

Improving Tenth Graders' Narrative Text Reading Skills Using KWL Strategy at SMK Pelita Nusantara 1 Semarang, 2024/2025

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Abstract

Many students now have difficulty in learning English, especially in reading good and correct English, which then affects their speaking ability. However, modern technological advances today provide many alternatives to assist students in improving English language learning, one of which is in the context of learning KWL. This study used a quantitative approach with a pre-experimental design involving 25 students as a research sample. Researchers analyzed data using Microsoft SPSS version 21. The results calculation presented on Table 4.5 that the highest score of students' post-test was 100, and there is no score below that. The total score obtained from post-test was 2500. The result showed that students' score is categorized as very good after treatment with a KWL strategy as a media in teaching and learning reading ability. and using SPSS 21 program, the researcher found that for the mean difference lies between -49.657 and -38.443. This means we can be 95% sure that the actual mean difference between the pre-test and post-test is within this range. And the t value obtained was -16.341, with a df (degree of freedom) of 24. A very high t value (in absolute value). So, the Paired Samples T-Test results show that there is a very significant difference between the Pre-Test and Post Test scores. With a significantly higher Post Test average, we can conclude that the treatment or intervention carried out was successful in improving results consistently for all participants.

Keywords: KWL Strategy, Reading Ability, Narrative Text

Introduction

Language is a key tool for communication, allowing people to share ideas, messages, and desires. While individuals typically speak their native language, learning additional languages, particularly English, is essential for global communication. English serves as a common language for international business, science, and diplomacy, making proficiency in it highly important. Reading plays a crucial role in developing other skills, such as writing, speaking, and listening.

According to Kusumawanti Windharyati & Bharati Dwi (2018), reading is fundamental to students' learning achievements, as it underpins all other learning activities. Reading helps individuals expand their vocabulary, making it easier to comprehend spoken and written messages. The connection between reading and other abilities becomes evident as readers draw terms from

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reading materials and use them in writing or speaking. Reading not only helps acquire knowledge in subjects like culture, history, and science but also strengthens critical thinking, comprehension, and analysis skills. It provides a foundation for effective communication and personal growth.

Liu (2010) defines reading as a cognitive activity that involves reasoning and problem-solving. He suggests that good readers can logically deduce and infer meaning, distinguishing between reading and critical thinking skills. Reading requires more than simply recognizing words; it involves interacting with the text, processing information, and synthesizing meaning. Effective reading instruction can help students improve their reading abilities and other related skills, such as vocabulary and memory. Teachers must provide engaging methods to enhance students' reading skills, especially for those learning English. Sadiku (2015) identifies four key language skills: listening, speaking, reading, and writing. Among these, reading is essential for engaging with educational content and acquiring knowledge. For students learning English, reading is particularly vital as it provides access to new information and develops cognitive skills necessary for understanding complex language and concepts.

Effective reading goes beyond remembering words; it requires active engagement with the text, critical thinking, and the ability to synthesize information. In the globalized world, English proficiency is crucial for participating in business, education, and international affairs. Reading is one of the most challenging skills to master, as it involves more than just translating words. It requires deep comprehension and the ability to understand and process written language. Students learning English, especially those in tenth grade at SMK Pelita Nusantara 1 Semarang, often struggle with reading comprehension.

These students tend to rely on dictionaries to understand texts, which can hinder their ability to grasp the main ideas and details, leading to disengagement and difficulty retaining information. In conclusion, reading is a vital skill for language learners, particularly in English, as it fosters comprehension, vocabulary development, and critical thinking. It plays a key role in academic success and personal growth, making it essential for students of all levels.

Literature Review

a. Reading

Reading is one of four essential language skills for people studying English as a second or foreign language. Reading is essential for accessing information from English-language textbooks, newspapers, and publications. Students need strong reading abilities for academic success. Students struggle with understanding the material while reading. They struggle to concentrate on reading and comprehend the content. Using incorrect tactics for reading comprehension tests might lead to time-consuming responses. Students often read the reading passage word for word, even if not all details are necessary to answer the questions. Reading a text word-for-word might lead to forgetfulness. (Liao, 2011).

According to Sense & Comprehension (2010) and procedures, including: 1) quick and exact word recognition; 2) Establishing reading goals. 3) Observing the text's order and structure; 4) Assessing their understanding while reading; 5) Taking mental notes and summaries; 6) Creating predictions, confirming them along the route, and changing and evaluating them as needed; 7) Making use of their past knowledge on the issue and combining it with new information; 8) Drawing conclusions. 9) Using mental images, such as visualization, to assist remember or understand situations or people

b. Narrative Text

A narrative is a piece of writing that tells a story while simultaneously entertaining or

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enlightening the reader or listener. Narrative can amuse, entertain, and deal with an actual or imagined experience in a variety of ways. Narratives deal with difficult events that culminate in a crisis or turning point, which is subsequently resolved. Legends, fables, and fairy tales can all be considered narratives. Narrative text tells a tale or depicts a series of events. The goal of a narrative text is to entertain or instruct the reader by presenting a sequence of events in a coherent and compelling manner.(Astiti, 2012).

According to Astiti (2012), as mentioned in the objective of narrative text is to amuse, convey sentiments, inform, and convince readers. It also serves another purpose, which is to cope with real or diverse experiences in different ways. On the other hand, narrative text is designed to appeal to our emotions and imagination, causing us to laugh, weep, reflect on our lives, or contemplate our benefits. If the learner understands the substance of narrative literature, they will be able to relate to the tale. Below is the structure of the narrative text;

1. Orientation

Orientation establishes the context for the tale. Orientation sets the scene for the story. In an ideal world, the orientation would cover "who," "where," and "when." We should thus be able to recognize the story's characters and setting (both time and place) after reading the orientation part.

2. Complication

This section describes the challenges that arise inside a tale. It is divided into three sections: climax (problem reaches its pinnacle), falling action (tension decreases), rising action (problems develop), and solution (emerges).

3. Resolution

The resolution is the segment of the story in which the prior conflict or issue is resolved or addressed. Characters may resolve conflicts, overcome barriers, or experience personal growth. The conclusion ties up loose ends, giving the reader closure and allowing them to see how the story's events affected the characters involved.

4. Reorientation and Evaluation

This section usually appears at the end of the work and includes a summary or commentary on the characters' experiences and the consequences of their decisions. It helps the reader understand the story's significance and encourages them to consider the message or lesson the author intended to convey. The points stated above are the main components of a narrative text structure, but it is important to stress that not all narrative texts conform to this particular shape. Some tales may incorporate extra components like flashbacks, different viewpoints, or non-linear timeframes.

c. **Know, Want to know and Learn (KWL)**

KWL (Know, Want, Learn) is a system created by (Fontichiaro, 2010). The KWL approach encourages students to connect with texts in thoughtful and intentional ways. The term KWL alludes to the actions pupils follow when using the method: Know, Want, and Learn. K-W-L is an instructional reading strategy used to teach reading. The KWL chart is used to record students' opinions before to, during, and after reading. KWL is a three-stage educational strategy for understanding texts: what students already know, what they want to know, and what they've learned.

KWL stands for "Know, Want, and Learn." Know-Want-Learn (KWL) is a reading-thinking technique that views the student as a learner who questions and investigates concepts while reading. The title is drawn from KWL's three main components: defining what students want to learn, identifying what they have learned, and mapping text and summarizing knowledge.

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Concept mapping and text summary are used with KWL to make the KWL chart better. Before testing students' reading skills, the method starts by asking them to think about what they already know about the subject. The students then make a list, map it, and write a summary of what they've learned in response to what they read. By having students read about the same subject from different sources, KWL also helps them think about what they have learned and put it in order. To help you understand better, they focus on what's important in the text. It means that the KWL method makes it easier for students to connect what they already know to what they are reading, gets them to write down what they want to know about the topic based on what they already know, and helps them recap what they have read.

The KWL Strategy is useful for helping students extract specific information from narrative material after reading it. The lecturer uses this strategy to engage pupils in class by asking what they already know. Students create learning objectives, either as a class or in small groups, and then discuss what they have learned after reading. Students can improve their reading skills by using these learning approaches to help them identify the core topic of a reading book. Each student receives a worksheet with columns for each of the three integrated activities.

According to the description above, the researcher is interested in doing a study that focuses on KWL method under the heading "Improving Student Reading Skills on Narrative Texts." The case study of tenth grade students at SMK Pelita Nusantara 1 Semarang.

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Research Methodology

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a. Participants / Subject / Population and Sample

This study involved one class, and a purposive sampling technique was applied. The research took place in three meetings, with pre-tests and post-tests to measure the improvement in students' reading skills. Subjects of the Research: The study focused on 25 students from the tenth grade at SMK Pelita Nusantara 1 Semarang. These students were selected as the sample through purposive sampling. The population consisted of 25 students, and a test consisting of 20 multiple-choice questions was used to assess students' reading abilities.

b. Instrument of the Research

The researcher used two main instruments: tests and questionnaires. The tests included a pre-test to assess the students' initial reading abilities and a post-test to measure the improvement after the treatment. These tests were designed to evaluate students' understanding of narrative texts.

c. Techniques of Data Analysis

The researcher used a quantitative design. According to Mohajan, H. K. (2020), Quantitative design study tests objective notions by investigating how variables are related to one another. Then, these variables must be measured, usually using equipment, so that statistical methods can be applied to the data. In this study, the researcher employed a technique known as "pre-experimental research." This is how the expert determined the distinctions between what occurred before and after the KWL approach was taught.

Data collection involved preparing lesson plans, obtaining permissions, administering pre-tests, providing treatment using the KWL strategy, and administering post-tests. The pre-test measured students' reading abilities before the treatment, and the post-test assessed their progress after the treatment. Technique of Data Analysis: The data was analyzed using statistical methods. The scores from the pre-test and post-test were used to calculate the students' performance. A scoring system was employed, with 5 points for correct answers and 0 points for incorrect ones. Students' scores were categorized into grades ranging from "Excellent" to "Very Bad" based on their performance. The mean scores were also calculated to assess overall improvement.

This study aims to assess the ability of tenth-grade students at SMK Pelita Nusantara 1 Semarang in reading narrative texts after being taught using the KWL strategy. The researcher used statistical analysis with SPSS 25 to compare the pre-test and post-test results to determine whether there was a significant difference.

- 1) Paired sample statistics were employed to analyze data from two related samples, namely before and after the treatment, to measure whether there were any significant differences or changes between the two conditions. Used to compare the means or distributions of two related groups. It is commonly used in studies measuring changes before and after treatment, such as the paired samples t-test.
- 2) Paired Sample Correlations: Measures the relationship between two variables measured on the same subject. This correlation shows the extent to which two variables move together, either in the same (positive) or opposite (negative) direction. The Pearson correlation coefficient (r) is used to calculate this correlation.
- 3) Paired Sample Test: A statistical test used to compare two sets of data from the same

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subject or group to identify significant differences between two measurements or conditions. One common test is the paired samples t-test, which compares the mean differences between two conditions, assuming that the differences are normally distributed.

Findings

The research results showed a significant increase in students' post-test scores, with an average increase. Students felt more engaged and believed that KWL strategies helped them understand texts better. Observations also noted that students were more active in asking quality questions and relating texts to their personal experiences, which improved critical thinking skills.

a. The Result of Students' Reading Skill in Narrative Text Before Using KWL Strategy of SMK Pelita Nusantara 1 Semarang

In this section, the researcher provided and categorized the pre-test results on students' reading abilities. It demonstrated how the students' reading abilities altered before and after receiving therapy from the researcher, who used the KWL technique as a medium. The results of the research are as follows: The table below displays the grade and level of students' reading ability before and after using the KWL technique.

Table 1. Students' Score Categorization

Grade	Score	Category
A	90-100	Excellent
B	80-89	Very good
C	70-79	Sufficient
D	60-69	Insufficient
E	< 60	Very bad

The researcher calculated students' pre-test score based on the pretest questions. It is shown as follows;

Table 2. Students' Pre-Test Score

NO	Student	Pre-Test	Category
1	ABA	60	Insufficient
2	AR	20	Very bad
3	AA	75	Sufficient
4	ATW	55	Very bad
5	AN	65	Insufficient
6	AIP	65	Insufficient
7	NDS	60	Insufficient
8	FFP	45	Very bad
9	FNP	45	Very bad
10	MDSR	70	Sufficient
11	GRAG	60	Insufficient

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12	HNI	60	Insufficient
13	RANF	55	Very bad
14	JAJP	65	Insufficient
15	KAP	60	Insufficient
16	MCPM	60	Insufficient
17	NNA	65	Insufficient
18	MRA	40	Very bad
19	MDA	50	Very bad
20	RA	60	Insufficient
21	SYR	55	Very bad
22	SABS	60	Insufficient
23	UF	20	Very bad
24	RLP	60	Insufficient
25	VAF	70	Sufficient
Total Score		1400	

Based on the result above, it showed that the total students' pre-test score is 1400 while the mean of total post-test score of students is 56. It means that reading ability after treatment with a KWL strategy. Students' reading ability is categorized as very bad.

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b. The Result of Students' Reading Skill in Narrative Text After Using KWL Strategy of SMK Pelita Nusantara 1 Semarang

In this section, the researcher provided and categorized the pre-test results on students' reading abilities. It demonstrated how the pupils improved their reading abilities after receiving therapy from the researcher, who used the KWL technique as a medium. The following are the study's findings; the table below displays the grade and level of students' reading ability before and after using the KWL technique.

No	Student	Post Test	Category
1.	ABA	100	Excelent
2.	AR	100	Excelent
3.	AA	100	Excelent
4.	ATW	100	Excelent
5.	AN	100	Excelent
6.	AIP	100	Excelent
7.	NDS	100	Excelent
8.	FFP	100	Excelent
9.	FNP	100	Excelent
10.	MDSR	100	Excelent
11.	GRAG	100	Excelent
12.	HNI	100	Excelent
13.	RANF	100	Excelent
14.	JAJP	100	Excelent
15.	KAP	100	Excelent
16.	MCPM	100	Excelent
17.	NNA	100	Excelent
18.	MRA	100	Excelent
19.	MDA	100	Excelent
20.	RA	100	Excelent
21.	SYR	100	Excelent
22.	SABS	100	Excelent
23.	UF	100	Excelent
24.	RLP	100	Excelent
25.	VAF	100	Excelent
Total Score		2500	

Based on the results above, the total students' pre-test score is 2500, whereas the mean total post-test score of students is 100, indicating that reading ability improves following treatment with a KWL approach. Students' reading abilities are rated as extremely good. So students' reading ability is categorized as very good.

c. The Significant Differences of Students Reading Skill in Narrative Text Before Using KWL Strategy and After Using KWL Strategy of SMK Pelita Nusantara 1 Semarang

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In this section, the researcher conducted a T-test to see if there was a significant difference between the pre-test and post-test data. However, before performing the T-test, the researcher utilized the SPSS 25 program to check if the data distribution was normal.

	Mean	N	Std. Deviation	Std. Error Mean
Pre Test	56,00	25	13,463	2,693
Post Test	100,00	25	0,000	0,000

1) Paired Samples statistics

2) Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pre Test & Post Test	25		

3) Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre Test - Post Test	-44,000	13,463	2,693	-49,557	-38,443	-16,341	24	,000

The data shows an average difference of -44 points between the Pre-Test and Post-Test, indicating a significant improvement in scores after the intervention. The standard deviation of 13.463 shows some variation in participants' improvement, but the change was generally consistent.

The standard error of 2.693 suggests the mean difference is accurately estimated. The confidence interval for the mean difference ranges from -49.657 to -38.443, confirming that the Post-Test score is higher. The t-value of -16.341 with 24 degrees of freedom indicates a highly significant difference between the two tests. Thus, the results demonstrate that the intervention effectively improved participants' scores.

Conclusion

The researcher draws the following conclusions from the research results and discussion that have been presented :

- 1) Before the KWL strategy was applied, the pre-test results of the second-grade students of SMK Pelita Nusantara 1 Semarang showed the highest score of 75 and the lowest score of 20, with a total pre-test score of 1400 and an average score of 56, indicating very poor reading ability.
- 2) After the KWL strategy was implemented, the highest post-test score was 100, with no scores below 100, and a total score of 2500. The average post-test score was 100, categorizing the students' reading ability as very good.
- 3) The analysis of the pre-test and post-test scores using SPSS 21 revealed a significant difference in students' reading ability. The t-value was -16.341, indicating that the KWL strategy significantly improved students' reading skills.

The recommendations are as follows :

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1. For Teachers
 - a. Use creative and engaging teaching methods to maintain student interest, especially in reading.
 - b. Implement the KWL strategy as a media for teaching English.
 - c. Make learning more enjoyable and effective with new strategies like KWL.
 - d. Provide opportunities for students to be more active and explore their knowledge.
2. For Students :
 - a. Increase interest in learning English by using various methods and media.
 - b. Be more active and focused during classroom activities.
 - c. Utilize technology to enhance English learning.
3. For Readers
 - a. Use this research as a reference to improve students' reading abilities using the KWL strategy.
 - b. Read additional books and references from the literature review to gain a deeper understanding.
4. For Future Researchers
 - a. Address the gaps and weaknesses in this research, especially in exploring methods to improve reading skills.
 - b. Enhance future research by developing more effective approaches

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