test. Pre-test and post-test were in the form of multiple choices item which is consisted of 20 questions of pre-test and 20 questions of post-test. The expected

³ Masganti, (2011), *Metodologi Penelitian Pendidikan Islam*, Medan: IAIN Press, hal. 229

⁴ Anne Burns, (2010), *Doing Action Research in English Language Teaching: a guide for practitioners*, London & New York: Routledge, p. 2

⁵ Yogesh K, Singh, (2006), *Fundamental of Research Methodology and Statistics*, New Delhi: APH, p. 263

answer are A, B, C, and D. The correct answer has 5 points each number and the incorrect answer get 0 point.

2. Observation Sheets

Observation was diagnoses about the problems found in the field, and then designs the plan to do an action in order to solve the problems. While the researcher held the action, the collaborator helped her observe the teaching learning process to collect the data by filling in the observation which contains indicators of reading comprehension of narrative texts used Know, Want to Know, Learned.

The observation sheets were used to determine the aspects to be observed in the reading class when the action plan is being conducted. The observation sheet was in the form of tables. It contained some aspects with some indicators of each aspect. The data about the aspects observed during the action then are recorded every time through some descriptions in the form of field notes.

3. Interview

The interview was done to know the effectiveness of the actions. The researcher interviewed the students and the English teacher about the activities in teaching and learning process. In this case, the researcher held an interview with the English teacher and the ninth grade students about the use of Know-Want- Learned strategy in reading class. The researcher asked the teacher some questions related to the class activities, class condition, students' behavior and the students' proficiency level in reading.

D. Procedure of the Research

The procedure of the research used in this research was using the Kemmis and McTaggart cycle diagram. Based on the Kemmis and Mc Taggart cycle diagram action research design above, researcher would like to describe further concerning the implementation of Classroom Action Research (CAR) in the cycle one and cycle two. Classroom action research typically involves the use of qualitative interpretive modes and data collection with a view how to improve their own practices.⁶ It is generally thought to involve self-reflective cycles of the following:

- Planning
- Acting and observing the process and consequences of the change
- Reflecting on these processes and consequences
- Re-planning
- Acting and observing again
- Reflecting again, and so on....⁷

E. Technique of Data Analysis

In this research, there were two kinds of data which will be collected by researcher as follow:

1. Qualitative data was data about the information which give a description of the students' expression about comprehension level toward the subject (cognitive), students' responds toward the new method (affective), and the students' activity toward learning a subject, their attention, their enthusiast in learning, their response: their motivation of learning can be analyzed qualitatively.

⁶ Stephen Kemmis and Robin McTaggart, (2007), Participatory Action Research, Thousand Oaks: Sage Publication Ltd, p. 273

⁷ Ibid., p. 276.

There were various techniques of data analysis, such as qualitative data analysis techniques with interactive model. Interactive analysis consists of three components, namely: data reduction, exposure data, and drawing conclusions. The steps that need to be done in the analysis of such data is as follows:

- Selecting data (data reduction) in this data selection step, choose the data relevant to the purpose of learning improvement
 - Describe the data findings (presented data), in this activity, the teacher participants create a description of the measures undertaken in the activity.
 - Analysis and interpretation of data can also be done by looking for patterns or the essence of the results of self- reflection that teachers then, combined with data obtained from some observers that helps.
2. Quantitative data comprises of the students' score of learning outcome. This research could be considered success when the students had understood narrative text. The increasing of their achievement can be shown with increasing score which was gotten by students from pre-test score to post-test score. The researcher used four techniques in analyzing the numerical data as follows:
- a. To know the means of the students' score in each cycle, the research applied the following formula:⁸

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

- \bar{X} : The means of the student
- $\sum X$: The total score
- N : The number of the students

- b. The researcher sought the students' percentage who passed the CMA score (75) by using formula as follows:⁹

$$P = \frac{F}{n} \times 100$$

- P = the students' percentage
- F = the number of students who passed the CMA
- N = the total number of students

- c. To know whether any improvement or not in the students' score, the researcher analyzed their score from pre-test up to post-test score in cycle I and cycle II by using as follows formula:¹⁰

$$P = \frac{y_1 - y}{y} \times 100$$

- P = Percentage of the students' improvement
- y = pre-test result
- y1 = post-test I

$$P = \frac{y_2 - y}{y} \times 100$$

- P = Percentage of the students' improvement
- y = pre-test result
- y2 = post-test II

⁸ Sudjana, Metode Statistika, (2002), Bandung: PT. Tarsito, p. 67

d. Then, to know the different of the test success after using K-W-L strategy, the researcher applied the following t-test formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

\bar{D} = Mean of difference of pre-test and post-test

D = Difference

N = Subject of Students In this research the researcher

In this research the researcher analyzed the qualitative data based on Miles and Huberman theory there are three main components: data reduction, data display, and drawing and verifying conclusion.

RESEARCH FINDINGS

A. Data Description

A.1 Before Implementing the K-W-L Strategy

Before applying the K-W-L strategy, the researcher had done a preliminary research to know the specific condition of the class that was going to be researched. The study involved the interview, observation, and the pre-test.

A.1.1 The Result of the Interview Before Implementing the K-W-L Strategy

The first interview was held on August, 12th 2020 started at 09.00 AM and finished at 09.30 AM. The type of interview was unstructured interview. The researcher asked the teacher some questions about the English class situation, the students' performance and achievement, the problem that were faced by the MTsS Insan Cita students in reading comprehension. The researcher also asked about the kinds of strategy which was applied by the teacher to solve the students' problem in reading comprehension before the research was conducted.

Based on the result of the interview, the researcher was allowed to teach narrative text by using a strategy namely K-W-L (Know-Want-Learned) strategy at the ninth grade especially in class IX-1. By implementing this strategy hopefully the students' achievement in reading comprehension will be improved.

A.1.2 The Result of Pre-Observation before Implementing the K-W-L Strategy
The pre-observation was held before the pandemic COVID-19 attack Indonesia. It was held on Wednesday, February 19th 2020 at ninth grade students of MTsS Insan Cita Medan. The class consists of 44 students. The English subject started at 09.15 AM -

11.00 AM. While the researcher came into the class, the teacher was teaching reading, the teacher was explaining the English text and the structure of the text. Although some students were confused but they were enthusiast and curious about the text. After reading the text, the teacher explained what the text talked about.

The researcher did an observation again in August, 20th 2020. Because of the pandemic COVID-19 the students' are obligated to study at home through online via *whatsapp* group. The way to observed was the researcher saw the reaction of the students, the students' reactions mostly obey the teacher's reaction, but when the teacher gave the task, they collected quite long and most of them not enthusiast to send the answer of the task. It can be concluded that, the thing that the students need was the right strategy to make them enthusiast and not felt bored.

A.1.3 The Result of Pre-Test

After answering the test, the researcher collected the students' answer of the pre-test, then the teacher calculate the result. Based on the result of the pre-test, the mean score of pre-test was 57,8. There were 36 students who got the score under CMA (criteria minimum of achievement). Only 8 students of 44 students who passed the CMA. The lowest score was 25 (twenty-five). From the result, it can be seen that almost of the ninth grade (IX-1) students' reading comprehension was still low.

A.2 Findings Data after Implementing the K-W-L Strategy

After implemented the K-W-L strategy, the researcher gained four data. Further description was described as follows:

A.2.1 The Result of Interview after Implementing the K-W-L Strategy.

The researcher conducted the interview after implementing K-W-L strategy on Thursday, September 24th 2020. The interview was started at 08.00 AM to 09.00 AM. This interview was aimed to know the teacher's response concerning K-W-L strategy. The questions which proposed to the teacher involved the general condition in English class via *whatsapp* group learning. The difficulties of K-W-L strategy and benefits of that strategy had been used to solve the problem.

In the interview, the English teacher started that K-W-L strategy is one of good strategies to be applied. But the teacher had to look condition and material of lesson to use in teaching the students. The improvement of the students' understanding on narrative text could be proven by the improvement of the students' score. The result of pre-test, post-test I and post-test II showed significant improvement. Based on the explanation above, the researcher concluded that the implementation of Know-Want-Learned had been done successfully.

A.2.2 The Result of Post-Observation

The researcher had taken the observation result after the implementation of K-W-L strategy. The result of post observation was aimed to know the benefits of K-W-L strategy on students' reading comprehension. From the result of post observation data of the implementation of K-W-L strategy showed that the students could improve their reading comprehension on narrative text.

A.2.3 The Result of Post-Test

The researcher input the data result including pre-test, post-test I, and post- test II that can be seen in the table below:

showed that the percentage of the students who past the criteria minimum of achievement was increased.

Next, to get the percentage of the students' score improvement was used as following calculation:

Table 1: The students' improvement in reading comprehension achievement test.

Name of the Test	The percentage of Students*	Mean
Pre-Test	18,2% (8 students)	57,8
Post-Test I	45,4% (20 students)	70,4
Post-Test II	88,6% (39 students)	80,5

* Who Passed CMA (75)

Based on that calculation, it could be said that post-test II improves 39,2 % from the pre-test, and improves 17,4 % from the post-test I. (39,2 % - 21,8%). In this research, the researcher also used t-test to test the hypothesis in this research. The t-test result was 10,30. And the ttable was 2,018 which was derived from $df = N - 2 = 44 - 2 = 42$, with the level of confidence (α) was 0,05. In the coefficient of t-observed (10,30) > ttable (2,018). Thus, if tobserved was bigger than ttable the zero hypothesis (H0) was rejected an alternative hypothesis (Ha) was narrative text.

B. Discussion

This research was aimed to describe how the teaching and learning process by using K-W-L strategy and did the K-W-L strategy can improve the students' achievement in reading comprehension. K-W-L strategy is one of many teaching strategies that can be used by teacher in teaching English especially in reading.

In this research, there were two cycles done by the researcher. In the cycle I, the researcher did the pre-test, implementing the K-W-L strategy and the post-test I. Because of the result of the students' mean score in post-test I was still below the CMA, therefore the research conducted the cycle II in order to make the students achieve the score upper the CMA. The test result would used as the quantitative data.

In cycle I the students seemed did not really understand about the teacher's instruction, it can be seen by the students' response. In the cycle II, the students getting proficient at using the K-W-L strategy and obtain good output. It can be seen from the result of the tests. In pre-test the students who passed the CMA was 18,2 %, in post-test I was 45,4%, and in post-test II was 88,6%. It showed significant improvement of the students who passed the CMA (75). The mean score of the students in pre-test was 57,8, the students' mean score in post-test I was 70,4. The students' mean score in post-test II was 80,5.

While the result of the percentage of the students' score improvement between the mean of pre-test and post- test I was 21,8% and the difference of the students' score improvement from pre-test to post-test II was improved 39,2%. It showed the improvement on the students' mean score percentage.

Besides using the quantitative data, the researcher also used qualitative data in order to explain the situation deeply. The qualitative data was obtained from the interview and observation that were analyzed by using data reduction, data categorization, data display, and draw conclusion.

By using this strategy, it could make a better innovation in the field of education especially in teaching reading. The students would have more chance to express their idea, to agglomerate the sentences based on the title. Moreover, this strategy could create a satisfying effect to the students because they would proud of themselves because they could finish the chart and solve their problem.

Based on the explanation above, it could be stated that Know-Want- Learned strategy could improve the students' achievement in reading comprehension. It was proven by the quantitative data they were the pre-test and post-tests result, and qualitative data they were observation sheet and interview both from the teacher and the students.

CONCLUSION AND SUGGESTION A. Conclusion

Based on the findings of this research, it can be concluded that this research was successful. It was proven by the tests result which showed the improvements of the students' mean score. In the pre-test, the students' mean score was 57,8. In the post-test I, the students' mean score was 70,4. To achieved the CMA, the result must be above or equal to 75 (> 75). So the researcher decided to conduct the cycle II. The result of post-test II was 80,5 for the students' mean score.

In the pre-test, there were 8 students of 44 students (18,2%) who achieved the CMA (criteria minimum of achievement). In the post-test I, there were 20 students (45,4%) who achieved the CMA. In the post-test II the number of the students who passed the CMA increased to be 39 students (88,6%).

From the percentages of the students' improvements, it showed the students more enthusiastic and gave good response on studying reading comprehension. By using K-W-L strategy they could analyze the main idea and the content of the text and also the generic structure of narrative text. These data strengthen with the interview and observation sheet result.

B. Suggestion

Based on the conclusion, the researcher would like to draw some suggestions that offered for English teacher and other researcher. They were presented as follows:

1. English Teacher

For English teacher it is suggested to consider and choose the kind of strategy that will be used in teaching English especially in reading. The researcher also gave suggestion to the English teacher, it is better to use a strategy that can enhance students' interest in studying.

2. Other Researchers

For other researchers hopefully could conduct a research in depth and better. This research could be used as a reference to other researcher in expanding their research.

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