

THE USAGE OF K-W-L (KNOW, WANT TO KNOW, LEARN) METHOD IN TEACHING READING HORTATORY EXPOSITION TEXT

Nigina Qurbonova,
student of Tashkent region
Chirchik state pedagogical institute

ABSTRACT:

This thesis is dedicated to study of the use of KWL method in teaching reading hortatory exposition text.

KEY WORDS:

teaching, reading, methods, process, know, learning, research.

INTRODUCTION

The problems that will be discussed in this research are:

How far the student's improvement in reading comprehension hortatory exposition text by using K-W-L method?

What are students' responses towards the use of K-W-L method in teaching reading hortatory exposition text?

Reading is defined as an esthetic experience which the primary purpose is to glean the information (Lapp, Farnan, & Flood, 2004: 213). Reading can also be media for self improvement. Students can develop their reading skill and also gain their knowledge with reading book. Reading can be used not only for learning English language, it is also used for learning many kinds of subject. Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message.

METHODOLOGY

Teaching reading is defined as a process of teaching how to understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented as hypotheses and givens. In other words, teaching reading helps students a lot in understanding and comprehending what they read. It makes them easier in recognizing and understanding ideas presented in a text book. Teaching reading is also provided students with some strategies and facilities in order to make them easier in understanding and comprehending what they read, so that they can get the new information and knowledge from what they read, and also they can apply it in the real life.

Genre is defined as ways of recognizing, responding to, acting meaningfully and consequentially within, and helping to reproduce recurrent situations (Bawarshi & Reiff, 2010: 3). Most of people recognize genre as a type of text in the literacy work which has communicative purpose, generic structure, and linguistic features. Genre is important in teaching reading, especially in reading comprehension. It is supported by Dorn & Soffos (2005: 24) who believe that when young readers can recognize genre and text conventions, they can use this knowledge to guide their comprehension. Teaching the basic structure of texts can help students in both reading and writing. According to Martin (1985a) as cited in Paul Robertson and Roger Nunn (2007) Hortatory exposition is designed to persuade people to do something that the thesis recommends. In other words, hortatory exposition text is a

kind of text that contains some arguments of the writer about an issue and try to persuade the reader to do something as the writer suggested.

K-W-L is one of the most popular approaches teacher's use topic knowledge of expository text information (Ogle, 1986 as cited in Schumm, 2006: 266). Moreover, Schumm (2006: 266) explain that K-W-L was originally designed as a reading comprehension strategy to help guide student reading of content area text. However, using K-W-L as an assessment tool can provide teachers with insights text before and after reading. In K-W-L, the teacher engages students in a brainstorming session about the key concepts of a topic to be studied or a text to be read. As students share their ideas, usually some disagreement ensued and they begin to question what they can help students by guiding them to write their list of knowledge related to the topic in the three column format of the K-W-L method, students record K (what they know about a topic), W (what they want to learn about a topic), and L (what they learned about the topic and still need to learn). The first two steps (K and W) are pre-reading strategies to tap prior knowledge and encourage students to make predictions. The final step occurs after reading when students reflect about what they have read and what new information and facts they have learned. K-W-L method can make the teaching learning process interesting, fun and worthwhile.

1. Research Design This study belongs to quantitative research. The researcher used quasi-experimental design. Quasi experimental design can be thought of as an intermediate between correlational and true experimental research. Moreover, Jackson explains that quasi-experimental design exists for situation in which complete experimental control is difficult or impossible because the educational researcher is fraught with real limitations upon the researcher's ability to select or assign subjects and manipulate conditions.

2. Subject of the Research This research belongs to Quasi experimental design, and it did not include the use of random sampling. Furthermore, the sample of this research was chosen purposively based on the same number of students. The subject of the study were the eleventh grade students of MAN 1 Brebes.

After conducting the research, the researcher found that the experimental group's post test score is higher than the control group's post test score. The result of the-test also showed that t value of the post-test is higher than t table, it means that the null hypothesis is rejected. Thus, it can be concluded that there is a significant e between post test means for the experimental and control group. The result of questionnaire shows that almost all of students stated that they like be taught by using K-W-L method in teaching reading hortatory exposition text (83%) and only small number of students do not like it (17%). From the result, it can be concluded that almost all of students like the use of K-W-L method in teaching reading hortatory exposition text. Using K-W-L method also can increase students' motivation English text. In the K-W-L method, the students from experimental group (both students with high ability and low ability in reading English text) can combine their prior knowledge, their desire to learn more, and the conclusions of their learning. In other words, K-W-L method can combine the students' knowledge before, during, and after reading an English text. It is useful for students since they can share their prior knowledge about the topic of the text with their friends. Therefore, they can also enrich their knowledge through the discussion and sharing ideas about the topic of the text.

CONCLUSION

To conclude, based on the research findings, the researcher concludes that: a) K-W-L method can help students combine their knowledge before, during and after reading the text, b) K-W-L method helps students keep their friendship and togetherness through ideas sharing and discussion. Based on the conclusion, two suggestions were proposed for the teacher and the students. They are a) the students can use K-W-L method in learning many kinds of

informational text, b) the teacher should find many interesting methods to make the teaching-learning process more fun and easy to understand.

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