

THE IMPLEMENTATION OF *KWL* STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION ON ANALYTICAL EXPOSITION TEXT

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Abstrak: Penelitian ini bertujuan untuk meningkatkan pemahaman siswa dalam mengidentifikasi berbagai argument yang disampaikan didalam teks analitikal eksposisi dengan menggunakan know-want-learn sebagai strategi pembelajaran. Metode penelitian yang digunakan yaitu penelitian tindakan kelas yang mana penelitian bertujuan mengatasi masalah yg ditemukan dalam proses pembelajaran. Masalah dalam penelitian ini yaitu kesulitan siswa dalam menemukan berbagai argumen pada teks. Pengambilan data dilakukan dalam tiga siklus dimana setiap siklus terdiri dari planning, acting, observing, and reflecting. Jumlah sampel penelitian ini yaitu 30 siswa dimana data dikumpulkan menggunakan teknik triangulasi yang terdiri dari lembar kerja siswa, tabel observasi dan field notes. Hasil menunjukkan bahwa kemampuan siswa dalam memahami berbagai argumen didalam teks analitikal eksposisi meningkat. Skor rata-rata pencapaian siswa pada siklus pertama 48%, siklus kedua 60,6%, dan siklus ketiga 74,3%.

Kata kunci : KWL, Analitikal Eksposisi

Abstract: The purpose of conducting this research was to improve student's reading comprehension on identifying the information given in arguments from analytical exposition text by using know-want-learn as a strategy of learning. This research was conducted as a classroom action research for the purpose of solving the problem that happened in the classroom. The problem in this research was the students' difficulties on identifying the information given in the arguments from analytical exposition text. This research was implemented in three cycles and four steps for each cycle, namely: planning, acting, observing and reflecting. The researcher took 30 students as the subjects of research where triangulation was used as the technique of data collecting. It consisted of students' worksheet, observation checklist table, and field notes. The finding showed that the student's reading comprehension improved. The mean score of student's achievement in the first cycle was 48%, in the second cycle was 60.6%, and in the last cycle was 74.3%.

Keywords: KWL, Analytical Exposition

Reading is one of the English language skills that should be learnt and taught to the students. It is important for the readers to know how the writer presents the information or expresses his or her idea on the reading text. Byrnes (1998) reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose.

Weaver and Kintsch (1991) reading comprehension means that the reader is able to understand how the reading materials is structured; that is the way ideas are interrelated and the subordination of some ideas to others to convey meaning to reader. To comprehend the text, the reader should have the knowledge of vocabulary related to the text. Reading difficulties become most apparent when the students are unable to grasp the meaning from the text.

Reading comprehension is very important for the students because they have to read a great number of reading materials in their learning process. Unfortunately, most of students tend to dislike reading because of some problems such as; they often have difficulties in comprehending and understanding the text and they also cannot find what the writer wants to tell in the text. In addition, they will become bogged down, spending a lot of time to read and confusing his or her overall understanding of the text. Farrel (2002:1) said that when the student meet a difficult word, reading than becomes painful, boring, no fun, ad too difficult. It means that the teacher should provided the appropriate strategy to help student in comprehending a text while reading activity in teaching and learning process.

Analytical exposition is one of the text which is recommended to be taught at Senior High School. The communicative purpose of analytical exposition text is to argue that something is the case. It is a type of oral or written discourse that is used to explain, describe, give information or inform on what is being discussed. Nuryanti (2011) the purposes of this text is to persuade the reader or listener that there is something that, certainly, needs to get attention and to analyze a topic and to persuade the reader that this opinion is correct and supported by arguments.

Comprehension in reading analytical exposition text needs ability to find out the information given in the thesis, arguments, and reiteration of the text. Those of the patterns must be understood by the student when they read an analytical exposition text in order they can comprehend the text given well. But, based on the writer's interview with the English teacher of Islamic Senior High School, she said that some students got difficulties in finding out the information given in the thesis, arguments, and reiteration of the text, but most of them have the difficulties in identifying the information given in the arguments.

Realizing the problems, the teacher found the factors that makes the students faced those problems that was feeling ashamed to ask question to the teacher when they face a problem in comprehending the text given. The other things was that the teacher used the teacher-centered in teaching reading process.

It seemed that it is very important for the teacher to apply different and interesting technique to solve these problems in order to improve student's comprehension. In this case, the writer took Know-Want-Learn as a reading strategy to help the student's problem in reading comprehension.

McLaughlin (1994) "K-W-L (What I Know, What I Want to Know, and What I Learned) is a teaching model developed to encourage purposeful reading by **K** : activating and organizing students' prior knowledge, **W** : developing questions of personal interest to focus attention during reading, and **L** : summing up and reflecting on what was learned, if and how questions were answered". Pennington (2009) KWL is a metacognitive strategy because it is a problem-solving process that focuses on thinking about and developing a language for the thinking (reading) process. The K-W-L strategy consists of a multi-step procedure: brainstorming and categorizing, purpose-setting through questioning, and examining answers to those questions. The procedure is intended to help teachers become more responsive to helping students' access appropriate knowledge when reading expository text.

By using this strategy, the students would be more active than the teacher. Based on the background above, the writer was interested in improving student's comprehension in reading analytical exposition text by using Know-Want-Learn Strategy by implementing a Classroom Action Research. By conducting this research, the writer expected that Know-Want-Learn Strategy motivated students to learn and student's comprehension in reading analytical exposition text could be improved.

METHOD OF RESEARCH

In this research the researcher conducted the collaborative action research method because the writer asked the teacher to know about the condition of the subject of research before the writer used the method to improve and repair teaching learning reading comprehension. The writer planed an activity for the purpose to solving the problem that was appeared in the classroom. After putting the plan into action of a real treatment by the real teacher, the writer who acted as the collaborator then observed the process and finally reflect the treatment. The researcher administers the treatment with the helped of collaborator. The collaborator also acted as the observer that observed the treatment. At the end of each meeting, the researcher and the collaborator discussed the result of the treatment to get the feedback of the process. The researcher revised the way of teaching for the shake of the quality. Hopefully, the KWL strategy that the researcher used as a teaching strategy in teaching analytical exposition helped the students to improve their comprehension of the text.

Subjects of research play a great important role in conducting a research. The sample of this research was the eleventh grade students of Islamic Senior High School Pontianak. The researcher took 30 students as the subjects of research where triangulation was used as the technique of data collecting. It consisted of students' worksheet (reading test), observation checklist table, and field notes. For the students' worksheet, the researcher gave them the reading test in essay test which consisted of ten questions in each meeting.

The data or the research findings had been discussed based on the result of student's reading test. Each answer had its own scale to score. This was described in the following formula:

$$S t u d e n t s i n d i v i d u a l s c o r e = \frac{T h e r i g h t a n s w e r}{T o t a l n u m b e r o f t e s t} \times 100$$

However, to determine the students' individual score, the writer provided standard of minimum score used in the school, as follows:

Total individual score	Category
0-59	DID NOT PASS
60-100	PASSED

(SKM for English Subject, Islamic Senior High School Pontianak)

To compute the student's performance, the writer used the formula of mean score. All individual scores had been summed and divided by the number of students in the class. $M = \frac{\sum x}{s}$ Note: M = the student's average score; $\sum x$ = the sum of student's score; S = the number of students (Adapted from Blerkom, 2009: 245)

The student's individual score was classified by using following classification by Heaton (1988:96).

Total Score	Category	Qualification
80 – 100	A	Good to excellent
70 – 79	B	Average to good
60 – 69	C	Poor to average
0 – 59	D	Poor

The procedure in conducting this research consisted of research preparation and implementation. The steps of research preparation were as follows: (1) Propose the outline to team; (2) Prepare the reasearch design after collecting the suitable references from the library and website; (3) Conduct seminar in order to get additional inputs to complete the research;(4) Revise the research design based on the inputs that are given in seminar;(5) Ask for the research license from the dean assistant of FKIP UNTAN;(6) Submit the research license to the Headmaster of Islamic Senior High School Pontianak to ask permission to conduct the research. The steps of research implementation were as follows: In this research had three cycles in teaching learning process. Each cycle consisted of four stages, they were: planning, acting, observing, and reflecting. Here were the steps of research implementation in the teaching and learning

process by using know-want-learn as a strategy in teaching reading comprehension of analytical exposition:

1) Pre – activities

- The students respond the teacher's greeting.
- The students are checked by the teacher.
- The students actively answered the brainstorming questions given by the teacher.
- The students listen carefully to the material that would be delivered by the teacher.
- The students listen carefully to the learning outcome that would be achieved.

2) Whilst – activities

(a) Exploration

In the exploration activities:

- The students pay attention to the explanation about analytical exposition text.
- The students take notice to the teacher's introduction and explanation about the generic structures of text.
- The students were introduced and explained the KWL strategy by the teacher.

✚ The teacher made three columns on the blackboard and indicated the three parts by putting a K in the first column, a W in the second column, and an L in the third column.

- The reading topic was selected by the teacher.
- The teacher gave an example of analytical exposition text entitled "The Problem of Being Too Fat"

✚ Example: teacher gives the topic about *the problem of being too fat*; the students are supposed to describe orally to the teacher any background information that they may have. And the teacher then wrote it on the board in the K (know) column.

- After this part was completed, the students were supposed to make some questions that they would like to know about this topic. And the teacher then wrote it on the board in the W (want) column.
- For the third column, which is the L (learn) column, the students read the text that the teacher assigns and research the questions that they had stated prior to reading and come up to the answers.

(b) Elaboration

In the elaboration activities:

- After completed the guideline in doing KWL strategy, the students orally answered the teacher's questions to identify the thesis (main idea of the topic title), the arguments (reading for supporting details) and also the reiteration (reading for organization) of the analytical exposition text (restatement of the thesis).

- After the discussion was finished, the students required to do the task or reading test with different topic title individually.
- (c) Confirmation
 - In the confirmation activity:
 - The students were reviewed the lesson that they have been discussed.
 - Teacher asked students whether they have already been understood or not about the lesson.
 - The teacher asks student's difficulties during teaching and learning process. This is to make a better planning for the next meeting.
- 3) Post-activity
 - The students did the reading test given by the teacher. The test was given to measure their understanding about the material has been delivered.
 - The students respond to the teacher's greeting at the end of the class.
- b. Observe the teaching learning process and complete the field notes based on what is seen from direct observation.
- c. Give score to students' assessment based on the students' worksheet.
- d. Analyze the collected data based on the field notes and the result of students' mean score.

FINDINGS AND DISCUSSION

Findings

This research was conducted in one of the class at Islamic Senior High School Pontianak, it was the eleventh grade students. The researcher gave them the treatment by using Know-Want-Learn strategy to improve their ability to comprehend analytical text. The subject of research was 30 students.

Based on the result from data collecting, it had three types of data. They were; students' worksheet, observation checklists table, and field notes. The result of data analysis from the students' worksheet was described as below:

Table 4.1. The Result of Students' Individual Score in the First cycle

Note	Value
Total Score	1440
Mean Score	48
Higher Score	60
Lower Score	30
Total of student who passed	7
The percentage of student who passed	23.3%

Total of student who did not pass	23
The percentage of student who did not pass	76.7%

To measure the level of students' ability of the lesson had been learnt, the teacher gave them the written test has been designed using essay test. The student pass if they get the score at least 60 or higher than 60. However, they were identified do not pass if they get the score less than 60.

Based on table 4.1 it can be concluded that there were 7 students whose got the score 60 and 23 students got the score less than 60. It is qualified "Poor". The result of students' mean score was categorized D. Based on the indicator of success, this result was still unsatisfying.

Table 4.2. The Result of Students' Individual Score in the Second cycle

Note	Value
Total Score	1820
Mean Score	60.6
Higher Score	70
Lower Score	50
Total of student who passed	22
The percentage of student who passed	73.3%
Total of student who did not pass	8
The percentage of student who did not pass	26.7%

Based on table 4.2, it can be concluded that there were significant number of students whose passed the essay test. It raised up to 50% students who had been able in comprehending the analytical text by using Know-Want-Learn strategy. It was qualified "Poor to average"

The result of students' mean score was categorized C. This was qualified into poor to average. Based on minimum standard of pass (SKBM) of English subject in this school that is 60, the mean score had passed but still categorized poor to average. It is concluded that in the second meeting, from 30 students averagely 73.3 % students passed the criteria, the students got score 60-70 and 26.7 % students were still below result the criteria got score 50. Therefore, the result was still unsatisfying.

Table 4.3. The Result of Students' Individual Score in the Third cycle

Note	Value
Total Score	2230
Mean Score	74.3
Higher Score	80
Lower Score	70
Total of student who passed	30
The percentage of student who passed	100%
Total of student who did not pass	-
The percentage of student who did not pass	-

In this case, both the teacher and the collaborator concluded that the third cycle had been successful. The students' mean score was improved. More importantly, the problems happened in the first cycle and second cycle had been able to be minimized in the third cycle. Also, the teaching-learning process was better than the second cycle. But the result was satisfying so that the writer and the collaborator decided to stop the cycle. It is qualified "Average to good"

The result of students' mean score was categorized B. This was qualified into average to good. Based on the indicator of success, this result was satisfying. Based on minimum standard of pass (SKBM) of English subject at this school, 100% of students passed.

Discussion

This research was conducted on September 04th, 2012 until October 01st, 2012 to the eleventh grade student of Islamic Senior High School Pontianak. The eleventh grade student has been given the treatment about the implementation of Know-Want-Learn strategy to improve their ability in comprehending analytical text. Before the researcher did the research, she introduced first the Know-Want-Learn strategy to the eleventh grade student. Based on observation checklist table, almost all of the process of teaching and learning had been done. In the first cycle there were some steps in the lesson plan had not been done because of time limited.

To determine the result of students' learning, the researcher provided an essay test which consisted of ten questions. Therefore, the purpose of this test was to measure the ability of the students in comprehending the argument stated on analytical text by using KWL strategy. Based on the result of data analysis, from 30 students who joined the test it was only 7 students passed (23.3%), and the rest about 23 of students didn't pass. As a result, the implementation of KWL strategy in teaching analytical exposition text was categorized poor.

Based on observation checklist table, the result of students' learning was categorized poor that was caused by the treatment given was not maximal yet. In the process of teaching and learning at the first and second meeting, the purpose of

the researcher (real teacher) in implementing the KWL strategy was to help the eleventh grade students comprehending the reading text. But the implementation of this strategy needed longer times. There was why some of the steps of teaching and learning in the lesson plan was unhappen such as the students coming in front of the class to present about the result of their group discussion, the students asked the teacher about their difficulties while teaching learning process, the teacher and the students reviewed the lesson. In the first meeting, the discussion activity happened but not all of the group have the chance because of time limitation.

In the second meeting, all of the activity in lesson plan had been done but the result was still not maximal. Because of the time limitation so the researcher demonstrated the lesson faster, as a result the students didn't understand well about the lesson. Beside that, the discussion activity in the second meeting hadn't been done well. There were only some students in a group focus on the task, and not all of the questions answered. The activities where had not done and unsatisfied activities of learning as described above can affect the students' achievement to be able to pass the SKBM.

The student's mean score in the first cycle was 48, and the percentage of students who pass the SKBM was 23.3%. The result of students' mean score was categorized D. Based on the indicator of success, this result was still unsatisfying. While correcting the students' answer sheet, both the writer and the collaborator found many grammar mistakes, especially when they were to answer the question of interpretative comprehension. This question required the students to express their opinions or ideas about the purpose of the writer wrote that they got after reading the text. Furthermore, most of them were able to answer literal questions rather than interpretative questions. Most students tended to copy the answer from the text.

Based on the discussion between the teacher and the collaborator, it could be concluded that the first cycle was not satisfying and still needed much effort to accomplish the goal of the material applied. It meant that second cycle was waiting for being conducted. The improvements were as follows: 1) Teacher should repeat the greeting; 2) Teacher should create a better atmosphere by getting them involved in the activity; 3) Teacher should mention some points that need to improve by students; 4) Teacher should repeat explaining the aspects that measures in detailed; 5) Teacher should make them relax, enjoy and fun but still being seriously; 6) Teacher should give attention to the students that still cannot answer the questions well; 7) The teacher will apply this material in teaching reading comprehension, but the teacher must be pay attention allocated time.

Based on minimum standard of pass (SKBM) of English subject in this school that was 60, the students' mean score was poor. It was concluded that in the first cycle, from 30 students 76.7 % students got score 30-50 and 23.3 % students got score 60.

The student's mean score in the second cycle was 60.6% and The percentage of students who pass the SKBM was 73.3%. The result of students' mean score was categorized C. This was qualified into poor to average. Based on the indicator of success, this result was still unsatisfying. While correcting the students' answer sheet, both the writer and the collaborator found many grammar mistakes, especially when they were to answer the question of interpretative comprehension. This question required the students to make inferences and express their opinions or ideas about the writer's purpose that they got after reading the text. Furthermore, most of them were able to answer literal questions rather than interpretative questions. Most students tended to copy the answer from the text.

Both the writer and the collaborator concluded that the second cycle still unsuccessful, but the students' mean score was improved. More importantly, the shortcomings happened in the first cycle had been able to be minimized in the second cycle. Also, the teaching-learning process was better than the first cycle. The improvements were: 1) Teacher repeated the greeting; 2) Teacher created a better atmosphere by getting them involved in the activity; 3) Teacher mentioned some points that needed to be improved by students; 4) Teacher repeated explaining the aspects that measured in detailed; 5) Teacher made them relax, enjoy and feel fun but still being seriously; 6) Teacher gave attention to the students who still could not answer the questions well and felt difficult to find moral values on the text; 7) Teacher paid attention to the students who still could not answer the questions well; 8) The teacher applied this material in teaching reading comprehension, and paid to time allocation.

Based on minimum standard of pass (SKBM) of English subject in this school that was 60, the mean score had pass but still categorized poor to average. It was concluded that in the second meeting, from 30 students averagely 73.3 % students passed the criteria, the students got score 60-70 and 26.7 % students still below result the criteria got score 50. Therefore, the result was still unsatisfying.

The student's mean score in the third cycle was 74.3% and The percentage of students who pass the SKBM was 100%. The result of students' mean score was categorized B. This was qualified into average to good. Based on the indicator of success, this result was satisfying. While correcting the students' answer sheet, both the writer and the collaborator found some grammar mistakes, especially when they were to answer the question of interpretative comprehension. This question required the students to express their opinions or ideas about the writer's purposes that they got from reading the story. Furthermore, most of them were able to answer literal questions rather than interpretative questions. Most students tended to copy the answer from the text. Based on Standar Ketuntasan Belajar Minimum (SKBM) of English subject at this school, 100% of students passed.

Both the teacher and the collaborator concluded that the third cycle had been successful. The students' mean score was improved. More importantly, the

problems happened in the first cycle and second cycle had been able to be minimized in the third cycle. Also, the teaching-learning process was better than the second cycle. But the result was satisfying so that the writer and the collaborator decided to stop the cycle.

The improvement of students' reading comprehension on analytical exposition text by using Know-Want-Learn strategy from the first cycle to the third cycle is presented in the following chart:

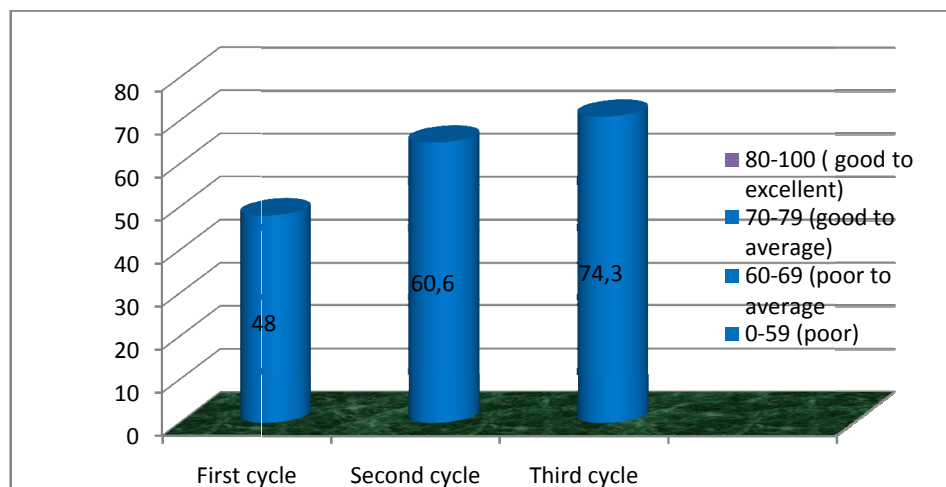


Chart of The Improvement Students' Mean Score

The research finding showed that the students' mean score in the first cycle was 48 and qualified was poor. In the second cycle the students' mean score was increasing to 60.6 and qualified into poor to average. The result of the second cycle was unsatisfying, so both the writer and the collaborator decided to conduct the third cycle. In the third cycle the students' mean score was increasing to 74.3 and qualified into average to good. This result was supported by the students' individual score. This showed the fact that from 30 students, 100% of students had increased their individual score.

CONCLUSION AND SUGGESTION

Conclusion

Based on research findings and discussion, it can be concluded that the ability of the eleventh grade students at Islamic Senior High School in identifying the information from the arguments of analytical exposition text by implementing Know-Want-Learn as a strategy of learning had been improved.

The students' mean score in the first cycle was 48 and qualified was poor. In the second cycle the students' mean score was increasing to 60.6 and qualified into poor to average. The result of the second cycle was unsatisfying, so both the

writer and the collaborator decided to conduct the third cycle. In the third cycle the students' mean score was increasing to 74.3 and qualified into average to good. This result was supported by the students' individual score. This showed the fact that from 30 students, 100% of students had increased their individual score.

Suggestion

After concluding the research finding, the researcher would like to give some suggestions as follow: 1) The researcher recommends to any English teacher to apply Know-Want-Learn strategy in teaching reading comprehension, especially for expository text that is difficult to be learnt individually; 2) The researcher suggests to any English teacher to manage the time properly in order to complete all activities in teaching learning process; 3) The researcher suggests to any English teacher to let the students work collaboratively, such as in group or pairs. It can help the students who is passive in classroom becomes more active and more confident; 4) The teacher should be a problem solver for the students and find a way to solve the problem. The teacher should give the students a chance to ask question and share difficulties about classroom activities as inputs for the teacher to do better in the future.

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