

IMPROVING STUDENTS' READING COMPREHENSION THROUGH KWL (KNOW-WANT-LEARN) STRATEGY (A classroom action research at Eighth Grade Students of SMP Islam Al-Asmaniyah)

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Abstrac

This research basically is conducted to improve students' reading comprehension through KWL (Know, What, to learn) at the eight grade of SMP Islam Al-Asmaniyah. This research had been done at eighth grade of SMP Islam Al-Asmaniyah located Kab. Tangerang, Banten. This research had been taken in semester II. It had done since April 2018 – June 2018 in academic year 2017 – 2018. This research is classroom action research with qualitative approach. As for design classroom action research which is used in this study is to use a model of Kemmis and McTaggart that used 3 cycles where each cycle included planing, acting, observing, and reflecting. The result of reading test in cycle I using KWL got the average score of 71,8 where there are 59 % students that got KKM. In cycle II, the result of reading test using KWL got the average score of 76 where there are 76% students that got KKM. The students were easier to read the text given. Although they still found difficult in understanding the text because of the limitation of their vocabulary. The result of reading test got better in cycle III. The students were more understand in doing their activity in KWL and more active in learning. In this cycle, they got the average score of 83,2 where there are 93% students that got KKM. KWL can be considered as an effective way to improve students' achievement in reading comprehension.

Key words: Reading and KWL (know-want-learned) Strategy

Introduction

English is one of the main languages of international communication. In Indonesia, English as a foreign language is taught as compulsory subject started from elementary until university. The students should master English competence if they do not want to fail in the final exam. In the field of language teaching, it is stated that teaching English focuses on the mastery of four language skills, namely: listening, speaking, reading and writing (Depdiknas, 2006).²

¹ Dosen Tetap Prodi PAI STAI Asy-Syukriyyah

² Ni Made Elis Parilasanti, I Wayan Suarnajaya, Asril Marjohan, *The Effect of R.A.F.T Strategy and Anxiety upon Writing Competency of The Seventh Grade Students of SMP Negeri 3 Mengwi in Academic Year*

As one of the English language skills, reading is a very important skill in learning English because without a good reading skill, one cannot obtain many kinds of information printed in the form of media such as bulletin, magazine or newspaper (Koda, 2005).³ Although reading is very important but students still have any difficulties in mastering reading, in SMP Islam Al-Asmaniyah the researcher found that students were lacking in reading English passage. Many techniques had been used, but student still cannot read properly. In fact, the standard completeness in SMP Islam Al-Asmaniyah is 70, but not all the students got KKM (standard competence), only 50% students from 32 students.

Based on the observation, the researcher found that the lack ability of eighth grade students in SMP Islam Al-Asmaniyah in reading English is influenced by several factors. First, students have difficulty in understanding English word, phrase and sentence in English. Second, the students have difficulty in finding the main idea of the text they read. Third, students are not accustomed to practice reading in the classroom and everyday life. Last teachers could not find the right method or technique to provide materials for students to learn and quick understanding the material presented. Based on factors that are mentioned above the biggest problem is how to choose appropriate technique or method because student can easily get bored if teacher presents material with traditional technique.

Based on the problem above it is necessary to apply the method or strategies to solve students from reading problem in English in order students can read and understand meaning of every reading passage. KWL Strategy is chosen to solve this problem. Know, Want, Learned according to ogle said that (KWL) strategy gives students the purpose of reading and provide an active role of students before, during, and after reading. It also helps the students to activate their background knowledge to set their own learning objectives. It provides a structure for activating and building prior knowledge, establishing a purpose for reading and for summarizing what was learned.⁴ Therefore, it is necessary to do research on the application of KWL strategy on English subjects in order to help to Improve Reading Comprehension Eighth Grade Students of SMP Islam Al-Asmaniyah.

2013/2014, e-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Bahasa Inggris (Volume 2 Tahun 2014), P. 1

³ I M Arka, Ni N Padmadewi, I N Adi Jaya Putra, *DEVELOPING READING COMPREHENSION MATERIALS FOR READING I COURSE IN THE ENGLISH EDUCATION DEPARTMENT OF FKIP MAHASARASWATI UNIVERSITY DENPASAR*, e-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Bahasa Inggris (Volume 1 Tahun 2013), P. 2

⁴ Cut Intan Maulida and Sofyan A. Gani, *KWL: Strategy on Improving Reading Comprehension*, E-ISSN 2528-746X, Research in English and Education (READ), 1 (1), 53-61, August 2016, p. 55

Literature Review

a. The Conception of Reading Comprehension

According to Henry Guntur Tarigan said: “*membaca adalah suatu metode yang kita pergunakan untuk berkomunikasi dengan diri kita sendiri dan kadang – kadang dengan orang lain yaitu mengomunikasikan makna yang terkandung atau tersirat pada lambang – lambang tertulis.*”²

It means that reading is a form of communication, information, and ideas are exchange between writer and the reader in the act of communicating. Reading process is a dynamic activity, requiring active, meaningful communication between the author and the reader. The interaction should result in meaning.

In addition, Harmer stated that, “reading is useful for language acquisition. Reading also has a positive effect on students’ vocabulary knowledge, on their spelling and on their writing”.⁵ In another word, reading is beneficial activity because students not only get the information from the text but also can increase their English ability indirectly.

It Shows contradiction, Grellet said, “reading is an active skill; it constantly involves guessing, predicting, checking and asking oneself questions”.⁶ It can be said that reading is an active activity because before the readers read the text, they have to suppose what the writer will talk about by seeing the title, picture, clues, or the first and last paragraph, skimming the text to check their hypotheses and to get the information what they are looking for, revision then reread the text for more detail. As Snow stated, “the best way to understand reading is therefore to see it as a process of active guessing in which readers use a variety of different kinds of clues to understand a text and to take what they need or want from it, generally as quickly as possible”.⁷

From those explanations above, it can be concluded that reading is an active activity because the readers not only read those printed words in the text

²Henry Guntur Tarigan , 2008, *Membaca Suatu Keterampilan Berbahasa*, Bandung : Angkasa.p.8

⁵Jeremy Harmer, *How to Teach English*, (Kuala Lumpur: Pearson Education Limited, 2007), p.99.

⁶Francoise Grellet, *Developing Reading Skills A practical Guide to Reading Comprehension Exercise*, (New York: Cambridge University Press, 2010), p.8.

⁷Don Snow, *From Language Learner to Language Teacher*, (Virginia: TESOL Teachers of English to Speakers of Other Language, Inc, 2007), p.133.

but they must understand what is the message that conveyed by the writer from the text.

b. The Conception of of KWL

K-W-L for the three basic cognitive steps required: accessing what I Know, determining what I Want to learn, and recalling what I did Learn as a result of reading. To facilitate both the group process and to instill in students the concreteness of the steps, we developed a worksheet that each child uses during the thinking reading process.

KWL charts help students to be active thinkers while they read giving them specific things to look for and having them reflect on what they learned when they are finished reading.⁸ When students set their own purposes for reading, they are more motivated and active as readers. Each student has a schema, or a framework for how they view the world. Accessing a student's prior knowledge is the first step in integrating new concepts into their existing schema. KWL charts help activate background knowledge and provide an opportunity for students to set their own learning objectives.

The procedure of KWL strategy includes three steps. First, provide students with the opportunity to brainstorm and list the ideas in the K items and details that they already know about a topic. Second, they review the topic again and consider what they still want to know. Third, students add details that they have learned while reading. They list these items in the L section of the chart.⁹

Benyahia describes a rather recent strategy that is being used by many EFL teachers in their reading classrooms is the KWL strategy.¹⁰ The abbreviation KWL stands for what I Know (K), what I want to know (W), and what I have learned (L).

1. 'K' (what I know)

The 'K' or the Know involves prior knowledge about a topic in the text. In this the teachers must be active to explore students' prior knowledge by asking some questions.

⁸ Zhang Fengzuan. 2010. "The Integration of the Know –Want-Learn (KWL) Strategy into English Language Teaching for Non-English Majors". *Chinese Journal of Linguistics* (Bimonthly): Soochow University. Vol.33, No. 4. pp. 25-33

⁹ Cut Intan Maulida and Sofyan A. Gani, *KWL: Strategy on Improving Reading Comprehension*, E-ISSN 2528-746X, *Research in English and Education (READ)*, 1 (1), 53-61, August 2016, p. 55

¹⁰ Benyahia, A. (2008). *Reading Techniques Course: A Distant Course Intended for 1st Year Students of English as a Foreign Language (L.M.D)*. Academy University, 1-13.

Then the teacher guides the students to fill K column with the information what they have to know about the topic.

2. 'W' (what I want to know)

The 'W' or the Want is means identifying what the students want to know or want to learn from the text. The students need to help by teacher to raise their questions and make focus their attention on the text. And then the questions from students added to the column 'W'.

3. 'L' (what I have learned)

The 'L' or the Learn it means what has been learned by the students before and it has been concluded.' L' is a result of lessons learned in the text and also at the same time as the answer to the question in the column 'W' (what I want to know).

From the statements above, it can be concluded that KWL strategy motivates active learning and instructing on the parts of both learners and instructors. This study made contributions as follows: 1) Teachers can excite students to be more active, 2) KWL can work as very effective in attaining the ultimate goal of all-round development in learners' listening, speaking, reading, and writing and interpretation abilities. KWL is an effective instructional strategy worthy of our attention.

1. Method

This research had been done at eighth grade of SMP Islam Al-Asmaniyah located Kab. Tangerang, Banten. This research had been taken in semester II. It had done since April 2018 – June 2018 in academic year 2017 – 2018. This research is classroom action research with qualitative approach. As for design classroom action research which is used in this study is to use a model of Kemmis and McTaggart that used 3 cycles where each cycle included planing, acting, observing, and reflecting.¹¹

2. The Research Result And Discussion

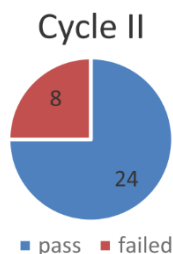
a. The research result

1) Cyle I

The writer and collaborator have found the average score that comes from the student's reading comprehension test personally is 71,8 where there are 59 %

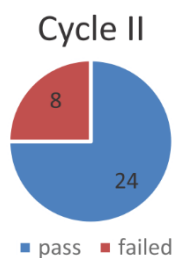
¹¹ Gunawan Undang, *Teknik Penelitian Tindakan Kelas*, (Jakarta :Sayagatama, 2008).P.5

students that got KKM. It means that many students are still get low score and did not get minimum score. It can be seen from the data below:

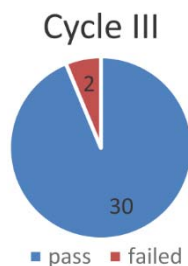


2) Cycle II

Based on the fact from observation step, the writer and the collaborator found the average score that comes from reading comprehension test in cycle II is increased to 76 where there are 76% students that got KKM. It means that there is some improvement 16% than cycle I. It can be seen from the data below:



From the result of reading teaching learning activity and the average score from the test in cycle III, the writer and collaborator have made some points to be noted to the next teaching learning lesson. The teachers should be more frequently to give motivation to their students especially in reading to increase their English basic skills. The situation of inside and outside the classroom must be conducive to support teaching learning process running well and the last point is about the teaching learning equipment that are really useful to help teaching learning activity for the teachers and the students. The average score that can be reached in cycle III is 83,2 where there are 93% students that got KKM. It means that there is some improvement 18% than cycle II. It can be seen from the data below:



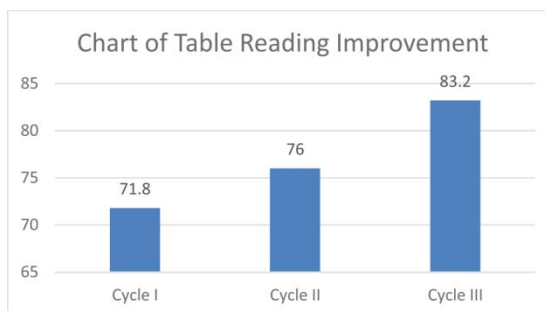
b. Discussion

From the research cycles that have been done in the classroom, in the activity of cycle I, the collaborator and the writer found some facts that: the activity of reading teaching learning does not run well because of the low students to mastery in vocabulary, the students can not be easy to read some text because the students do not have any habit in reading, some students are not active in doing reading activity in the classroom, some students do not pay attention to the activity in the classroom and sometimes they can disturb other students.

In the activity of cycle II, the writer and collaborator found some fact that: there is a little bit improvement of reading learning process, the students are interested and enthusiastic in doing their activities, some of the students have good motivation in studying English especially in reading, the activity of reading teaching learning using KWL runs well because the students step by step can understand how to read the text well, the students are easier to understand the text.

In the activity of cycle III the writer observed and found some facts that: the students are more interested and enthusiastic to do reading activity in the classroom, every student can finish their reading test faster than in cycle II.

The result of the research of each cycle shows that there is a significant improvement of students' reading skill after they had explanation about small group discussion. In cycle I, the students did the reading test, they got the average score of 71,8 where there are 59 % students that got KKM. In cycle II, they got the average score of 76 where there are 76% students that got KKM. In cycle III, the students are more understand in reading and translate the test using KWL and they got the average score of 83,2 where there are 93% students that got KKM. It is as the picture below:



It can conclude that there is an increasing of the students' reading by applying KWL at eighth grade of SMP Islam Al-Asmaniyah.

3. Conclusion and Suggestion

a. Conclusion

Based on the research result in chapter IV, the writer wants to make some conclusions as follow:

1. The result of reading test in cycle I using KWL got the average score of 71,8 where there are 59 % students that got KKM.
2. In cycle II, the result of reading test using KWL got the average score of 76 where there are 76% students that got KKM. The students were easier to read the text given. Although they still found difficult in understanding the text because of the limitation of their vocabulary.
3. The result of reading test got better in cycle III. The students were more understand in doing their activity in KWL and more active in learning. In this cycle, they got the average score of 83,2 where there are 93% students that got KKM.
4. KWL can be considered as an effective way to improve students' achievement in reading comprehension.
5. From the result of students' interview, most of the students agree that KWL technique is really useful for the students to read and understand the text.

b. Suggestions

Based on the research findings above, the writer wants to try to give the solution of those findings that have been problems in teaching English by giving these following suggestions:

For the students in learning English is the students should be active by doing some more exercises both at school and at home, the students should have some efforts to learn English by reading the kind of English books and practicing in the daily conversation.

For the teacher in teaching is the teacher should give some more attention to the students' progress by giving the guidance as well as possible, the teacher should be a pioneer for her students to practice English both in the written or spoken as the daily habits, the teacher should be a partner for her students in learning process with the high responsible as an English teacher, the teacher should try to use KWL technique when she teaches English in the classroom, especially in understanding text.

For the institution is the institution should prepare the kind of the books needed both the teacher and the students to support the class activity, the institution should make the rules that can support the teaching and practicing English in the school area, the institution should give the chance to make some creations in teaching English by preparing the facility needed in the class activity, the institution should look at the teacher's task in the teaching – learning process by giving the opening administration, the institution should open management to the teachers and the students to make a better result, the institution should be ready to complete the facility needed by the teachers and the students.

All of those suggestions above can be practiced by the institution that has been object of this research. Beside that, it is hoped that they will be important and necessary information to get a better result in the future. Further they can be significant contribution to the development of the institution's elements to get the best.

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