IMPROVING STUDENTS' READING ABILITY IN DESCRIPTIVE TEXT BY KNOW-WANT TO KNOW-LEARN (K-W-L) METHOD FOR GRADE XI SCIENCE SMA KRISTEN SILOAM BA'A IN ACADEMIC YEAR 2019/2020

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ABSTRAK

KWL adalahsingkatandari Know-Want to know-Learn. Metode ini diaplikasikan dengan merangsang pengetahuan dasar siswa sebelum memulai aktifitas membaca.

Penelitianini dilakukan dengan tujuan (1)untuk mengetahui sejauhmana KWL ini dapat meningkatkan kemampuan membaca siswa (2)hambatan yang dihadapi dalam penerapan metodeini.Metode yang diterapkan adalah metode deskriptif kuantitatif.

Metodeini adalah Penelitian Tindakan Kelas yang dilaksanakan dalam satusi klus yaitu perencanaan, tindakan, pengamatan, dan refleksi. Hasil penelitia nmengungkapkan bahwa metode kwl dapat meningkatkan kemampuan membaca siswa di SMA. Dalam mengumpulkan data, teknik yang digunakan adalah tes dan kuesioner.

Hasil tes mengungkapkan bahwa nilai post test lebih tinggi (74) daripada nilai pre-test (54) dengan perbedaan sebesar 20. Kesimpulannya adalah metode KWL sangat berguna dan berpengaruh untuk meningkatkan kemampuan membaca siswa.

Kata kunci : Deskripsiteks, membaca, metode K-W-L

ABSTRACT

KWL is an acronym of Know, Want to Know, and Learned. The method requires previous knowledge to stimulate students' abilityof discovering before starting the reading activity. This research aimed(1) to extent of the students' reading skill taught by using K-W-L strategy in descriptive text (2) difficulties that students face in applying KWL Strategy in reading comprehension.The method used in this studyis descriptive quantitative method. This method is a Classroom Action Research that was conducted in one cycle thatconsists of planning, action, observation, and Reflection. The result of the study revealed that KWL method improves students' reading skills at the senior high school level. Both test and questionnaire were used to elicit required data. The test result of experimental class show that students' post-test mean score (74) is much higher than the pre-test (54), indicating a significant improvement (gain: 20) of students' skills.In

conclusion, KWL Method is useful and influential to improve students' reading skills.

Keywords : *Descriptive Text, K-W-L method, Reading*

INTRODUCTION

The key of human social life is a language because it is a tool of communication. One of the biggest languages in the world is English because it is used as the international language used by people across the countries.

There are four important aspects in English. They are speaking, reading, listening and writing. Each aspect has its own difficulties in mastering it especially for foreign learner. For example,The difficulty in reading ability is to be understandable the text the reader has comprehend about the topic. It means the reader has comprehension the meaning of the text.

Students have some difficulties be mastering in skills of the reading. One of the difficulties is they reading skill is low. On the other hand, as a teacher have a good trick to teach them about reading material. One of the trick or the strategy we can use is K-W-L method.According to Sasson (2008) the technique of the K-W-L helps the teachers' to carry the students' more be likely to read, because they will supposedly about what they want to know and what they learn. On the other hand, Paris (1987) said in a three phase strategy in K-W-L the students' will advance their empowered skills in comprehended to settle in learning a text.

In K-W-L methods we divided into three columns. The K (Know)

column, the students' will activate their prior knowledge. Second column W (Want to more) they make a list of questions as an additional information they want to know more and the last column L (Learn) they implemented the answers of the question of the W column. In L column they can answers the questions after they read or during they read the text.

Thus, this research was conducted in order to know the extent of the students' reading skill taught by using K-W-L strategy in descriptive text and to figure out the difficulties that students face in applying KWL Strategy in reading comprehension.

Based on previous study did by Imam Mahdi (2018) entitled "Improving Students' Reading Skills Through KWL Strategy" at grade VIII of SMPN 8 Banda Aceh in Banda Aceh, the result of this study is KWL method is useful to improving students' skill in reading. The result of this study is the students' post-test mean is higher than the pre-test mean score. The mean pre-test point (44) after treatment using KWL method the students' skill is increasing. The post-test mean was (59).Based on the previous study, the researcher get the important point is the K-W-L method able to improving the students' ability in reading.

Reading

Reading is a key to get information from a text. In reading, we get the knowledge and explorer our ability. To be more understand about the text we cannot just read but we should comprehension the text. According Nunan (2003 : 68 in Imam Mahdi : 2018) reading is a fluent process of readers combining information from a text and their own background knowledge to build mean and the goal of reading is comprehension. It means, to understand a text the reader has a comprehend about the topic.

The definition advanced by Grellet (1981) and Urquhart and Weir (1998) (Teaching Readers of English, 2009) straightforwardly assert that reading entails constructing meaning from written text.

Text

To communicate with other people or to share some information, we not only use language to speak or to say something but sometimes we need another media to say that. This media is a text. Brown and Yule (1983) (http://britishcourse.com/descriptive-text-complete-explanation.php, accessed on Saturday, 18th May 2019) in their Discourse Analysis also define text as —the verbal record of a communicative act. As function is concerned, text is language in use.

Descriptive Text

Descriptive text is a text that we used to explain or to draws a picture or things to make someone be understandable some objects. It is convey the abstract such idea or opinion, sound and smell. The purpose of the descriptive text is describing an object.According to Tompkins (1994) and Stanley (1988,

in Imam Mahdi : 2018), descriptive text is as painting pictures with words. It means, by reading a descriptive text the readers get the real and complete information just like they see a picture.

KWL

K-W-L (Know-Want-Learned) is a teaching method that teacher used to teach about a text material such as descriptive text or narrative text. There are differences between conventional teaching method and K-W-L method. Basically in application of K-W-L method, the students need to more comprehension prior knowledge that is basic knowledge about the material or the object.

It helps students to be understandable about the text before their deep reading. Ogle (1986 in Nita Septyawati: 2017) KWL is an instructional reading strategy that is used to guide the reader through a text. It means, KWL is a guideline for reader to make them more comprehend about the text particularly in descriptive text.The problem of the reader to comprehend about the text is we don't understand how to apply the strategy of reading therefore we cannot find out the text meaning. According to Kalayo (2007 in Imam Mahdi : 2018) reading comprehension would be result when the readers know which skills and strategy are appropriate for the type of text and understand to apply to them to accomplish the reading purpose.

K-W-L is a reading strategy design as a bridge to connecting about the prior knowledge with the text. The application of KWL method used a chart. Divided into three columns for each word. K for the prior

knowledge, W for want to learn and L for what we learned. In other hand, Alan Crawford *et al* (2005: 21) explained KWL into chart below

TOPIC		
What do we know?	What do we want to know?	What did we learn?

The first column K, we create a list the prior knowledge about the topic. The second column W is we list what we want to learn. This are list questions to help us try to understanding about the topic. We write all questions that we want to

Xi = Middle score of interval class
Fi = Frequency
Fi.xi = The amount of multiplication between frequency and middle interval

know about the topic. And then, the last column is L is the answers of the questions. This is the last part to make us has comprehend the text.

P = Percentage
F = Frequency of respondent
N = Number of sample
100% = Consist value

METHODOLOGY

Research Design

This research was used one class as experimental classes divided into three part research design are pretest, treatment and post-test. The first, questioner will be distributed to all students' as a guiding before teaching with this method.

Population and Sample

The population of this study is SMA Kristen Siloam Metina. The sample of this research is 27 students' of grade XI Science.

Technique of Collecting Data

Test.

There are two kinds of the test in this study; pre-test and post-test. The questionnaire is a technique of data collection is done by giving a set ofquestions or a written statement to the respondent to be answered (Sugiyono, 2012).

The scale model of measurement used is a Rating Scale. Which is each statement consist of four possible answer that have been provided; they are Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1).

Analysis of pre-test and post-test

$$M1 = \frac{\sum fi\ xi}{\sum fi}$$

Analysis of questionnaire

$$P = \frac{F}{N}\ X\ 100\%$$

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FINDING AND DISCUSSION

Beside the researcher spread the questionnaire, in teaching experimental process conducted pretest and post test to measure their comprehension about the text. In post-test, the researcher wanted to know about their prior knowledge about English. Also, in post-test the researcher measure how extent their comprehension about English using

by KWL method. The highest score in pretest is 80 and the lowest score is 30. So, the range is:

R = H – L
R = 80 – 30
R = 50

The class interval:
I = 1 + (3.3) log n
       (n = number of students)
    = 1 + (3.3) log 21
    = 1 + (3.3) (1,3)
    = 1 + 4.29
    = 5.29

= 6

Then the range of the class interval found out by the pattern :

$$P = \frac{R}{1}$$
$$P = \frac{50}{1}$$
$$P = \frac{50}{6}$$
P = 8,3
    P = 8

TabelThe Frequency Distribution of pre test

Interval	Fi	Xi	Fi.xi
10 – 18	0	0	0
19 – 26	0	0	0
27 – 34	2	30,5	61
35 – 42	3	38,5	115,5
43 – 50	6	46,5	279
51 – 58	1	54,5	54,5
59 – 66	5	62,5	312,5
67 – 74	1	70,5	70,5
75 – 82	3	78,5	235,5
N = 21			1128,5 = 1129

$$X = \frac{\sum fixi}{\sum fi}$$
$$X = \frac{1129}{21}$$

X = 53,76
X = 53,7
X = 54

The highest score in pre-test is 90 and the lowest score is 65. So, the range is:

R = H – L
R = 85 - 50
R = 35

The class interval:
I = 1 + (3.3) log n
    (n = number of students)
= 1 + (3.3) log 21
= 1 + (3.3) (1.3)
= 1 + 4.29

= 5.29= 6

Then the range of the class interval found out by the pattern :

$$P = \frac{R}{1}$$
$$P = \frac{35}{1}$$
$$P = \frac{35}{6}$$
P = 5,8
P = 6

The frequency distribution table can be seen below:

Tabel The Frequency Distribution of Post-test

Interval	Fi	Xi	Fi.Xi
50 – 55	1	52,5	52,5
56 – 61	0	58,5	0
62 – 67	3	64,5	193,5
68 – 73	6	70,5	423
74 – 79	5	76,5	382,5
80 – 85	6	82,5	495
N = 21			1546,5 = 1547

$$X = \frac{\sum fixi}{\sum fi}$$
$$X = \frac{1547}{21}$$
X = 73,66
X = 74

The aim of determining the mean score was to know the average ability of students in the pre-test and post-test. The researcher found that the mean score between the two tests was different.

The mean score of pre-test was 54 while the mean score of post-test 74 which mean that post-test score was higher than pre- test by 20 points.

Discussion

In this thesis there were two research questions provided. The explanations for each research questions are as follow: First question is, "To what extent does K-W-L method can improve students' reading ability?" it can be explained based on the data and questionnaire presented KWL Method improved students' reading comprehension of descriptive text.

Furthermore, the different score before and after applying KWL Method also showed that KWL method effective to improve students' reading comprehension.

The mean of pre-test score was 54 while the mean score of post-test 74 which mean that post-test score was higher than pre-test by 20 points. It can be summarized that this method improved students' reading comprehension in descriptive text.

In applied this method, in other side was easy and also in other hand was difficult. This method could improve students' ability in reading. The students have prior knowledge so they listed everything that they knew as a basic to answer all those questions. But in other hand, the difficulties were the students' prior knowledge was lack it could be this method could not improve their ability.

These difficulties caused differences people ability, their background base education, even their family. The researcher chose K-W-L method applied to the students, because based on the pretest score there were some of student who still got less score than other students.

This method is considered suitable to increasing their ability and their comprehension in reading. This method was easily to applied and helped the students answering their own questions. In other side, K-W-L method helps students to monitor their comprehension and knowledge.

Students learn new topic to complete and put an effort to study framework more about the topic in order to update their knowledge. Using KWL as a method made the students more active and more interested to learn in reading comprehension.

The students could understand the content of the text they learned easier. KWL method was a good method to apply as one of strategy in teaching reading.

CONCLUSION AND SUGGESSTION
Conclusion

Based on the data analysis, the researcher found that KWL Method can improve students' skill in reading the descriptive text. It is proven from the pre- test and post-test mean scores which were given. The improvement of mean score was 54 to 74.

Thus, it can be concluded that the use of KWL Method to the students at SMA Kristen Siloam Ba'a can improve their skill in reading the descriptive text. Using KWL as a method made the students more active and more interested to learn in reading comprehension. The students could understand the content of the text they learned easier.

KWL method was a good method to apply as one of strategy in teaching reading.Using KWL as a method made the students more active and more interested to learn in reading comprehension. The students could understand the content of the text they learned easier. KWL method was a good method to apply as one of strategy in teaching reading.

Suggestion

The researcher proposed some suggestions that would be useful for teachers and other researchers who are interested in using KWL Method to improve students' skill in reading the descriptive text in their study or teaching: First, correct choice of teaching technique can make the teaching and learning process not only run well but also interesting and enjoyable.

Enjoyable teaching and learning activities will help students receive the material more effectively and efficiently; it will also makes the teacher more focus on the necessary things needed for the class. KWL Method is a technique which will lead students to be more independent; thus it is good to be applied in small classes recommended for teacher to apply it in their class.

Next, KWL Method is a simple technique which can be used for reading activities. It is not only helpful in teaching and learning process in the classroom.

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