ENHANCE STUDENTS' SPEAKING SKILLS IN LEARNING ENGLISH USING THE KNOW, WANT TO KNOW, AND LEARNED (KWL) STRATEGY FOR ELEVENTH GRADERS OF IBNU SINA SMAN 11 PANGKEP

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Abstrak

Menurut pengamatan SMAN 11 Pangkep, permasalahannya adalah para guru tidak menggunakan metode yang efektif, kemampuan berbicara siswa masih rendah, dan mereka menunjukkan sedikit semangat untuk berbicara. Pendekatan KWL sedang digunakan oleh para peneliti untuk mengajarkan keterampilan berbicara. Hal ini bertujuan sebagai strategi alternatif untuk meningkatkan kemampuan berbicara siswa. Penelitian ini menggunakan penelitian tindakan kelas (PTK) dengan siklus penelitian terdiri dari (1) perencanaan (2) tindakan (3) observasi (4) refleksi. Untuk mengumpulkan informasi, peneliti mengumpulkan berbagai data. Yang pertama datang dari pra-dan pasca-tes. Yang kedua ditemukan melalui survei. Kedua jenis data tersebut diperoleh untuk menghitung skor setelah melakukan penelitian. Peneliti melakukan analisis deskriptif dengan menggunakan metode skor rata-rata dan rumus indikator keberhasilan untuk menentukan skor keterlibatan, keterampilan, dan kemampuan berbicara siswa. Pre-test, post-test, dan angket merupakan instrumen penelitian yang valid dan reliabel yang digunakan untuk mengumpulkan data. Untuk memperoleh hasil faktual tentang keterampilan berbicara melalui KWL, tes akhir dan angket diberikan selama siklus 1 dan 2. Temuan penelitian ini secara meyakinkan menunjukkan bahwa KWL dapat digunakan untuk meningkatkan keterampilan berbicara siswa. Selain itu, terlihat dari analisis persentase kuesioner bahwa teknik KWL secara signifikan meningkatkan motivasi berbicara siswa.

Keywords: Peningkatan, KWL, Strategi, Keterampilan Berbicara

Abstract

According to SMAN 11 Pangkep's observations, the issue is that the teachers do not employ an effective method, the pupil's speaking abilities are still low, and they show little enthusiasm for speaking. The KWL approach is being used by researchers to teach speaking skills. It aims as an alternative strategy for raising students'' speaking. This research uses classroom action research (CAR) with the cycle of the research consisting of (1) planning (2) action (3) observation (4) reflection. To gather information, the researcher collected a variety of data. The first one came from pre-and post-test. The second one was discovered through the questioner. Both two types of data were acquired to calculate the scores after doing the study. The researcher conducted a descriptive and quantitative analysis utilizing the mean score method and success indicator formula to determine the student's involvement, skill, and speaking ability scores. To obtain factual results on speaking skills through KWL, the post-tests and the questionnaire were given throughout cycles 1 and 2. The findings of this study conclusively show that KWL can be used to improve students' speaking skills. In addition, it is evident from the percentage analysis of the questionnaire that the KWL technique significantly increases students' motivation to speak.

INTRODUCTION

Speaking is one of the other skills which should be mastered. Someone learns to speak as their first mode of language acquisition. The majority of individuals engage in it daily and consider it to be the main driver of language communication. Speaking is one method of verbally transmitting ideas and messages. Speaking also refers to utterances made with the intent for the speaker's intention to be understood, and the receiver's processing of the words to ascertain the speaker's intent. Speaking is used to verbally transmit messages, ideas, and mental processes to other people.

The speaker, the information, and the listener must all be present for speaking to take place at its best (Dewi, 2017, p. 2). The information is actively delivered and expressed by the speakers. Speakers process the material as they provide the ideas or facts. Additionally, the speakers must possess strong language skills in the areas of pronunciation, grammar, vocabulary, and fluency. The process of producing, receiving, and accessing information will be done well if the linguistic aspects are good. Students have objectives they must accomplish while studying. When students fulfill these objectives, it is a sign of their success.

In actuality, Indonesians' speaking abilities are lacking. To find out the students' speaking achievement issues, a preliminary study was undertaken at SMAN 11 Pangkep through interviews with the students and English teachers. It was discovered that the students had difficulty learning how to talk.

According to SMAN 11 Pangkep's observations, the issue is that the teachers do not employ an effective method, the students' speaking abilities are still low, and they show little enthusiasm for speaking. To enhance students' speaking ability, the researcher employs a strategy that can investigate the student's speaking ability (Masnawati, 2015, p. 2). Know, What to Know, learned (KWL) is a combination approach that can be used to teach speaking. The outcomes and efficiency of the KWL strategy are the main topics of this study, which focuses on three KWL implementations. Increasing student

participation in presenting sessions, asking teachers questions, answering questions from other students and teachers, and speaking up without fear are all KWL tactics.

The KWL is not a novel approach to language acquisition. English teachers had been using its ideas for a long time. Language instructors frequently employ the KWL technique to instruct a variety of contextual issues in speaking lessons (Lumbangaol, 2021, p. 75). The KWL approach is currently being used by researchers to teach speaking skills. It serves as an alternative strategy for raising students' speaking proficiency as well as a means of inspiring interest in learning English as a second language.

Additionally, similar to the earlier study carried out by Mantra and Lumbangaol, KWL can be used to improve students' speaking skills and there is a significant increase in students' learning motivation in learning to speak during the implementation of the KWL strategy. Therefore, these findings clearly show that improving speaking skills through the KWL strategy is very effective.

Given the significance of speaking ability in language proficiency, it is necessary to assist English language learners in thoroughly mastering speaking. In addition, speech is still not very well. A KWL strategy can be used in this situation as a method of problem-solving. The KWL learning approach is more dynamic and natural, which is the reason. When student learn on their own, their weaknesses will become obvious, leading to frustration and boredom. Instead, kids will be motivated to learn more when utilizing KWL to learn English. The research question is formulated as follows, concerning the backdrop of the study: "Does the KWL approach have a substantial impact on students' speaking abilities?"

RESEARCH METHODS

A. Research Design

Action research was used in this research by using the KWL (Know, Want, and Learn) strategy. Classroom Action Research is the study's design (CAR). This study aims to address real-world issues in English teaching and learning, particularly in the area of spoken instruction. As believed by Kurniawan (2013, p. 26), action research aims to

deliberately intervene in the problematic situation to bring about improvements and changes in practice. Meanwhile, The KWL (Know, Want, and Learn) approach was employed to assist the students in honing their speaking abilities. This research was divided into two cycles, each of which included (1) planning, (2) action implementation, (3) observation, and (4) reflection.

IMPLEMENTATION AND LEARNING RESULTS

Implementation Results

1. Observation

The writer observed the students in the classroom to gather more information about their speaking abilities prior to administering the pre-test. The motivation of each student was also noted by the author throughout the class. It can gather information from the activities they engaged in during the learning exercises. When students responded to questions from teachers by providing answers. They may have to present their ideas or opinions in turn.

2. Questionnaire

The questionnaire is created using Google Forms and contains ten questions on the Likert Scale. It ranged from "Strongly Agree to Strongly Disagree".

Tabel 1. Likert Scale Rating

Optional	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

The survey is made available online. The pupils next respond to the questionnaire by checking the statements with which they agree. The following criteria are modified

from Salamat et al. in Ferstephanie & Pratiwi (2021, p. 172) to assess the degree of agreement and disagreement among the students' responses:

Tabel 2. *Standard of mean*

Mean Range	Interpretation
3.68 – 5.00	High degree of motivation
2.34 – 3.67	Moderate degree of motivation
1.00 – 2.33	Low degree of motivation

a) The Result of the Questionnaire

The explanation was followed by a table with the questionnaire's results:

Tabel 3. Questionnaire of the Motivation and KWL strategy

No	statement	Mean	Rating of Motivation Level
1.	I can learn to speak English when using the KWL strategy	3.66	Moderate
2.	Using the KWL strategy will motivate me to improve my speaking skills	3.31	Moderate
3.	I don't worry about making mistakes in class when I speak English	2.67	Moderate
4.	I can speak English during English lessons to communicate with classmates	3.15	Moderate
5.	I can freely express my opinion during class learning by using the KWL strategy	2.27	Moderate
6.	I think using the KWL strategy increases my confidence in speaking	3.21	Moderate
7.	using KWL to create my speaking style.	3.15	Moderate
8.	I can discuss, ask with classmates or teachers when the English subject in class takes place	3.10	Moderate
9.	I can experiment and express my opinion	3.49	Moderate

10.	I feel confident when I speak	3.93	High
	Total	**3.19**	**Moderate**

The results of a questionnaire about motivation and KWL as a learning approach were displayed in Table 3. According to the information in Table 3, the overall mean for the rating of the motivational level was moderate. The final result was 3.19. Additionally, each of the statements received a moderate rating. The average mean scores for statements 1 and 2 were respectively 3.66 and 3.31. It was evident from both responses that students were only moderately motivated to learn and develop their speaking abilities using the KWL technique. In addition, assertions 3 and 5 received average mean scores of 2.67 and 2.27, respectively. It was evident that some of them were still concerned about making mistakes when learning, but others claimed that KWL was engaging in learning and they were not concerned about making mistakes. Using the KWL technique, they can also openly share their ideas and thoughts in class. The average mean score for assertions 4 and 8 was 3.15, and 3.10 for statement 8. The findings indicated that the KWL technique is a useful tool for increasing students' motivation to speak out and engage in speaking practice with a classmate and the teacher. Additionally, the average mean scores for assertions 6 and 7 were 3.21 and 3.15, respectively. It was demonstrated that having pupils practice speaking through KWL inspires them to develop their speaking style and even builds their confidence. The average score for statement number nine was 3.49. The final statement, number 10, received a greater mean average score than the others. It was extremely motivating. The score was 3.93, indicating that by using the KWL strategy they could gain more confidence when speaking English.

a) Pre-Test

Before introducing the KWL technique, students are first evaluated using conventional methods. The class is split up into pairs. There are three exchanges from various story stories. Each pair is given a different dialogue by the researcher. The

sentence was examined and remembered by them. Following that, each of them was instructed to speak with their partner.

b) Post-Test Cycle I

The first post-test cycle was conducted following the pre-test. Retelling a narrative story was the assignment assigned to the students. It is a solitary endeavor. They were instructed to perform solo narrative story-telling drills in front of the class. They pick the dialogue from the chosen narrative story. Additionally, the author offers narrative story samples of conversation for readers' reference. Five minutes is the maximum display time. In the story, students can take on one or two roles. Their imagination is what allows them to tell the story. The writer will evaluate their performance using several speaking skills rubric criteria.

c) The Result of Cycle I's Pre- and Post-Tests

The score, along with an explanation, was presented in the following table based on the pre-test and post-test cycle I:

Tabel 4. The average improvement score between pre-test and post-test (Cycle I)

No	Criteria	Pre-Test	Post-Test (Cycle I)	Improvement
1.	Fluency	2.64	3.8	1.16
2.	Pronunciation	2.6	3.56	0.96
3.	Non-Verbal	2.32	3.6	1.28
4.	Grammar	2.48	3.64	1.16
5.	Vocabulary	2	3.48	1.48
	Average			**1.208**

The pre-test and post-test results are represented in Table 4 above (cycle I). The information in the table showed that cycle I outcomes improved from the pre-test to the post-test. The language and non-verbal criteria on the pre-test were where the pupils performed the worst. This is due to the difficulties that students have had in

conversations. Their speech and non-verbal expressions were limited by meeting requirements. When the post-test (cycle I) was administered, the vocabulary and non-verbal criteria significantly improved. Students are encouraged to learn additional English vocabulary by using the KWL technique. Because they use suitable and enticing gestures, body language, and eye contact with the audience or watchers, they may discuss or express opinions with ease and enjoyment. Because students know how to conduct meaningful dialogues without overthinking it, the fluency criterion receives the highest score on the post-test (cycle I). Additionally, the students refine their criteria for pronunciation and content. That is an improvement above the pre-test performance.

d) Post-Test Cycle II

A cycle II post-test is planned since the writer believes that adopting the KWL technique to encourage students' speaking skills will produce a better result. The students had two options for narrative storytelling during the discussion. The writers gave them the Avengers narrative and the True-Beauty Story based on popular issues. The students are given a quick summary. They were required to select a narrative they liked after reading the synopsis. After that, students develop their own conversations while making references to the selected. They can opt to play both roles or just one of them as they practice the dialogue in front of the class. During the first post-test cycle, the time frame remained the same. Previously, speaking abilities were evaluated using the criteria rubric.

e) Post-Test Cycle I and Post-Test Cycle II Results

The following table shows the score based on post-test cycles I and II and provides more explanation as follows:

Tabel 5. The average improvement score between post-test (Cycle I) and post-test (Cyle II)

No	Criteria	Post-Test (Cycle I)	Post-Test (Cycle II)	Improvement

1.	Fluency	2.64	3.8	1.16
2.	Pronunciation	2.6	3.56	0.96
3.	Non-Verbal	2.32	3.6	1.28
4.	Grammar	2.48	3.64	1.16
5.	Vocabulary	2	3.48	1.48
	Average			**1.208**

The information in Table 5 above represents the outcomes of post-test cycles I and II. The table's data reveals an improvement between the post-test cycle I and cycle II outcomes. Every criterion is said to be higher than several of the post-test cycle I results. Creativeness and fluency receive the best ratings. Students are motivated to speak English, as has been demonstrated. As kids progress through the process of learning English in class, they gain confidence in speaking the language. In the second cycle post-test, additional requirements were also met at the same time. They improved their pronunciation via practice. They develop better grammar, and brands can employ it in accordance with grammatical usage. From the post-test cycle I, the post-test cycle II showed an unexpected increase. When the KWL technique was used to motivate students' speaking abilities during the English learning process, it was observed that students spoke with excitement.

B. Discussion

1. Cycle I

Cycle I consisted of the following four steps: planning, action, observation, and reflection. Here, the researcher created a lesson plan that was implemented for over 80 minutes. Planning was the first stage, which was followed by the second phase, which was taking action. Based on the plan that was outlined in the lesson plan, the researcher conducted the teaching and learning process. The researcher gave the pupils speaking practice before giving a post-test to determine whether the students' speaking abilities had improved.

2. Cycle II

Cycle II was carried out following the revision of Cycle I. Cycle II included four steps that were identical to those in cycle I. The researcher planned the topic of speaking activities, created the lesson plan, and created a post-test and questionnaire. The KWL strategy was used in the teaching-learning process in action and observation. Based on the lesson plan, the researcher carried out the teaching-learning process. Finally, in the final session of cycle II, the researcher administered the post-test in reflection. These steps were repeated twice throughout two 80-minute sessions.

It can be said that the research question of this study was clearly answered. The study's objectives, which were used to improve students' speaking skills using the KWL strategy, were deemed successful.

CONCLUSIONS AND SUGGESTION

Conclusions

The research findings indicate that the research questions have been addressed. According to the results of the research, students' motivation to use the KWL strategy was moderate, based on the questionnaire they completed. Students responded positively to the effect of the KWL strategy on improving student motivation, which was unexpected. Additionally, it was evident from the percentage analysis of the questionnaire results that the KWL technique significantly improved the student's motivation to learn to speak. Therefore, it was evident from these results that the KWL method was quite helpful in enhancing speaking ability.

Suggestion

According to the goal of class action research, the current classroom study's findings could not be extended and generalized to other groups of students, even if they

attended the same school. This was because an action classroom study was primarily undertaken to assist specific groups of students who had difficulty speaking. As a result, the current study's findings were only primarily valid and reliable for the student's understudy.

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