

THE USE OF K-W-L (*KNOW, WANT TO KNOW, LEARN*) METHOD IN TEACHING READING HORTATORY EXPOSITION TEXT: A CASE STUDY OF THE ELEVENTH GRADE STUDENT OF MAN 1 BREBES

Tri Rezqi

Abstract

This research is aimed: 1) to find out how far the improvement of students' reading comprehension by using K-W-L as teaching method in reading hortatory exposition text, 2) to know students' responses towards the use of K-W-L method in teaching reading hortatory exposition text. This research used quasi experimental design. The subjects of the study were the eleventh grade students in MAN 1 Brebes in the academic year 2012/2013 as the population. There were only two classes took as sample that collected purposively based on the same number of students. The data were collected through pre-test, post-test and questionnaire.

Keywords: reading, hortatory exposition text, K-W-L method

Introduction

Nowadays, English language has been taught from first grade of elementary school to the universities. They learn many skills in English language; there are listening, speaking, reading and writing. Reading text is one of the important skills in learning English. By reading text or book, we can open window into another side of world that we have not known before. Reading is really useful for us, but there are many people find reading difficult, especially reading a text or book which written in English language. They feel that reading English book or text makes them work twice; they have to read the sentence and then look up the dictionary to find the meaning of the

words that they do not know. Of course it is annoying and not simple at all. People who are not from English speaking country usually find that understanding English text is difficult, so they prefer to read text or book with their own language.

As we know, reading is important, especially for students. They have to read whenever they learn. However, they will feel uncomfortable when reading English text or book because they find that it is really difficult to understand. Misread in reading English text or book (take words and phrases out of context) can make the students misunderstand its meaning, and they probably get the wrong knowledge

from it. It is really harmful; they can get into trouble from that wrong knowledge.

Concerning the reasons above, the researcher tries to use a method of reading comprehension in teaching reading hortatory. It is K-W-L method which stands for Know, Want to know, and learn method. K-W-L method is one of reading methods that helps teachers keep students interested as they think about what they want to know and what they have learned.

Related Theories

Reading

Reading is defined as an esthetic experience which the primary purpose is to glean the information (Lapp, Farnan, & Flood, 2004: 213). Reading can also be media for self improvement. Students can develop their reading skill and also gain their knowledge with reading book. Reading can be used not only for learning English language, it is also used for learning many kinds of subject. Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message.

Moreover, K-W-L helps students become better readers.

The problems that will be discussed in this research are:

1. How far is the students' improvement in reading comprehension hortatory exposition text by using K-W-L method?
2. What are students' responses towards the use of K-W-L method in teaching reading hortatory exposition text?

Teaching Reading

Teaching reading is defined as a process of teaching how to understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented as hypotheses and givens. In other words, teaching reading helps students a lot in understanding and comprehending what they read. It makes them easier in recognizing and understanding ideas presented in a text book. Teaching reading is also provided students with some strategies and facilities in order to make them easier in understanding and comprehending what they read, so that they can get the new information and knowledge from what

they read, and also they can apply it in the real life.

Genre

Genre is defined as ways of recognizing, responding to, acting meaningfully and consequentially within, and helping to reproduce recurrent situations (Bawarshi & Reiff, 2010: 3). Most of people recognize genre as a type of text in the literacy work which has communicative purpose, generic structure, and linguistic features. Genre is important in teaching reading, especially in reading comprehension. It is supported by Dorn & Soffos (2005: 24) who believe that when young readers can recognize genre and text conventions, they can use this knowledge to guide their comprehension. Teaching the basic structure of texts can help students in both reading and writing.

Hortatory Exposition Text

According to Martin (1985a) as cited in Paul Robertson and Roger Nunn (2007) Hortatory exposition is designed to persuade people to do something that the thesis recommends. In other words, hortatory exposition text is a kind of text that contains some arguments of the writer about an issue and try to persuade the

reader to do something as the writer suggested.

K-W-L Method

K-W-L is one of the most popular approaches teachers use to assess student's topic knowledge of expository text information (Ogle, 1986 as cited in Schumm, 2006: 266). Moreover, Schumm (2006: 266) explain that K-W-L was originally designed as a reading comprehension strategy to help guide student reading of content area text. However, using K-W-L as an assessment tool can provide teachers with insights about students' processing of expository text before and after reading.

In K-W-L, the teacher engages students in a brainstorming session about the key concepts of a topic to be studied or a text to be read. As students share their ideas, usually some disagreement ensued and they begin to question what they "know". From this situation, the teacher can help students by guiding them to write their list of knowledge related to the topic in the three column format of the K-W-L method, students record K (what they know about a topic), W (what they want to learn about a topic), and L (what they

learned about the topic and still need to learn). The first two steps (K and W) are pre-reading strategies to tap prior knowledge and encourage students to make predictions. The final step occurs after reading when students reflect about

Research Method

1. Research Design

This study belongs to quantitative research. The researcher used quasi-experimental design. Quasi-experimental design can be thought of as an intermediate between correlational and true experimental research (Jackson, 2011: 342). Moreover, Jackson explains that quasi-experimental design exists for situation in which complete experimental control is difficult or impossible because the educational researcher is fraught with real

what they have read and what new information and facts they have learned. K-W-L method can make the teaching-learning process interesting, fun and worthwhile.

limitations upon the researcher's ability to select or assign subjects and manipulate conditions.

2. Subject of the Research

This research belongs to quasi-experimental design, and it did not include the use of random sampling. Furthermore, the sample of this research was chosen purposively based on the same number of students. The subject of the study were the eleventh grade students of MAN 1 Brebes.

Discussion

After conducting the research, the researcher found that the experimental group's post test score is higher than the control group's post test score. The result of t-test also showed that t value of the post-test is higher than t table ($5.884 > 1.671$), it means that the null hypothesis (H_0) is rejected. Thus, it can be concluded that there is a significant

difference between post test means for the experimental and control group. The result

of questionnaire shows that almost all of students stated that they like be taught by using K-W-L method in teaching reading hortatory exposition text (83%) and only small number of students do not like it (17%). From the result, it can be

concluded that almost all of students like the use of K-W-L method in teaching reading hortatory exposition text.

Using K-W-L method also can increase students' motivation in reading English text. In the K-W-L method, the students from experimental group (both students with high ability and low ability in reading English text) can combine their prior knowledge, their desire to learn more, and the conclusions of their learning. In other words, K-W-L method can combine the students' knowledge before, during, and after reading an English text. It is useful for students since they can share their prior knowledge about the topic of the text with their friends. Therefore, they can also enrich their

References

- Bawarshi, Anis S. & Reiff, Marry Jo. 2010. *Genre: An Introduction to History, Theory, Research, and Pedagogy*. Indiana: Parlon Press.
- Brown, H.Douglas. 2004. *Language Assessment: Principal and Classroom Practices*. New York: Pearson Education, Inc.
- Bruce, Ian. 2008. *Academic Writing and Genre: A Systematic Analysis*. New York: Continuum.
- Dorn, Linda J. & Soffos, Carla. 2005. *Teaching for Deep Comprehension: A Reading Workshop Approach*. Portland: Stenhouse Publisher.
- Ibrahim, Nihadl Nurlatifah. 2012. The Use of K-W-L Technique in Teaching Reading Descriptive Text: A Quasi-Experimental Study in the First Grade of A Senior High School in Bandung. A Research Paper. UPI. Unpublished.
- Klingner, Janette K; Vaughn, Sharon & Boardman, Alison. 2007. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press.
- Lapp, Diane; Flood, James & Farnan, Nancy. 2004. *Content Area Reading and Learning: Instructional Strategies*. New Jersey: Lawrence Erlbaum Associates, Inc.
- Moreillon, Judi. 2007. *Collaborative Strategies for Teaching Reading Comprehension: Maximizing Your Impact*. Chicago: American Library Association.

knowledge through the discussion and sharing ideas about the topic of the text.

Based on the research findings, the researcher concludes that: a) K-W-L method can help students combine their knowledge before, during and after reading the text, b) K-W-L method helps students keep their friendship and togetherness through ideas sharing and discussion. Based on the conclusion, two suggestions were proposed for the teacher and the students. They are a) the students can use K-W-L method in learning many kinds of informational text, b) the teacher should find many interesting methods to make the teaching-learning process more fun and easy to understand.

- Ogle, D.M. 1986. "K-W-L: A Teaching Model that Develops Active Reading of Expository Text." *Reading Teacher*, 39, 564-570.
- Ogle, Dona; Klemp, Ron & McBride, Bill. 2007. *Building Literacy in Social Studies: Strategies for Improving Comprehension and Critical Thinking*. Virginia: ASDC.
- Schumm, Jeanne Shay. 2006. *Reading Assessment and Instruction for All Learners*. New York: The Guilford Press.
- Urdu, Timothy C. 2005. *Statistics in Plain English (second edition)*. New Jersey: Lawrence Erlbaum Associates, Inc.