Lanang Bintang Persada., *et al* IMPROVING THE SEVENTH GRADE STUDENTS READING COMPREHENSION ACHIEVEMENT BY USING KWL (KNOW, WANT TO LEARN, AND LEARNED) .AT SMPN 5 JEMBER

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IMPROVING THE SEVENTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT BY USING KWL (KNOW, WANT TO LEARN AND LEARNED) READING STRATEGY AT SMPN 5 JEMBER

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Abstract

The purpose of this research was to improve the VII grade students' participation and their reading comprehension achievement by using KWL (Know, Want to learn, and Learned) reading strategy. KWL was chosen because it was an appropriate technique to improve both students' active participation and also their achievement. Based on the purpose, the researcher regarded Classroom Action Research as the design of this research. This research was conducted at SMP Negeri 5 Jember and the subjects of this research were the VII grade B students. The data were obtained from reading comprehension achievement test, class observation, interview and documentation. The result of the observation was analyzed statistically by using percentage. The collected data in the form of the students' reading comprehension scores were analyzed statistically to find the mean score. In details, the mean score of students who were active in the teaching and learning process of reading comprehension increased from 68.72% in the first cycle to 79.18% in the second cycle and the students' reading comprehension achievement test had achieved the research target which was 69.44% students passed the standard requirement in the cycle 1 and 66.67% in the cycle 2. Based on the results of data analysis and discussion, it can be concluded that the use of KWL reading strategy improved the VII grade B students' active participation and their achievement in the teaching learning process of reading at SMP Negeri 5 Jember. Therefore, the English teacher is suggested to apply KWL reading strategy in teaching reading comprehension because based on the research result this strategy was able to improve the students' reading comprehension achievement as well as their active participation.

Keywords: KWL reading strategy, Reading Comprehension, Students'active Participation, Descriptive Text

INTRODUCTION

English is a global language used by a large number of people in all over the world. It is learnt by some countries as a second language and in other countries as a foreign language. In Indonesia English is taught as a foreign language. Students are regarded to obtain the four major English language skills. Those are reading, writing, speaking and listening. For many students, reading is by far the most important of the four skills, particularly in English as a second or foreign language (Carrel *et al*, 1995:1). Without solid reading proficiency, foreign language students cannot perform at levels they must in order to succeed and they cannot compete with the native

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English (Carrell *et al*, 1995:1). Therefore, English teachers in a foreign language education must concern with the approaches that can improve the students' reading comprehension ability. The teachers have to use a suitable reading strategy on their teaching learning process in order to give the students the best way in comprehending a written text. An appropriate strategy will foster students' reading comprehension better, then improve their achievement.

From the result of the preliminary study in the form of an interview with the English teacher of *SMPN 5 Jember* on 9th September 2013, the seventh grade B students still experienced difficulties in comprehending descriptive reading text. It was known from the result of descriptive reading comprehension test given by the English teacher, which was almost 80% of the students could not pass the standard competency score. Meanwhile, the students' active participation in that class was only around 40%. The researcher concluded that there were 2 problems occurred in the class. The first problem was the strategy that was used by the teacher in teaching reading; the teacher only used question-answer strategy in the class. And the second was the material (the descriptive reading text) that given by the teacher; the teacher often used unfamiliar text as the material of reading descriptive text. The researcher tried to solve those two problems by applying KWL reading strategy to improve students' active participation and students' reading comprehension achievement on descriptive text into 65%.

LITERATURE REVIEW OF KWL

The K-W-L strategy was firstly described by Donna M Ogle in 1986 (Shelly, *et. al*, 1997:233). Ogle (1986:564) states that KWL strategy can help students become a better reader. Further she states that this simple procedure helps teachers become more responsive to students knowledge when reading, and this model makes students to think actively to get information from a text. In line with this idea, Cantrell *et al* (2000:2) stated that K-W-L encourages students to think more

actively about what they are reading, therefore improve their comprehension abilities. In its application, KWL strategy was conducted by using a worksheet consisting of three columns to be fulfilled by the students. The columns were Know column; stands for what I already know, Want column; stands for what I want to learn, and Learned column; stands for what I did learn.

KWL strategy stand for the process of making meaning that begin with what students already KNOW about the topic of the text, moved to the questions of what they WANT TO LEARN about the topic, and then continued as students' recorded what they LEARNED after they read the text. The success of this strategy depended heavily on the correct fulfillment of the 3 columns; "K" column, "W" column, and "L" column. Those three columns made the students thought more about the related information about the topic being discussed and this strategy required students to make connections between prior knowledge in the "K" column and their curiosity in the "W" column with the new information taken from the text in the "L" column thereby constructing a new meaning and learning.

KWL strategy helped the student to be an active thinker in pre-reading, whilst reading and post reading phase. Cantrell *et al* (2000:2) state that K-W-L encourages students to think more actively about what they are reading and, therefore, improve their comprehension abilities. In the pre-reading phase the students had to think deeper to activate their background knowledge and construct specific questions based on their interest, and then while they read; they should read the text carefully to find out if their questions were answered in the text, the last the students created a meaning by linking their previous knowledge with the new information taken from the text. Based on that procedure, Ogle (1986:564) states that this simple procedure helps students to think actively to get information from a text. It means that, KWL makes students to activate their mind to become a better reader in each of its steps.

RESEARCH METHOD

This research was carried out to improve the seventh grade students' reading comprehension achievement and their active participation by using

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Know, Want to learn, and Learned (KWL) strategy. Based on its purpose, the researcher decided classroom action research as the research design. The reason for choosing this classroom action research as the research design was because the score of students' descriptive reading comprehension achievement on the seventh grade B at SMPN 5 Jember was the lowest compared to the other 6 classes.

The design of the classroom action research was conducted collaboratively with the teacher. The collaboration was focused on implementing the action, doing the reflection and evaluation of the action given. In conducting an action research, the researcher used Lewin's cycle model that had been revised by Elliott (1991:70). The basic cycle of activities on that model is identifying general idea, reconnaissance, general planning, implementing the action step, monitoring the implementation and its effects, and the last was evaluation.

In this research there were two kinds of data required. They were primary data and supporting data. Reading comprehension test and observation was collected as the primary data. Meanwhile, the supporting data was collected from interview and documentation. This research was implemented in two cycles. Each cycle consisted of two meetings followed by a reading comprehension test. The reading comprehension test was given in each cycle after the action. The total number of the test in this research was 20 items; 10 items were multiple choices with 4 options in each item, and 10 items were true-false. The students' reading comprehension achievement were considered as success if at least 65% of the students' passed the standard competency score which was 71. Meanwhile, the observation checklist was needed to record students' active involvement in the reading class. The students were considered as active if they could fulfilled at least four indicators beeing observed. The indicators covering student paid attention to the teacher's explanation, student wrote his/her prior knowledge in the "K" column, student wrote down the things that they did not know on the "W" column, student acquired new information gained from a text then filled them in the "L" column after reading, student raised his/her hand whether he/she wanted to ask a question to the teacher or to answer teacher's

question about the text, students did the exercises given by the teacher.

RESEARCH RESULT AND DISCUSSION

The first cycle was done in three meetings including the test. The result of the classroom observation showed that 66.67% in meeting 1 and 77,78% in meeting 2 of the students were active during the teaching learning process. It showed that there was an improvement of the students' active participation from meeting 1 to meeting 2 and the result of process evaluation had achieved the research target. Meanwhile, as the result of the product evaluation, there were 69.44% of students passed the standard competency score (which was 71) on the reading comprehension test in the first cycle and achieved the research target. The improvement of students reading comprehension achievement in this first cycle was so fantastic if it was compared to the students' previous score in the last reading test which were only 20% of students passed the standard competency score. Thus, although all of those primary data on the first cycle had achieved the research target, the second cycle was still needed to construct in order to get the consistency of the students' achievement and their activeness.

The result of observation in Cycle 2 showed an improvement. There was 70.59% students' active in the meeting one and 80.56%' in the meeting two. In this cycle the percentages of the students' reading comprehension score was 66.67%. It means that, although the percentage of the students who passed the standard competency score in this second cycle was lower than that one in the first, but the students' reading comprehension score achievement in the second cycle still achieved the target of the research and the result obtained was still consistent.

Based on the result of the implementation of KWL strategy in the first and the second cycle, it was revealed that KWL could improve both students' active participation and their reading comprehension achievement. After being analyzed, the improvement of students' reading comprehension test both in the first cycle and the second cycle was because the used of KWL reading strategy was really able to make the

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students became an active thinker in every step of its procedure. In the pre reading the students should think deeper to activate their background knowledge and construct specific questions based on their curiosity about the topic. The power of prior knowledge combined with a sense of curiosity not only made the students able to comprehend the content of the text better, but also having a purpose when they read a text. As stated by Bailey (2002:1),accessing prior knowledge and engaging learners' interest before beginning a reading activity could improve learners' ability to make associations, enhance understanding, and increase comprehension. In whilst reading, while the students read the text, they should read the text carefully in order to find out if their curiosity was answered in the text. And the last, the students created a meaning by connecting their background knowledge and their curiosity with the new information taken from the text. That kind of activity not only made the students became an active learner and improve their comprehension but also made the teacher became more responsive to the students' knowledge and interest in reading class.

CONCLUSION AND SUGGESTION

The research result and the discussion indicated that KWL strategy was able to improve the seventh grade B students' active participation during teaching and learning process of reading at SMPN 5 Jember. It is also suggested to the English teacher, she should apply KWL reading strategy in teaching expository material in the reading class. KWL strategy with its column can help the students to think more actively in the pre reading step, whilst reading step, and post reading step, thus, that can make the students to be an active thinker and higher achiever.

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