THE EFFECT OF KWL TECHNIQUE ON STUDENTS' SPEAKING SKILL OF ENGLISH EDUCATION PROGRAM AT POTENSI UTAMA UNIVERSITY

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Abstract: This study was conducted to investigate the effect of KWL technique on students' speaking skill. The goal of this investigation was to figure out whether the use of KWL technique had effect on students' speaking skill. The study used research by doing Classroom Action Research design. The population of this study was 40 English Education program students of Potensi Utama University in the fourth semester of 2017-2018 Academic Year. A placement test was given to 40 students. Forty students were taken as the sample of this research. Foretest and Aftertest was designed using analysis descriptive and quantitative. The average value for cycle I and cycle II shows the average which increased substantially. Furthermore, this significant difference means that cycle II more effective than cycle I. The results of the questionnaire analysis clearly indicate increases when learning the speaking skills through technique KWL.

Keywords: KWL Technique, Skill, Speaking, Student

I. INTRODUCTION

Human communication is a remarkably complex process that draw upon a diverse set of linguistic, cognitive, and motor skills. Before we even utter a single word, we must decide what message we want to communicate to a listener or hearer. Deciding what that message should be is itself a complex process that requires knowledge on the part of the
speaker of the context in which a verbal exchange is occurring. The relevance of the message to that context and the goals of a particular exchange (Cummings, 2013).

Language is a communication tool. There are many languages in the world. English is known as an international language. In Indonesia, English has an important role in education. The government places English in the education curriculum as another important subject. There are four language skills namely listening, speaking, reading, and writing. The language master should be able to mastered all this four skills (Dash & Dash, 2007).

Speaking is very important in second language learning (Leong & Ahmadi, 2017). Speaking is one of the most important language skills to master in order to communicate smoothly. Hybel (2001) states that speaking is a way to provide information to someone and also a way to express ideas to others. Speaking usually occurs spontaneously; but that is always unexpected.

Speaking is a skill which is worthy of attention in both first and second language. Learning the speaking skill is the most important aspect of learning a second or foreign language and success is measured based on the ability to perform a conversation in the language (Nunan, 1995). Brown (2008) states that a second language is a target language, a language that is intentionally learned for a specific purpose, such as to achieve a successful career or fulfill the requirements to master a foreign language.

Speaking is one of the skills that is difficult for students because students must be able to convey something to be conveyed well, good grammatically, and good pronunciation to teach the speaking skill, some of lecturers use conventional teaching methods. Based on the observation to the students in the classroom. Even though students can write well but they can't speak well. Students feel shy to speak English and seldom to
speak in the class because lack of their knowledge of English specially in speaking and not available active speaking partners. So, the researcher interest to use KWL technique to improve the students' speaking skill.

KWL technique is not a new technique of language learning. Its principles had been applied by English teachers for many years. The KWL technique is usually used by language teachers to teach various contextual topics in speaking classes. However, in the present the researchers use the KWL technique to teach the speaking skill. It is as an alternative solution to improve the students’ speaking skill and as the way to make students eager to learn the English speaking skill.

Considering the important of speaking skill in language competence, it is needed to help the English language learners to master speaking comprehensively. Besides that, the ability of speaking is still low. In this case, a KWL technique can be applied as a technique to solve the problem. The reason is that KWL learning is more natural and active method. When they learn individually the weakness of students will be evitable and it will make them give up and feel bored. Instead, when learning English using KWL they will be encouraged to learn more. The problem in this study as related to the background of the study, the research problem is formulated as follows: "Does KWL technique affect students" speaking skill significantly?".

Based on the problem above, this research has the objective to prove whether speaking skill can be improved through KWL technique. The title at this research is “The effect of Know-Want-Learn (KWL) on students' Speaking skill of English Education Program at Potensi Utama University”.
II. REVIEW OF LITERATURE

Speaking

Speaking is one of the way for humans to express and communicate their ideas to others verbally. According to Chaney and Burk (1998), speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Speaking as an interactive process of making meaning that includes producing, receiving, and processing information (Brown, 1994; Burns and Joyce, 1997).

Speaking is a two way traffic or a two sided process which requires at least two parties or more. A message cannot be communicated unless there is someone to receive it (Agarwal, 2010). According to Hans and Gert in Efrizal (2012), speaking is speech that produced by the speaker with an intention to tell something and then, the listener processes the speech to respond to the speaker.

Speaking is often understood as a productive skill in communication and as often considered the basis of other skills. Adam stated that speaking is a productive skill that needs active language components of grammar, vocabulary, pronunciation in order to be able to produce it (Manurung & Pohan, 2020). Bygate (1987) defined speaking as the production of auditory signals to produce different verbal responses in listeners. It is regarded as combining sounds systematically to form meaningful sentences. Tarigan (1997) defines that speaking is a language skill develop in childrens in childrens life that precedes listening skills, at a basic language skill other than listening.

Thornbury (in Barker, et, al., 2013) proposed two kinds of approaches to teach speaking. They are task based and genre-based approaches.

1. Task-based approach is an approach by giving tasks. The main concern in this approach is the linguistic component of the task. This approach is motivated by
the belief that language is the best to learn. The task-based approach is based on the smoothness of accuracy and that learning is driven and developed by communication needs.

2. Genre-based approach that focuses on the social goals of language and not just the form of language itself. In addition, the genre-based approach is complemented by a process-based approach.

Leong and Ahmadi (2017) stated that speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have enough English speaking ability in order to communicate easily and effectively with other people (Leong & Ahmadi, 2017).

Technique is one of the factors that determine success in the learning and teaching process. Technique is a way that teachers use to guide students' activities to achieve progress. The KWL reading strategy is an practical technique that is used to improve reading comprehension. It also improves a student's ability to remember the material remarkable with simple concept.

Brown, Gillian, and Yule (1983) stated there are 3 parts version of framework that talks as interaction, talk as transaction, and talk as performance.

1. Talk as interaction. Speaking as interaction refers to the interaction which serves a primarily social function.
2. Talk as performance. Speaking as performance refers to public speaking; it is talk which transmits information before and audience such as public announcements and speeches.

3. Speaking as transaction. Speaking as transaction refers to situation where the focus is on the message about what is said or achieved in order to make people understood clearly and accurately.

Mazouzi (2013) learners’ activities should be designed based on an equivalence between fluency and accuracy achievement. Both fluency and accuracy are important elements of communicative approach.

1. The first characteristic of speaking performance is fluency and it is the main aim of teachers in teaching speaking skill. According to Hughes (in Mazouzi, 2013), fluency is the learners’ ability to speak in understandable way in order not to break down communication because listeners may lose their interest. Hedge (in Mazouzi, 2013) expressed that fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation.

2. The second characteristic of speaking performance is accuracy. Learners should be fluent in learning a foreign language. Therefore, teachers should emphasize accuracy in their teaching process. Learners should pay enough attention to the exactness and the completeness of language form when speaking such as focusing on grammatical structures, vocabulary, and pronunciation (Mazouzi, 2013).

Grammatical structure is normally used to emerge in speakers' minds. However, grammatical structure is also directly involved in social communication, language
acquisition, language variation and language change. Grammatical structure arrange phrases, and clauses in a sentence. The grammatical function or meaning of a sentence is dependent on this structural organization, which is also called syntax or syntactic structure. Students should learn how to use words and expressions in speaking.

Thornbury (in Mazouzi, 2013) declared that pronunciation is the lowest level of knowledge learners typically pay attention to it. In order to speak English language accurately, learners should master phonological rules and they should be aware of the various sounds and their pronunciations. Learners should also know the stress, intonation, and pitch. All of these elements help learners speak the English language easily and effectively.

There are five categories of speaking assessment tasks proposed by Brown (in Chodkiewicz, et al, 2016):

1. Imitative, which is limited to single words, phrases, or sentences and has the purpose of focusing on a specific component of TL form (a sound, a lexical item, an intonation contour) rather than encouraging an exchange of meaning.
2. Intensive, where short stretches are produced with the aim of practicing or manifesting command of some TL forms, be they phonological, grammatical, lexical, or pragmatic. While, understanding is needed for task completion, the requirement for interaction is minimal, if it all present.
3. Responsive, which involves exchanges, limited to at best several turns and consisting of short replies to questions posed by the teacher or the other students, while interaction of this kind can be authentic and new meanings can be conveyed, it is typically based on information already known to all participants.
4. Interactive. Where longer and more complex exchanges take place, which sometimes involved more than one participant and may call for adherence to sociocultural norms or pragmatic convention, as the case might be in whole-class discussions or various kinds of pair and group work tasks; such oral performance can be transactional and interpersonal, with both allowing spontaneous conveyance of meaning.

5. Extensive, which requires somewhat higher proficiency levels and involves monologic performance in the form of speeches, oral presentations, story telling, or oral reports, with opportunities for interaction on the part of listeners being severely limited; such extended production often involves more deliberative and formal language styles, with speakers planning their contributions carefully and ensuring that their utterances are accurate, appropriate, coherent, and precise.

Therefore, the researcher concludes that speaking is ability to produce the language with a qualified competence using good grammar, good pronunciation, good vocabulary and good comprehension to deliver the ideas, desire, information, and opinion.

**Know-Want-Learn**

McKenna (2002) describe KWL is a strategy used to encourage students to set their own purposes for reading nonfiction. It also allows a teacher to active background knowledge and assess its adequacy at the same time. The three steps of KWL are simple to apply, though they can be time consuming. In the first step, students share what they already know about a subject. In the second step, they suggest what they want to learn. In the third step, they review what they have actually learned. This is the step:

1. Step I
Ask students to brainstorm words, terms, or phrases related with a topic. The teacher and students record these brainstorm in the K column of the KWL chart. This session continues until students run out of ideas.

2. Step II

Ask the students what they want to learn about the topic. The teacher and students record these questions in the “W” column of the chart. They become the purpose of reading. If students respond with statements, turn them into questions before recording them in the W column.

3. Step III

Have students read the text and fill out the L column of their charts. Students should look for the answers to the questions in their W column. Students can fill out their L columns either during or after reading.

A technique is a single activity that comes from a procedure. Anyone of the steps of the procedure list above qualifies as a technique. Naturally, various methods employ various techniques.

Technique KWL is a technique with three main steps, namely digging background knowledge of the students by way of brainstorming, and then determine the things he wants to know by formulating questions related to the text to be read, and the letter determine the things that have been studied with to answer the questions they have formulated in the previous step. According Fengjuan (2010) the KWL technique works as an instructional. KWL also helps teachers keep students interested as they think about what they want to know and what they have learned. KWL can be concluded as a comfort technique and fun technique which organized to be followed by the students.
The purpose of using KWL technique, according to Baggette (2012) is to bring beliefs and misconceptions to the classroom that can have a profound effect on their learning, record prior knowledge, what students want to know, and what students learn after instruction. KWL serves as a pre-assessment and provides opportunities to correct misinformation found during discussion of prior knowledge. Useful for setting a purpose for learning, the organizer also provides an excellent springboard for classroom conversation.

The organizer is useful in many ways:

1. Reading: discussing the details of an informational text read in class
2. Word Study: recalling prior knowledge before a study on nouns or verbs
3. Math: organizing information before, during, and after teaching a new unit on place value
4. Science: classifying information before, during, and after a unit on magnets
5. Social Studies: recording information learned during a unit on slavery
6. Character Education: determining student misconceptions about bullying

III. RESEARCH METHODOLOGY

Research Design

The design of this research is quantitative by doing an experimental using Classroom Action Research which is to find the effect of KWL technique on students' speaking skill. This part discussed source of data, time, and setting of research, research design,
instruments, procedure of experimentation, scoring technique, method of data analysis, and research procedures. Nahartyo (2012) stated that experimental research is a research design to identify a phenomenon by manipulating conditions through certain procedures and then observing the results of the manipulation and interpreting it.

**Instrument of Data Collection**

The data of this study was collected by using speaking test. The test was gaming test. The writer tested the fluency, pronunciations, vocabulary, accuracy and grammar of the students. The scoring system taken from two assessors. The assessors were the writer and the lecturer.

Observation is a data collection technique by observing each ongoing event and recording it with an observation tool about things that will be observed or examined (Sanjaya, 2009). Data collection through observation is carried out by researchers and colleagues on the subject of research to get a direct picture of student learning activities in class. Observations made include observations about the learning process of English, student activeness and mastery of students' English vocabulary after learning with the taboo word game approach.

Interviews and discussions can be interpreted as techniques for collecting data using spoken language either face-to-face or through certain media channels (Sanjaya, 2009). Interviews and discussions are conducted after and on the basis of observations in class and document review. Interviews and discussions with peers are carried out after the first observation of the learning activities, which are intended to obtain information about various matters relating to the implementation of student English vocabulary learning. From interview observations and document reviews that have been identified problems exist with regard to learning English vocabulary to students.
Documentation is an instrument to collect data about events or past events that have been documented (Mulyasa, 2009). Documentation is carried out to obtain or know something with books or archives relating to the study. The documentation was used to obtain data from the Potensi Utama University forth semester students of the English Education program. Documentation is also in the form of recordings during the study, which is a recording of the learning process of speaking using the KWL technique approach. In this study the media used to collect the data was HP. The researcher asked the students to following the rule of the KWL and the researcher recorded by using HP. The two assessors analyzed the speaking of the students.

**Research Procedures**

The research design of this study was Classroom Action Research (CAR) which consisted of some cycles and some sessions. The research design of this study was Classroom Action Research (CAR) which consisted of some cycles and some sessions. Every cycle consisted of P-A-O-R which are:

1. Planning
2. Action
3. Observation
4. Reflection.

**Pre-Test**

The pre-test administered before the treatment. The pre-test given to all students. The aim of the pre-test is to find out the homogeneity in the mean score of students. In doing the pre-test, the students will ask to answer some question based on their understanding about speaking. And then students’ scores were calculated according to the criteria of assessment.
This test is intended to measure students' ability to speak increases. The pre-test has several steps, as follows:

1. Distribute the test to students,

2. Ask: they prepare their material,

3. Observing students as they study,

4. Pay attention to students speaking in front of the class, and

5. Evaluate student results.

The result of the pre-test used to measure the prior knowledge and the problems of the students as well as the basic to make the next test and also the researcher tried to solve for those problems. procedures started by giving pre-test to the students. The score of the students in pre-test is a measurement of their competence in the vocabulary. The pre-test applied before giving treatment.

**Treatment**

Before presenting research on class action can be successfully carried out, researchers must prepare learning plans for all sessions. To achieve the objectives of this class action research, researchers plan Mantra (2016) - KWL technique. Structural activities by doing the following:

1. Choosing and preparing a series of teaching materials that are appropriate to be used in teaching speaking that can solve problems faced by students,

2. Preparing pre-tests, observation sheets, and questionnaires,
3. Designing material that is retelling activities, observation sheets, and achievement tests,

4. Building a post test to measure student mastery in speaking skills,

5. Compile a questionnaire prepared to determine student responses to the application of the KWL technique in learning English.

Researchers strive to manage and carry out classroom activities with prior plans rather than the goal of teaching speaking skills for each session to be achieved most effectively and efficiently. What the researchers did successfully in the classroom in each session was based on the KWL technique.

The researcher classified the activities into three phases in each session; they are pre-activity, temporary-activity, and post-activity. The activities and objectives of each can be described as follows: In the pre activity, the teacher welcomes students by saying "Good morning students; how are you today?" and also the check attendance of students.

The researcher tries to be active and focus students' attention and interests together by giving some general questions about the topic being taught. The aim is to build student interest and motivation. In the interim activity, researchers conducted data used for the KWL technique.

Post-Test

In classroom action research, researchers behave as classroom teachers and also as observers. Observation is intended to determine whether there is a positive response to the implementation of KWL. That's important because by making observations, researchers
will know about what is happening in class. In reflection, researchers analyze actions based on observations and post-tests.

Observations in each session and post-test in each cycle are used as input to improve subsequent actions in the next session. From reflection, the researcher can make a decision whether the action will be continued or stopped. To collect data needed for this research, research instruments must be built.

The instrument has an important role for researchers in the process of getting data. In collecting data, there are two instruments used by researchers, such as: tests and questionnaires. The data intended in this study were collected using initial reflections (pretest), reflection (post-test), and questionnaires. Student scores that can be collected by students in the first pre-test and post-test until the last post-test show the data. Pre-test is obtained from questionnaires and observation sheets made by researchers in the cycle and post-test forms are taken from questionnaires given to students at the end of the last cycle.

Researchers get several types of data when making observations to get research results. The first is obtained from pre-test and post-test. The second was obtained from the questionnaire. Both types of data were collected to collect scores after conducting research. In this process, the average score indicates the level of English achievement of students after following the teaching and learning process through the method applied by the researcher. To find out the score of student participation, student skills, and their ability in speaking skills, the researchers analyzed descriptively using the average score formula and the formula for indicators of success.
Data Analysis Technique

Data analysis is one way to solve research problems. Using data analysis can answer and test hypotheses (Nazir, 2003). Data analysis techniques in this study use a comparison of the mean in cycle 1 and cycle 2. If the mean cycle 1 > cycle 2, then the KWL technique is not effective in increasing students' speaking abilities. Conversely, if the mean cycle 1 < cycle 2, then the KWL technique is effective in increasing students' speaking abilities.

IV. FINDING AND DISCUSSION

Finding

Based on data analysis, the purpose of this study was to improve the speaking skills of fourth semester students of the English Education program, PBI Malam A and to find out the use of KWL techniques in teaching speaking skills. Data is collected by managing valid and reliable research instruments consisting of pre-test, post-test, and questionnaire. Post-tests and questionnaires were given during cycle 1, and cycle 2 to get factual results on speaking skills through the KWL technique.

Researchers conduct teaching and learning process based on plans written in lesson plans. The researcher asks students to practice speaking skills, and then provides a post-test to find out the improvement in students' speaking skills, cycle 2 is carried out based on the revision cycle 1. In cycle 2, there are four steps that are carried out the same as the steps in Cycle 1. In planning, researchers prepare topics for speaking activities, design lesson plans, make post-tests and questionnaires. In action and observation, the KWL technique is used in the teaching and learning process.
Researchers conduct teaching and learning process based on lesson plans that have been designed. Finally, in reflection, the researcher gives a post-test in the last session of Cycle 1. These steps are repeated in two sessions where the time of each session is 40 minutes. It can be stated that the research problem from this study is clearly answered. The purpose of this study which is used to improve students' speaking skills through the KWL technique is considered successful.

V. CONCLUSION AND SUGGESTION

Conclusion

After conducting research at the University of Potential Main, the author can see improvements in students. The main data needed for classroom action research is collected through the provision of pre-test and post-test for the subjects studied. Supporting data is obtained by giving a questionnaire at the end of the cycle. The average number of pre-tests carried out in the initial reflection clearly shows that the speaking skills of students learned are very low.

The average score set for each study cycle was much higher than the pre-test average. The findings of this study conclusively reveal that KWL can be used to improve students' speaking skills. In addition, the results of the analysis of the percentage of questionnaire scores clearly showed a significant improvement in student learning using the KWL technique. Therefore, this finding clearly shows that improving speaking skills through the KWL technique is very effective. In accordance with the purpose of classroom action research, the findings of this class study cannot be extended and generalized to other groups of students even though they are from the same school, this is due to the fact that
class action studies are mainly conducted to help certain groups of students who have problems in speaking. Therefore, the findings of this study are only valid and reliable for students.

**Suggestion**

After doing this research, the writer finds some suggestions, they are:

1. The English teacher can apply KWL Technique in class to improve students’ speaking.

2. Both teacher and students should be ready in applying the process of teaching and learning by using KWL Technique.

3. Implications for further researchers who wants to continue this research, are expected to expand the area of research, not just one generation of students. In addition, it can also involve students from other semesters. In its operations, other researchers can also use other types of teaching style to improve students’ speaking ability.

**REFERENCES**


