

**THE EFFECT OF KNOW WANT LEARN (KWL) STRATEGY
TOWARDS STUDENTS' SPEAKING SKILL AT CLASS VIII
OF JUNIOR HIGH SCHOOL 4 PARIAMAN**

THESIS

*Submitted as a Partial Fulfillment as one of the Requirement
For the Strata One (S.1) Degree*



**UIN IMAM BONJOL
PADANG**

Written By:

ERSISMITA

1314050136

**ENGLISH DEPARTEMENT
FACULTY OF ISLAMIC EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY (UIN)
IMAM BONJOL PADANG
1439 H/2018 M**

APPROVAL PAGE

**THE EFFECT OF KNOW WANT LEARN(KWL) STRATEGY
TOWARDS STUDENTS' SPEAKINGSKILLAT CLASS VIII
OF JUNIOR HIGH SCHOOL 4 PARIAMAN**

By

ERSISMITA
1314050136

This thesis was approved for examination

Padang, July 2018

First Supervisor



Dr. Besral, M.Pd
NIP. 196205081987031005

Second Supervisor



Yuhardi, M.Pd
NIP. 195607181987031003

ABSTRACT

Ersismita, 2018 : The Effect of Know Want Learn (KWL) Strategy Toward Students' Speaking Skill at ClassVIII of Junior High School 4 Pariaman

This study was based on the facts that most students at Eight grade of Junior High School 4 Pariaman had some affective problems when practice their English such as they rarely practice English with their friends, afraid to be laughed by others and do not feel confident, they are shy and lazy to speak in English. They also got difficulties to pronounce the word. In line with the above problems, Know Want Learn Strategy were used by the researcher to such problems in since it helped students to increase grammar and comprehension. The purpose of this study was to determine whether there is any significant different on students' speaking skill between the students' who are taught by using Know Want Learn Strategy and those who are not at class VIII Junior High School 4 Pariaman.

The population of this study was class VIII(110 students) in four classes. The sample were taken through cluster random sampling, consists of 54 students distributed into two classes. Experiment class (VIII₃/ 26 students), and (VIII₂/ 28 students) as control class. In the experiment class, the students were exposed to recount text to learn basic elements such as purpose, generic structure, and language features of the text. The students, then, were asked to fill in the three columns Know Want Learn with suitable information presented by the teacher. Next, students were encouraged to answer the question in column learn by referring to the text. After that, the students wrote answers to the questions from the column want by referring to the text. The students were asked to speak in front class based on the three columns by the teacher. The researcher gave pretest to the students to identify the students' basic skill in speaking or to know prior knowledge students' skill in speaking recount text before doing treatment. After doing treatment, for six meetings that class was given post-test to know the effect Know Want Learn Strategy to students' speaking skill.

The research showed that the mean score of pre-test of experimental class was (55) while the control class was(59), after doing treatment in six meetings, both classes were given post-test, the mean score of post-test experiment class was(78) while control class was(75). Aspect of speaking components that improved significantly were grammar, and comprehension. From the calculation of the result of the test, it was indicated that $t_{\text{calculate}}$ was 15.17 and t_{table} was 1.67 with $p = 0.05$ and degree of freedom 52. So, it means, that $t_{\text{calculate}}$ was bigger than t_{table} ($15,17 > 1.67$). It meant that the hypothesis was accepted.

Teaching speaking by using Know Want Learn strategy also got positive responses from students. Finally, it is recommended first, the English teacher should determine the use of Know Want Learn strategy as one of strategy in teaching speaking, for other researcher it is suggested to carry out further studies about the use of Know Want Learn strategy and the other strategy in developing students speaking skill.

ABSTRAK

Ersismita,2018: Pengaruh Know Want Learn(KWL) Strategi terhadap Kemampuan Berbicara siswa kelas VIII SMPN 4 Pariaman.

Penelitian ini didasari oleh fakta bahwa Siswa di kelas VIII SMPN 4 Pariaman mempunyai beberapa masalah dalam berbicara. Kesulitan yang dihadapi yaitu mereka tidak pernah praktek berbicara bahasa Inggris dengan teman mereka, takut ditertawakan oleh orang lain dan tidak merasa percaya diri, dan biasanya malas dalam berbicara bahasa Inggris, dan mereka juga sulit untuk mengucapkan kata. Untuk itu, peneliti menggunakan strategi Know Want Learn untuk menyelesaikan masalah penelitian ini. Strategi Know Want Learn membantu siswa dalam meningkatkan tata bahasa dan pemahaman. Tujuan penelitian ini adalah untuk menentukan apakah ada perbedaan yang signifikan pada hasil speaking siswa antara siswa yang diajarkan dengan menggunakan Know Want Learn Strategy dengan siswa yang diajarkan tanpa menggunakan Know Want Learn Strategy.

Populasi dari penelitian ini adalah kelas VIII dengan jumlah siswa 110 siswa yang terdiri dari empat kelas. Sampel dipilih dengan teknik cluster random sampling yang terdiri dari 54 siswa terbagi ke dalam dua kelas; kelas experiment (VIII₃/26 orang) dan kelas control (VIII₂/28 orang). Pada kelas eksperimen, siswa telah disediakan text recount untuk mempelajari tiga unsur text yaitu, tujuan, struktur umum, dan ciri-ciri bahasa dalam text. Kemudian mengisitiga kolom Know Want, Learn, dengan informasi yang dijelaskan oleh guru, selanjutnya siswa menjawab pertanyaan pada kolom Learn berdasarkan text, kemudian siswa menulis jawaban pada pertanyaan dari kolom Want, siswa diminta untuk berbicara di depan kelas berdasarkan kolom, oleh guru. Peneliti memberikan tes awal untuk mengidentifikasi kemampuan dasar siswa dan untuk mengetahui nilai siswa dalam berbicara pada teks recount, sebelum diberikan treatment. Setelah selesai mengadakan treatment selama enam kali siswa kembali diberi tes (pos-test).

Hasil penelitian menunjukkan bahwa nilai rata-rata pretest kelas eksperimen siswa dalam berbicara (55). Sedangkan rata-rata pretest kontrol kelas (59). Setelah melakukan perlakuan selama lima kali pertemuan, kedua kelas diberikan pos test. Nilai rata-rata post test kelas eksperimen (78) dan rata-rata posttest kelas kontrol (75). Komponen yang meningkat dalam berbicara secara signifikan adalah tata bahasa dan pemahaman, Dari hasil pengolahan data tersebut diperoleh bahwa t-hitung adalah 15.17 dan t-tabel 1.67 dengan $p = 0,05$ dan derajat kebebasan 52. Itu berarti bahwa t-hitung lebih besar dari t-tabel. Itu berarti hipotesis diterima dan penelitian berhasil.

Mengajar berbicara menggunakan Know Want Learn strategi dapat juga memberikan respon positif terhadap siswa. Dan pada akhirnya, disarankan, pertama, kepada guru bahasa Inggris untuk menggunakan Know Want Learn strategy, kemudian bagi peneliti yang lain disarankan untuk melakukan penelitian lebih lanjut tentang penggunaan Know Want Learn strategy dalam mengembangkan kemampuan bahasa Inggris siswa.