

IMPROVING READING COMPREHENSION OF THE EIGHTH-GRADE STUDENTS OF SMPN 3 SUKAWATI IN ACADEMIC YEAR 2022/2023 THROUGH KWL STRATEGY

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ABSTRACT

Reading is the activity involved in acquiring information and comprehending it from written sources. According to study done by researchers, the majority of VIII G students at SMPN 3 Sukawati in academic year 2022/2023 also experience quite serious problems in reading skills, they still have difficulty identifying for general information, the specific information, textual meaning, and textual references. Researchers are interested in whether the Know Want Learn (KWL) strategy may help eighth-grade pupils at SMPN 3 Sukawati enhance their reading comprehension. To accomplish these objectives, researchers conduct classroom activities. Two cycles of class actions were conducted to gather information via tests and questionnaires. Researchers need to compare the two data to find a substantial improvement in the subject's average score from pre-test to post-test. A questionnaire that included supporting information from the class action was the last test, the findings of which indicated that KWL deployment had been successful. Thus, it can be inferred from the findings of classroom action study that KWL can enhance the reading comprehension of eighth-grade students at SMPN 3 Sukawati for the academic year 2022–2023.

Keywords : Improve, reading comprehension, and KWL

ABSTRAK

Membaca adalah kegiatan yang melibatkan memperoleh informasi dan memahaminya dari sumber tertulis. Berdasarkan penelitian yang dilakukan peneliti, mayoritas siswa VIII G SMPN 3 Sukawati tahun ajaran 2022/2023 memiliki permasalahan yang sama dalam membaca, terutama dalam mengidentifikasi informasi umum, identifikasi informasi khusus, identifikasi makna tekstual, dan juga dalam mengidentifikasi referensi tekstual. Peneliti tertarik pada apakah strategi Know Want Learn (KWL) dapat membantu siswa kelas delapan di SMPN 3 Sukawati meningkatkan pemahaman membaca mereka. Dalam menggapai tujuan tersebut, peneliti melaksanakan kegiatan kelas. Penelitian tindakan di kelas dilakukan sebanyak dua kali untuk mengumpulkan informasi melalui tes dan angket. Peneliti perlu membandingkan kedua data tersebut untuk menemukan peningkatan substansial pada nilai rata-rata subjek dari pre-test hingga post-test. Kuesioner yang berisi informasi pendukung dari tindakan kelas merupakan tes terakhir, yang hasilnya menunjukkan bahwa penerapan KWL telah berhasil. Dengan demikian, dapat disimpulkan dari temuan studi tindakan kelas bahwa KWL dapat meningkatkan pemahaman membaca siswa kelas delapan di SMPN 3 Sukawati tahun ajaran 2022–2023.

Kata Kunci : Meningkatkan, pemahaman bacaan, dan KWL

INTRODUCTION

If students want to get the most out of what they read in a text, reading is the most crucial language skill they needed to

know. According to Mikulecky (2008), reading is the process of knowing the meaning that the author intended. Because reading is so important and required, receptive skills play a significant role in

English education. This enables them to study a range of subjects. Johnson (2008) defined reading as the process of knowing meaning from text. If no meaning is established, there will be no reading. Reading will become a skill that will substantially advance with time.

Like every other abilities, reading gets better with practice. But if we don't practice reading, we won't get any better and might even get worse at it. While reading, we combine information in our brain. When we read, the non-real information in our mind and the real information in the book work together to create meaning.

Based on the statement above, it could be that when individuals talk about reading, what they mean is comprehension or understanding. McNamara (2007:3) defines comprehension as the capacity to comprehend concepts and relationships between concepts presented in a text in addition to the words. According to Klingner et al. (2007:2), reading comprehension is a process that combines various challenging skills, like word reading, word understanding, and fluency, to create meaning. One could say that when pupils read something, they make an effort to memorize every little nuance. Grammatical form and meaning, for instance. Grabe and Stoller (2002) define reading as an activity that involves learning and understanding written content. Through reading, students will demonstrate how well they comprehend English, meaning that they must to increase their reading comprehension abilities.

Comprehension of reading is the core in reading activity. The aim is for students to be able to grasp the written language, and what is called comprehension is the process of understanding the content of the text or part of the text. Understanding the context of a book or passage entails not just grasping the words but also the paragraphs. As a result, reading comprehension can also be interpreted as a

person's ability to absorb and interpret the information they have read so that they know the content of the text. Students are able to expand their knowledge by comprehending the texts. In addition, to learn new information that they have read, students must also be able to understand the text or passage, not just read it. Therefore, reading comprehension is an important skill that students acquire and possess. This is an important skill for students to learn. The use of strategy is critical for teaching language skills, particularly reading abilities. Skimming and scanning are the two most prevalent and effective tactics to grasp or comprehend the meaning of the text. To begin, skimming is a type of reading in which we shift our eyes swiftly to get the primary concept from the reading content. Scanning is the last method, which involves fast searching a text for a specific item or pieces of information. It should not only be the structure of the text but they also need to understand and comprehend the meaning of the text they have read. It is stated in the 2013 SMP Curriculum (2017) that the basic competency that junior high school students must achieve is that they need to master analyzing the social function of a text, then the generic structure, and finally the linguistic characteristics of the text. This means that students must have the ability to understand texts well in reading class.

According to the researcher's observations, the eighth-grade pupils at SMPN 3 Sukawati have certain issue. The main issue concern students; the researcher found that English texts are still difficult for students to understand. When the students needed to read the text given by the researcher, it was found that most of them struggled to understand the content as well as the lack of reading comprehension as and also their ability to understand descriptive writing. In reading

comprehension, students admit that they experience difficulties related to this condition. Despite these problems, they do not make any efforts to deepen and expand their vocabulary. This can be seen from a text that they read and there are difficult words that they find, from the meaning of the context, they do not try to guess them. That is what causes a lack of motivation from students.

The importance of improving reading comprehension for students, there are various factors that can influence it, one of the main ones is teaching techniques. Based on observations made by researchers at SMPN 3 Sukawati, teachers use what they always do in teaching reading comprehension without any variations in it. Teachers focus on old school methods. Apart from that, there are several steps in the old method that teachers use. The teacher begins by giving students a number of examples of the content being covered. The teacher then instructs the class to read the material. Finally, the teacher poses questions based on the book, the pupils respond, and the teacher then assesses each student's understanding.

When students have a turn to read a text and the teacher does not correct incorrect readings including pronunciation, grammar, and so on. The teacher is used as a source of information without any reciprocity. Because they were listening to what the teacher says, the students tended to be passive. Furthermore, the teacher provided a general explanation of the content based on the textbook. This type of instruction causes pupils to rapidly forget what they have learned, which has an impact on their performance.

The importance of teaching techniques in process of teaching-learning

cannot be overstated. It can have an impact on the lesson's outcome, one of which being the pupils' progress. As a result, teachers must think about how they will educate. The teacher should employ an approach that allows them to create an engaging and entertaining classroom. Therefore, the researcher concludes that teachers use ineffective methods when teaching students in reading comprehension based on the problems stated above.

Teachers must utilize a many of strategies to help their students reading comprehension skills in recent developments. KWL is one of them (Know-Want-Learn). Know-Want-Learn is a technique where students set their own desires and goals in reading nonfiction. Students who determine their own learning goals are more active in the learning process, according to McKenna (2002). The learning process is more actively engaged by students who choose their own learning objectives. The learning process is more actively engaged by students who choose their own learning objectives. This also highlights to students that the reading process is a pattern of thinking to understand something that is new to them. Because this technique can assist students in comprehending the material, The KWL learning form is very easy for students to understand. This is a very intriguing technique to use and is appropriate for junior high school students, as it encourages students to be more involved in sharing their opinions and increases student interest in reading comprehension by incorporating KWL into the process of teaching and learning. KWL is a simple teaching step that is not overly long and

does not bore students during the learning process.

This research focuses on the use of KWL in relation to the research objectives of improving reading comprehension of students at SMPN 3 Sukawati class VIII in the academic year 2022/2023, especially in terms of reading comprehension of descriptive texts. SMPN 3 Sukawati applies the 2013 curriculum so that the lesson plans and learning materials refer to the curriculum and syllabus for class VIII students at SMPN 3 Sukawati in this research. The existence of four main competencies and also four basic competencies as a requirement for preparing the RPP is the main focus of this research. The four main competencies are to deepen knowledge (factual, conceptual, and procedural) in science, technology, arts, culture, and humanity on the basic insights of religion, nationalism, statehood, and phenomena related to civilization and shocking phenomena that appear real.

Furthermore, the four basic competencies on which this researcher focuses are comprehension of brief and straightforward descriptive texts about well-known tourist destinations and important historical sites while paying attention to social functions, correct generic structure of linguistic characteristics, and according to context. Reading comprehension will be improved if descriptive text describing tourist attractions and historical locations is kept to a minimum. This study concentrates on finding general information, locating specific information, and identifying textual meaning and textual references in reading comprehension passages.

RESEARCH METHOD

The researchers used the subjects of this classroom action research as students in class VIII 8 G of SMPN 3 Sukawati in academic year 2022/2023. Class 8 G students were chosen as research subjects in conducting this research, totaling 40 students, 21 boys and 19 girls. Researchers interviewed teachers in initial observations to determine research subjects. Researchers discovered that class 8 G students' reading comprehension was still very weak when it came to identifying the main idea, specific information, word meanings, and textual references in descriptive texts. Students still struggle to identify main ideas, specific information, word meanings, and textual references in descriptive writings. Therefore, with the KWL strategy, researchers hope that the subject of this research, in descriptive text, can improve their reading comprehension.

To stimulan, stimulatif, and stimulator students to share opinions, comments, and answers to collect relevant data are the weapons researchers use. To determine the progress of a subject's reading comprehension when conducting classroom action research, important data is needed. The significance of research tools in obtaining relevant data on regarding individual attitudes towards KWL. Two different sorts of tools are employed to gather and assess the data for this research: tests and questionnaires. Using a pre-test and post-test format, a test will be used to evaluate students' reading comprehension. The final instrument is a questionnaire that will be used to find out whether KWL is useful for improving their reading comprehension or not in the students' opinion. The research instruments

are explained as follows: Tests and Questionnaires.

Pre-test and post-test were used in this research as two types of tests that the researcher made for English subjects in this research. Before the cycles begin, a pre-test is undertaken. The objective of a pre-test is to determine the subjects' prior knowledge of reading comprehension and their difficulty before implementing a teaching plan. Apart from that, after carrying out the teaching and learning process using KWL, the researcher will design and carry out a post-test on the subject to determine the growth of the subject's reading comprehension with descriptive text.

Questionnaires are not included in the test because they are intended to cover the subject's responses when the strategy is implemented. After implementing KWL on class eighth students at SMPN 3 Sukawati, researchers were given a questionnaire regarding the responses of class VIII students at SMPN 3 Sukawati. In teaching reading comprehension, especially descriptive text, using KWL, researchers distributed questionnaires to determine the subject's response. The language used in the questionnaire is Indonesian to avoid student misunderstandings; where the questionnaire contains ten items from five choices. The five choices consist of: strongly agree (Strongly Agree/SS). Agree (Agree/S), undecided (Doubt/RR), disagree (*Tidak Setuju/TS*), and strongly disagree (*Sangat Tidak Setuju/STS*).

In the questionnaire item column being investigated based on a rating scale of 1-5, students should tick (√). Each of the questionnaire answer options above has its own value scale, such as a score of 5 means (SS) strongly agree, 4 means (S) agree, 3 means (RR) not sure about the

statement, 2 means disagree, and 1 means strongly disagree. agree based on ten statements regarding the implementation of KWL.

If the subjects studied have met the minimum criteria for mastery of English at SMP Negeri 3 Sukawati, namely 75, then this research can be said to be successful. Due to limited time in conducting this research, the researcher expects a minimum of 80% mastery of English lessons at SMP Negeri 3 Sukawati. Reading comprehension in English lessons at SMP Negeri 3 Sukawati is considered successful because 40 research subjects have met the minimum standard criteria or received a score above the passing grade. This research is said to be successful in using the KWL strategy with the context of students being able to improve their reading comprehension in descriptive text. This means that if of all subjects (40 students) there are 35 subjects who obtain the minimum completeness score, then the research is categorized as successful; Besides that; it works; Besides that; This research may be discontinued or terminated.

FINDING AND DISCUSION

The researcher's aim in conducting this research is to provide solutions to students' difficulties in English language learning classes, especially in reading. This research was obtained by researchers through several processes of collecting the necessary data using research instruments. In conducting this research, the researcher interviewed an English teacher to discuss which classes had problems in learning English. The researcher decided to conduct research on VIII G students at SMPN 3 Sukawati in academic year 2022/2023, and

the subjects consisted of 40 students, 21 men and 19 women, after determining this by interviewing the English teacher at SMPN 3 Sukawati.

At this stage of the research, the researcher carried it out in the form of classroom action research. So that researchers know how the KWL method influences the reading comprehension of class VIII students at SMPN 3 Sukawati in academic year 2022–2023. Planning, action, observation and reflex are four interrelated activities in this research. This research began with the pre-cycle at the first of classroom action research. Furthermore, there are two cycles divided into this research, and each cycle consists of two sessions. Cycle I consists of sessions 1 and 2, and cycle II consists of sessions 3 and 4. Two research instruments were used to collect data; there are tests (pre-test and post-test) and questionnaires. Based on the pre-cycle findings, cycle I and cycle II, discussion is needed to produce a deeper understanding.

After conducting research, the results of the pre-test, which was scored using a scoring rubric based on three criteria, the mean score was 56.38. Therefore, only 5 subjects from the 40 subjects who followed the pre-test have achieved the minimum passing grade criteria that was 75. The researcher taught the subject by applying the KWL strategy in cycle I. According to the data results, students experienced an increase in the average score in reading comprehension. After the researchers conducted a post test to students at last of cycle I, the subjects mean score was 70.28. Reading comprehension of the subject can improve significantly compared to pre-cycle through visible post-test results.

However, of the 40 subjects, only 16 subjects had achieved the minimum passing grade on post-test 1, so this indicator of success has not been achieved. The researcher revised the plan and placed more emphasis on searching for specific information and textual references in reading texts in cycle II. Subjects still had difficulty identifying specific information and textual references from reading texts in the first and second sessions of cycle I, therefore the researcher took action in cycle II. In cycle I, the mean score of post-test 2 was 83.00. From the results obtained, it is known that the average subject score increased better compared to pre-test and post-test 1.

According to the study's main research findings, KWL is beneficial in assisting participants in improving their comprehension of reading. The results of the pre-test, post-test 1, and post-test 2 show that students' ability to understand reading shows significance when the KWL technique is used in the implementation of the teaching and learning process. The survey's findings confirm the subject's good assessment of the use of KWL in improving their reading comprehension. As a result, it can be inferred from this study's findings that using KWL will help class VIII students at SMPN 3 Sukawati in academic year 2022–2023 to read more fluently.

CONCLUSION

In this research, the researcher decided to use the KWL strategy in classroom action research to improve subject reading comprehension carried out on class VIII students at SMPN 3 Sukawati in academic year 2022–2023. According to early research, the patient had reading

comprehension issues. In addition, the researchers conducted two cycles, each of which had two sessions, and at the conclusion of each cycle, they administered a post-test to the participants. In this study, data was collected by administering instruments. And also additional supporting data is collected by administering questionnaires. Subjects were still low in reading comprehension as per the findings from the pre-test. The pre-test results showed that only three subjects were able to obtain the minimum completeness score. In line with post-test 1, the data shows that only 15 subjects were able to obtain a minimum completion score and 38 subjects in post-test 2. Furthermore, the average score for pre-cycle, cycle I, and cycle II each increased to 56.38 , 70.28 and 83.00. After conducting research, evidence can be seen that subject reading comprehension can be improved by implementing the KWL strategy. Thus, based on the success indicators that have been determined, this research can be completed successfully.

SUGGESTION

This research reveals the effectiveness of KWL which can improve subject reading comprehension. This is based on findings and discussions. After the research is complete, the researcher wants to provide suggestions to all departments related to this research. What the researcher hopes is that by providing several suggestions it can be useful for improving reading comprehension. As a result, to English teachers who handle teaching and learning, especially those who are teaching eighth-grade students at SMPN 3 Sukawati on reading comprehension, the eighth-grade students,

particularly VIII G, and the other researchers. The following suggestions are briefly elaborated from the findings of the current study:

1. Future researchers who will use the same research using the KWL strategy could adapt or adopt the way this research was conducted as a guide.
2. Other researchers need to look for more references to enrich their understanding of KWL and must actively obtain new information about this strategy. The researcher who will conduct the research can also take advantage of this strategy and correct the weaknesses that can still be found in this study.
3. Apart from that, the researcher hopes that other researchers can conduct better research to study and explore the effectiveness of KWL in other schools to improve students' language skills through classroom action research and also they can use this research as a guide for those conducting classroom action research. They are also advised to carry out research with more supporting references.

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