KWL STRATEGY TO IMPROVE STUDENTS’ READING COMPREHENSION

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ABSTRACT. The objectives of this study are to know that KWL (Know, Want to Know, and Learn) Strategy could improve students’ reading comprehension and could be implemented in reading class especially for 8B grade Students’ at SMP Negeri 7 Surakarta in the 2016/2017 academic year. KWL (Know, Want to Know, and Learn) Strategy is one of best strategy that is appropriate with students characteristic especially for 8 grade students’ to be more active and easier in learning reading comprehension. The researcher used Classroom Action Research for the students’ of class 8B at SMP Negeri 7 Surakarta. There were two cycles in this research, every cycle was held in two meetings. Each of cycle considered of two meetings and every meeting considered a series, namely : planning, implementing the action, observing, and reflecting. In this action research, the techniques of collecting the data where test and non test. The test considered of the pre test and post test. Non test considered of observation, interview, and documentation. Considering the result of the research, KWL (Know, Want to Know, and Learn) Strategy can improve the students’ reading comprehension in eight grade of SMP N 7 Surakarta. There were 32 students. The result of mean pre-test I was 70 increase on post-test I be a 80 and on post test II was 83. It can be concluded that (Know, Want to Know, and Learn) Strategy can improve the students’ reading comprehension. The classroom condition became more active and enthusiastic, the students enjoy the lesson and they are more interested in reading class. In reading class, the students need new atmosphere to understand the text they read. The students also should cooperate with other students to solve the problems during the teaching and learning process. (Know, Want to Know, and Learn)Strategy can be an alternative technique to teach reading class.

Keywords : KWL (Know, Want to know, and Learn) Strategy, Reading Comprehension, Classroom Action Research.
INTRODUCTION

English as an international language is used by most people in the world. One of the main reasons why the English dominant in the present time that it is used in the field of education in school, universities and institutes. English is the key to a world of knowledge, commerce, and culture. Beside that, English is the international language of economic, banking, politic, business, public relation, technology and many other branches in today's society.

In Indonesia English as international language became the second language. English became course started at the elementary school until university. It means students has learn English since elementary school until university. In learning English, there are four language skills, they are listening, speaking, reading, and writing. Reading is the important skill in English. According to Calhoun (1999:104), reading is an avenue for becoming highly educated and is available to almost everyone. Enriching reading also improves students' comprehension to communicate through speaking, listening, and writing. According to Rohim (2009:50) “reading is to help students construct detailed meaning from the text, to develop reading skills, and enhance vocabulary and grammar knowledge. According to Richards and Schmidt (2002:551), “Reading is the process of getting meaning from printed material”. According to Smith (2004:49) “reading is a social activity, learned (or not learned) in a social rather than an intellectual context”.

The researcher conducted the study by using Classroom Action Research. According to (GTCW, 2002a, p. 15) in Costello (2007:13) 'Action research is a
term used to describe professionals studying their own practice in order to improve it’. According to Carr & Kemmis (2004: 162) action research is inquiry procedure which is carried out by practitioners about the problems of teaching and learning with the aim of improving certain aspects. In this study, the researcher used a test and non test as a data collecting. Data collecting is interview, document and observation.

Based on the result of pre-research at the 8B grade of SMP N 7 Surakarta, the researcher found some problems of reading comprehension: (1) students lazy to learn reading; (2) students less in motivation in learning English; (3) students less to read English text; In addition to the factor that emerged from the student, these difficulties were also caused by teacher’s factor, they were as follows: (1) teacher did not use media in teaching learning process; (2) teacher did not use effective media; (3) teacher used teacher centered learning, it is a traditional method.

To solve the problem should have appropriate strategy to make improve students’ reading comprehension. One of the strategies is KWL (Know, Want to Know, and Learn) Strategy. because it was appropriate with students characteristic.

KWL (Know, Want to Know, and Learn) Strategy is one of the effective way to solve the reading problem in teaching reading. According to Ogle (1986: 564), This simple procedure helps teachers become more responsive to students' knowledge and interests when reading expository material, and it models for students the active thinking involved in reading for information. According (Bos
KWL is an instructional scheme that develops active reading of expository texts by activating learners’ background knowledge.

In the K-W-L “reading to learn” process students learn how to learn from texts. This process involves students in three cognitive steps: assessing what we know, what we want to find out, and what we learned. Through a process of brainstorming, students call up what they know about a topic. Questions are raised about what we want to find out and are recorded. Teachers may ask students to find general categories of information by charting what they already know and by predicting how they think the text will be organized. After reading, students record what was learned and discuss questions that may not have been answered.

According to Sinambela, Manik, Pangaribuan (2015 : 18) there are procedure of using using KWL (Know, Want to Know, and Learn) first is choose one of the reading texts, create a KWL chart, the teachers create a chart on whiteboard on an overhead transparency. In addition, the students should create chart on which to record information, ask the students to brainstorm words, terms, or phrases they associate with a topic. The teacher and the students record these associations in the K column of their charts, this is done until students run out of ideas, ask students what they want to find out or to learn about the topic. The teacher and student record these questions in the W column of their charts. This is done until students run out of ideas for question. If students respond with statement, turn them into question before recording them in the W column, and last students read the text and fill out the L column on their chart. Students should
look for the answers to the questions in their W column while they are reading. Students can fill out their L column either during or after reading.

**METHODODOLOGY**

The researcher conducted a research at SMP Negeri 7 Surakarta. This research was be held from August to October 2016 Academic Year 2015/2016. The subject of the research students’ of class 8B at SMP Negeri 7 Surakarta in 2015/2016 Academic Year. There were 32 totals students that consist of 6 boys students and 26 girls students. The difficulties of 8B class in the process of learning English were caused by some factors, they were: (1) students lazy to learn reading; (2) students did not like English lesson; (3) teacher did not using effective media; (4) teacher still used traditional method. They needed a new strategy, so it was why the researcher chose 8B class to be research.

In this study, the researcher used a test and non test as a data collecting. According Brown (2003:3) A test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given domain.

Test is a means of measuring the knowledge, skills, feelings, intelligence or aptitude of an individual or a group (Osman:48). Pre-Test was given to the students before using *KWL Strategy* and post-test was given to the students after learning by using *KWL Strategy*. To know the students reading comprehension, the researcher used the objective test type in the form of multiple choice test.

Non Test is interview, document and observation. Interview use to know the students’ problems in learning English. Observation is a preplanned research tool which is carried out purposefully to serve research questions and objectives.
Zohrabi (2013:5). In this study, the researcher was helped by his collaborator in teaching learning process to observe the students’ condition in class 8B which filled by so many students that make them crowded and the teacher usually used Direct Method. According to Burns (1999:140) that document could be pertinent to the research focus, including students portfolios on written work, students records profiles, lesson plans, classroom material, letters, classroom memos and newsletters, and previews test or examination papers. Document are collections of various data relive the research questions which can include students written work, students records, and profile, course overviews, lesson plan, classroom materials.

RESULT AND DISCUSSION

The researcher conducted the research in SMP Negeri 7 Surakarta, in class 8B. Pre – research was done on August 2016 in class 8B of SMP Negeri 7 Surakarta before looking the problems. The researcher conducted the observation, interview and pre – test.

Pre test was held in September 8th 2016. Pre-test used multiple choise, the mean of students’ pre-test result was 70. Students still hard to finding the main idea, Finding detail information of the text, Guessing the unfamiliar word and finding word meaning, Finding reference of the text.

Post Test-1 was held on On Thursday, 22th, 2016 Post-Test 1 was done to know the improvement of students’ reading comprehension after the KWL (
**Know, Want and Learn Strategy** was implemented in cycle 1. The mean of Post-Test 1 was 80 higher than the mean pre-test that was only 70. **KWL (Know, Want, and Learn) Strategy** was able to be used for improving students’ reading comprehension, because the students looked more enjoyable and enthusiastic during the teaching learning process, the students had more spirit in joining the reading class. In cycle one, the researcher found some weaknesses and strengths during the study. There were some weaknesses in cycle 1, such as: the students felt that **KWL (Know, Want and Learn) Strategy** still hard to implement and needed more practices to know to use **KWL (Know, Want and Learn) Strategy** correctly.

Then, the researcher conducted cycle 2 to solve the problems appeared in cycle 1. For the cycle 2, In the second cycle, the researcher made some evaluations to solved the problems that happened of cycle one. The researcher would make students more active than the researcher in the teaching learning process. The researcher revised the plan because the problems faced were only a few students were active and could answer the researcher questions. The students still got difficulties in found main idea, detail information, vocabulary, and referene. After cycle 2 had been completed, the researcher conducted post-test 2. The Post-Test 2 was held on October 6th, 2016. The mean score of Post-Test 2 was 83. The students easy found main idea, detail information, vocabulary, and referene

After the cycle 2 was completed, the researcher did a reflection. Many improvements were showed in cycle 2. Those improvements were: the students
became more active during the lesson, The students were more enthusiastic to learn, The students could enjoy in teaching learning process, The students more cooperative in learning process, Every meeting was better and there was progress, it showed from the result of the mean score that the students got from the second pre – test I was 70 while the mean score of the post – test I was 80.

The improvement looked in their mean score of pre test I, post test I and post test II can be seen in chart below. It can be said that there is improvement of the students’ competence. The mean score in the post test I is 80 is higher than the mean score in pre test is 70 and then in post-test II students got 83 is higher than mean score post test I.

The comparison between mean score of Pre-test, Post-test I, and Post-test II, it can be seen in the following chart:

Table 4.2 mean of pre-test and post-test

<table>
<thead>
<tr>
<th></th>
<th>Mean Pre Test I</th>
<th>Mean Post Test II</th>
<th>Mean Post Test II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>70</td>
<td>80</td>
<td>83</td>
</tr>
</tbody>
</table>

According to the result above, that Using *KWL (Know, Want to know, and Learn)* Strategy could improve students’ reading comprehension.
CONCLUSION

in result of the research, the researcher findings some conclusions can be drawn. First is KWL (Know, Want to know, and Learn) Strategy significantly improves the students reading comprehension, it showed by the increasing of the main score. The mean score of pre-test I is 70 and it improves to 80 in post-test I. Improves to 83 in post-test II. From the result of the test, it showed that KWL (Know, Want to know, and Learn) Strategy can improve students reading comprehension.

Second is the students understood about descriptive text, they could analyze characteristic of the reading easily. The students were able to identify the main idea, detail information, vocabulary, and inference of the passage. KWL (Know, Want to know, and Learn) Strategy creates enjoy, fun and interested in the teaching-learning process. This is made the students fully participate in the lesson. By applying KWL (Know, Want to know, and Learn) Strategy involves students’ participation and more attention. The students become more active in reading activities. They are looked enthusiastic in joining the lesson. They are more confidence in sharing their ideas to the whole class and give more respect to others. They listen to the ideas coming from others, and give good responses. The situation of teaching-learning becomes cooperative work. They work in pairs in discussing the answer of the questions and share the result of their discussion to the whole class.
Looked at the analyzing data, the researcher concludes that KWL (Know, Want to know, and Learn) Strategy can improve students’ reading comprehension of 8B grade students of SMP Negeri 7 Surakarta in 2016/2017 academic year, but this method in teaching learning process also has some weaknesses. Firstly, KWL (Know, Want to know, and Learn) Strategy is a slow process because there are some steps that should be done step by step before comprehend a text.

REFERENCE


