THE EFFECTIVENESS OF KWL (KNOW, WANT, LEARN) METHOD IN TEACHING READING HORTATORY EXPOSITION TEXT TO THE ELEVENTH GRADE STUDENTS OF MAN PURWOREJO IN THE ACADEMIC YEAR OF 2023/2024

Irdaniya Pramesti[1*], Tusino[2], Puspa Dewi[3]

[1,2,3]Universitas Muhammadiyah Purworejo (INDONESIA)

irdaniapramesti87@gmail.com

Abstract

This research aimed to find the effectiveness of KWL (Know, Want, Learn) method in teaching reading hortatory exposition text. In order to know the effectiveness the researcher applied quantitative method to discuss and find out the problem appearing in this study. This study could be categorized as quasi-experimental research. The population of this research was the eleventh grade students of MAN Purworejo and the researcher took 72 students as the sample divided into two clas. The independent variable was the method of teaching, and the dependent variable is the students' reading result manifested in the test score. In getting the data, the researcher used test as an instrument (pre-test and post-test). The research analyzed the data by using descriptive statistics analysis (mean, median, modus, SD, and the highest and lowest score) and inferential analysis (normality test, test of homogeneity and t-test as hypothesis). The result of the research showed that KWL (Know, Want, Learn) method is effective in teaching students' reading hortatory exposition text. In teaching reading hortatory exposition text can also be seen by result of t-test that is 8.715. Then, the researcher consulted the critical value on the t-table using 5% (0.05) alpha level significance and the degree of freedom is 2.000. The computation shows that t-value was higher than t-table is 8.715>2.000. Related to the result of t-test the mean of post-test experimental group and control group was higher than mean score of pre-test (84.74>73.67). It means that KWL (Know, Want, Learn) method is effective in teaching reading hortatory exposition text at the eleventh grade students of MAN Purworejo in the academic year of 2023/2024.

Keywords: *KWL method, teaching reading, hortatory exposition text*

1 INTRODUCTION

Language is an important communication tool. It is used by people to express their ideas, messages, and wishes. English is a language that massively learn by many people in different country. It is a universal tongue that is utilized for communication in practically all spheres of life.

Reading allows many people to learn about other people's perspectives on many topics and serves as a means of indirect communication over geographic distances [1]. Reading frequently can help readers improve their English language background knowledge and damaged perception, stimulate their thought, enhance their morals, train their creativity, and increase their intelligence, says[2]. With the right learning system, all students can learn all the materials provided with good results [3].

[4]KWL method can helps the students become good readers by getting them to do many things that good readers do. The student is expected to investigate their reading process by considering what they know, what they want to know, and what they have learned.

[5]says that teaching is the process of transferring knowledge or information from the teacher to the students. [6]teaching is the process of assisting, facilitating, and creating the conditions for learning. It means that teaching is process to facilitate, transfer some knowledge from the teacher to their students as a learner in a comfortable condition in teaching and learning process.

[6]learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. According to[7] reading is one of the language skills which needed be taught in language

classroom. Students need to be able to read the text in english either for their careers; for study or simply pleasure. Reading is also plays an important role for language acquisition. According to [8] the types devided of reading; 1) extensive reading 2) intensive reading 3) silent reading

Teaching is the work of teachers who instruct students. Teaching reading needs to be interrelated with our daily experiences. According to [9] hortatory exposition text is one that attempts to encourage readers to do an action that will benefit others. KWL is a reading instruction method that supports the teaching of reading. According to[10] KWL is acronym of Know, Want and Learn. Know-Want-Learn (KWL) is a reading-thinking technique that emphasizes the student as a learner who considers concepts and raises questions while they are being read. According to [11]Know Want Learned (KWL) technique also aided English teachers in the teaching and learning process because it prevents them from controlling over class activities.

2 METHODOLOGY

According to [12]research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue. There are some designs of experimental forms that can be used in research. They are pre-experimental design, true experimental design, factorial design and quasi-experimental design [13]

According to [14]research variable is an attribute or nature or value of people, objects or activities that have certain variations set by researchers to be studied and then to be drawn conclusions.

[15]that population is generalizing region consist of object or subject which has spesific quality and characteristic specified by the researcher to get the conclusion.

[16]sample is the part count and characteristic which is had by population. If the population is bigger, the researcher may be not to study all of which is any in the population. While [17]sample is part of the population which is investigated. The sample must be representative [18]

[19]says that research instrument is a tool used to measure natural phenomena or social being observed. Pre-test provides a measure on some attribute or characteristics that you assess for participants in experiments before received the treatments. Post-test is a measure on some attribute or characteristics that is assessed for participants in experiments after a treatment.

To analyze the data, the researcher applied an appropriate method [20]states that there are two kinds of statistics used to analyze the data in the research; descriptive statistic and inferential statistic. According to descriptive analysis is a statistic, which has function to describe or to give a description on the observed object by data sample or population without doing analysis and make general conclusion. [16]states that mean is a technique of groupexplanation which is based on the average of the set of scores its group. Standard deviation is a measure of dispersion of set scores from the mean of the scores. It is calculated by obtaining the square root of the variance of a set of scores [20]. Test of normality is intended to determine the distribution of the maximum and minimum values as well as the variability of research data [20]. According to [20]test of homogeneity aims whether or not the scores of one group have homogenous variance compared with the scores with the scores of other group.

3 FINDING AND DISCUSSION

3.1 Data Description

The researcher conducted this research at MAN Purworejo in the academic year of 2023/2024. In this section, the researcher presents the results of the tests he conducted in the experimental groups and control group on the pre-test and post-test. The researcher took two groups of eleventh grade students. The total number of students was 72. The researcher collected data from the pre-test and post-test.

3.2 Descriptive Analysis

In this stage, the researcher would thoroughly review the descriptive data from the respondents. The central symptoms tendency and measurement of variation group were calculated using SPSS 16.0. The results of the SPSS computation were described as follows:

Table 4.21. *Descriptive Statistics Using SPSS 16.0 Computation*

Statistics

		Pre-Test Experimental	Post-Test Experimental	Pre-Test Control	Post-Test Control
N	Valid	36	36	36	36
	Missing	0	0	0	0
Mean		49.64	84.47	48.61	73.67
Median		47.00	85.00	47.00	75.00
Mode		47	85	45[a]	77
Std. Deviation		5.083	4.266	4.631	6.094
Variance		25.837	18.199	21.444	37.143
Range		25	15	22	25
Minimum		42	77	45	62
Maximum		67	92	67	87
Sum		1787	3041	1750	2652
Percentiles	25	47.00	80.50	45.00	67.00
	50	47.00	85.00	47.00	75.00
	75	52.00	87.00	50.00	77.00

Based on the table 4.21, the researcher summarized that the results of manual calculations and SPSS 16.0 are the same. In the experimental class, the mean pre-test was 49.64 and the mean post-test score was 84.47. The pre-test median was 47 and the post-test median was 85. The pre-test mode is 47.00 and the post-test is 85.00. The standard deviation of the pre-test is 5.083 and the standard deviation of the post-test is 4.266. The pre-test variance is 25.837 and the post-test variance is 18.199. The pre-test range was 25 and the post-test range was 15. Whereas, in the control class the pre-test mean was 48.61 and the post-test mean was 73.67. The pre-test median was 47.00 and the post-test median was 75.00. The pre-test mode is 45 and the post-test mode is 77. The standard deviation of the pre-test is 4.631 and the standard deviation of the post-test is 6.094. The pre-test variance is 21.444 and the post-test variance is 37.143. The pre-test range is 22 and the post-test range is 25.

The normality test is used to see whether the data distribution is normal or not. In testing the normality of the data, researcher used SPSS 16.00 using the Kolmogorov-Smirnov normality test. The calculation of the normality test using SPSS 16.00 can be seen in the table below:

Table 4.22. *The Summary of Normality Test of Post-test from Experimental Class based on SPSS 16.0*

One-Sample Kolmogorov-Smirnov Test

		PostTest Experimen
N		36
Normal Parameters[a]	Mean	84.4722
	Std. Deviation	4.26605
Most Extreme Differences	Absolute	.188
	Positive	.110
	Negative	-.188
Kolmogorov-Smirnov Z		1.129
Asymp. Sig. (2-tailed)		.156

a. Test distribution is Normal.

Based on the table 4.22, it can be seen that the normality test in the post-test of the experimental class (Asymp-sign (2-tailed)) was 0.156.

Table 4.23. *The Summary of Normality Test of Post-test from Control Class based on SPSS 16.0*

One-Sample Kolmogorov-Smirnov Test

		PostTest Control
N		36
Normal Parameters[a]	Mean	73.67
	Std. Deviation	6.094
Most Extreme Differences	Absolute	.180
	Positive	.141
	Negative	-.180
Kolmogorov-Smirnov Z		1.080
Asymp. Sig. (2-tailed)		.194

a. Test distribution is Normal.

Based on the table 4.23, it can be seen that the normality test in the post-test of the control class (Asymp-sign (2-tailed)) was 0.194.

Based on table 4.22 and table 4.23, it can be summarized that both the post-test in the experimental class and the control class (Asymp-sign (2-tailed)) higher than 0.05 (0.194 > 0.05) and (0.156 > 0.05). Clear that the data is normally distributed.

After knowing that the data distribution, the researcher computed the test pf homogeneity using SPSS 16.0 by applied F-test. The result of F-test was as follows:

Table 4.24. *Test of Homogeneity of Variance Using SPSS 16.0*

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Based on Mean	.096	3	140	.962
Based on Median	.103	3	140	.958
Based on Median and with adjusted df	.103	3	134.552	.958
Based on trimmed mean	.097	3	140	.961

Based on the table 4.24, the researcher summarized that the result (Sig.) was 0.962 higher than 0.05. It means the data is homogeneous.

The result of SPSS computation to find out the independent-samples test can be seen in the following table:

Table 4.25. *Result of Independent Samples Test Using SPSS 16.0*

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	7.503	.008	8.715	70	.000	10.806	1.240	8.333	13.278
Equal variances not assumed			8.715	62.658	.000	10.806	1.240	8.328	13.284

Based on the table 28, the t-value is 8.715 in the equal variances assumed besides 8.715 on equal variances not assumed. Sig. (2-tailed) is 0.00 on equal variances assumed and 0.00 on equal variances not assumed. It can be concluded that the t-value is 8.715 at a significance level of 0.00. That means there is a significant difference between the post-test of experimental class and control class. In short, hypotheses statement (Ha) is accepted because Sig. (2-tailed) both at the same variance are assumed and the same variance is not assumed lower than 0.05 (0.00<0.05).

3.3 Discussion

In this part of the thesis, the researcher will discuss more deeply about the data got and the result of the computation in order to answer the formulation of the problem stated in chapter I and also the hypothesis. Below is the discussion of the data analysis done in the previous section of the chapter:

1) Descriptive Analysis
   a. Pre-test

      Before the treatment (*KWL method*) was applied the researcher summarized in the experimental class from the pre-test results it was stated that the lowest pre-test score was 42 and the highest score was 67. The mean pre-test score was 49.64. The pre-test median value was 47.00. The pre-test mode was 47. The pre-test range was 25. The pre-test variance was 25.837 and the pre-test standard deviation was 5.083. This means that the eleventh grade students of MAN Purworejo in the academic year of 2023/2024 have quite good results on the reading pre-test. Of the 36 samples there were no student (0%) is classified as excellent. Then, there were 1 students (2.78%) who were classified as good. There were 4 students (11.11%) who were classified as sufficient. There were 31 students (86.11%) fairly sufficient and no student (0%) is classified as poor. In addition, the researcher summarized that the pre-test results in the control class stated that the lowest pre-test score was 45 and the highest score was 67. The mean pre-test score was 48.61. The median pre-test score is 47.00. The pre-test score mode is 45. The pre-test score range is 22. The pre-test score variance is 21.444 and the pre-test score standard deviation is 4.631. It means that the eleventh grade students of MAN Purworejo in the academic year of 2023/2024 have sufficient results on their reading in pre-test. Of the 36 samples no student (0%) is classified as excellent. Then, there were 1 students (2.78%) classified as good. There were 2 students (5.56%) classified as sufficient. Then, there were 33 students (91.67 %) classified as fairly sufficient and no student (0%) which is classified as poor.

   b. Post-test

      The results of the post-test from the Experimental class, the lowest post-test score was 77 and the highest score was 92. The mean post-test score was 84.47. The median post-test score is 85.00. The mode of the post-test score is 85. The post-test score range is 15. The variance of the post-test score is 18.199 and the Standard Deviation post-test value is 4.266. It means that the eleventh grade students of MAN Purworejo in the academic year of 2023/2024 have sufficient results on their reading in post-test. Of the 36 samples there were 32 students

(88.89%) classified as Excellent. Then, there were 4 students (11.11%) classified as good. There were no students (0%) was classified as sufficient, fairly sufficient and poor. Whereas, in the post-test results of the control class, the lowest post-test score was 62 and the highest score was 87. The mean post-test score was 73.67. The median post-test score was 75.00. The mode of post-test score was 77. The range of post-test scores was 25. The variance of post-test score was 37.143 and the post-test standard deviation was 6.094. It means the eleventh grade students of MAN Purworejo in the academic year of 2023/2024 have sufficient results on their reading in post-test. Of the 36 samples, 7 student (19.44%) was classified as excellent. Then, 24 students (66.67%) were classified as good, 5 students (13.89%) were sufficient. Then, no student (0%) was classified as fairly sufficient and poor.

2) Inferential Analysis
This discussion is based on the calculation of the inferential analysis in the previous section of this thesis. To determine which hypothesis to accept, researcher use the Sig. (2-tailed) test formula as the main formula. This formula is used when the data is normally distributed and when the data is not normally distributed, the researcher will use a non-parametric formula, namely the Spearman rank order. However, before using the formula, researcher must conduct two initial tests, namely normality test and homogeneity test. The first test is the normality test. From the results of the normality test calculation using the Sig. (2-tailed), it was found that the post-test data from the experimental and control groups were normally distributed. From the results of the homogeneity calculation, it was found that both calculated data (pre-test of experimental group and control group) had the same variance or homogeneous. From the SPSS results obtained 0.00, it is obtained that 0.00<0.05. From this data, it can be stated that the data is homogeneous. After knowing that the data is normally distributed and homogeneous, the researcher uses the Sig. (2-tailed), formula to answer the problem formulation and determine which hypothesis will be accepted.

3) Descriptive Analysis and Inferential Analysis and Their Implication
Descriptive analysis and inferential analysis are both used to describe data and make generalizations about populations from existing samples. Inferential analysis is used to make inferences about an unknown population. Although descriptive analysis is only used to describe known characteristics of a sample or population, both are important to help us understand the information better. Therefore, researcher can also identify problems more precisely. Thus, the researcher can quickly devise strategies to solve the problem. If only one is used, it is certainly not appropriate because it will lead to misleading information and interpretation.

4 CONCLUSIONS

Based on the results of analysis has been done in the previous chapter, the researcher is able to concluded the conclusion as follow:

1) The KWL (Know, Want, Learn) method is effective in teaching reading hortatory exposition text at the eleventh grade students of MAN Purworejo in the academic year of 2023/2024. This statement is supported by the result of the scores of the students in experimental class which mostly increase from the pre-test and post-test after the treatment. It can be proven by the increasing of the pre-test the post- test mean to mean scores. The mean score before the treatment is 49.64 while the score after given treatment is 84.47 and it can be categorized as excellence.
2) In addition, the result of t-value is 4.113. Then, the researcher consults the critical value on the t-table using the 5% (0.05) alpha level significance and the degree of freedom is (2.000) it shows that the t-value is higher than t-table (8.715>2.000). It can be concluded that KWL (Know, Want, Learn) method is effective in teaching reading hortatory exposition text at the eleventh grade students of MAN Purworejo in the academic year of 2023/2024.

REFERENCES

[1] Nunan & Linse, "Practical English Teaching," *Young Learn.*, 2015.

[2] A. M. Al-Drees, "Attitude, belief and knowledge about blood donation and transfusion in Saudi population," *Pakistan J. Med. Sci.*, 2008.

[3] Mulyasa, *Kurikulum Berbasis kompetensi konsep, karakteristik, dan implementasi.* 2002.

[4] Youniss, "Social construction in Piaget's theory.," *Psychol. Press.*, 2013.

[5] Kulsum, "The Effectiveness of Using Picture in Teaching Writing of Descriptive Text at The Eighth Grade Students of MTs N Purworejo in The Academic Year of 2015/2016," *Dr. Diss. PBI-FKIP*, 2016.

[6] Brown, *Principles of language learning and Teaching*. 2007.

[7] Fuziawati, *Teaching English As a Foreign Language.* Surakarta, 2010.

[8] P. and Jain, *English language teaching. Sunrise Publishers and Distributors*. 2008.

[9] Siahaan & Shinoda, *Generic Text Structure*. Yogyakarta, 2008.

[10] C. and Ogle, "KWL Plus Strategy for Comprehension and Reading," pp. 626–631, 2013.

[11] Rieka, *The Effect of Know-Want-Learned (KWL) strategy and Students' Reading attitude toward students' Reading Speed of Hortatory Exposition text at grade XI of SMAN 1 Curup selatan*. 2014.

[12] Cresswell, *Educational Research*. New York, 2012.

[13] Sugiyono, *Metode Penelitian Kualitatif*. 2017.

[14] Sugiyono, *Metode Penelitian Manajemen*. 2015.

[15] Sugiyono, *Metode Penelitian Manajemen*. 2006.

[16] Sugiyono, *Metode Penelitian Kuantatif*. 2012.

[17] Arikunto, *Dasar-Dasar Evaluasi Pendidikan*. Jakarta, 2013.

[18] Arikunto, *Dasar-Dasar Evaluasi Pendidikan*. Jakarta, 2013.

[19] Sugiyono, *Metode Kuantitatif dan Kualitatif*. Bandung, 2008.

[20] Sugiyono, *Metode Penelitian Kuantitatif*. 2010.