

USING KWL STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION

AN ARTICLE

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**USING KWL STRATEGY TO IMPROVE STUDENTS' READING
COMPREHENSION
(A CLASSROOM ACTION RESEARCH TO THE ELEVENTH GRADE STUDENTS
OF SMA MUJAHIDIN PONTIANAK)**

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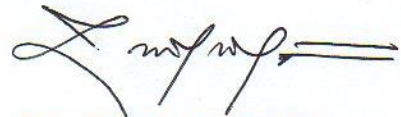
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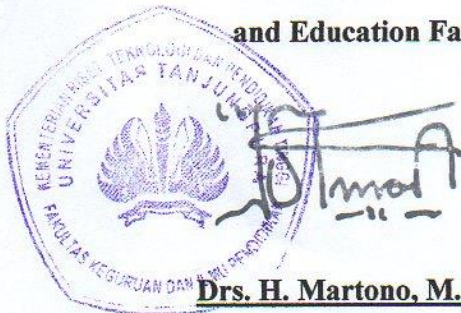
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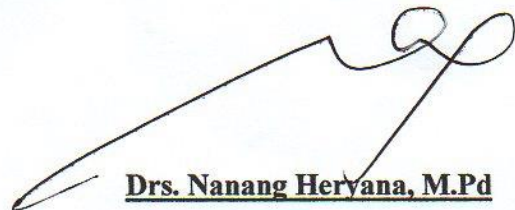
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USING KWL STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION

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Abstract

The purpose of this research is to improve students' reading comprehension by implementing KWL strategy to the eleventh grade students of SMA Mughidin Pontianak. The writer conducted this project in order to solve the problems encountered in the classroom. Since it is to improve reading comprehension in learning process, the appropriate technique that was applied in this research is a classroom action research. The participant of this research is the students in eleventh grade especially class XI IPA 1 of SMA Mughidin Pontianak in Academic 2016/2017, which consists of 31 students. The data were collected by using observation method which are the achievement test, observation checklist and field notes. There were three cycles of classroom action research process. At the first cycle, the students were still confused how to implement KWL strategy, and many students could not fulfill the minimum score of achievement 76. At the second cycle, the students knew how to implement KWL strategy and the score was better than first cycle. And the third cycle, the students' score was better. The findings of this research indicate the students' reading comprehension mean score was 75.16, 91.62, and 99.03. Based on the result, KWL strategy can improve students' reading comprehension.

Keywords : Reading Comprehension, KWL Strategy, Classroom Action Research

Reading is one of the language skills that should be developed by students. It is a learning process of transferring information from writer to the reader in written form. The aim of reading is to attain an optimal level of comprehension of meaning. Reading gives many advantages for students such as they can receive more information after reading, they can share their information that they have gotten from reading to others, and the information can enrich their knowledge. The students have to comprehend the text in order to know the meaning of it. By understanding the text they can receive the correct information and knowledge.

Constructing comprehension is difficult, particularly for EFL learners. The learners should be helped to improve their comprehension by using appropriate and good teaching strategy especially reading comprehension. Utami et al (2014) stated a good teaching strategy can motivate students to learn and make them focus in the process of learning. Accordingly students can easily and enjoy to understand the materials in teaching and learning process.

Based on writer's experience in teaching practice program, the writer discovered the students' problems in reading comprehension,

where it was hard for students to understand the contents of reading text. Students had difficulties in finding the main idea of the text, supporting details, to understand the reference, and they lack of vocabulary. If they saw a long text they did not want to read the text, they just answered the question without reading the text first. Wolley (2010) stated some reasons why some students have difficulty with reading comprehension. For instance some students have difficulties because they have not truly mastered reading fluently. When a student who is struggling to read words and focuses so hard on just saying the words correctly, they are not focusing on what they are reading. All of their cognitive ability is being put into properly calling out the correct words and little effort. It put into the meaning of what is being read.

SMA Mughidin is one of SSN (*Sekolah Standar Nasional*) or National Standardized Schools in Pontianak, West Borneo. This school still has problems in learning process of English subject, especially in students' reading comprehension. It can be seen from the score of the students. The minimum score or (KKM = *Kriteria Ketuntasan Minimum*) for English is 76, but many students could not fulfill it. Based on the

problems, the researcher would like to help the teacher to solve the students' problem in reading comprehension. There are many types of instructional teaching strategies in teaching reading, one of them is KWL strategy. Ogle (1986) in Macceca (2007) stated that the KWL is a three-part strategy to encourage active reading that was first described. Pre-reading (Know), during reading (Want), and post-reading (Learned). During the pre-reading stage, students are asked to explain what they know about the topic, whereas students can be active directly related on their knowledge being discussed. In the during-reading stage, students again are asked what they wonder or want to find out in further reading, so it will gain the students positive attitude toward reading activity, and they will be more focus on the text. During the post-reading, students explain and write what they have learned from reading and other activities. This activity is the core of reading activity, where the students can evaluate the text based own their knowledge.

Reading is an interactive process between a reader and text which leads to automaticity or reading fluency. In this process, the reader intracts dynamically with the text as he/she tries to elicit the meaning. Patel & Jain (2008:114) stated that reading is not only source of information, but also an active process which consist of recognition and comprehension skills. Reading is certainly important activity for extending one's knowlegde of the language. According to Patel & Jain (2008:177) reading have four types, they are : Extensive reading and Intensive reading, Extensive reading means to teach students to read text directly in the target language. Hedge (2003) in Alyousef (2006) stated that extensive reading helps in developing reading ability. Intensive reading or creative reading is to teach students to explore the meaning and to be acquainted the text. Silent Reading used by whispering when students read text and students more easily get point contained in the text. Aloud Reading is not appropriate to students. Students should pronounce the text be loudly such as poetry.

Reading comprehension is considered as the real core for reading process. Reading comprehension is also the ability to understand what we read, where words have context and texts have meaning. This understanding comes from the interaction between words that are written and how they trigger knowledge outside the text/ message. Woolley (2011) stated Reading

comprehension is the process of making meaning from text. In reading comprehension, someone must know the meaning of the text, get important idea, and take information from the passage has been read. Durkin (1993) in Riswanto et al (2014) assumes that comprehension is the peak of the reading skill and the bases for all reading processes. Reading is a complex process, a teacher must consider a number of components in teaching reading.

Reading comprehension also has several aspects. According to College cited in Subekti (2015, p.10), in reading there are several aspects that can help us to find information on the texts easily. They are : 1) Setting the main idea is the topic that is discussed in the text and paragraph. It is the most important part of information from the text. it is commonly stated at the first sentence and sometimes in the end of the paragraph and announces the general theme to be dealt with in the paragraph. 2) Supporting detail means the next sentence from another sentence to support topic sentence in a paragraph. It also help readers to know and to understand the point from the paragraph. 3) Locating reference, Sometimes in paragraph the reader find sentence “ it sounds good”, “ she goes to mall”, atc. Reference words such she, he, it, her, this, that, these, those, its and which. To know the reference is important because reference often use in order to avoid subject. 4) Vocabulary building is the important part in a good reading, if students have enough vocabulary knowledge they can be a good reader. They can understand the text easily, and also could develop their guessing ability to the word which is not familiar and unfamiliar words of the text.

The teaching of reading has an important objective. Based on the School- Based Curriculum (Departemen Pendidikan Nasional, 2006), reading in Senior High School in Indonesia is aimed at making students comprehend interpersonal, ideational, and textual meanings in various written text. The texts are in the form of descriptive, narrative, spoof, recount, procedure, report, news item, anecdot, exposition, explanation, and discussion.

In reading a text, the students are expected to be able to gain information and knowledge from the text being read. It means that students have to understand the meanings of the texts. The students' understanding of the text includes the ability to find general idea, main idea, implied

information, detailed information, and specific information in the text types.

Based on the School-Based Curriculum (Departemen Pendidikan Nasional, 2006), Standard of competence of reading for Senior High School students grade XI states that the students should be able to understand the meaning of written short functional texts in the form of report, narrative, analytical and hortatory exposition, news item, anecdote, explanation, and discussion related to the surrounding to get knowledge.

Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning. It also helps students responding their environment in an effective way. To gain success in teaching language, the teacher needs to emphasis more on practice rather than explanation. Guidance is done by leading the students to do activities in the effort of getting knowledge.

The teacher can help the students in gaining the knowledge by giving facilities such as tasks. By giving these tasks, the teacher lets the students study by themselves. To make the teaching and learning process run well, the teacher needs to set a good situation for the students to learn. In setting a good condition, the teacher must consider a classroom strategy or technique that is used as this can influence the way she or he manages the class, Brown in Yuniarti (2013:27-28). So, teaching reading comprehension is guidance implement by the teacher to make students more understand and the teacher use better (appropriate) strategy in teaching learning process especially in reading comprehension.

KWL strategy is a good strategy to improve students' reading comprehension. According to Ogle (1986) students activate their own personal background knowledge, predict about the information they expect to find in the reading material, and take notes related to the information gained. There were some steps that should considered in used KWL strategy: 1. Choose a text (analytical exposition text), 2. Create a KWL chart. The teacher should created a chart on the blackboard or whiteboard. In addition, the students should have their own chart on which to record information, 3. Asked students to brainstorm words, terms, or phrases they associated with a topic. The teacher and students record these associations in the *K* column of their

charts. This is done until students run out of ideas. Asked students what they want to learn about the topic. 4. The teacher and students recorded these questions in the *W* column of their charts. This was done until students run out of ideas for questions. If students responded with statements, turn them into questions before recording them in the *W* column. 5. Students read the text and filled out the *L* column of their charts. Students should look for the answers to the questions in their *W* column while they were reading. Students could fill out their *L* columns either during or after reading. 6. Discussed the information that students recorded in the *L* column. 7. Encouraged students to research any questions in the *W* column that were not answered by the text.

Strickland and Mandel (2000:145) stated KWL can engaged children in making personal connections between the text and prior knowledge, support the development of higher level thinking skills. Hana et al (2015) stated that KWL strategy has some benefits. it encouraged students to read actively through the learning events individually, the students directed to activate their background knowledge related to the text, provided students with opportunity to brainstorming. It improved students' motivation to read since. It elicits students' background knowledge of the topic of the text, sets a purpose for reading, allowed students to assess their comprehension of the text, helped the students to monitor their comprehension, and provides an opportunity for students to expand ideas beyond the text, the students also asked to predicted or asked more about he/she want to know related the topic. It made the students active and motivated learners, for it allowed them to obtain extended reading materials and continue to read more written materials. The students asked to conclude or summarize about what they already get from the text. This was the way the students reflected what they have already learned through the text.

Based on Westwood (2001:60) KWL can be activated prior knowledge of students, in the *K* column the students and teacher together brainstorm and write down all they know about the topic. *W* Column, they generate some questions or issues they hope the text may answer (predicting, questioning, and seeking information). *L* column, the students silently or as shared activity, the children write ideas and summary of the main things they have learned from the text (reflecting, consolidating,

evaluating, and summarising). KWL strategy is one active reading, it is prepares students to make predictions about what they will be reading, as well as engaging them with students, each students and teacher of the content of the topic (Hassard, 2011:77). Reading is one of the skill that should be mastered by the students. They need to be introduced with as many reading materials as possible in order to help them acquiring many informations and knowledge by language. The reader can get a lot of knowldege, information, enjoyment, or even problem solution. Reading is one way for reader to receive information from the writer in the form of text.

Analytical exposition text is the one of the text types taught at Senior High School. According Anderson (1998:22) analytical exposition text is a piece of text that presents one side of an issue. It is used to persuade the reader or listener that something is in case or there is a case to concr and pay attention. It consists of three main parts: thesis which introduces topic and indicate the writer position and outlines the main arguments to be presented (preview), arguments which restate main aguments outlines in previewes and give reason to support the thesis (points), develop and support each arguments (elaboration) and reiteration which is used to restate the writer's position. This type of text is written in a syllabus to be taught in the eleventh grade of senior high school in the second semester. In reading analytical exposition text, there is a need to comprehend the text. one of the comprehensions in reading analytical exposition text is in finding the main idea, knowing and finding the details information of the text, finding reference and the difficulties vocabulary.

The reading text taught in the second semester of eleventh grade students is an exposition text, the writer used KWL strategy to improve students' reading comprehension. Firstly teacher explained KWL strategy, material, she/he created a KWL chart on whiteboard. K in column one, W column two and L in column three, the students should had their own chart on which to record information, then teacher asked students to brainstorm words, terms, or phrases they associated with analytical exposition text. The teacher and students recorded these associations in the K column of their charts. This was done until students run out of ideas.

Secondly, teacher goes to W column, and asked students what they want to learn about

analytical exposition text. Teacher and students recorded these questions in the W column of their charts. This was done until students run out of ideas for questions. Thirdly, teacher gave students analytical exposition text, and asked them to read the text. If they had done to read the text, teacher and students fill out the L column of charts. Students look for the answers to the questions in W column while they were reading. Students could fill out L columns either during or after reading, after that teacher and students discussed the information that students record in the L column, and encouraged students to research any questions in the W column that were not answered by the text.

METHOD

The aim of a research is to solve the problems. In this research, the writer used Classroom Action Research as the research methodology. Classroom Action Research is a method used for improving educational practice, it means to improve teaching and learning plus systematic study based on gathered evidence and changes in practice are implement. Action research was used in this study because it can facilitate the writer to implement a strategy as an alternative solution to the problem in teaching and learning process. There are some steps on classroom action research as follow: 1) Planning : The teacher and the writer plan the activity before doing the research. 2) Acting : The teacher applies the strategy. 3) Observing : The teacher and the collaborator analyze the process of applying the strategy. 4) Reflecting : The teacher and the the writer discuss about the classroom activity and decide the next action.

Based on the problem that the writer found when she did the teaching practice in SMA Mujahidin Pontianak. She tried to solve the problem in reading comprehension especially to eleventh grade students. The subject of this study are XI IPA 1 students of SMA Mujahidin Pontianak. They are 31 students in total.

Technique and Tool of Data Collecting

Technique of Data Collecting

In this study, the writer used several approaches to measurement and data collections; they were Measurement (test) : The students were given a test of multiple choices related to their reading material in the end of the lesson. Non Measurement (Observation): Observation is an

efficient way to collect data when the researcher is interested in studying and quantifying some type of behavior (Marczyk et al, 2005). This study is going to observe participants' behavior on the implementation of KWL strategy in reading comprehension class, this approach is an appropriate to used in data collecting. In this study, the writer observed what participants (students and teacher participants) did during the implementation of KWL strategy.

Tool of Data Collecting

Achievement test was a kind of multiple choice test items in which student's comprehension was assessed. The scores of the students described into classically achievement percentage by using the formula of mean score. Observation Checklist is a note which has several contents gave a checklist (✓). These contents described of the activities of the students during implementation of KWL strategy in improving the students' reading comprehension in reading analytical exposition text. Field notes contained some description of the classroom condition, time management, teacher and students interaction, and other things happened in the classroom.

Data Analysis

The writer analysis the data which was taken from students answer in test. Therefore, to answer the problems of this research, the writer used this formula of the data analysis: $M = \frac{\sum x}{N}$ (Notes : M= score, $\sum x$ = total score, N= the number of students)

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The classroom action research was conducted in three cycles. Each cycle consisted of planning stage, acting stage, observing stage, and reflecting stage. The acting stage was conducted in one meeting (2 x 35 minutes) that was performed during the teaching-learning process while doing teaching-learning process. The data was collected in the form of students' assignment, observation checklist and field notes. KWL strategy as one of teaching reading strategy is suitable to be implemented in English class. This strategy can improve students' reading ability in comprehending the reading text. Through this strategy the students make themselves to comprehend the reading text seriously.

When KWL strategy was applied in the class, the students showed their progress slowly but sure. In implemented the strategy, they predict their ideas and answer, curiosity about the tittle given by the teacher, they wrote their ideas in KWL chart and mention it to the teacher, they also found the main idea, supporting details, references, and difficult words. In finding the main idea, the students read the first or last sentence of the paragraph. In finding supporting details, the students did quickly searching for some particular piece of information. In finding reference, the students refer to the previous sentence. In finding difficult word the students directly referred to the text and found unfamiliar word.

Discussion

In the first cycle the students seemed did not really understand the instruction because the teacher explained it unclear. The students also became passive learners; only some of them who following the part actively in the activities. Besides, the students' score was also low and the goal of learning did not achieve as expected by the reseacher. In implementing KWL strategy, teacher asked the students what they know about analytical exposition text. In K column, teacher gives title related the text, and also give KWL chart. The teacher asked them related the title, brainstorm what they know about the topic and predict what they will learn about the topic, and mention it to the teacher and the students write their ideas in their own KWL chart. in L column, teacher gave students text and asked students to read the text, to find the topic, supporting details, and reference. The teacher also asked them to answered their question in W column and fill out in L column.

Then, in K column the teacher remind students the simple clue to find the main idea and supporting details of the text easily, reference and difficult words. After that the students practice the clue collaborates with the teacher. Finally, the students were asked to do last column. The teacher asked them to answered their question in W column and fill out in L column. Next, the teacher gave students questions in order to know the students' reading comprehension about the text. the students could finish the test quickly.

In the second cycle, the students show good improvements in the activities and their comprehension on analytutical exposition text, as

well as the teacher's performances. The students also knew what they had to do in the classroom. The students were more enthusiastic than cycle 1 in learning than before. Some students did not pass KKM and the means score of students were still not satisfactory. Therefore, the writer and the teacher needed to conduct cycle three.

In the cycle three, the students were very enthusiastic in learning. All students got involved actively in class when implemented KWL strategy. All students mention their ideas to the teacher in the K column and W column, and they got involved actively in class to comprehend the text and wrote ideas in L column. Not only comprehending the main idea in analytical exposition text but also their comprehending got better the supporting details, reference and

synonym/antonym. The students were very exciting in learning by using this strategy. Then, many students pass KKM and the students' score were satisfactory.

This strategy was considered successful in this research. It was not only shown from the process activeness, but also their comprehension test. In process of activity, students could follow and understand teacher's interaction, the students more active in asked and answered questions from the teacher. The improvements were analyzed from their ability in answering the question, share their ideas, wrote their ideas in KWL chart, did the reading test and the number of students who passed KKM in that school on reading comprehension that is 76.

Table. 1
Percentage of Students' Improvement Based on the Analytical Exposition Text From First Cycle, Second Cycle, and Third Cycle.

No	Analytical Exposition Text	Cycle		
		1st	2nd	3rd
1	Not passed	13 students	5 students	-
2	Passed	18 students	25 students	31 students
3	Total	2330	2840	3070
4	Mean	75,16	91,62	99,03

The table. 1 showed the improvement of the students' performance from the first cycle to the third cycle, as well as their score each test and reading test in each item. Not passed and passed score in first cycle 41,93% and 58,06% ; meanwhile in the second cycle 16,13% and 83,87% and the third cycle is 0% and 100%. The mean score of the students in the first cycle was 75,16%, Then, the mean score of the students in the second cycle was 91,62% and the mean score of the students in the third cycle was 99,03%. The students' reading comprehension analytical exposition text was improved from the first cycle to the third cycle.

Based on the result of observation checklist and field notes the teaching materials was so helpful for the students that they could improve their comprehension of the text. this result in the increasing of both students' individual score and students' mean score. The students' improvement above showed that KWL strategy could improve

the students' reading comprehension in analytical exposition text. in implementing this strategy, there were some weaknesses in teaching learning process. Class management of the students showed as one of the weaknesses, because there were large students, the teacher got a little difficulty to manage them. The teacher should control them to still focus during the learning process. Some students kept talking with other friends in the class.

Second was time management. This made ineffective because in teaching learning process, some students still talked each other and did not listen teachers' explanation. So, not all the students understood about what teacher explained. However, the teacher should reminded the students about the learning material which discussed in previous meeting, some students got difficulty in remembering the previous meeting.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the results of CAR at SMA Mujahidin Pontianak, particularly on the eleventh grade students in academic year 2016/2017, the students' reading comprehension are found that increase on the cycle on the cycle 1 until cycle 3. From the explanation and research findings of the previous chapters, it can be concluded as follows: Teaching reading comprehension for the eleventh grade students can be enjoyable for them when the teacher used several teaching strategy such as KWL. The students got involved actively in class to comprehend the text and wrote ideas. Not only comprehending the information in analytical exposition text but also their comrehending got better the supporting details, reference and difficult words. The students were very exciting in learning by using this strategy.

Suggestions

Besides the conclusion, the result of this study also leads some suggestions for all parties who are involved in English education especially for the teachers. These suggestions are also expected to be useful for the next writers. a) In implementing KWL, the teacher have explained the roles of KWL clearly and make it simple. b) The teacher should managed the time when applying KWL Strategy in the class. c) Teacher should give more control and guidance to the students in discussing and giving the opinion about analytical exposition text. it can help them to make the instructions to be more effective for the students. d) For English teachers, it will be better if the sum of students consists of 20 students. Becuase it will make easily and effectively in teaching English especially in reading. e) The teacher may ask students' opinion about this kind of activity to get input for better activities in the classroom.

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