

**IMPROVING THE STUDENTS' READING COMPREHENSION
THROUGH K-W-L (KNOW-WANT-LEARNED) STRATEGY
AT EIGHT GRADE OF SMP TAMANSISWA TELUK
BETUNG IN THE ACADEMIC YEAR OF
2021/2022**

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Abstract: In this research, the writer used classroom action research as a research design. The research implementation of using Know Want Learn (KWL) strategy in improving students' reading comprehension was in 2 cycles. The sample of this research was in one class only with 18 students. For the data collecting technique, the writer used observation, field note and test. In analyzing the data, the writer used descriptive analysis. The findings of this research showed that after teaching reading through KWL strategy, the writer found that KWL strategy was successful to improve the students' learning activity and reading comprehension. The students' learning activity improve from the first cycle and second cycle that is 6.35 to 7.68 which categorized good category. The writer found that the percentage score of students' reading comprehension who passed the Minimum Completeness Criteria in cycle I was 38.88 while in cycle II was obtained 83.33 students' passed MCC while the minimum completeness criteria of successful was at least 70%. Therefore, it can be concluded that the implementation of KWL strategy was successful to improve the students' learning activities and reading comprehension at the eighth grade of SMP TAMANSISWA TELUK BETUNG in academic year of 2021/2022.

Keywords: *Know, Want, Learn (KWL), Reading Comprehension, Recount text, Narrative text*

INTRODUCTION

Reading is one of the four-primer skills in language learning. To get the meaning which occur in a text by the author the readers should comprehend what is being read. Without comprehension, reading is simply just following words on a page from left to right and has no meaning. Reading can lead us to enrich and to develop our knowledge. Besides, through reading we can also improve grammar and vocabulary, at the same time it can improve our communication skills. Mastering it, it is supposed that we have a broad store of information. Besides, the sources of the information like books, printed media, researches, findings, online media are mostly served in English. Thus, reading comprehension is a skill that helps learners to increase their knowledge.

Nunan (2003:69) states "Reading is an essential skill for learners of English as a second language. For most of these learners it is the most important skill to master in order to ensure success not only learning English, but also in learning any content class where reading in English is required. It means that every subject or part of learning content of English always tend face by the learners. Based on all of the statement above we known that reading is the essential skill in the process to get meaning from a text that has read.

Cameron (2001:125) "Reading is essentially about understanding that readers will understand the text that they read by constructing a meaning for themselves" it means that when a person reads a text, he has good reading skills, he

will be able to adsorb various kinds of knowledge.

Anderson states in Klinger (2007:23) reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. Brown (1994:284) a text does not by itself carry meaning the reader bring information knowledge, emotion, experience and culture to the printed world it means that reading has a purpose in understanding the meaning of the text.

Moreover, Alexander (2008:88) states that Reading comprehension is a specific activity that is special kind of thinking process. The reader comprehends the text by activating the ability of constructing meaning internally from interacting with the material that is read. It means that reading comprehension provides specific activity that involves thinking process. The reader needs to think creatively and appropriately in creating meaning and delivering it to the oral language.

To increase interest in learning to read, teachers must have learning strategy. With learning strategy can improve students' learning motivation by using the K-W-L strategy. K-W-L strategy is a strategy that is often used by teachers in the classroom, this strategy can help for teachers to provide materials to their students and can helps students engage with texts in deliberating and purposeful ways. KWL represent a thoughtful developed framework that appears to support student-initiated learning, as it improves their reading, increase their

motivation, their communication skills and their abilities to construct meaning from different texts.

According to Ibrahim (2012:21) there are some benefit of using KWL, such as it is appropriate for all education levels from beginners up to advanced, it can be used for all skills but is most suitable for reading skills and helps students to monitor their comprehension and knowledge.

Furthermore, Ogle (2005:1) explains that the activity of reading can be carried out by students before, during and after reading. These activities can be organized in form of KWL strategy, where there will be chart which is utilized successfully to stimulate students' inquiry. The KWL strategy comprises three stages namely retrieving prior knowledge, deciding what wanted to be learned, recollecting what is learned. It is clear that KWL is appropriate to be used in teaching reading in order to teach students how to do before, during, and after reading activities in specific way.

In line to the above explanation, Ogle (2005:4) describes that below the chart example of KWL strategy for teaching reading: Before studying about a new topic. It is a good idea to gather all of the information we know on the topic. We need to also come up with questions that will help us focus our reading and give us a better understanding of what we need to find out. Finally, we need to be able to say what it is we have learned about the topic.

Based on the research at Eighth grade of SMP Tamansiswa Teluk Betung. The writer found that there are some

problems of reading comprehension that still exists such as the students have difficulty to identify specific ideas or information in a text, the students are also have difficulties to comprehend the context of text and they have difficulties to understand the meaning of unfamiliar words, especially to comprehend those words as contextual.

Based on the background of problem above, this writer decided to solved the problem by conducting Classroom Action Research (CAR) to complete the problem. It used two cycles to implement Know Want Learned strategy in teaching and learning process. It is expected to be used for teaching reading and could provide the result on the implementation theory based on the problem that arise in teaching and learning activity. Moreover, the result of this research are expected could extend theories and a reference for next studies related to Know Want Learned strategy in improving students reading comprehension.

METHODS

In conducting of this research, the writer used descriptive quantitative method. It means that the author reviewed there is an increased use of the students after the K-W-L (Know-Want to Know-Learned) strategy. The author used a Classroom Action Research (CAR). Classroom Action Research is a research conduct by the teacher in the classroom itself through self-reflection, with the aim of improving the performance as the teacher so that the students learning will be increased. Murcia (2001:490) states that

Classroom Action Research (CAR) is an approach to collect and interpret data that involves clear and repeated cycles of procedures.

RESULT

1. Result of Data in Cycle I

Teaching reading comprehension through Know Want to Learn (KWL) strategy was solution to solve problems that exist in SMP Tamansiswa Teluk Betung. Know Want to Learn (KWL) 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 other words, Know Want to Learn (KWL) 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 1
The Result of Reading Test in Cycle I

No	MC C	Cycle I		Information
		The number of students	Completeness	
1	≥70	11	38.88%	Complete
2	<70	7	61.1%	Incomplete

The successful criteria of classroom action research are as follows:

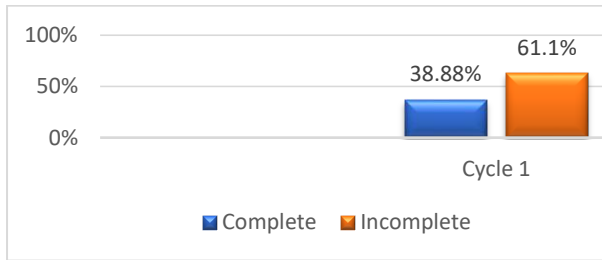
Table 2
The Criteria of Students' Learning Achievement

Range of Score	Category	Criteria
>8.00	Very high	Complete
7.50-7.99	High	Complete
7.00-7.49	Fair	Incomplete
6.00-6.99	Poor	Incomplete

Adapted from Aqib, et al (2011:270)

Based on the result of cycle I and the criteria of students' learning achievement that was 38.88%, it can be concluded that the complete result was on the poor category and incomplete criteria. In addition, the writer presents the result in form of diagram as follows:

Diagram 1
The Result of Students' Learning Achievement Cycle 1



Based on the diagram above, it is clear that the use of Know Want to Learn (KWL) strategy was incomplete because it was just obtained 38.88% of complete criteria while the criteria of complete at least 70% students who passed the Minimum Completeness Criteria (MCC).

2. Result of Data in Cycle II

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

Table 3
The Result of Reading Test in Cycle II

No	MCC	Cycle III		Information
		The number of students	Completeness	
1	≥70	15	83.33%	Complete
2	<70	3	16.6%	Incomplete

The successful criteria of classroom action research are as follows:

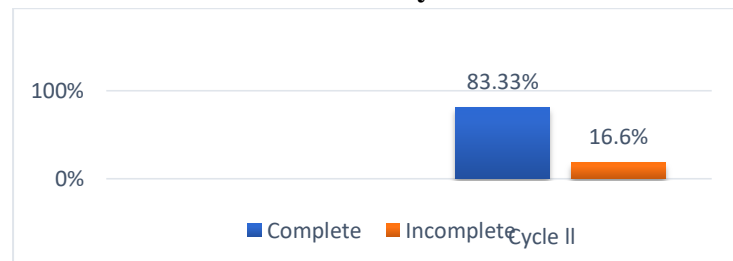
Table 4
The Criteria of Students' Learning Achievement

Range of Score	Category	Criteria
>8.00	Very high	Complete
7.50-7.99	High	Complete
7.00-7.49	Fair	Incomplete
6.00-6.99	Poor	Incomplete

Adapted from Aqib, et al (2011:270).

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

Diagram 5
The Result of Students' Learning Achievement in Cycle II



Based on the diagram above, it is clear that the use of Know Want to Learn (KWL) strategy was complete because it was obtained 83.33% and it gained the successful criteria that at least 70% students who passed the

Minimum Completeness Criteria (MCC).

least 70%. Therefore, the students did the second cycle.

DISCUSSION

1. Improvement the Students' Learning Activities

The researcher did this research in 2 cycles with the material of recount text and narrative text. In each cycle, the researcher did 4 steps, namely *planning*, *action*, *observing*, and *reflection*. The process of teaching learning in the first cycle was not satisfied because most of the students were passive. The students said that they were still difficult to comprehend the text. Based on the observation students' activities in the class, the researcher observed that the result of the students' activities in KWL learning process achieved 6.35 on the average score or as poor category.

Besides, in the last meeting of the first cycle, the situation of the class was not conducive in finishing their reading comprehension test. Some of the students even asked the answers to their friends, but the score of the students kept being under the minimum completeness criteria (MCC). The students who passed MCC only 38,88% from all of the students in the class. While the minimum completeness criteria of successful achievement in this classroom action research should gain at

In cycle II, the students' learning activities average score improved from 6.35 to 7.68 it can be concluded that the complete result was good category or in the average 7.50-7.99. 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)

2. Improvement the Students' Reading Ability

The students' reading comprehension test showed that the Implementation of Know Want to Learn (KWL) strategy can improve students' reading comprehension. By analyzing the students' score before the research and students mean score of each cycle, it was obtained that the percentage of students who passed Minimum Completeness Criteria (MCC) was 38.88% or 7 from 18 students who passed KKM, while in cycle 2, it was obtained 61.11 or 15 from 18 students who passed Minimum Completeness Criteria.

In cycle 2 was completed because the it achieved the success criteria of learning result. There were 15 students or 83.3 of students who got the Minimum

Mastery Criteria, meanwhile they were 3 students or 16.6% were under the criteria and the average score of students' reading test was 77.7 it was categorized high and complete criteria. The achieve more than to equal to 70%. It can be concluded that students, learning achievement was successful.

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.

In the end of discussion, the writer would say once again that Know, Want, Learned (KWL) strategy can be used for the teacher who wants to conduct the research or wants to teach the students with simple strategy. This strategy was proved by several researchers in any kind of school levels. And all of the result was good. It is similar to the research conducted by Mahdi in 2018 entitled "Improving Students' Reading Skills through KWL Strategy". The result of

research showed that by applying KWL Strategy they became more active and creative. Therefore, the writer would like to inform that this strategy is really useful. It was easy to be taught and make the students activate their prior knowledge to the text given.

CONCLUSSION

The writer conducted the research of teaching reading comprehension at the eighth grade of SMP Tamansiswa Teluk Betung by using Know Want to Learn (KWL) strategy and it was obtained the conclusions as follows:

1. The use of Know-Want-Learned (KWL) strategy can improve students' learning activity.
2. The use of Know-Want-Learned (KWL) strategy can improve students' reading comprehension.

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