# IMPROVING READING COMPREHENSION THROUGH KWL STRATEGY

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## ABSTRACT

Reading comprehension is a process of transferring information from the writer to the readers. The subjects of the present study had difficulty in identifying general information, specificinformation, textual meaning, and textual reference of reading texts. The objective of the present study was to find out whether or not reading comprehension of the eleventh grade students of SMA (SLUA) Saraswati 1 Denpasar can be improved through KWL Stragey. Therefore, to achieve the objective of the present study, the researcher administered the research instruments : pre-test, post-test and questionnaire. The students' mean score had improved significantly from the pre-test was 61.63% to 76.35% in cycle I and 81.58 in cycle II. Based on the result in cycle II, the next cycle did not need to be conducted because the researcher expectation achieved in the cycle II. Besides, the result of the questionnaire indicated the students responded the application of KWL strategy in teaching reading comprehension positively. It could be seen that the result of the questionnaire showed the percentage more than 90% agreed on implementation KWL strategy to improve reading comprehension.

**Key words** :improving, reading comprehension and KWL Strategy

## INTRODUCTION

In learning language, one of the basic skills that should be improved by students is reading. It is a process to obtain information which is delivered by the writer in the form of written form. Reading is an active process which is central to most school subjects and very important in learning language, particularly English. On the other hand, when the students learn to read, they should be able to comprehend reading text during the reading process. They are not only expected to read the text in good pronunciation or to find the meaning of each word within the text, but also expected to find the general information, specific information, and textual meaning in the text.

Based on Richards and Renandya (2002:273), a suitable reading text show a good models for writing, and provide opportunities to introduce new topics, to simulate discussion, and study language (vocabulary, grammar and idioms). Reading is as kill which is highly valued by students and teacher alike. In other

words, it can be said that in learning to read, the students also indirectly learn new vocabulary and how to write it. Serravallo (2010:43) states that reading is thinking and understanding and getting at the meaning behind a text. It means the reading is a thinking processand it helps to construct and maintain the meaning of the new words. There are many benefits that can be found through reading. Besides, students can get knowledge, new vocabulary that can improve their memory and also increase their understanding from the text.

Klinger et. al. (2007:8) state that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that includes word reading, word, world knowledge and fluency. He adds that reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi component, highly complex process that involves many interaction between readers and what they bring to the text as well as variables to the text (interest in text and understanding of text type). Reading does not mean only seeing

the written text then transferring the information into spoken language.

Based on the English teacher's interview that has been done by the researcher, the students of SMA (SLUA) Saraswati 1 Denpasar had problems in reading comprehension especially in how to find out the general information, specific information which is the main idea and the supporting ideas of the text. In learning process, the students were expected to get some main idea or specific information and general information from their reading. In the real situation, many students could not pass their reading class successfully, because many students faced problem in comprehending or understanding the information of the text while reading material. Some students perceived that reading was very boring, because they must read a text many times and answer the questions that related with the reading text.

Then in the learning process, especially in the MIA 4 class, they still faced some difficulties in achieving the reading skill. Based on the observation, the teacher used conventional technique and

individualistic in teaching which is the students has different level of proficiency. The students only focus on listen the teacher's explanation and answering the questions.

Therefore, the students who have low ability could not comprehend in reading the text. Based on the problem that explain above, it is necessary to apply a technique that was fun, easy to understand and make students interested in the learning process to solve the student's reading problem in English.

KWL (Know, Want to know and Learn) will be used in the present study by the researcher. KWL is needed by the students to overcome difficulty in reading comprehension and to improve their reading ability. The students are expected to understand what the passage is about and the extent of the information that is given by the teacher. KWL also helps teacher to keep students interested as they think about what they want to know and what they have learned. There are some benefits of KWL, such as: building on proper knowledge, developing orientation in reading, helping students to be active and critical readers.

KWL is used as an introductory strategy in order students to document their present level of knowledge and what gaps may exist in that knowledge. KWL can provide the students with a structure to guide them through the lesson and apply their background knowledge to the new material.KWL can be used to observe and assess the progress that the students are making in comprehending the text and if they are targeting the important content. Besides, students can show their own personal background knowledge and predict about the information they gained. Students can be more active to share their opinion by using this strategy in teaching and learning process. KWL helps students to get clear information of the text and involved their knowledge in reading comprehension.

Based on the explanation above, KWL is needed by the students to overcome difficulties in reading comprehension and to improve reading comprehension. This strategy can help the students to fulfill the Senior High School curriculum task, which is also to understand the form of explanation

text in KWL also helps teacher keep students interested as they think about what they want to know and what they have learned. The researcher conducted a research entitled "Improving Reading Comprehension of The Eleventh Grade Students of SMA (SLUA) Saraswati 1 Denpasar through KWL Strategy".

## RESEARCH METHOD

This research dealt with improving reading comprehension through KWL Strategy. The class XIMIA 4 consisted of 40 students was selected as the subjects of the research based on the result of the observation and interview with the English teacher. The class faced problem in teaching learning process because of low reading skill. Besides, they had serious problem in reading comprehension, especially in finding out the general information, specific information, textual meaning and textual reference. Therefore, the researcher decided to conduct a new treatment in order to improve subjects' achievement in reading comprehension through KWL. The research was conducted with four activities in each cycle namely;

Planning, action, observation and reflection. To obtain the data the instrument were construction test, scoring rubric and questionnaire.

## FINDINGAND DISCUSSION
### Finding

This research was done concerning the urgency of English reading skill. The collected data can be listed as follows:

*Pre-Cycle*

Pre-cycle was conducted at the beginning of this present study. In this part, the pre-test was conducted in order to find out the students' prior ability in reading comprehension.

The result of the interview indicated that the subjects of XIMIA 4 had a crucial problem in reading comprehension. It showed that the subjects had problems in reading comprehension especially in identifying general information, specific information, textual meaning and textual reference. Besides, the subjects were less active during the question and answer session. Moreover, the subjects were not serious in the following the lesson. In order to face real problem of the

subjects in reading comprehension, the researcher was given an opportunity to administered pre-test to the subjects.

In the next meeting the researcher administered the pre-test to 40 subjects. In pre-test, the subjects were asked to answer the question in the form of 20 short answer task. The questions of the pre-test were focused on identifying the general information, specific information, textual meaning and textual reference of the reading passage. The reading passage in pre-test was explanation text. The students had 40 minutes to answer the questions. It showed that the reading comprehension of the subjects were low and needed to be improved.

Pre-test which was done by the subjects in 30minutes resulted the mean score which was a figure of 61.63. There were only a few students who could achieve the minimum passing grade of English lesson. It showed that almost all subjects had difficulties in identifying general information, specific information, textual meaning and textual reference. These result indicated that their reading comprehension needed

further improvement. As a result, the researcher subsequently started to conducted cycle I in order to improve the subjects' reading comprehension by implementing KWL strategy.

*Cycle I*

Cycle I was carried out based on the result of the pre-test in pre-cycle. As what has been mentioned, the results of the pre- test above was far away from what was supposed to be and it needed an appropriate technique to improve the subjects' reading comprehension. It showed that the subjects had low ability in reading comprehension. Therefore, cycle I was conducted by the researcher. In this cycle, the researcher administered 2 sessions where each session consisted of planning, action, observation and reflection. These activities were explained as follows:

Cycle I was started with a planning which was an important step to be concerned in order to make the action. In this step, the researcher prepared the instrument such as materials, lesson plan and worksheet. The researcher also prepared the teaching materials for the subjects, which were taught

through KWL and designed two sessions of lesson plans based on the syllabus used in the school and appropriate with the time allotment 2x45 minutes in each session. Furthermore, the researcher designed the lesson plan to each cycle and each cycle consisted of two sessions. The researcher conducted the action based on the lesson plan that had been planned. In action, the researcher applied KWL strategy for teaching reading comprehension in teaching learning process in the classroom. Cycle I consisted of two sessions, where in this step the researcher taught about explanation text entitled "Cancer" and in session 2, the researcher taught explanation text entitled "Obesity". The subject were asked to work individually. The students have to fill KWL columns. The teaching learning process ran smoothly. The subjects were following the teaching learning process seriously and actively.

In observation, the researcher observed the subjects situations during the teaching and learning process in the classroom. The researcher acted as observer to know the subjects' response toward the implementation of the KWL strategy as well as the subjects' improvement in reading comprehension. During the teaching learning process, some subjects did not focus on the material and they felt bored when they were asked to read the reading passage. Moreover, to get the data of the subjects' improvement after the application of KWL strategy, the researcher then gave the post-tests. The post-test was administered at the end of session 2 in cycle 1.The subjects were asked to answer 20 items ofshortanswertaskin40minutes. The post-test I in cycle I was followed by 40 subjects. The total score obtained by the subject in post-test I was 3054 which was calculated to find the mean score by using formula.

The main score of post-test I was 76.35 from this result it could be seen there was an improvement that was achieved by the students. It also showed that there were improvements of the subjects' reading ability from the pre-cycle to cycle I. The data in post-test I showed 27 subjects who achieved the minimum passing grade is 75. However, since session 2 was the

last session of the cycle I, it meant that the success indicator had not yet been achieved in the first cycle. Therefore, the researcher decided to continue this study to the cycle II.

*Cycle II*

Cycle II was conducted based on the result of post-test 1 in cycle I. The same as in cycle I, in cycle II there were two sessions, the third and the fourth session. In cycle II consisted of four interconnected activities including planning, action, observation and reflection. This cycle was conducted to improve the subjects reading comprehension ability to provide better result of students' reading comprehension and achieve the success indicator. The researcher determined more interesting teaching material and also gave motivation to the students who were not active in the class.

Cycle II was started with planning. The researcher revised the lesson plan which made in the first meeting. In cycle II the material in whilst activity, it was presented by using the text that focused on natural phenomenon in order to know studentts' knowledge about the topic. In cycle II, lesson plan, post-test II, and questionnaire were also prepared. The material which was taught was explanation text. The subjects were also similar with the previous cycle.

It was also divided into two meetings where the time allotment of each meeting was 2x45minutes. In this part, the research would explore the material as same as in cycle I such as: identifying the main idea, specific information, textual meaning and textual reference of the text because the subjects were still low in those aspects. The researcher did all the planning that had been made. After the preparation was completed, the action was conducted.

In cycle II the researcher administered post-test intheendofsession2 to compare with the result of the post-test in cycle I. The researcher administered the post-test in the end of the cycle to know whether the teaching learning process through KWL strategy was good or not. Furthermore, post-test II was also followed by 40 subjects. The total score obtained by the subjects in post-test II was 3263. Meanwhile, it was calculated to find the mean score of cycle II score obtained by the eleventh grade students of SMA

(SLUA) Saraswati 1 Denpasar by using formula.

Based on the data resulted in the post-test of cycle II, it showed the significant improvement of the subjects under the study. The mean score of subjects' post-test of cycle II was 81.58. It could pass the minimum passing grade that is75. The result of the mean score of post-test II showed that the reading comprehension could be categorized as good. There were 38 of 40 students who achieved the minimum passing grade.

**Discussion**

Based on the data analysis establishing the finding, the mean scores of initial reflection in the pre cycle was very low, in which only 5 students could reach the minimum passing grade by the average score is 75. It meant that most subjects faced the same problems in which they found difficulties to identify general information, specific information, textual meaning and textual reference of the text.

Cycle I was conducted after getting the result of the pre-test. The mean score of the post-test in cycle I was 76.35 there were 27 subjects who

successfully obtained the minimum passing grade. It was far away if it was compared with the obtained by the subjects before the technique was implemented.

By seeing the result of post-test in cycle I, the researcher finally continued to the cycle II. There was good improvement which was achieved in post-test II in cycle II. The mean score of the post-test II was 81.58. It was much better that the researcher expectation. In addition, there were 38 subjects of 40 subjects who achieved the minimum passing grade that is 75. It could be said that 95% of the students were able to pass the standard minimum passing grade. Therefore, the researcher stopped the research because the result had achieved the success indicator that had been decided.

In addition, the data of questionnaire could be stated that most of the subjects gave positive responses about the implementation of KWL strategy in improving reading comprehension. The data showed 51.96% of the subjects strongly agreed, 45.66% agreed, 2.04% undecided, 0.23% disagreed and 0.11% strongly disagreed of the

implementation of KWL strategy in improving reading comprehension in learning process. As a result, most of the subjects were strongly agreed with the implementation of KWL strategy in teaching learning process in reading comprehension.

## CONCLUSION

The present classroom action research was conducted to find out whether KWL strategy could help the students improve their ability in reading comprehension. As a preliminary study, the researcher conducted the eleventh grade students of SMA (SLUA) Saraswati 1 Denpasar. Based on the study, it showed that the subjects faced some problems in their reading comprehension. The researcher used KWL strategy to solve the problems faced by the subjects of the study.

In conclusion, the finding of the classroom action research indicated that the implementation of KWL strategy was significantly effective in improving reading comprehension. Therefore, the researcher of the last post-test had achieved the success indicator that had been decided. Then, the research could be ended.

## SUGGESTION

For the teachers of the eleventh grade students in SMA (SLUA) Saraswati 1 Denpasar should create many activities to avoid monotonous activities in the classroom. The teachers should create a comfortable learning atmosphere; therefore the students more motivated to learn reading comprehension and to achieve the minimum passing grade.

For students, it suggested for them pay attention on their reading comprehension ability and more intensively to learn reading seriously and enrich the vocabulary through reading a lot of books.

For the researchers, they were recommended to use this research study as a reference in completing their findings. The other researchers would do better research related through KWL strategy, which could be applied not only for teaching reading comprehension but also for teaching other skills and teaching other genre of texts to the students to improve their skill in English.

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