THE USE OF K-W-L (KNOW – WANT to KNOW – LEARNED) STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION

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Abstract

The objectives of this research are: (1) finding out whether and to what extent KWL (Know - Want to Know - Learned) Strategy can improve reading ability of sixth grade students of SD Negeri Buaranjati I and (2) describing what happens to classroom situation when KWL Strategy is applied in teaching reading. The subjects of the research are twenty eight students of class 6th SD Negeri Buaranjati I. The research data were obtained by using several techniques including: test, observation, interview, questionnaire, field notes and photographs. The quantitative data were analyzed by using descriptive statistic. Mean while, qualitative data were analyzed by using 5 stages suggested by Burns (1999: 157- 159) consisting of: assembling the data; coding the data; comparing the data; building interpretation; and reporting the outcomes. The research findings show that the use of KWL Strategy could improve students' reading ability and classroom situation of English class. The improvement of students' reading comprehension can be seen from the improvement of the mean score of pre-test, first post-test, and second post-test, that is 66.95; 75.43 and 80.65.

Keywords: K-W-L strategy, Know – Want to Know – Learned**,** reading comprehension

Abstrak

Tujuan penelitian ini adalah: (1) mengetahui apakah strategi KWL (Know-Want to Know-Learned) dapat meningkatkan kemampuan membaca siswa kelas 6 SDN Buaranjati I dan (2) untuk mendeskripsikan bagaimana situasi dalam kelas ketika strategi KWL digunakan dlam pembelajaran membaca. Sampel penelitian ini adalah 28 siswa kelas 6 SDN Buaranjati I. Data penelitian dideroleh menggunakan beberapa Teknik seperti tes, observasi, wawancara, catatan lapangan, dan dokumentasi foto. Data kuantitatif dianalisis menggunakan statistik deskriptif. Sedangkan, data kualitatif dianalisis melalui lima langkah menurut Burns (1999) yang terdiri dari mengumpulkan data; mengkode data; membandingkan data; membangun interpretasi; dan melaporkan hasilnya *Temuan penelitian ini menunjukkan bahwa startegi KWL dapat meningkatkan kemampuan membaca komprehensi siswa. Peningkatan ini dapat dilihat dari peningkatan nilai pre-tes, pos-tes pertama, dan postes kedua, yaitu 66.95; 75.43, dan 80.65.*
*Kata Kunci: K-W-L, Know – Want to Know – Learned**, membaca komprehensif*

1. Introduction

Reading is a necessary skill that any learner needs and it is not merely a receptive skill (Grabe in Priyono, 2010: 1). Rather, it is a selective process and characterized as an active process of comprehending. Moreover, reading is not an easy skill to master as it is thought. It is a complicated process that requires specialized skill of the reader (Dechant, 1977: 21).

Reading cannot be separated from comprehension because it is the chief purpose in reading instruction. Comprehension involves more than simply decoding. It involves recognizing the significance of the message, understanding the intentions of the writer, and going beyond what is written to guess at hidden, unstated or implied meanings (White, 1997: 22). Moreover, it is an active thinking process to understand the meaning of written text by electing information, ideas

or facts from written text, discovering the meaning of unfamiliar words of the text and determining the meanings the author intended to transmit.

Based on *Kurikulum Tingkat Satuan Pendidikan (KTSP)* purpose, teaching reading to elementary school' students is directed to help them understand the meaning of functional written text and simple essay in the form of descriptive, narrative, recount, procedure, and report text related to surrounding environment. However, in fact, un successful teaching reading makes many English learners find it difficult to understand what is on there a passage. There are some problems that appear in comprehending a text whereas the students do not know the technique which can help them to read more effectively and efficiently. This phenomenon happens in almost every language class.

Based on the preliminary research done in July in the sixth grade of SD Negeri Buaranjati I Sukadiri, the researcher found that there were some problems in students' reading comprehension. Based on the interview with some students, there searcher found that they got difficulties in: (1) identifying main idea; (2) identifying the implicit and explicit information of the text; (3) understanding the new vocabulary.

Moreover, there are some problems faced related to the classroom situation; (1) the students had low motivation in reading; (2)the students were bored with the monotonous text; (3) and the method that teacher used was traditional method; (4) the students lost concentration after half time of teaching and learning process.

The condition above might considerably occur because the teaching strategy used by the teacher is not motivating to the students. In teaching learning process, teacher also plays an important role as a facilitator. It is in line with Brown(1994: 7) who states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. As facilitators, teachers have to be able to facilitate learner to learn. One of them is facilitating the learner with appropriate teaching learning strategy so that they can easily learn.

Considering that condition, the researcher was interested in changing the condition by conducting action research concern on implementing K-W-L Strategy to solve the problems of students' reading comprehension in SD Negeri Buaranjati I Sukadiri KWL (Know – Want to Know – Learned) strategy is a teaching strategy that helps pupils develop tactical ways to learn new material with the use of questioning and accessing information from reliable sources. This strategy can be effective in promoting independence in learning ("K-W-L Learning", 2010). KWL strategy theoretically can improve students' reading comprehension. It serves as a model of active thinking during reading. The teacher will help the students to activate their prior knowledge in KWL strategy. It is intended to be an exercise for study group or class although it can be adapted to working alone.

KWL Strategy benefits in many ways according to Ogle (1986). She also states that this strategy can be used for brainstorming at the beginning of the lesson or unit to find out what students already know. KWL Strategy can help students to monitor their comprehension. Finally KWL is intended to be an exercise, for a study group or class, which can guide students in reading and understanding a text. It can be adapted by students to work alone, but discussions definitely help. KWL Strategy

provides an opportunity for the students to expand their ideas beyond the text.

The purposes of the research are: first, to find out whether and to what extent KWL (Know - Want to Know - Learned) Strategy can improve students' reading comprehension of sixth grade students of SD Negeri Buaranjati I Sukadiri, second, to describe what happens to classroom situation when KWL Strategy is applied in teaching reading.

2. Research Methods

The method used in this research is classroom action research. It is a research done by there searcher to improve students' reading comprehension by using KW-L strategy. This is in line with the definition of Action Research which is about the systematic study which attempts to improve educational practice by group of participants who use their own practical actions and reflect the effects upon those actions(Ebbutt in Hopkins, 1993: 45). The techniques for collecting the data in this research are observational and non observational techniques. Observational techniques consisting of field notes and photographs, while non observational techniques consisting of reading test, interview and questionnaire.

The quantitative data were analyzed by using descriptive statistic. Meanwhile, qualitative data were analyzed by using 5 stages suggested by Burns (1999: 157- 159) consisting of: assembling the data; coding the data; comparing the data; building interpretation; and reporting the outcomes. The research was carried out in two cycles. The researcher decided to conduct the first cycle in three meetings with time allotment of each meeting was 80 minutes.

The topics of the research were recount texts in the form biography and recount text in the form of personal experience. The second cycle was conducted in two meeting with time allotment 80 minutes. It was conducted in March 2017. The post-test 2 was conducted in the middle of March that was 16th March. The topics of second cycle were almost the same with the first cycle.

3. Result and Discussion

The researcher analyzed the data that had been collected during the research such as field notes, interview report, the score of pre-test and post-test, photographs and lesson plan in order to have a conclusion of several finding which answered there search question in chapter one. There search findings covered the improvement of the students' reading comprehension and the response of the students towards K-W-L strategy during the teaching and learning process in reading class.

The students became more active during the teaching and learning process, students became braver than before after they were trained in group discussion. KWL Strategy did not work well without any additional technique to improve students reading comprehension.

Having analyzed the research result, the researcher is presenting the discussion of the finding to answer the research questions. The results of this research were satisfactorily improved in the terms of: (1) the improvement of students' reading comprehension; (2) the improvement of the classroom situation.

Based upon the findings of this research, the implementation of K-W-L Strategy as teaching technique can improve students' reading comprehension. This statement is supported by Anderson& Pearson (1984, p. 3) found in *Exploring the*

Effectiveness of Journal Writing who state that K-WL Strategy encourages students to think more actively about what they are reading and, therefore, improve their comprehension abilities in general and perhaps learn more about what they are reading specifically.

Moreover, Ogle (1986) states that K-W-L Strategy is an instructional reading strategy that is used to guide students through a text. Students begin by brainstorming everything they have already known about a topic. Doing this step, the students are forced to use their prior knowledge and are allowed to set their purpose in reading. They will fill in the K column of a K-W-L chart with a lot of terms, and words related to the topic. Consequently, some of the terms and words are probably new for them. Therefore, they might discuss it with their friends. Discussing new words and concepts with the students before reading a text is generally helpful (Davies, 1995: 15).

Then, students fill in the column with the things they want to know more about the topic. They should generate a list of questions about what they want to know about the topic. These questions are listed in the W column of the chart. Filling in the W column helps the students think critically about the facts they will find in the text. The questions they made in the column will guide them in understanding the text especially in finding the detail information. By filling in the W column, it will also make the students understand about the text type. Knowing the text type will help them identify the organization of the text and its communicative purpose. DeBoer and Dalmann (1964: 133) say that a reader has to know what text he/she reads including the text type. He/she has to recognize the text type in order to construct the meaning from a text.

After reading, students answer the questions that are in the column by filling in the L column of the KWL chart. When they fill in the L column, they are able to find the detail information as the answer of the questions they had made. Consequently, the students are able to identify the main idea of the text and for each paragraph. It is proposed by DeBoer and Dalmann (1964: 132) that if a reader knows or at least recognize a certain text type, he or she will be easy to construct the meaning of a text.

From the theories above, there searcher concluded that K-W-L strategy is an instructional strategy that helps students in understanding text type which this research focuses on recount text. By using K-W-L strategy, students will understand what they have read.

In classroom testing, K-W-L has shown to be an effective tool to help students become more active thinkers and to help them remember better what they read (Ogle, 1986). It has also been useful in helping teachers better communicate the active nature of reading in group settings. By sitting in groups, the students can help each other by sharing ideas about the topic. This group work creates the situation which students become more active participants. Students' participation is demanded in filling each column.

Filling in the K-W-L chart can make the situation of the teaching and learning process more interesting and students also have to be active from the beginning to the end of step to reach a good comprehension. Consequently, by having interesting classroom situation the students will be motivated of taking part in the teaching and learning process.

Based on the explanations above, it is concluded that K-W-L Strategy also develops the classroom situation besides improving students' reading comprehension. The observation result also showed that there were differences of students' behavior towards the reading class before and after the researcher implemented the action.

4. Conclusion and Suggestions

The researcher draws two conclusions that teaching reading by implementing K-W-L Strategy in class 6th of SD Negeri Buaranjati I Sukadiri from July 2011 until May 2012.

Firstly, K-W-L Strategy improves students' reading comprehension. The improvement can be identified from their reading comprehension achievement. The students' score of reading test after the implementation of the action increased. The improvement involves the students' ability in finding the main idea, finding the meaning of words, finding detail information, and making inference. The improvement of students' ability is resulted from the using of some adequate worksheets and elaborating some additional techniques for students during the implementation of there search.

Secondly, K-W-L Strategy develops the classroom situation. The students' motivation and attitude towards English lesson is getting better especially in reading class. Students become more active participants during the teaching learning process because they interacted with their friends in group.

On the contrary, there searcher found some weaknesses of K-W-L Strategy such as: it is difficult for students with no prior knowledge; it doesn't improve much on students' ability in identifying main idea; and it is better to use KW-L Strategy with some additional techniques.

After concluding the result of the research, the researcher would recommend some suggestions. There searcher suggests the teacher to improve their creativity in teaching English, especially when using K-WL strategy; he/she should elaborate it with any various technique in order to enhance students' interest in learning English text. In addition, he/she should present interesting work sheets and combine K-W-L Strategy with games in order to avoid the students' boredom. In order to improve students' abilities in comprehending the English text types, the researcher suggests the students to pay more attention and obey teacher's instruction during the class especially English. The students also should keep improving their vocabulary because they still lack of vocabulary. Moreover, they should not be reluctant to consult their difficulty to the teachers or related expert in order to prevent of getting the false comprehension. Finally, the researcher gives suggestion to other researcher who would like to conduct an action research in the attempt of improving students' reading comprehension by implementing K-W-L Strategy in Elementary School.

The researcher hopes that the result of this study can be an additional reference for further researches because there was still weakness in teaching reading by using K-W-L strategy.

5. References

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