

TEACHING HORTATORY EXPOSITION TEXT THROUGH K-W-L (KNOW-WANT-LEARN)

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ABSTRACT

This study was conducted to find out whether K-W-L (Know-Want-Learn) strategy has significant effect in teaching exposition text. The researcher applied experimental design by using pre-test and post-test in the eleventh-grade students of SMK Negeri 1 Tanjung Pura. The researcher used test as the instrument of collecting data and it was analyzed by using t-test formula. The result of this study was a positive effect of the result that applying K-W-L strategy has significant effect in teaching hortatory exposition. It can be seen from the data analysis; it was found that value of class that was taught by applying K-W-L strategy was higher than those not taught by using K-W-L strategy. In order words, using K-W-L (know-want-learn) strategy had effect on students' hortatory exposition text of the eleventh-grade students of SMK Negeri 1 Tanjung Pura.

Key Words: Know-Want-Learn, Reading Comprehension, Hortatory Exposition Text

ABSTRAK

Penelitian ini dilakukan untuk mengetahui apakah strategi K-W-L (Know-Want-Learn) berpengaruh signifikan dalam pembelajaran teks eksposisi. Peneliti menerapkan desain eksperimen dengan menggunakan pre-test dan post-test pada siswa kelas XI SMK Negeri 1 Tanjung Pura. Peneliti menggunakan tes sebagai instrumen pengumpulan data dan dianalisis dengan menggunakan rumus uji-t. Hasil penelitian ini adalah menunjukkan bahwa penerapan strategi K-W-L berpengaruh signifikan dalam pengajaran teks eksposisi. Hal ini dapat dilihat dari analisis data; ditemukan bahwa nilai kelas yang diajar dengan menerapkan strategi K-W-L lebih tinggi daripada yang tidak diajar dengan menggunakan strategi K-W-L. Dengan kata lain, penggunaan strategi K-W-L (know-want-learn) berpengaruh terhadap teks eksposisi siswa kelas XI SMK Negeri 1 Tanjung Pura.

Kata Kunci: Know-Want-Learn, Pemahaman Membaca, Teks Eksposisi

I. INTRODUCTION

Language is regarded as a tool of communication. It becomes a basic need for people to convey their thoughts, feelings, and ideas. Language is one of important thing in human society's life to communicate each other (Sagala, 2019). Every language, including English, has its own set of abilities and laws. Reading, listening, speaking, and writing are the four competencies. Writing and speaking are examples of productive skills, whereas reading and listening are examples of receptive skills.

Reading is the capacity to deduce information from a printed page and apply it

appropriately (Grabe and Stoller, 2002). In other words, reading involves the transmission of ideas from one mind to another or the reader and the writer of a message. Reading is not an easy pastime, either. It takes some work to comprehend what a text is trying to say. It resembles conversation between the reader and the text, which eventually causes the reader to internalize the content's meaning.

Additionally, reading is a cognitive process that necessitates reactions from the reader. A reader can form new generalizations, infer new things, and create new plans for the future based on what they read. The reader at the next level will not only analyze the meaning but will

also draw conclusions, forecast what will happen in the following paragraph, and develop other generalizations that share the same message as the text. It is an answer to what readers are thinking.

According to Harmer (2007), there are two types of reading:

1) Intensive Reading

Detailed attention to the text's construction is the emphasis of intensive reading, which is typically done in a school setting. Additionally, intensive reading is approaching the book while being guided by a teacher or completing an activity that requires the students to concentrate on the text. The goal is to comprehend both the meaning of the text and the process by which that meaning is created.

2) Extensive Reading

Here, extensive reading refers to the requirement that readers comprehend the parts of a book, such as the sentences, paragraphs, and chapters, in order to comprehend the entire work. The reader must be encouraged to develop this ability, even though they may frequently understand a text properly without understanding every detail of it. The readers should choose a quality reading selection related to lengthy reading based on the aforementioned statement. They must comprehend the text's overall meaning in this task rather than each individual word.

Reading comprehension, according to John T. Guthrie (2004), is the process of developing conceptual knowledge from a text through cognitive engagement and motivational participation. The readers gain meaningful knowledge from the source they read by using reading comprehension. When a reader's cognitive and emotive sides work together toward a book they are reading, knowledge is achieved.

According to Janette, Sharon, and Boardman (2007), reading comprehension is a multifaceted, extremely complex process that involves interactions between readers and the knowledge and reading strategies they bring to the text as well as factors specific to the text itself (interest in the text, knowledge of text types). In other words, reading comprehension

requires focus and a connection to prior information in order for the reader to understand. For readers to be able to comprehend a text, they must be interested in reading it in order to comprehend its contents and get relevant knowledge from it.

One of texts in reading is hortatory exposition text. A paragraph known as a hortatory exposition expresses the author's attempt to persuade the audience to act in a particular way or accomplish something. Then, according to Pardiyono (2007), hortatory exposition is a kind of spoken or written language that explains to the reader or listener why a certain action should or should not be taken. It can be found in academic speeches or lectures, research reports, scientific books, journals, periodicals, and newspaper stories.

Three generic text forms make up a hortatory exposition are first, thesis statement, which often states or announces the problem at hand. Second is arguments; justifications for worry that will result in advice. The last is recommendation; a declaration of what, in light of the presented arguments, should or should not be done.

The following details provide a description of the language characteristics of hortatory exposition texts:

- 1) As part of the material in writing hortatory exposition, the simple present tense is utilized to convey thoughts, opinions, facts, or broad truths.
- 2) Using modals: Modals are useful for expressing advice or suggestions. For instance: ought to, could, etc.
- 3) Using linking verbs: For a piece of writing to be well-structured and legible, it must be coherent and cohesive. To avoid uncertain interpretation, this feature links one argument with another argument or connects ideas in words or paragraphs. For instance: Indonesia is..., initially, but, on the other hand, thus, etc.

Despite the benefits of learning hortatory and its role in comprehension, most students still have trouble understanding the text. The issues stem from the students' poor reading

comprehension skills. First of all, the majority of them struggle with vocabulary. Many students use bilingual dictionaries to help them understand texts that spend a lot of time translating words one at a time. They believe that because the meaning of a book can only be found in the printed word, reading is just a process of deriving the meaning of a word from its context.

The researcher conducted an interview with a teacher at SMK Negeri 1 Tanjung Pura in order to observe the issues that students faced at school. One of the issues raised by teachers is that students struggle with comprehension and have a poor vocabulary. As a result, the majority of students attain average levels of reading comprehension, while the remaining students perform below average. According to the first semester ratings that students received, there is weakness for improvement of students' reading comprehension scores.

As a result, the researcher wanted to attempt using other ways to address these issues so that students are easier to understand material, particularly hortatory exposition text. The Know, Want, and Learn (K-W-L) strategy had been selected as an alternative. It is one of many reading strategy that could be effective and promising when used in the teaching and learning of reading.

One effective strategy for assisting students who struggle to comprehend reading materials is the K-W-L (Know-Want-Learn), which enables students to discover the major ideas, surprise ideas, and interesting or important information after the reading task is complete (Blachowicz & Ogle, 2008). Generally speaking, this approach helps the students read expository, descriptive, and narrative literature more effectively.

The K-W-L Strategy is separated into three parts processes which engage students identifying. They are What I Know (about the forthcoming topic), What I Want to Learn (about the topic), and What I Did Learn (about the topic). The first two steps of K-W-L are pre-reading activities, while the last step is a post reading activity.

Ogle (1986) contends that the teacher is likely to actively involve students by utilizing their past knowledge and relating it to the information that will be discovered in a text when employing this technique to teach reading. Before reading, the teacher directs the students to come up with as many facts as they can on the subject. The information they seek is then specified, typically in the form of a query. It can be done before or after reading and is meant to pique students' interests and assist in establishing the purpose of reading. Finally, the students make comments about what they have learned and what they still need to learn about connecting questions posed and facts encountered during and after reading.

Therefore, the researcher conducted this study to know whether K-W-L strategy had significant effect in teaching reading comprehension especially on students' achievement in hortatory exposition text.

II. RESERCH METHODOLOGY

This research is kind of the experimental research. The researcher would employ the control group and the experimental group as the sample in this design. These classes would be selected randomly. Pre-test and post-test would be administered to both groups. The treatment would only be given to the experimental group. All of the eleventh grade students at SMK Negri 1 Tanjung Pura made up the population of thi study.

Taking samples is the procedure of sampling. According to Ary (2016), the objective of sampling is to gather information about the population. To choose which class would be the experimental group and the control group, the researcher employed cluster random selection. Two classes were randomly selected by the author to serve as the research objects. The author spoke with the teacher to determine the sample. The teacher claimed that the levels of proficiency in both classes were comparable. The results of the midterm exam

that was taken before the writer completed the research also backed it.

A good instrument in a study would need to be subject to both valid and reliable conditions. Therefore, it would be important to validate the instruments before using them in order to ensure that they are accurate and valid for measuring the specified variable.

The Pearson Product Moment formula is used to get the coefficient of validity for each question item as the first step in determining if an instrument is valid.

Using the SPSS Version 20 computer tool, Pearson bivariate correlation was used to conduct the validity test. The question has 20 items that have been deemed valid and 20 items that have been deemed invalid. Additionally, researchers from SMK Negeri 1 Tanjung Pura utilised 20 pieces of legitimate research questions.

The degree to which this test yields consistent findings when administered to various individuals on various occasions is referred as test reliability. Reliability, according to Arikunto (2013), demonstrates the knowledge that an instrument can be relied upon to be used as a tool for data gathering because the instrument is good.

The SPSS Version 20 computer tool and the Alpha formula were used to conduct the reliability test. The Cronbach alpha formula is used by the researcher for clarification.

The reliability coefficient value of the multiple-choice questions was determined by the reliability test results, which were as follows: 770.

The data then was analyzed by using *t*-test. But before calculating the mean score of experimental and control group. After that, the writer calculated the coefficient of standard deviation score of experimental and control group before later then seeking for the score of $t_{counted}$ by using this following formula.

$$t_{counted} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left[\frac{(X_1^2 + X_2^2)}{n_1 + n_2 - 2} \right] - \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

Where:

$\bar{X}_1$ = the mean of experimental group

$\bar{X}_2$ = the mean of control group

X_1^2 = the deviation of experimental group

X_2^2 = the deviation of control group

n_1 = the total sample of experimental group

n_2 = the total sample of control group

III. RESULT AND DISCUSSIONS

The writer provided results for each test after gathering and reviewing the students' response sheets. According to the statistics, the experimental class was taught using the K-W-L technique, and their reading comprehension test results for the pretest and posttest for that groups were different. The mean score of students in the pretest (X1) was 37 with the lowest score = 10 and the highest score = 60. Meanwhile, the mean score of students in the posttest (X2) was 51 with the lowest score = 35 and the highest score = 90. Then it could be seen that the scores of students in pretest and posttest in the testing of reading comprehension in hartatory exposition text for control group that was taught conventionally through a small group discussion were different. The mean score of students in the pretest (Y1) was 33 with the lowest score = 15 and the highest score = 75. Meanwhile, the mean score of students in the posttest (Y2) was 51 with the lowest score = 35 and the highest score = 80.

Furthermore from the calculation of *t*-test on the validity test, it was got that coefficient of $t_{counted}$ was 4.139. Then to find out the validity of the instrument, the coefficient of $t_{counted}$ was consulted to the t_{table} coefficient with significance level (α) = 0.05 and degree of freedom (df) = 30. So it could be seen that coefficient of $t_{counted}$ (4.139) was greater than the t_{table} coefficient (2.04227). It means that the instrument of testing was valid.

From the calculation by using *cronbach alpa* formula on the reliability test, it was got that coefficient of reliability was 770. Then to

interpret the reliability of the instrument, the coefficient of reliability was consulted to the r_{table} coefficient with significance level (α) = 0.05 and degree of freedom (df) = 30. So it could be seen that coefficient of reliability (770) was greater than the r_{table} coefficient (0.361). It means that the instrument of testing was reliable.

From the calculation of t -test, it was got that coefficient of $t_{counted}$ was 4.139. Then to find out the effect of the variable X on Y, the coefficient of $t_{counted}$ was consulted to the t_{table} coefficient with significance level (α) = 0.05 and degree of freedom (df) = 30. So it could be seen that coefficient of $t_{counted}$ (4.139) was greater than the t_{table} coefficient (2.04227).

Based on the data in result of the study, the hypothesis that the K-W-L (Know-Want-Learn) strategy has significant effect in teaching hortatory exposition text on students' in the eleventh grade at SMK Negeri 1 Tanjung Pura can be accepted.

IV. CONCLUSION

The purpose of this study was to determine how the K-W-L (Know-Want-Learn) strategy affected in teaching hortatory expositiob text in the eleventh grade at SMK Negeri 1 Tanjung Pura. The researcher came to the conclusion that, for 5%, the values of t -observed (t_0) and t -table (t_t) were respectively 4.139 and 2.04227. In other words, t -observed > t -table. As a result, it can be said that the alternative hypothesis is accepted and the research's null hypothesis is rejected. In other words, it demonstrated that teaching hortatory exposition text through the K-W-L strategy is more effective than that is taught without using K-W-L strategy.

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