

IMPROVING STUDENTS' READING COMPREHENSION THROUGH KWL (KNOW- WANT TO KNOW- LEARNED) STRATEGY AT ELEVENTH GRADE OF SMK PERSADA BANDAR LAMPUNG IN 2021/2022

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Abstract: *This research aims to improve students' reading comprehension by using the KWL (Know- Want to Know- Learned) strategy. The objectives of this research was to identify whether the KWL (Know- Want to Know- Learned) strategy can improve students' reading comprehension and learning activities using narrative texts. In this research, the writer used Classroom Action Research as a design in collecting data. The sample used only one class of 27 students. The writer use test and observation in data collecting techniques. The test used in this research was multiple-choice test consisted of 25 questions, which aims to obtained students' reading comprehension scores. The writer used descriptive analysis in analyzing the data. The findings in this research showed that after teaching reading using the KWL (Know –Want to Know- Learned) strategy, the writer successful to improve students' reading comprehension and reading activity. It can be seen from average reading comprehension score of students. It is enhanced, from cycle 1 to cycle 2. The writer found that the average score of students who passed the Minimum Mastery Criteria in cycle 1 was 59.26% while in cycle 2 was obtained 88.89% or 24 from 27 students who passed the criteria. The students' learning activity was also increased from the first cycle 7.0% and second cycle obtained 8.0% which categorized as very active. Therefore, it can be concluded that the implementation of KWL (Know- Want to Know- Learned) strategy was successful to improve the students' reading comprehension and the students' learning activity at the eleventh grade of SMK Persada Bandar Lampung in academic year of 2021/2022.*

Keywords: *KWL (Know- Want to Know- Learned) strategy, Reading Comprehension.*

Abstrak: Penelitian ini bertujuan untuk meningkatkan pemahaman bacaan siswa dengan menggunakan strategi KWL (Know- Want to Know- Learned). Tujuan dari penelitian ini adalah untuk mengidentifikasi apakah strategi KWL (Know- Want to Know- Learned) dapat meningkatkan pemahaman bacaan dan kegiatan belajar siswa dengan menggunakan teks naratif. Dalam penelitian ini, penulis menggunakan Classroom Action Research sebagai desain dalam mengumpulkan data. Tes yang digunakan dalam penelitian ini adalah tes pilihan ganda yang terdiri dari 25 pertanyaan, yang bertujuan untuk memperoleh nilai pemahaman bacaan siswa. Penulis menggunakan analisis deskriptif dalam menganalisis data. Temuan dalam penelitian ini menunjukkan bahwa setelah mengajar membaca menggunakan strategi KWL (Know –Want to Know- Learned), penulis berhasil meningkatkan pemahaman bacaan dan aktivitas membaca siswa. Ini ditingkatkan, dari siklus 1 hingga siklus 2. Penulis menemukan bahwa nilai rata-rata siswa yang lolos Kriteria Penguasaan Minimum pada siklus 1 adalah 59,26% sedangkan pada siklus 2 diperoleh 88,89% atau 24 dari 27 siswa yang lolos kriteria tersebut. Kegiatan belajar siswa juga meningkat dari siklus I 7,0% dan siklus II memperoleh 8,0% yang dikategorikan sangat aktif. Oleh karena itu, dapat disimpulkan bahwa penerapan strategi KWL (Know- Want to Know- Learned) berhasil meningkatkan pemahaman bacaan siswa dan kegiatan belajar siswa di kelas sebelas SMK Persada Bandar Lampung pada tahun akademik 2021/2022.

Kata Kunci: Strategi KWL (Tahu- Ingin Tahu- Belajar), Pemahaman Bacaan.

INTRODUCTION

Reading is the process of understand something. Reading can be said understand a text contains information. These skills must be mastered by students to make it easier for them to understand some important information. Reading is a skill that can increase one's knowledge, the more a person reads, the more a person gets good information. It can be

said that people who are able to read well, then they will easily convey an idea or solve a problem, especially in the terms of what is related to the term education. Patel and Jain (2008, p. 113) "Reading is an important activity in life with which no one can update her/his knowledge. It means that reading very important for us to get information and knowledge about new something. Without reading we cannot know what happens in this world so that reading is one activity and tool for people to find what we want.

Reading comprehension is a reading activity that is not just reading the text, but we must be able to know the context, identify the main ideas/important points of the text, recognize vocabulary, and others. Reading comprehension is a person's ability to understand a text that is read. Readers' who can understand the text well, will definitely be easier and faster in explaining the content of the text and answering questions related to the given text. Cline et al. (2006, p. 4) added that "first, reading comprehension is a complex cognitive process that cannot be understand without a clear description of the role that vocabulary development and vocabulary instruction play in the understanding of what has been read. Second, comprehension is an active process that requires an intentional and thoughtful interaction between the reader and the text comprehension instruction".

In the teaching reading is not only about how to teach learners to read the text, but also obliged to teach them how to recognize all vocabulary, and grammar in a sentence. In the process of learning to teach reading, teachers and learners need collaborate well with each other so that the material becomes clear, so that later there will be no miscommunication between teachers and students.

Based on acquired problems, the author wants to help in reducing students' reading problems and improving reading comprehension skills. The initial research results were obtained from an interview with an English teacher in the eleventh grade of SMK Persada Bandar Lampung. The teacher says that the student's problems can be reduced by using the right strategies because during the teachers teaching she finds sometimes students can comprehend the text if they identify word for word, but this way can take a lot of time.

To encourage students to increase effective reading skills, there had been numerous teaching and learning strategies that can be used by the teachers in classroom. The writer want to introduced a new strategy for teaching reading comprehension namely K-W-L (Know-Want to Know-Learned). K-W-L (Know-Want to Know- Learned) strategy is one of teaching and learning strategy used specifically for information text (Ogle, 1986). K-W-L strategy advantages in lots of ways according to Ogle can be used for brainstorming, monitoring, guidance, for reading.

This research will argue that the implementation of K-W-L (Know-Want to Know-Learned) strategy can improve students reading comprehension. In this research the K-W-L process will be effective to improve students' reading comprehension by using narrative text to achieve students' ability to learn reading comprehension. K-W-L strategy also help students to increase their active participation, access what they know, determine what they want to learn and what they needs to be done or learned after reading. Therefore, it become necessary to do research on how the application of K-W-L strategy English subjects was effective to improve students reading comprehension, and this research entitled "Improving Students' Reading Comprehension through K-W-L (Know- Want to Know-Learned) strategy at eleventh grade of SMK Persada Bandar Lampung.

The writer solves the problems by conducted Classroom Action Research (CAR). Classroom Action Research includes four steps as follows: planning, implementation, observations and reflection in each cycle. The writer conducted Classroom Action Research (CAR) using Know-Want to Know-Learned (KWL) strategies in the teaching and learning process. This strategy is appropriate to apply because it can help students in improving students' reading comprehension. This is an effective new solution strategy to help students' reading comprehension, as it gives students the opportunity to know their previous knowledge, then combine it and learn what students want to know by comprehend the text in more detail.

METHOD

In this research, the writer used the Classroom Action Research (CAR) in improving students' reading comprehension through KWL strategy. Kemmis and Hammersley (1993, p. 177) define action research as following "Action research is a form of self-reflective inquiry under take by of participants a social (including education) situation in order to improve the rationality and justice of (a) their own social pr educational practice, (b) their understanding of these practice, and (c) the situation in the which the practice are carried out. Thus, clear that classroom action research was evaluate and reflective as it aim to bring about change and improvement in practice.

Subject of this research is the students at the eleventh grade of SMK Persada Bandar Lampung that's 27 students. Object of this research is improving students' reading comprehension through KWL strategy in learning English at eleventh grade of SMK Persada Bandar Lampung.

The instruments of this research were as follows:

a. Formative Test

Formative test was an achievement test to determine the success of the learning process. The test was designed based on the learning objectives. The test was given to the students in the end of classroom activities in each meeting. The writer used reading test in doing this research. The students were given reading text based on the syllabus at eleventh grade.

b. Summative Test

Summative test aimed to assess the students' reading comprehension skill. This test was given in the end of each cycle. The writer will used multiple choice test consist of 40 items for each cycles with five options a, b, c, d, and e.

c. Interview

According to Griffee (2012, p. 160) many teachers are drawn to interviewing as a way of collecting evaluation data because they assume interviewing is easy to do and user friendly. Interviewing may be considered easy because it is "just talking", and talking is natural since most of us talk regularly. In this research, the writer interviewed the English teacher before classroom action research. It aimed to know the students' difficulties in reading comprehension, the students' participation in reading class, and the teaching strategy in reading.

d. Observation Sheet

The observation sheet used to observe the students' learning independences during the learning process in each cycle. Observation sheet is concerned to the students as the subject in implementing the strategy. It was given to know the students' performance in every meeting.

e. Documentation

Documentation is used to obtain the necessary data. Documentation is written material or film that is used as a data source. The documentation used can be the name of the research respondent and other documents needed, such as the results of the student's work, grade list, learning photos, and others.

In analyzing the data, the writer would use quantitative data analysis and qualitative data analysis. Here is the explanation.

1. Quantitative Data Analysis

Quantitative data analysis was used to analyze data from instrument test. The result of data analysis was kind of quantitative data which is described by calculating individual completeness and classical completeness.

a. Individual Completeness

To count the score of students' learning completeness, the writer used the formula:

$$X = \frac{\sum x}{N} \times 100$$

(Arikunto, 2013, p. 223)

In which:

X = the mean of average score from the subject reading narrative text

$\sum x$ = the total score of student's reading test

N = the number of students

Based on the minimum criteria of mastery learning (KKM) of English at SMK Persada Bandar Lampung, the students was said to have passed the learning of English if the score was more than or equal to 78.

b. Classical Completeness

To count the score of classical completeness, the writer uses the formula:

$$P = \frac{R}{T} \times 100$$

(Arikunto, 2013, p. 223)

In which:

P = the percentage of those who getting score

R = the number of the students

T = the total number of the students

Based on the determination in SMK Persada Bandar Lampung, the class was said to be complete if the number of students who achieve the minimum score criteria of mastery learning (KKM) was more than or equal 75%.

2. Qualitative Data Analysis

Qualitative data analysis was used to analyze the students' learning activities during the learning processed. The data was obtained through direct observation towards students'

learning activities. It was noted by the teacher by using observation sheet of students' learning activities.

RESULT AND DISCUSSION

RESULT

In the implementation of research using K-W-L (Know- Want to Know- Learned) strategies to improve students' reading comprehension, will be divided into two cycles. There are three meetings of each cycle. The material in this research is a narrative text. However, the topics in each meeting are different. The first meeting is about narrative fable, the second is legend and the third is folktale. This research was conducted every Monday and Tuesday, appropriate to the schedule of lessons at school and gave additional hours.

a. Result of the Data in Cycle 1

Teaching reading comprehension through KWL (Know- Want to Know- Learned) strategy was solution to solve problems that exist in SMK Persada Bandar Lampung. KWL (Know- Want to Know- Learned) strategy made the students' knowledge better because they knew some stages of reading comprehension that were combining their previous knowledge, writing the things they wanted to know and conclude the text. In the other words, KWL (Know- Want to Know- Learned) strategy can improve students' reading comprehension. Data from the cycle 1 of the students learning reading outcomes can be seen in the table below:

Table 2
The Result of Cycle 1

No	KKM	Cycle 1		Information
		The Number of Students	Completeness	
1	≥70	16	59.26%	Complete
2	<70	11	40.74%	Incomplete

The successful criteria of classroom action research are as below:

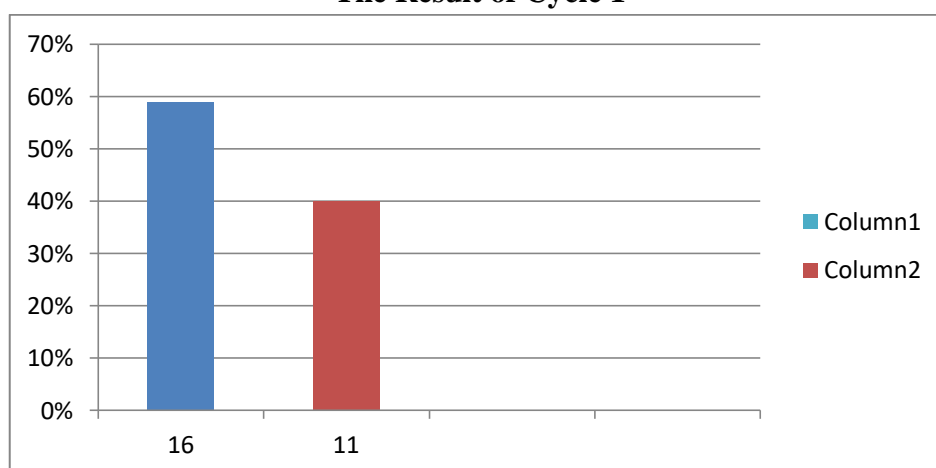
Table 3
The Criteria of Students' Learning Achievement

Achievement	Qualification	Meaning
85 – 100 %	Very good	Successful
65 – 84 %	Good	Successful
55 – 64 %	Enough	Unsuccessful
0 – 54%	Less	Unsuccessful

Adapted from Aqib, et al (2011:269).

Based on the result of cycle 1 and the criteria of students' learning achievement, it can be concluded that the complete result was on the enough qualification but on unsuccessful criteria. In addition, the writer presents the result in form of diagram as follows:

Diagram 1
The Result of Cycle 1



Based on the diagram above, it is clear that the use of KWL (Know- Want to Know- Learned) strategy was unsuccessful because it was obtained under 82% students who passed KKM or 59.26 % and it gained the unsuccessful criteria that at least 82% students who passed the Minimum Mastery Criteria (KKM).

b. Result of the Data in Cycle 2

The use of KWL (Know- Want to Know- Learned) strategy in cycle 2 was successful because it gained the success criteria of learning outcomes. The students could collaborate well in doing their test and they could comprehend the text faster because the writer changed some ways of teaching. Data from the cycle 2 of the students learning reading outcomes can be seen in the table below:

Table 4
The Result of Cycle 2

No	KKM	Cycle 1		Information
		The Number of Students	Completeness	
1	≥70	24	88.89%	Complete
2	<70	3	11.11%	Incomplete

The successful criteria of classroom action research are as below:

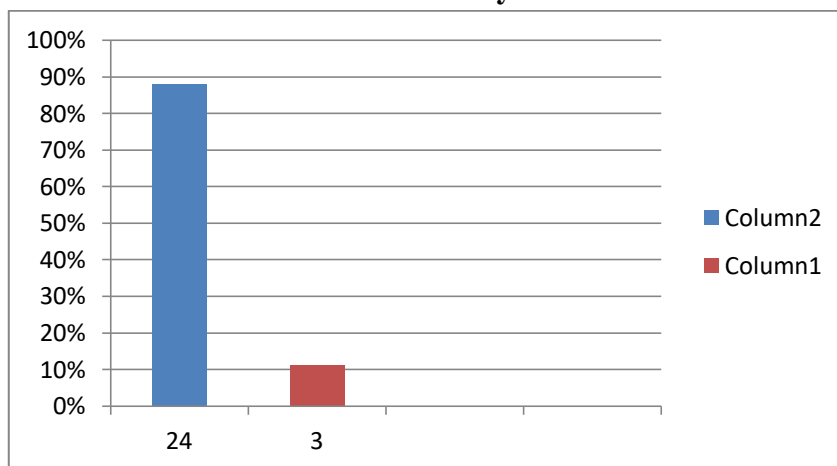
Table 5
The Criteria of Students' Learning Achievement

Achievement	Qualification	Meaning
85 – 100 %	Very good	Successful
65 – 84 %	Good	Successful
55 – 64 %	Enough	Unsuccessful
0 – 54%	kLess	Unsuccessful

Adapted from Aqib, et al (2011:269).

Based on the result of cycle 2 and the criteria of students' learning achievement, it can be concluded that the complete result was on the good qualification and successful criteria. In addition, the writer presents the result in form of diagram as follows:

Diagram 2
The Result of Cycle 2



Based on the diagram above, it is clear that the use of KWL (Know- Want to Know-Learned) strategy was successful because it was obtained 88.89% and it gained the successful criteria that at least 82% students who passed the Minimum Mastery Criteria (KKM).

DISCUSSION

Based on the data analysis, it can be seen that there were improvements from the cycle 1 to 2. Both of students' reading comprehension and students' learning activity were improved in each cycle. It showed that at the first cycle the students' reading comprehension skill was on the unsuccessful criteria, but at the second cycle the students' reading comprehension was on successful criteria because it gained at least 82% from the total students could passed the Minimum Mastery Criteria. The students' learning activity was also improved from 7.0 to 8.0 which mean that from quite active then very active. This is supported by (Boss & Vaughn, 2022, p. 147) KWL is an instructional scheme that develop active reading of expository texts by activating learners' backgrounds knowledge developed by D. Ogle, (1986, p. 7).

The writer did the research at 2 cycles with the material of narrative text which at each meeting the narrative text is different. The teaching and learning process in the first cycle is insatiable because students are not very active to follow the writer instruction, while, in cycle II they are very enthusiastic in following the lesson well and could comprehend the text well. Carr & Ogle in Omar, (2010, p. 110) explain that KWL strategy is a set of well-organized steps to be followed by a students to attain reading comprehension. It is composed of three-columned map to be drawn on the board. The first column represents what the student knows about the topic. The second represents what the student wants to know in the text. The third represents what the student has learned after having read the text.

Therefore, the KWL (Know- Want to Know- Learned) strategy can improve the students' reading comprehension and their learning activity. This result related with a theory stated by Paterson et.al (2000, p. 81) that KWL scheme involves the participants prior knowledge, textual knowledge, and active learning. There is a well correlation between prior knowledge and reading comprehension. Activated relevant prior knowledge is effective to make learners improve their reading comprehension.

At the end discussion, the writer would say again that the KWL (Know- Want to Know- Learned) strategy can be used for teachers who want to do research or want to teach students with simple strategies. This strategy was proven by several researchers at various levels of the school, and all the result in his research was good. It is similar to the research conducted by EksaRiantika, Suparno,EndangSetyaningsih in (2014) entitled "The use of K-W-L (Know-Want to Know-Learned) strategy to improve students' reading comprehension". The result showed that there were differences of students' behavior towards the reading class before and after the researcher implemented the action. The result also showed that the use of KWL strategy could improve students' reading comprehension (the improvement can be identified from their reading comprehension achievement) and classroom situation of English class (the students' motivation and attitude towards English lesson is getting better especially in reading class).

CONCLUSION

The writer conducted the research of teaching reading comprehension at the eleventh grade of SMK Persada Bandar Lampung using the KWL (Know- Want to Know- Learned) strategy and it was obtained the conclusion as follows:

1. The use of KWL (Know- Want to Know- Learned) strategies can improve students' reading comprehension at the eleventh grade of SMK Persada Bandar Lampung.
2. The use of KWL (Know- Want to Know- Learned) strategies can improve students' learning activities at the eleventh grade of SMK Persada Bandar Lampung.

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