# IMPROVING READING COMPREHENSION
# THROUGH KWL( KNOW – WANT – LEARN) STRATEGY

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## ABSTRACT

The objective of this research is to find out if using KWL (Know-Want-Learn) strategy can improve students' reading comprehension or not. The researcher used *quasi- experimental* research design. The samples were X IPA2 as the experimental group which consisted of 27 students and X IPA 1 as the control group which consisted of 27 students. The instrument used in collecting data was a pre-test and post-test. The mean score of the experimental class on pre-test is 50.12, while that of the control class is 48.14. The mean score of the experimental class on post-test is 82.51, while that of the control class is 75.46. By applying a one-tailed test at 0.05 level of significance with 52 degrees of freedom (df), the value of t-counted (2.4) is greater than t-table (1.675). It confirms that the research hypothesis is accepted. Based on the result, it is concludes that KWL (Know-Want-Learn) strategy is effective to improve students' reading comprehension of X grade students of SMA Negeri 1 Tinombo Selatan.

Keywords: Reading, Reading Comprehension, KWL

*Tujuandaripenelitianiniadalahuntukmengetahuiapakah KWL (Know – Want – Learn) strategidapatmeningkatkanpemahamanmembacasiswaatautidak.Penelitimenggunakandisainpenelitianquasai – experimental.Sampelnyaadalahkelas X IPA 2 sebagaikelompokeksperimen yang terdiridari 27 siswadan X IPA 1 sebagaikelompokkontrol yang terdiridari 27 siswa. Instrumen data yang digunakan adalah pre-test dan post-test.Skor rata-rata pre-teskelasexperimenadalah 50.12, sedangkankelaskontroladalah 48.14.Skor rata-rata post-teskelasexperimenadalah 82.51 sedangkankelaskontroladalah 75.46. Dengan menggunakan derajat kebebasan (df),nilai t-counted (2,4) lebih besar dari t-tabel (1,675). Ini menegaskan bahwa, hipotesis penelitian diterima. Berdasarkan hasil tersebut, disimpulkan bahwastrategi KWL (Know-Want-Learn) efektifmeningkatkan pemahaman membaca siswa kelas X SMANegeri 1 Tinombo Selatan.*

*Kata kunci: Membaca, Pemahaman Membaca, KWL*

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## INTRODUCTION

Reading is one of the important skills in a language that should be learned by studentsin order to get much information from what they read in the text. Grabe and Stoller(2002) state that reading is an activity in order to get information and understand the writing text.

Reading is a process to construct meaning that is intendedby the writer. (Mickulecky,2008). Speaking and writing belong to productive skills that people use the language to produce messages through speech or written text while reading and listening belong to the receptive skills that people extract meaning from the discourse they see or

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hear (listen to) (Sheri, 2012). As a receptive skill, reading has an essential part of English education. It makes students know manythings.

In addition Johnson (2008) states that reading is the practice of using text to create meaning. If there is no meaning being created, there is no reading taking place. Reading becomes a constantly developing skill. Like any skill, we get better at reading by practicing. And conversely, if we do not practice to read, we will not get better and our skills may deteriorate. In reading, we integrate visual and non-visual information. During the act of reading, the visual information found on the page combines with the non-visual

information contained in your head to create meaning.

Based on theprevious, when peopletalk about reading,it might be automatically related to comprehensionorunderstanding. There are two types of reading. Firstly, Intensive reading is usually accompanied by students' activities.According to Nation (2008:25), "Intensive study of reading texts can be a means of increasing learners' knowledge of language features and their control of reading strategies." It can be said when the students read the text, they try to get every detail of the text. Such as grammatical forms and meaning. They understand the idea which is in the book. Secondly, Extensive reading aims to build students' enjoyment in reading.\

Mikulecky (2008:3) states, "Extensive reading is a highly individualized approach to reading improvement."Students select their own books and read at their own pace. The students could read confidently without look up the dictionary to find the difficult words as long as they understand the idea which is in the book.

Sinambela,Manik, &Pangaribuan(2003:14) asserts, "Comprehension is the process of deriving meaning from connected text." It means that the reader who has background knowledge,experience with a text and other strategies can help them to understand the text.

There are four levels of reading comprehension. First, Reading on the literal comprehension stage requires a lower level of thinking skills than the other three levels. It relates to the skills of understanding information of referring to the ideas and facts that are written directly in the text pages. Second is inferential or interpretative readingcomprehension.Inferential reading is also called interpretative reading. It is a higher level of thinking ability because the questions in this category are concerned with the answer that indirectly stated in the text, but suggested or implied.

In other words, the question cannot be answered straight from the text because the text only provides hints and clues.Third,CriticalComprehension/AppliedComprehension, this level is higher than the level that has been previously mentionedwhich are literal comprehension and inferential comprehension, because it needsanalyzing or synthesizing information and apply it to other information. Rubin (1982:144) states, "Critical reading is at a higher level than the other two levels; literal and interpretative comprehension since it involves evaluation, making of personal judgment, the reader must be able to collect, interpret, apply, analyze, and synthesize the information. The last, the highest level of comprehension is creative reading.In creative reading, reader tries connectedwith the other purpose solution to those presented by the writer.

In teaching language skills, particularly teaching of reading skill, the use of strategy is important. To get or to comprehend the meaning of the text,the reader should have some skills in reading. The two most common and valuable strategies are skimming and scanning. First, Skimming is a kind of reading that makes our eyes move quickly in order to get the main idea from the reading material. The last, Scanning is quickly searching for some particular piece or pieces ofinformation in a text.

In other word, teaching reading is make students able to read the text effectively and efficiently. They are not only supposed to understand the text structure but also to comprehend the meaning of the text. It is stated in Curicculum 2013 of SMA/MA/SMK (2017) that the basic competence that should be achieved by the students of Senior High School is analyzing the social function, the generic structure, and the language features of the texts. It means that in reading class students musthave a good ability in comprehending the texts.

Based onobservation, there are some problems that the researcher found of grade X students ofSMA Negeri 1 Tinombo Selatan. The first problem is related to the students, the researcher found that it was difficult for students to comprehendan English text. It was shown when the researcher asked the students to read a text, most of them found difficulty in understanding the text. The second problem is related to the students' vocabulary mastery. The students admitted that they had difficulties related to vocabulary. Although they realized this condition, it seemed that they did not give any effort to enrich their vocabulary items. It could be seen in the time

when they found difficult words in the text, they did not try to guess the meaning from the context. Therefore, it makes students lack of interest and motivation.

There are some Strategies that can be used by the teacher in teaching reading Comprehension skill. One of them isKWL (Know – Want –Learn). According to McKenna (2002:90), KWL is a strategy where students set their ownpurposes for reading nonfiction. Students more active in learning processbecause they determine their own learning goal. It also confirms for students that reading is a thinking process to comprehend something new.

There are some procedures ofKWL strategy that can be implied in teaching reading. According to the researcher adopted from Crawford, Mathews, Makinster, and Saul, (2005:23), step of KWL are: (1)Teacher recalls students' prior knowledge (2) Teacher explain about the material (3) teacher devided the students into several groups,it consist of three students. (4) teacher create a KWL chart on the chalk board or chart paper,(5) Teacher explain about KWL (Know-Want-Learn) strategy,(6) teacher give some examples to students, (7) Teacher gives the students a reading text,(8) teacher asks the students to discusses the answer with the group, (9) and the last, teacher gives a worksheet and asks them to answer the questions based on the text.

In the implementation of K-W-L strategy, there are some advantages anddisadvantages.The researcher will explain the advantages and disadvantages ofK-W-L strategy based on Ibrahim . According to Ibrahim (2012), there are six advantages of K-W-L strategy.

Thefirst one, it is appropriate for all education levels from beginners up to advanced.The second is it can be used for all skills but it is most suitable for reading skill.The third is it helps students to monitor their comprehension and knowledge. Thefourth is, it encourages students to do critical thinking. The fifth is, it makes teacherand students become more interactive in the teaching and learning process. And the last is it sets out a purpose for reading, it means that readers havesome ideas about the text before read the whole text and focus to find theimportant points while reading.

On the other hand, the disadvantages of K-W-Lstrategy based on Ibrahim (2012)state that is difficult for students with priorknowledge, it takes time to complete, and it is not effectiveforreading fictionmaterial.From those explanations above, in the implementation ofKW-L strategy, it has some advantages. However, K-W-L strategyalso has disadvantagesthat will face in the implementation of this strategy.

Based on the explanationabove, the researcher formulated the problem ina question form: "*CanusingKWL (Know-Want-Learn) strategyimprove reading comprehension ofgrade X students of SMA Negeri 1 Tinombo Selatan?.*"The objective of the research is wantsto find out if using KLW (Know-Kant-Learn) strategycan improve reading comprehension of gradeXstudents ofSMA Negeri 1 Tinombo Selatan. Furthermore,this research focused on literal reading comprehension and inferential comprehension/Interpretative reading.

## RESEARCH METHOD

In this research, the researcher usedquasi-experimental research design in order to figure out that Know – Want - Learn had an impact on the reading skill of grade X students of SMA Negeri 1 Tinombo Selatan through KWL strategy.

The pretest wasgiven to measure the students' inreadingability before the treatment. Then, the researcher gave the treatment to the students through KWL strategy for the experimental group while the control group wastaught with a general way as the teacher use. After the treatment the researcher gave the posttest to measure the effect of KWL strategy to the experimental group. The design of the research was taken from Ary. (2010:316) as follows :

**Table 1**Pretest-Posttest Design

| Groups | Pretest | Independent Variable | Posttest |
|---|---|---|---|
| Experimentalgroup (E) | $Y_1$ | $X$ | $Y_2$ |
| Control Group (C) | $Y_1$ | – | $Y_2$ |

The Population of this research was focussed on grade X students of SMA Negeri 1 Tinombo Selatan. It consisted of three parallel classes: X IPA 1, X IPA 2 and X IPA 3. As seen in table 2

**Table 2** Population distribution

| No. | Classes | Numberof Students |
|-----|---------|-------------------|
| 1. | X IPA 1 | 27 |
| 2. | X IPA 2 | 27 |
| 3. | X IPA 3 | 27 |
| Total | | 81 |

In this research, the researcher used purposive sampling technique in selected the sample. The researcher chose two parallel classes as the sample. In this case, X IPA 1 chosen as the control group and X IPA 2 as the experimental group. Etikan and Alkassim (2016:2) comment "purposive sampling technique, also called judgment sampling, is the deliberate choice of a participant due to the qualities the participant possesses." It is why the researcher chooses purposive sampling in her research. It is important to consider the variable of the research. Ary, Jacobs, Sorensen & Razavieh. (2010:37) explain "a variable is a constructor a characteristic that can take on different values or scores." There are two variables in this research, they are the dependent variable and independent variable.

The researcher used statistic to analyze the data. It was used to analyze the result of the test instrument (pre-test and post-test). The researcher used the formula proposed by Arikunto (2006) in calculating the individual score of the students, the mean score, the sum of square deviation and the T-counted valueexperimental and control group there are some process to collect the data. First, the researcher calculated the individual score of each student. Second, after getting the students' individual score, the researcher counted the mean score of both experimental group and control group. Third, the researcher counted the sum of square deviation of the groups. Afterward, the researcher calculated the value of t-counted to see the significant difference between the mean achievements of two groups.

## FINDINGS

In presenting the data, the researcher analyzed the data taken from pre-test and post-test. The researcher had given pretest and posttest to both experimental group and control groups. The pre-test was administered to measure the prior knowledge of the students before conducting the treatment.

After applied the treatment in sixth meetings, for examples the researcher gave a multiple choice, essay and true or false questions to both of the groups. The researcher gave posttest to the experimental and control group in order to know how the students' progress as well as to prove whether or not using KWL can improve studentsreading comprehension. The result of the pretest and posttest of the experimental group is presented in table 3.

**Table 3** Result of pretest and posttestof Experimental group

| No | Initial | Individual Score | | Deviation |
|----|---------|---------|----------|-----------|
| | | Pretest | Posttest | |
| 1 | AR | 43,00 | 83,00 | 40,00 |
| 2 | ADS | 46,00 | 86,00 | 40,00 |
| 3 | ACP | 43,00 | 76,00 | 26,00 |
| 4 | AY | 53.33 | 80,00 | 26,67 |
| 5 | DRS | 53.33 | 83.33 | 30,00 |
| 6 | EUN K | 40,00 | 80,00 | 40,00 |
| 7 | FDL | 56,00 | 96,00 | 40,00 |
| 8 | FTR | 40,00 | 83.33 | 43,33 |
| 9 | FZ | 66.70 | 83,00 | 16,30 |
| 10 | FN | 36,00 | 83,00 | 47,00 |
| 11 | HS | 30,00 | 73,00 | 43,00 |
| 12 | LNS | 63.33 | 93,00 | 29,67 |
| 13 | MR | 46,00 | 80,00 | 34,00 |
| 14 | MG | 63.33 | 63.33 | 0,00 |
| 15 | MRN | 50,00 | 80,00 | 40,00 |
| 16 | MS | 76.67 | 96,00 | 19.33 |
| 17 | NF | 33,00 | 76.67 | 43,67 |
| 18 | NMH | 50,00 | 80,00 | 30,00 |
| 19 | NR | 40,00 | 83.33 | 43,33 |
| 20 | NM | 53.33 | 80,00 | 26,67 |
| 21 | RM | 40,00 | 90,00 | 50,00 |
| 22 | RA | 63.33 | 90,00 | 26,67 |
| 23 | SRH | 70,00 | 86,00 | 16,00 |
| 24 | SV | 46.70 | 76.67 | 29,97 |
| 25 | SR | 53.33 | 83.33 | 30,00 |
| 26 | SRY | 50,00 | 80,00 | 30,00 |
| 27 | SHR | 40,00 | 73,00 | 33,00 |

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|---|---|---|---|
| T | | | |
| Total | 1,353.38 | 2,227.99 | 874.61 |

Based on the table above, the highest score in pretest of experimental groupis76.67 and the lowest is 30.00. Whereas, the highest score of experimental group in posttest is 96.00 and the lowest score is 73.00. After calculating the data, the researcher found that the mean score pretest of experimental group 50.12 and the posttest is 82.51.

The results of the posttest were presented in table 4.

**Table 4** Result ofPretest and Posttest of Control Group

| No | Initial | Individual Score | | Deviation |
|---|---|---|---|---|
| | | Pretest | Posttest | |
| 1 | AR | 60,00 | 80,00 | 20,00 |
| 2 | ADRT | 43.33 | 70,00 | 26,67 |
| 3 | APY | 50,00 | 73.33 | 23,33 |
| 4 | AST | 36,00 | 73,00 | 37,00 |
| 5 | AA | 50,00 | 76.67 | 26,67 |
| 6 | AS | 53.33 | 76.67 | 23,34 |
| 7 | BF | 40,00 | 70,00 | 30,00 |
| 8 | FYA | 50,00 | 83.33 | 33,33 |
| 9 | IDR | 46.70 | 80,00 | 33,40 |
| 10 | KA | 53,00 | 70,00 | 17,00 |
| 11 | MPRP | 46.70 | 70,00 | 23,30 |
| 12 | MZ | 40,00 | 73.33 | 33,33 |
| 13 | N | 33,00 | 66,00 | 33,00 |
| 14 | NZ | 50,00 | 70,00 | 20,00 |
| 15 | NLM | 43.33 | 80,00 | 36,67 |
| 16 | RJ | 60,00 | 80,00 | 20,00 |
| 17 | RY | 53,00 | 76.67 | 23,67 |
| 18 | S | 60,00 | 83,00 | 23,00 |
| 19 | SV | 36,00 | 70,00 | 34,00 |
| 20 | SZ | 43.33 | 76.67 | 33,34 |
| 21 | SN | 53,00 | 76,00 | 23,00 |
| 22 | SW | 50,00 | 76.67 | 26,67 |
| 23 | SKW | 43.33 | 80,00 | 36,67 |
| 24 | SS | 60,00 | 83.33 | 23,33 |
| 25 | SF | 46,00 | 63,00 | 17,00 |
| 26 | TATD | 40,00 | 76.67 | 36,67 |
| 27 | Z | 60,00 | 83.33 | 23,33 |
| | Total | 1,299.95 | 2,037.67 | 637,39 |

In calculating the students' individual score of the control group, the researcher employed the same formula used in experimental group. As a result, the researcher found that the the mean score of pretest of control group is 48.14and the posttest is 75.46.

Furthermore, the researcher calculated the value of t-counted by using t-test formula to see the significant difference of both groups. By applying the t-test formula, the researcher found that the t-counted value is 2.4.

Afterwards, the researcher compared the value of t-counted to the value of t-table in order to find out the significance difference between them. By applying the degree of freedom (df)52 with one tailed significance level of 0.5, the researcher found that the t-table value is 1.675. It shows that the t-counted value (2.4) is higher than t-table value (1.675). It means that the hypothesis is accepted. In other words, using KWL strategy is effective in improving reading comprehension especially in descriptive text.

**DISCUSSION**

There were two classes in this research they are; X IPA 1 and X IPA 2. For the first meeting, the researcher did some activity to start both of the classes, like introduce herself and asked the students to introduce themselves. After that, the researcher gave some games to make the students feel free before did the treatment.

The next, the researcher recalls students' prior knowledge about reading comprehension especially, in descriptive text. After that, the researcher gave the pretest and at the end, the researcher motivated them to study hard and never give up.

In the second and third meeting, the researcher opens both of the class with greetings the students, asked them to pray, and check the attendance list in a different time. Next, the researcher recalls what students got from the last meeting. The next, the researcher explained about descriptive text and how to use the strategy in class X IPA 2. she gave the example to make students easy to understand before did the test.

After explained it, she divided students into several groups it consisted of four students and gave some tests. The students did the test with their friend in the group. After they finished answering the test, they should be presented in front of other groups in the class. The students still felt difficult to answer the test because there were so many unfamiliar words for them. In the end, the researcher gave some motivates students to study hard and did their best. Researcher teaches students in X IPA 1

without used the KWL strategy. She just explained the material like what the teacher in the school did. As we knew, this class was better than X IPA 2 class. As seen from the data in the school.

In the fourth meeting, The researcher did the same thing, like open the class first, asked students to pray, and check their attendance list. Review the material in the last meeting. Submitted their homework, and asked one by one group to explain how far they understand about the material especially in doing the test.

In this meeting also, the researcher found significant progress from the students. It seen from the test result, most of the students in X IPA 2 got a good score than before. The researcher asked the students about their feelings and they were said that they feel enjoy when learned and did the exercises. Next, according to the explanation above, the researcher believed this strategy can effective in solved students problem. Before gave the treatment, the researcher explained more one by one the KWL chart.

After that, she gave the test to each group and gave 20 minutes to find out the information from the paragraph. Next, the researcher asked each group to present the group finding by used KWL chart. In the end, the researcher always gave motivate students to study hard.

In the fifth and sixth meeting, the researcher did the same thing in class like what she did last week. The researcher asked students in X IPA 2, how far they understand with the reading text especially in a descriptive text by used a KWL strategy. After that, she gave some exercises to each group and asked them to do it in 25 minutes.

Next, the researcher gave corrected to students' worksheet. To make sure that students really understand the material and how to do the test, the researcher gave some evaluation test. In the last, the researcher ended the class with gave motivate and greeting. In otherwise, the researcher just gave some exercise to students in X IPA 1 with a general explanation. Not to detail like what she did in the experimental class.

The seventh meeting, the researcher open the class, asked the students to pray, checked their attendance list and asked them

to review the material anymore. Same like the last meeting, the researcher always gave a test to improve students' the ability to understanding reading comprehension especially in the descriptive text by used KWL strategy. In this meeting, the researcher found more than twenty students got a good score. Students were more enjoyable than the last meeting.

In the last meeting, the researcher did the same thing to open the class first. Before gave the posttest the researcher asked students to review what they had learned in last week. To make the students enjoy, the researcher gave some ice breaking to the students.

After that, the researcher gave a posttest to the students in both of the classes. To ended the class, the researcher gave motivated them to study hard and tried to learn English, especially in reading comprehension.

The data were obtained from the students' achievement scores of the test of reading the descriptive text. They were pre-test and post-test scores from the experimental and control group. The average score for the experimental group was 50.12 (pre-test) and 82.51 (post-test). The average score for the control group was 48.14 (pre-test) and 75.46 (post-test).

Based on the result of the pretest and posttest above, the researcher found out, the problem faced by the students in reading comprehension. The first problem is a lack of vocabulary. It was difficult for the students to predict what the text was about. The second problem is the students' difficulty in understanding the text.

Therefore, the researcher using KWL strategy to find out that KWL (Know-Want-Learn) can help students' problem, because KWL strategy allows students to be actively involved in reading the discussion, fostering positive independence among groups, and developing a communicative skill. The students can elaborate on their knowledge to decrease their reading problems within the group.

The researcher dividing the whole class into small groups, every student has the opportunity to express their thoughts because students have a chance to practice their comments and to increase their repertoire of an idea in their KWL group.

Previously the students faced some problems in reading comprehension, but KWL group strategy enables them activating their background knowledge in which it led them to have a prior prediction related to the text that they were going to discuss. As a result, the students found it easier to understand the content of the text. It means the KWL strategy has many advantages in teaching reading comprehension.

Therefore, KWL strategy is one of the strategies can help the teacher in teaching reading comprehension and an effective strategy to improve students' reading comprehension, especially in descriptive text.

## CONCLUSION

Based on the result of the data analysis in the previous chapter, the researcher concludes that usingKWL(Know-Want - Learn) strategy significantly improve reading comprehension of grade X students of SMA Negeri 1 Tinombo Selatan. It is proven by the result of the t-counted 2.4, which is greater than the t-table 1.675. In addition, the mean score of the experimental group has improved from 50.12 to 82.51 after getting the treatment.

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