

# *EFL Education Journal*

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## Using Know, Want to Know, Learned (KWL) Strategy to Enhance the Seventh Grade Students' Reading Comprehension Achievement at SMPN 1Mumbulsari, Jember

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**Abstract:** The purpose of this research was to improve the students' active participation and reading comprehension achievement by using Know, Want to Know, Learned (KWL) strategy. The research design was classroom action research. The area and participants of this research were chosen by using purposive method. The data were collected by observation, a reading comprehension test, interview and documentation. The results showed that the students' active participation in cycle 1 increased 49.77% from 28% to 77.77% and it increased 14.17% from 77.77% to 81.94% in cycle 2. Moreover, the students' reading comprehension achievement increased 52.14% from 25% to 77.14% in cycle 1 and it increased 5.71% from 77.14% to 82.85% in cycle 2. It indicated that using Know, Want to Know, Learned (KWL) strategy enhanced the Seventh C grade students' descriptive text reading comprehension achievement and their active participation.

**Keywords:** Reading Comprehension Achievement, KWL strategy

Language is one of the most important parts of human life since it is used as a means of communication. Instead, it is an international language that has wide influence in communication around the world. In Indonesia, English as a foreign language is taught to the students starting from elementary school as a local content subject, but it is a compulsory subject at junior high schools up to the university level.

Based on one of the teaching objectives in the 2006 in the 'KTSP' or the School Based Curriculum (SBC), the students should master four language skills, namely listening, speaking, reading and writing. Of the four language skills, reading is known the most important skill that foreign language students should learn. In other

words, by reading they can enlarge their knowledge about English. Hence, reading is an important skill because it brings students to improve their comprehension and leads them to understand and respond to what they read. Reading comprehension should not be separated from the other skills (Grellet: 1999:8). In addition, reading comprehension is a basic skill in learning English, because every learning activity usually involves reading in it. Further, reading is complex process made up several interlocking skills and processes (Tankersley: 2003). From those statements, it can be concluded that in teaching reading, the teacher might unite and combine reading with the other language skills because they have relation each other.

The above ideas are the basis of why the researcher did a preliminary study with the seventh grade English teacher at SMP Negeri 1 Mumbulsari twice. The First preliminary study was conducted on January 2015 to get basic information about teaching and learning process and to know the problems in reading comprehension class. The second one was done in January, 2015. It was intended to know the students' problems in the classroom by doing classroom observation, especially class VII C.

Based on the observation in the classroom, the English teacher used a monotonous teaching method and used the available textbook containing reading materials that were relatively difficult for the students to understand. This was proven when most of the students were asked about what they had got from the reading passage, they said that the materials were confusing. It can be said that the grade VII C students of SMPN 1 Mumbulsari still experienced difficulties in comprehending the text. Additionally, the result of their reading test showed that their average score was 60.97. Moreover, there were only 25% of the total number of the students got at least 72 (the standard minimum requirement score).

In this case, KWL strategy was selected because it activated the students' background knowledge and assisted them in setting purposes for reading expository text. KWL strategy helps students become good readers by getting them to do many of the things that good readers do (Riswanto: 2014: 227). This strategy consists of three basic cognitive steps: assessing what I Know, determining what I Want to learn, and recalling what I did learn as a result of reading (Ogle:1986:565). Those steps were done by filling a KWL worksheet that consisted of three columns (see Table 1).

Reading becomes one of the important skills in teaching and learning English. Reading is an interactive process in which readers actively engage with texts, building their own understanding of the author's message (Biddulph: 2002: 3). Moreover, reading is an active skill of understanding written texts (Harmer: 2004: 70). It can be said that reading is an interactive process which the readers do not only understand written texts but also build their own understanding of the message. Reading always relates to comprehension. Reading comprehension is as the process of extracting and constructing meaning through interaction and involvement with written language (Snow: 2002: 11). It means that, reading comprehension is a process of interaction between text, reader, and activity that integrates information from the text in order to gain the content of the text.

Further, there are four indicators that should be achieved by students in reading comprehension namely word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. Comprehension deals with word comprehension, sentence comprehension, paragraph comprehension, and text comprehension (Hennings: 1997: 269). It means that, the first step in reading

comprehension is to comprehend words. After that, the students combine the words in a sentence to understand the sentence meaning. By understanding the sentences, the students are expected to comprehend the content of a paragraph. At last, when word comprehension, sentence comprehension, paragraph comprehension have been achieved, the students will be able to comprehend the whole content of the text easily.

One of the text types that the seven graders in the second semester of the academic year should master is descriptive text. A descriptive paragraph is used to describe a person, a place, or an object so precisely that the reader “sees” the item clearly in his or her imagination (Wong: 1999: 373). It is a text describing a particular person, place, or thing in detail (Zaida: 2009: 9). From the explanation of some experts about descriptive text above, it can be concluded that descriptive text is a kind of text that describes particular object in detail. The purpose of descriptive text is to describe and reveal the details of persons, places, animals, or things.

The generic structure of descriptive text is specified into two parts, namely identification and description (Zaida: 2009: 9). Identification is focused on introducing the object being described, and description is focused on giving the details of the object being described. It may describe parts, qualities, and/or characteristics.

The implementation of KWL strategy in reading class involved three interrelated phases. They were pre-reading activity, whilst reading activity, and post-reading activity. However, this strategy worked mostly in pre-reading and post-reading activity. In whilst reading activity, the students only did silent reading to find new knowledge from the text. In pre-reading activity, the students were encouraged to



activate their background knowledge about the topic of the text. From this step, the students were then able to generate questions about what they wanted to know and what they were interested in from the topic of the text and then wrote them down in the *W* column. While in post-reading activity, the students used their new knowledge that they had got from doing silent reading to answer some questions that they had generated and write the answer down in the *L* column.

**Table 1. The Example of KWL Worksheet**

K - What we Know	W - What we Want to find out	L - What we Learn
1. ....	1. ....	1. ....
2. ....	2. ....	2. ....

KWL strategy helps children become good readers by getting them to do many of the things that good readers do. With this strategy, the students relate new information to what they already know when they confirm or disconfirm the information in the *K* column. Further, the students also learn to set up the purpose what they are reading for when the teacher asks them to list some questions related to the topic of the text in the *W* column. When they have set up their purposes in reading the text by raising some questions related to the text, they have actually helped themselves to concentrate their mind while they are reading. The *L* column provides an opportunity for the students to summarize what they have read. This summarizing activity is very good since the students may understand the text better. It is because they put the information that they got from the text in the *L* column in their own words.

From those statements above, it can be summarized that KWL strategy helps students to activate their mind to become a good reader because every step of this strategy get them to do many of the things that good readers do.

The previous study about the use of KWL strategy in the Classroom Action Research was conducted by Agustin (2010) who used KWL strategy to improve reading comprehension achievement of XI IPA 1 students at SMA Negeri 1 Yosowilangun Lumajang in the 2009/2010 academic year. The percentage showed that using KWL strategy could improve both the students' reading comprehension achievement and the students' active participation in the teaching learning process of reading. Another study was done by Persada (2014) who conducted the classroom action research to the VII B students of SMPN 5 Jember in the 2013/2014 academic year. The result also showed that the use of KWL strategy could improve both the students' reading comprehension achievement the students' active participation in the teaching learning process of reading.

The difference between this research and Agustin's (2010) research only laid on the research subject, research area, the standard minimum score, and the implementation of the action. Yet, the design of both research projects remain the same namely classroom action research design. The purpose of this classroom action research was intended to enhance the VII C grade students' descriptive text reading comprehension achievement by using KWL strategy at SMPN 1 Mumbulsari in the 2014/2015 academic year. From the above facts, it can be said that KWL strategy is an alternative strategy that could enhance the students' active participation and reading comprehension achievement.

## Research Method

The design of this research was a classroom action research because it was intended to enhance the VII C grade students' descriptive text reading comprehension achievement by using Know, Want to know, and Learned (KWL) strategy as the research learning strategy at SMPN 1 Mumbulsari. Classroom action research with cycle model was applied in this research. Each cycle covered four stages: planning action, implementing the action, observing and evaluating, and reflecting (Elliot: 1991: 71)

The area of this research was SMPN 1 Mumbulsari. This school was chosen purposively because of some reasons. The Headmaster gave permission to the researcher to conduct the classroom action research. The English teacher agreed to conduct classroom action research by using KWL strategy as alternative strategy. Based on the result of interview with the English teacher at SMPN 1 Mumbulsari and classroom observation, it can be known that the VII C grade students had some difficulties in learning reading especially in comprehending paragraph and text.

The subjects of this research were the VII C grade students at SMPN 1 Mumbulsari in the 2014/2015 academic year. The subjects were chosen because it had the lowest mean score of the reading comprehension test among the other six classes as informed by the English teacher. Meanwhile, the standard passing grade of the school was 72, but students who could reach this score level are only 9 students or 25% of 36 students. Besides, according to the teacher's information, the students' participation in reading class was still low.

The data were collected by administering reading comprehension achievement tests, conducting observation, interview, and documentation. The observation was intended to get the result of students' active participation. Meanwhile, the reading

test was aimed to measure the students' reading comprehension achievement. Furthermore, the interview was done to get the data in preliminary study. Besides, the documentation was used to get the names of the subjects, the reading comprehension score of the VII C grade students and their previous reading comprehension score.

## **Research Result**

This research was carried out in two cycles in order to meet the research criteria and the consistency of the research result. Cycle I covered two meetings of the implementation of the action and one meeting of the test administration. The result of the observation showed that 77.77% of the total number of the students participated actively in the reading class. This means that there was significant improvement on the students' active participation in the reading class. Additionally, the result of the students' reading comprehension achievement test showed that there were 77.14% (27 of 35 students) of the total number of the students who met the standard minimum score which was 72. So, this percentage was about 50% more than the previous one (25%) before the research was conducted.

Meanwhile, the result of the observation and the reading comprehension achievement test in cycle II showed better results. From the observation activity, it was found that 81.94% of the total number of the students participated actively in the teaching learning process of reading. The result of the reading comprehension achievement test showed that 82.85% of the total number of the students passed the standard minimum score. Thus, this means that the result of the students' active participation and their reading comprehension achievement test met the research criteria. Thus, the result of the actions in both cycle I and cycle II met the research successful criteria as can be seen in table 2.

Table 2. The Result of the Students' Active Participation and Reading Comprehension Achievement from Cycle I and Cycle II

Aspect	Cycle I			Cycle II		
	Mt. 1	Mt. 2	Av	Mt. 1	Mt. 2	Av
<i>The percentage of the students' active participation in the teaching learning process of reading</i>	80.55 %	75%	77.77 %	83.33%	80.5%	81.94 %
<i>The percentage of the students' who got <math>\geq</math> 72 (the standard minimum requirement)</i>	77.14%			82.85%		

Note. Mt: Meeting Av: Average

## Discussion

Based on the above research results, the improvement of the students' descriptive text reading comprehension achievement in cycle I was amazing if it was compared with the students' previous score administered by the English teacher. As mentioned before, both the students' participation and reading comprehension achievement met the standard minimum requirement of the students' active participation and the research successful criteria that was 75% of the total number of the students got at least 72 in their reading comprehension achievement test.

However, although this research met the criteria of success it was necessary to go on to cycle II to get the consistency of the students' reading comprehension achievement and active participation. The action done in cycle II gave a better result. As mentioned in the research result, the percentage of the students' active participation in this cycle was 81.94% in which this was higher than the percentage of the students' active participation in cycle I. Similarly, the percentage of the students who got 72 or more was 82.85 (29 of 35 students). Therefore, the improvement of the students' active participation and reading comprehension

achievement was consistent.

Moreover, the result of this research supports the previous research findings by Agustin (2010) and Persada (2013) showing that teaching reading comprehension by using KWL strategy could enhance the students' reading comprehension achievement at secondary schools.

## **Conclusion**

The consistent improvement of both the students' participation and reading comprehension achievement in both cycles proved that using KWL strategy could enhance the Seventh C grade students' descriptive text reading comprehension achievement at SMPN 1 Mumbulsari in the 2014/2015 academic year.

Therefore, the English teacher at the school should use KWL strategy in the teaching learning process of reading as an alternative reading strategy because this kind of strategy helps the students improve their reading comprehension achievement. In other words, this strategy can assist the students to code meaning from given texts by linking their prior knowledge with the new information they have got. The students at the school are supposed to be familiar with the KWL strategy in order to read any expository texts easily.

Finally, the future researchers are suggested to conduct further researches dealing with using the KWL strategy in the teaching learning process of reading by using the same or different research design with certainly different subjects at different schools.

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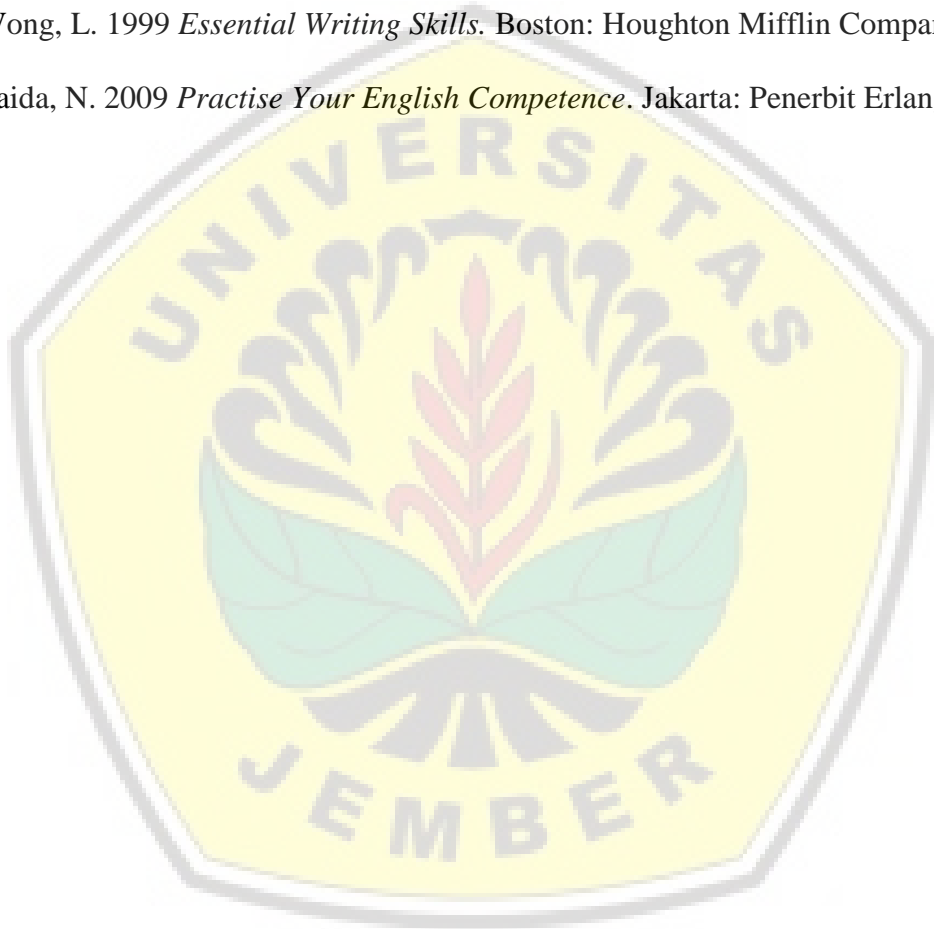
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