

IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT THROUGH KWL AT EIGHT GRADE OF SMP NEGERI 8 RAMBAH

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ABSTRACT

This Research was classroom action research (CAR) to overcome the existing problem on the field and explained whether the KWL strategy could improve the students' reading comprehension in Narrative Text. This research was conducted at SMP Negeri 8 Rambah. There were two cycles consisted of four meetings: plan, action, observation and reflection. Researcher used four instruments in collecting data: test, observation checklist, field notes and interview. Analyzed by qualitatively and quantitatively. The finding showed an improvement in students' reading comprehension of narrative text the average students' score in basic test 42%, cycle 1 was 50,8% and cycle 2 was 72,51%.

Keyword: Reading Comprehension, Narrative Text, KWL.

INTRODUCTION

According to Teixeira (2012:1), reading is a key language skill that has a significant place in the teaching and learning of foreign languages. This skill allows students to have access to ideas that is communicated by people in different locations and eras, give them the opportunity to broaden their horizons and increase their knowledge. Reading in a foreign language is essential not only for promoting the students' personal and cognitive development, but also for improving

their study and job prospects in a globalized society. Due to the importance of reading, one of the priorities of language teaching should provide students with the tools they need to tackle texts in variety of contexts and to define purposes more intensively.

Based on the researcher Preliminary observation to students at SMP Negeri 8 Rambah when the researcher found there were some problems of students in Narrative text reading comprehension. In practicing

teaching at the SMP Negeri 8 Rambah, students could not comprehend the reading text because of some factors. First, the students difficult to read well, the students were not confidence in reading English because their friends judge at them and they were afraid of making mistakes. Second, the students lack of motivation and the students were bored study English because, they were lack of interested to study English because in the text nothing art that interested reading and the monotonous text. Third, they were lazy to follow English class because they did not have motivations on the other hand, they have negative thinking. Fourth, the teacher lacks of tools in teaching reading. Fifth, the strategy of the teacher did not motivated the students still monotonous. Last, the teacher used conventional method and made students really bored.

It is proved with their scores of reading that 78% of students were get low scores the value was 35 but, 22% of students get high score with average was 70. Score who passed KKM was 70. It means there were 5 students who passed KKM and there were 18 students scores which still below in the KKM. The problem of students that the researcher found of Eight grade when teacher using speaking English 78% of students change their mind with the words English was difficult study, they were lazy to follow english class because they did not have motivations on the other hand they have negative thinking. They were not focus about the subject, and the students judge their self but, 22% of students really enjoyed, active and want to follow English class because they have motivations.

The researcher needed strategies to helped students reading comprehension in English. Therefore the researcher would applied K-W-L

(know – want to know – learned) strategy of Narrative Text to got aim of reading comprehension.

Based on the problem explanation above, the researcher was interested to carrying out a research entitled *“Improving Students’ Reading Comprehension of Narrative Text Through KWL Strategy at Eight Grade*

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

Rahayu Pipit (2014:62), reading is one of the English skills that should be owned by the students to empower them to get knowledge especially in English. To comprehend the reading text is not an easy process for students, especially in finding out moral value in narrative text. Moral value is an important part narrative text. It teaches moral lesson. Students should comprehend the text and find

out the message or moral value coverage in the text.

Nuttal (1982: 14) defines reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of interaction between the perception of graphic symbols that represent language and the reader’s language skills, cognitive skills, and the knowledge of the world. In this process, the reader tries to create meanings intended by writer. Hornby (1995: 1037) states that the word “reading” as a noun comes from the word “to read” (infinitive verb with to). To read means to look for and to be able to understand something written or printed.

B. Review of Related Findings

Actually there were some researchers related to this research. Many research had done research about students Reading. Many research have report to expose the identification of students achievement in learning English to make the teaching and learning process more effective some of the researchers findings are concisely below.

Nikmaturrahmah MS, (2016) in research concluded that K-W-L strategy showed that the steps in K-W-L strategy could help the students to comprehend the reading material well. It means that K-W-L strategy is an appropriate strategy to help the students' in comprehending text.

Hamdan, (2014) in researcher concluded that the strategy of KWL was effective in improving the reading comprehension that the way in K-W-L strategy could help and useful for two sides are teacher and students besides that learning process are getting through more creative, active and motivated.

Yuniarti, (2013) in research concluded that K-W-L strategy was effective to improve the students' ability in finding specific information. Besides, K-W-L strategy, as an effective strategy in teaching reading that can improve students' reading comprehension, has been proved by some researchers. proves that K-W-L strategy is effective to improve the students' reading comprehension. Which show that (1) K-W-L strategy can help the teacher to scaffold the students' comprehension of the text by focusing on the steps before, during, and after reading; (2) K-W-L strategy can help the students to preview the text, assess what they have

learned after reading, and attract their interest in reading; (3) The kind of activities given such as preteaching vocabulary, using skimming and scanning, using fix-up strategies, and guessing meaning can help the students to read the text efficiently.

Katmono, (2012) Based on the result of this research, the implementation of K-W-L Strategy can improve students' reading skill result showed that students enjoyed and became active during teaching learning process in reading comprehension.

A.A.A Putri Dian Purnami Karang, (2014) in research concluded that teaching reading comprehension through KWL strategy is able to improve the reading comprehension from lower score to highest score, furthermore the result shown changing learner behavior from teacher centered into students active process. Students indicate more active to learn reading because the steps in KWL strategy guide them to access what they know, decide what they want to learn, whether it is likely to be in the passage, and decide what yet needs to be done after reading.

Based on related findings above, it could be concluded that reading is a big problem in the some schools, and the researchers about reading by using some strategies to solve the reading problem. Research give the explanation about how to improve students achievement in Reading comprehension through K-W-L strategy is able to improve students reading comprehension of narrative text.

RESEARCH METHODOLOGY

A. Research Design

This research was Classroom Action Research (CAR). The goal of the researcher is to improve knowledge, teaching style, technique and methods in the classroom. The researcher chooses classroom action research to improve students' quality in learning and teaching English and revise classroom learning and teaching process better. As stated by (Arikunto, 1992:3) action research was a research which done by someone and about their job without change the system. According to Wiraatmadja (2007:11-12) stated that "action research practice to help someone to give resolution in the problem in emergency situation and to help get the purpose social education with cooperation in frame agreement together."

Based on the theories above, the researcher could conclude that action research was a process of solving problems two sides were the teacher and students. Besides it also had some cycles that consist of plan, action, observation and reflection. Furthermore, the research was conducted in quantitatively or qualitatively.

B. Setting of the Research

This research was conducted at the Eight grade of SMP Negeri 8 Rambah. This school is located on Jl. Diponegoro No.139, Desa Suka Maju, Rambah District, Rokan Hulu Regency. In class VIII.2 there have been 23 students that consist of 12 females and 11 males. In this research, a collaborator is needed. The collaborator was Santi Desvita, S.Pd as one of collaborator teacher in SMP Negeri 8 Rambah.

C. Instrumentations

The instrument of this action research were as follows:

1. Test

Reading Comprehension used KWL strategy was based on the indicators in the theory of teaching Reading Comprehension by using Know Want to Know Learned study before. It had the students at the end of every cycle to measure the student improvement in their Reading Comprehension used Know Want to Know Learned.

2. Observation

Observation was diagnoses about the problems found in the field, and then designs the plan to do an action in order to solve the problems. While the researcher held the action, the collaborator helped her observe the teaching learning process to collect the data by filling in the observation checklist which contains indicators of Reading Comprehension of narrative texts used Know Want to Know Learned.

3. Field Notes

The collaborators notes the events that happen in the field. Many advantages the teacher has the field Notes. The contents are direct observation, feeling, supervision, perceptive, reflection and hypothesis Wiraatmadja (2007:123) It explained something that happens during teaching and describe the students' behaviors in learning process. The form of field note is an empty of paper belong the events the activities at the classroom process.

4. Interview

The researcher used the interview to collect the data related to the factors that influenced the students in Reading Comprehension by using Know Want to Know Learned. According Wiraatmadja (2007:117) interview as the questions to propose like verbal to the others people can give the information or explanation about the condition of necessary, any three kinds of interview are standard schedule interview and standard interview not schedule and not standard interview. Besides that, interview data was used to know students' progress after the action. This section aimed to see the progress after giving action.

D. Procedure of the Research

The procedure of research applied the there were typically four broad phases in a cycle of action research, (Kemmis and Taggart, 1998) consists of planning, acting, observing, and reflecting. Each cycle had four meetings and each meeting took 2 x 40 minutes = 80 minutes per meeting.

The Cycles of the Action Research

1. Plan

- a. preparing and selecting the materials
- b. making the lesson plans which using KWL (Know want to know learned) Strategy that consisted of the step actions
- c. preparing teaching aids/media
- d. preparing observation instruments that will be bring into classroom and used to know the situation of teaching and

learning process when the strategy is apply, and to know whether the students activeness in reading class especially in comprehending the English text using the KWL (Know want to know learned) strategy is improving well or not.

2. Action

Pre Reading

K (What I Know) stage (Elicit Prior Knowledge)

- a. students are divided into the six groups, each groups has 4 and 3 members.
- b. Teacher presents a big picture
- c. Teacher distributes K-W-L chart to students part by part. Firsts, teacher distributes "K" column. What I Know, teacher explains how to use the K column
- d. Teacher asks the students to write that they have know related to the picture and the title.
- e. Students are ask to discuss what they have write in What I Know column.

W (What I want to Know) stage (Set a Purpose of Reading)

- f. Teacher distributes "W" column to the students. What I Want to Know, teacher explains how to use the W column
- g. Students are ask to write what they want to know about the topic. Besides, teacher will give some questions related to the text if the students do not have idea about what they want to know. It will be explain in the next step.

a. Whilst Reading

***L (What I Learn) stage
(Monitor Reading
Comprehension)***

- h. Teacher distributes the students a text entitled "Beauty and The Beast". Then, teacher instructs some questions that are write in the W column.
 - i. Teacher asks the students to identify the main idea of each paragraph, generic structure, moral values, word reference in the Narrative text.
 - j. Teacher distributes "L" column to the students. What I Learn, teacher explains how to use the L column
 - k. Teacher asks the students to find the answer of their own questions in What I Want to Know column. If find the answer, have to write it down in What I learn column.
 - l. Teacher asks the students to reread the text in dept.
 - m. Students are ask to write new information they find in the text in What I learn column.
 - n. Students are ask to rewrite the information they find in What I learn column.
 - o. Teacher asks several of groups to present their KWL chart.
 - p. Teacher and students discuss the students work in KWL chart.
- After reading***
- q. Teacher asks the students to do comprehension questions individually.

c. Post teaching

- r. Teacher discusses the students difficulties in understanding the materials.
- s. Teacher gives conclusion about the materials that have learn.

3. Observation

Meanwhile the researcher as a teacher does the actions, the collaborators observe the process during the lesson. The researcher whenever as a teacher or observer keeps on making records or notes of process by making field notes. Moreover, the observers/collaborators are surely having observation checklists on their hands to be filled up during the process.

4. Reflection

Here, all the actions are evaluated and reflected in the end of each cycle. The researcher as a teacher and the collaborators try to analyzed the result of the observation and test to know the effect of using KWL (Know want to know learned) strategy in reading class especially in comprehending the text. The researcher analyzed, reviewed and respond the activities that in cycle I. If the target is not reach yet, the researcher continued next cycle, cycle 2. The steps and the activity were same as cycle 1, it is only difference on the emphasis because of some short revision.

E. Technique of Collecting the Data

1. Quantitative Data

In order to get the data for this researcher, the researcher collected the data by giving basic test to the class before done the treatment or at every the the end of the cycles. The test consist of some passages where each passage contained some question related to the passage. It was multiple choices test that related to reading text.

a. Basic test

Basic test was used to find out the students reading comprehension. It is to see the

basic quality of students reading comprehension before receiving the treatment. The basic test is reading test. The basic test is conducted in 60 minutes. In the basic test, students are asked to answer 20 items of reading comprehension test.

a. Test

Test was used to find out the improvement of reading comprehension. The Test was used at the end of each meeting. After conducting the teaching through K-W-L strategy as the treatment. It is done in order to know the students development in reading comprehension test after having the treatment. In the test, students are also asked to answer 20 items of reading comprehension test in 60 minutes.

2. Qualitative Data

The qualitative obtained by giving observation checklist, field note and interview. These tools are used to see the students activities and teachers skill in teaching reading through KWL strategy.

F. Technique of Analyzing the Data

The data was analyzed with quantitative and qualitative form. Quantitative data is presented by numeric and qualitative data, it means that the data in the form of verbal report and describe in the graphic form.

1. Quantitative data

The data gained is numeric and analyzed by using statistical computation. This data was used to know the average of students mark and students' mastery learning in order to

know their achievement. After conducting the test, the researcher gave score to the writing test papers of the students. The researcher used test to measure the reading narrative in giving score of reading test, the researcher processes the result of the students tests. In this research, the researcher formulate the result to get the total score in each students' in reading narrative text. The researcher used the following formula:

$$M = \frac{X}{N} = 100\%$$

Where :

M : Each students score

X : Total of correct answer

N: Constant Number

(Harahap in Permai 2007)

After getting the letter grade of the students', the researcher used descriptive analysis technique (percentage) to analyze students' reading comprehension in narrative text, the researcher used the following formula percentage that proposed by Sudjana adopted by Suri (2010 : 36)

The formula is:

$$P = \frac{F}{N} \times 100\%$$

Where :

P: Percentage of students

F : Frequency are able to reach or find

N: Total number of students

According to Arikunto (2009:6), after getting the total mean score, the researcher categories it into the following criterions :

Table 3 :
Level of students in Narrative text

N o	Level of Mastery Narrative Text	KW L Case	Value	Criterio n
1	85-100	A	4	Excellen t
2	70-84	B	3	Good

3	55-69	C	2	Fair
4	50-54	D	1	Poor
5	0-49	E	0	Very Poor

Based on data above, it is used to determine where mistake that students almost do. This scoring occurs from first cycle up to second cycle .

2. Qualitative Data

The data was taken the observation checklist, field note, and interview was analyzed qualitatively at the end of each cycle. In order to analyzed qualitative data the researcher applied five steps offered by Gay and Airasian in Martasuri (2000:240-249), as follow :

1. Data Managing
2. Reading the note
3. Describing
4. Classifying .
5. Interpreting
- 6.

RESEARCH FINDINGS

A. Description and Analysis of the Data

This classroom action research was conducted at the Eight grade of SMP Negeri 8 Rambah. The number of students was 23. The research was done in two cycles used KWL to improve the students' reading comprehension in narrative text. Each cycle consisted of four meetings with the test included and each meeting had 2x40 minutes. Each cycle of this research consisted of four phases; plan, action, observation and reflection. ;

Diagram 16 :
Increasing of students' reading comprehension in narrative text from

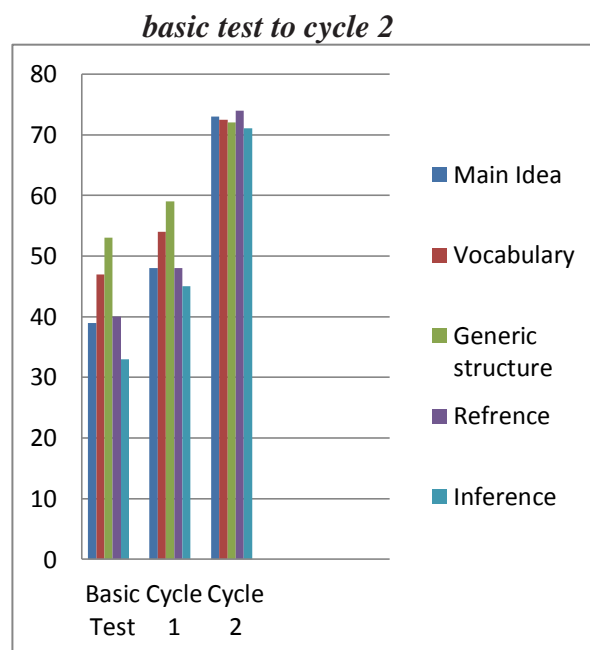


Table 18 :
The percentage of students' reading comprehension in narrative text from cycle 1 and cycle 2

No	The Components of reading comprehension indicators	Class average score in cycle 1 %	Class average score in cycle 2 %
1	Identify Information	48 %	73 %
2	Main Idea	54 %	72,45 %
3	Vocabulary	59 %	72 %
4	Reference	48 %	74 %
5	Inference	45 %	71,10 %

From the percentage above, started from basic test it was found that the percentage of each indicator or components of reading comprehension in narrative text were, 39 % main ideas of narrative text, 47 % vocabulary of narrative text, 53 % generic structure of narrative text, 40 % reference of narrative text and 33 % inference of narrative text after applying the treatment KWL (Know Want to Know

Learned) strategy percentage showed that the improvement of students' reading comprehension in every cycle, it started from cycle 1, for identify main idea was 48%, for vocabulary was 54%, then generic structure was 59%, next reference was 48%, and finally inference was 45% and cycle 2, for identify main idea was 73%, for vocabulary was 72,45%, then generic structure was 72%, next reference was 74%, and finally inference was 71,10%. The score improvement from the basic test was 42% to first cycle achievement was 50,8%. In the second cycle improved significantly, that was 72,51%.

B. Discussion

The activities of teaching reading narrative text through KWL strategy have brought a lot of improvement toward students' reading comprehension in narrative text. In relation to the first purpose of the research improving reading comprehension in narrative text by using KWL, there was improvement of students' reading comprehension that could be seen from the basic test findings from cycle 1 to cycle 2.

According to Ogle (1986), there are advantages of KWL as follows: can make student easier understand the topic stimulate students knowledge, help students become better readers of reading text and helps teachers to be more interactive in their teaching. According to Ibrahim (2012), there are six advantages of K-W-L strategy. First, it is appropriate for all education levels from beginners up to advanced. Second, it can be used for all skills but it is most suitable for reading skill. Third, it helps students to monitor their comprehension and knowledge. Fourth, it encourages students to do

critical thinking. Fifth, it makes teacher and students become more interactive in the teaching and learning process. Sixth, it sets out a purpose for reading it means that readers have some ideas about the text before read the whole text and focus to find the important points while reading. According to Rahayu Pipit (2015:7) reading comprehension is a complex process, it requires the readers to understand interpret the contents of the texts and then get the message through a written language.

In basic test, it was found that the percentage of each indicator or components of reading comprehension in narrative text were, 39 % main ideas of narrative text, 47 % vocabulary of narrative text, 53 % generic structure of narrative text, 40 % reference of narrative text and 33 % inference of narrative text. The percentage of students reading comprehension of narrative text the students got average 42%. The result of each indicator was mostly in very poor level. From the basic test given, the researcher found the students based score in reading comprehension of narrative text as to know the students ability in reading comprehension of narrative text.

In the first cycle, it had four meetings each meeting consist of five indicators were identify main idea, vocabulary, generic structure, refrence and inference with different test and topics. From the students' average reading score it was foud for main idea was 48%, vocabulary was 54% ,then generic structure was 59%, next reference was 48%, and finally inference was 45%. It means that there was improvement in every meeting. It means that there was improvement in every meeting. From four meetings the students got average 50,8%. The result of each indicator was mostly in poor level The students always learn by the

teacher guidance and use text book. After the researcher applied KWL in teaching process, the students could be understand and applied this media in improving their reading comprehension.

In the second cycle, it had four meetings each meeting consist of five indicators were identify main idea, vocabulary, generic structure, refrence and inference with different test and topics. From the students' average reading score it was found for identify main idea was 73%, for vocabulary was 72,45%, then generic structure was 72%, next reference was 74%, and finally inference was 71,10%. From four meetings the students got average 72,51%.

In the second cycle there was significant improvement of the result of students' reading comprehension. The students' felt enjoy in reading comprehension teaching learning process. The observation checklist showed that most of students' had good willingness to be active in applying KWL strategy. The result of each indicator was good level. On the other hand the students successfull and reach the target of classroom action research its proved of criterion of learning mastery (KKM).

It could be seen by the improvement in percentage of the test result by applying KWL in general, and also from the field notes and interview. The score improvement from the basic test was 42 %to first cycle achievement was 50,8 %. In the second cycle improved significantly was 72,51%. This result indicated that students' reading comprehension in narrtive text could be significantly improved by applying KWL.

Limitation of the Research

The classroom action research was conducted at eight grade of SMPN 8 Raambah. It aimed to improve the students reading comprehension in narrative text. Based on the research finding, the students' reading comprehension after following the learning process by using KWL was improved. However, the finding of the research was different, from others caught different students' problems. Actually, this research needed the improvement by the teacher in applying KWL in teaching English, especially reading subject.

CONCLUSION

Having completed analyzing the data calculation of the reserch about KWL in improving reading comprehension of the Eight grade of SMPN 8 Rambah, the researcher concludes that implementation of KWL could improve students' reading comprehension of narrative text. The improvement could be seen from the quantitative study, the result of 8 meetings, interview result and qualitative study, test, observation sheet, interview and field notes. The key point of this research proved by students score and students improvement each cycle by using KWL strategy as the strategy to improve the students reading comprehension of narrative text. The percentage of students' reading comprehension test from the basic test was 42 % to first cycle achievement was 50,8 %. In the second cycle improved significantly was 72,51%. The improvement from basic test to cycle 1 was 8,8% and from cycle 1 and cycle 2 was 21,71%.

C. Suggestion

Based on the conclusion and implication stated above, the researcher, students and everyone involve in educational institution can consider the following suggestion in order to progress the quality of teaching and learning. Especially, it can be applied in the reading class. The suggestion given are as follows:

1. It is better for the researcher to use the KWL in teaching learning process
2. It is suggested for English teacher as especially for junior high school teacher to be creative in finding, selecting and using KWL for your learner
3. It is suggested for the next researcher to study other aspect of KWL to improve English teaching especially at junior high school.

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