

IMPROVING STUDENTS' READING COMPREHENSION OF EXPOSITORY TEXT THROUGH K-W-L METHOD

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Abstrak

Penelitian ini merupakan penelitian tindakan kelas dan bertujuan untuk menunjukkan peningkatan pemahaman membaca siswa dalam teks eksposisi melalui metode K-W-L. Penelitian dilakukan di SMAN 2 Kisaran dan subjek penelitiannya merupakan siswa-siswi kelas XII IPA 4 yang berjumlah 36 orang.

Data yang dikumpulkan adalah berupa data kualitatif dan kuantitatif. Pengumpulan data kuantitatif dilakukan dalam dua tahap aktifitas pembelajaran dimana sebelum kedua tahap itu dilakukan, pre-test akan diberikan. Dalam tahap pertama, peneliti memberikan pelajaran mengenai teks eksposisi dengan metode konvensional sedangkan pada tahap kedua, peneliti mengajar menggunakan metode K-W-L. Dalam hal ini, peneliti memberikan 20 pertanyaan pilihan ganda untuk masing-masing tahap. Dan hasil penelitian menunjukkan bahwa rata-rata (mean) skor test siswa dalam aktifitas pembelajaran tahap kedua lebih tinggi dibandingkan tahap pertama dan pre test, yaitu 78.88 di tahap kedua, 64.58 di tahap pertama, dan 48.88 pada pre-test.

Data kualitatif dikumpulkan melalui kuesioner yang ditujukan kepada siswa serta lembaran pengamatan dan catatan harian peneliti di dalam kelas selama aktifitas pembelajaran berlangsung. Dan hasilnya menunjukkan bahwa siswa lebih aktif dan antusias ketika mereka berada dalam proses kegiatan pembelajaran tahap kedua dibandingkan pada tahap yang pertama.

INTRODUCTION

Learning of English as a foreign language is now one of the most important subjects. Learning English is never an easy task, and some students struggle more than the others. There are four skills that are needed to draw on specialized functional components within general language system, they are listening, speaking, reading, and writing.

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is. The purpose for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to achieve comprehension. Reading comprehension is an important academic skill. It underpins school learning and becomes increasingly important in all subject areas as students progress through the grades.

According to Gersten et al., (2001) ; Swanson (1999), students' success in comprehension is influenced by how interesting and relevant they find the text they are reading, their competencies in recognizing, decoding, and pronouncing words fluently and accurately, they awareness of the different purposes associated with reading and facility with comprehension monitoring strategies.

However, if students are reading to learn, they need to use effective strategies that will vary depending on whether the text is narrative or expository. Graesser et al. (1991) suggest that several characteristics of narratives make them easier to comprehend than factual texts are written to communicate information, they are more likely to incorporate a greater variety of text structures and, therefore to require the use of multiple comprehension strategies.

Based on small survey during teaching practice at last semester, it is certainly found that students' comprehension of expository texts can further be complicated than another texts. Expository texts are harder to read because they explain particular contents unlike fictional texts in which readers can easily follow the plot. Many early childhood educators ignore the teaching of expository texts (Duke, 2000). When students are reading, sometimes it is difficult to understand what they are reading. This can be extremely frustrating for students. Students generally also experience problems in recalling textual ideas, identifying main ideas, and they tend to have difficulties monitoring their comprehension and relating new information to what they already know.

K-W-L is comprehension strategy that can be applied to expository texts. This strategy is based on research that emphasizes the importance of activating students' background knowledge in order to assist them in constructing meaning from purposeful reading (Anderson, 1977; Slater, 1989; Steffensen, 1978). This strategy makes use of a chart divided into three categories:

What we already know (K)

What we want to learn (W)

What we learned (L)

Teacher leads a class discussion on what students' think they already know about the topic and writes down every response the students offer. After the brainstorming session is complete, the teacher elicits and lists comments from students about what they want to find out about the chosen topic. At the completion of the activity, students can direct the teacher to cross out the things they thought they knew but which proved inaccurate during their exploration of the topic. During the time set aside to record what was learned, students can clarify vocabulary, categorize new knowledge, and reflect on the amount of learning that has occurred (Ogle, 1989).

From the explanation above, the research will be conducted to see how the application of K-W-L method can improve students' comprehension on reading, particularly reading expository text.

1. REVIEW OF RELATED LITERATURE

1.1. Reading Comprehension

Mc Neil (1992:16) states that comprehension is the minds or power understanding what has been written. It means that the term of comprehension is that readers are expecting to understand fully. Thus, reading and comprehension are regarded as one activity, which cannot separate each other.

Reading comprehension is a necessary skill throughout schooling and a vital component of the successful transition to adult responsibilities. It is the complex outcome of the process of constructing meaning from print. Reading comprehension can be conceptualized as an interactive process requiring the dynamic combination of a reader's background knowledge with the

information decoded from text (Gersten et al., 2001; Swanson, 1999). The effective comprehension of printed material is also related to text-based factors, such as the structure and quality of texts, and the familiarity or complexity of the concepts presented and the vocabulary used (Raben et al., 1999).

1.2. Reading

Spache and Spache (1975:421) in Edward L. Vockell (1983) describe and define reading under a variety of headings: reading as skill development, as a visual act, as a reflection of cultural background, as a thinking process.

Harris (1975:216) in Edward L. Vockell (1983) states that reading is the meaningful interpretation of printed or written verbal symbols.

Gray (1975:194) in Edward L. Vockell (1983) suggests that there are four main components in reading act: (1) word perception, (2) comprehension of the ideas represented by the words, (3) reaction to these ideas, (4) assimilation or integration of the ideas with previous knowledge or experience. These four steps are interdependent in a meaningful use of reading as a problem-solving tool.

The definition of reading adopted here may be summarized as follows: reading involves the identification and recognition of printed or written symbols which serve as stimuli for the recall of meanings built up through past experience, and further the construction of new meanings through the reader's manipulation of relevant concepts already in his possession.

1.3. Genres of Reading

Each type or genre of written text has its own set of governing rules and conventions. A reader must be able to anticipate those conventions in order to process meaning efficiently. With an extraordinary number of genres present in any literate culture, the reader's ability to process texts must be very sophisticated.

Genres of reading:

1. Academic reading: General interest articles (in magazines, newspapers, etc.), technical reports (e.g., lab reports), professional journal articles, reference material (dictionaries, etc.), textbooks, theses, essays, test directions, editorials and opinion writing.
2. Job-related reading: Messages (e.g., phone messages), letters/emails, memos (e.g., interoffice), reports (e.g., job evaluations, project reports), schedules, labels, signs, announcements, questionnaires, financial documents (bills, invoices, etc.), directories (telephone, office, etc.), and direction.
3. Personal reading: newspapers and magazines, letters, emails, greeting cards, invitations, messages, notes, lists, schedules (train, bus, plane, etc.), recipes, menus, maps, calendars, advertisements (commercials, want ads), novels, short stories, jokes, drama, poetry, financial documents e.g., checks, tax forms, loan applications), questionnaires, medical reports, immigration documents, and comic strips.

The genre of a text enables readers to apply certain schemata that will assist them in extracting appropriate meaning. If, for example, readers know that a text is a recipe, they will expect a certain arrangement of information (ingredients) and will know to search for a sequential order of directions. Efficient readers also have to know what their purpose is in reading a text, the strategies for accomplishing that purpose, and how to retain the information.

1.4. Kinds of Text

Daria Przybyla (2009) divided text into three types, they are:

1. The descriptive text type
Description is used in all forms of writing to create a vivid impression of a person, place, object or event e.g, to: (a) describe a special place and explain why it is special, (b) describe the most important person in your life, (c) describe the animal's habitat. Descriptive writing is usually used to help a writer develop an aspect of their work, eg. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects etc.
2. The narrative text type
The basic purpose of narrative is to entertain, to gain and hold a readers' interest. However narratives can also be written to teach or inform, to change attitudes/social opinions e.g. soap operas and television dramas that are used to raise topical issues.
3. The expository text type
It aims at explanation, i.e. the cognitive analysis and subsequent syntheses of complex facts. Example: An essay on "Rhetoric: What is it and why do we study it?"
4. The argumentative text type
Bases on the evaluation and the subsequent subjective judgement in answer to a problem. It refers to the reasons advances for against a matter.

1.5. Expository Text

The expository text present information, opinions or ideas. It exposes something about a topic and persuades the readers by presenting arguments. Gerot and Wignell (1994:195-210) states that expository or exposition text is kind of writing that explains or informs. The term exposition comes from the word expose, which means "to uncover, to make known, and to reveal." Expository writing (in term of a single paragraph) will reveal what you know, what you believe. It can be concluded that expository text ix a type of text which functions to inform, explain, and then persuade the readers by presenting arguments.

According to Lawrence Clark Powell (2007), expository text makes up the bulk of what we read. In school this is no different. Thus students need to know how such texts work, how they should prepare to read them, and what to do once they begin reading such expository text include essays, speeches, lab procedures, journals, government documents, newspaper and magazine articles, and directions, among other things. While each type of text share certain characteristics with the others, they each make their own demands on the reader through the unique use of structure, devices, features, and conventions. The teachers need to teach students how to read each type as they encounter it if they are to read them successfully.

1.6. Variety of Expository Text Structure

Compared to narrative texts, many students find factual texts less familiar and less engaging (Gersten et al., 2001). Because factual texts are written to communicate information, they are more likely to incorporate a greater variety of text structures (e.g., cause and effect, comparison and contrast, description, problem and solution, sequence, enumeration, illustration or example, and classification) and, therefore, to require the use of multiple comprehension strategies.

According to Hyde (2007), there are eight variety of expository text structure:

- 1) Cause and Effect
This text structure shows how one or more causes led to one or more effects. This pattern starts with a cause (topic sentence) and gives its effects (supporting details). Or vice versa, it may give an effect or result (topic sentence) and then tell what caused it (supporting details). Transition words such as cause, effect, as a result, consequently, and because are used.
- 2) Comparison and Contrast
The details point out what two or more subjects do or do not have in common. Comparison points out similarities; contrast points out differences. These text structures are often organized in one of two ways. The text may present, in turn, each point of similarity or difference between subject A and subject B. or it may discuss all aspects of subject A, then all aspects of subject B. these texts will often have transition (or signal) words like but, however, on the other hand.
- 3) Description
Details that fit this pattern tell who, what, or how about the main idea. These details often describe the surface, or appearance, of someone or something. Note that descriptive details often appeal not only the sense of sight, but also to the senses of smell, taste, sound, and touch.
- 4) Problem and Solution
This text structure presents a problem, and shows how it can be (or has been) solved. It can be confused with cause and effect. The key difference is that problem and solution always has a solution, while cause and effect does not. Transitions may include problem, solution, solve, effect, hopeful, and so forth.
- 5) Sequence
The author lists items or events in numerical or chronological order. In addition, the signal words of this text structure are first, second, third; next; then; finally.
- 6) Enumeration
This pattern (sometimes called addition) is one of the simplest and most common. Supporting details are organized into a list of points: first one point, then another, then another. Enumeration can overlap other patterns. For example, you might have a list of causes, effects, similarities, or steps in a process. The points are usually made to prove or support the main idea.
- 7) Illustration or Example
This pattern uses specific, representative cases to move from the general (often in the topic sentence) to the particular. Examples can support or explain the main idea stated in the text.
- 8) Classification
Texts that separates details into categories or classes and then discuss each class fit this pattern. Classification might be found in a broad topic that needs to be manageable. The students, for instance, might be grouped – or classified – according to their religions; that is, Catholic, Protestant, Jew, Moslem, Buddhist. Or they might be classified by marital status, personality type, or study habits.

But just one basis of classification is used to determine the grouping, and there are usually at least three groups.

1.7. Approach, Method, and Technique

Jack Richards and Theodore Rodgers (1992, 1986) proposed a reformulation of the concept of “method”. Their concept of method was the second of three hierarchical elements, namely approach, method, and technique.

They states these terms as follows:

- a) Approach is theoretically well-informed positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings.
- b) Method is a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts.
- c) Technique is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.

1.8. K-W-L

K-W-L is strategy that specifically supports students’ comprehension of factual texts. This strategy is based on research that emphasizes the importance of activating students’ background knowledge in order to assist them in constructing meaning from purposeful reading (Anderson, 1977; Slater, 1989; Steffensen, 1978).

After the teacher introduces the topic in a general way, students are instructed to complete the first column of the chart. The teacher then leads a class discussion on what students think they already know about the topic and writes down every responses is made at this time. After the brainstorming session is complete, the teacher elicits and lists comments from students about what they want to find out about the chosen topic. At the completion of the activity, students can direct the teacher to cross out the things they thought they knew but which proved inaccurate during their exploration of the topic. During the time set aside to record what was learned, students can clarify vocabulary, categorize new knowledge, and reflect on the amount of learning that has ocured (Ogle, 1989).

K-W-L is intended to be an exercise for a study group or class that can guide you in reading and understanding a text. Students can adapt it to working alone, but discussions definitely help. It is composed of only three stages that reflect a worksheet of three letters, they are:

What we already know (K)

What we want to learn (W)

What we learned (L)

K stands for know. This first stage may surprise the students. Think first about, then list, what the students know about the topic. This advanced organizer provides them with a

background to the new material, building a scaffold to support it. Think of it as a pre-reading inventory.

Before looking at the text, think of keywords, terms, or phrases about the topic, either in a class or a study group. Then, record it in the K column of the chart until the students cannot think of more. Engage a group in discussion about what the students wrote in the K column and organize the entries into general categories.

W stands for will or want. The second stage is to list a series of questions of what students want to know more of the subjects, based upon what they listed in K. preview the text's table of contents, headings, pictures, charts, etc., and then discuss what the students want to learn. List some thoughts on what the students want, or expect to learn, generally or specifically. Think in terms of what the students will learn, or what do they want to learn about it. Turn all sentences into questions before writing them down. It will help the students focus the students' attention during reading, then list the questions by importance.

L stands for learned. The final stage is to answer the students' questions, as well as to list what new information the students have learned. Either while reading or after they have finished. List out what the students learn as they read, either by section, or after the whole work, whichever is comfortable for them. Check it against the W column, what the students wanted to learn and then create symbols to indicate main ideas, surprising ideas, questionable ideas, and those they don't understand (Kipling, Rudyard., 1902).

2. RESEARCH METHOD

Classroom action research was conducted in this study. This research is conducted in a classroom to improve students' learning and the outcomes of teaching learning process.

This research was conducted at SMAN 2 Kisaran. The sample of the research is one class which consisted of 36 students (grade XII).

Qualitative and quantitative data were used in this study. The qualitative data are analyzed from questionnaire sheet, observation sheet, and diary note to describe the improvement of students' reading comprehension of expository text. The quantitative data were collected and analyzed by computing the score of reading comprehension test. The students were tested by asking them to answer essay test of expository text based on their knowledge and experience. The test is administered to know the students' learning level at the beginning of the study. Therefore, by applying both the data, it was expected that improvement in students' reading comprehension of expository text through K-W-L will be achieved by using percentage.

The procedure of data collection of this study was conducted by administrating two cycles. Each cycle consists of four meetings. Since the pre-test and interview was given before to know the knowledge of students about expository text, there are seven meetings left to conduct the research. Each cycle consists of four steps namely; Planning, Action, Observation, and Reflection.

2.1. The First Cycle

In this cycle, the researcher observed the situation of conventional learning process in the class sample, make an oral interview with the students in order to know their opinion about learning English especially reading activity and identify the students' problems in reading process from the conclusion of the interview. So, those problems would be a base to begin this cycle.

1. Planning

Planning was done to arrange everything done in the action. Planning is flexible because it depends on the curriculum and the circumstance in the class. The arrangement of the plans was as follows:

- a. Making the lesson plan.
- b. Making pre-test as the instrument to know the students' basic skill in comprehending an expository text before action is given.
- c. Preparing the teaching facilities, such as board marker or chalk.
- d. Preparing and making the teaching media which is needed in doing.
- e. Preparing the research instruments such as observation sheet, questionnaire sheet, interview sheet, and diary notes.
- f. Preparing the test to measure the result of the study.
- g. Designing a procedure of teaching reading comprehension through K-W-L method.

2. Action

Action is the process of doing things. It is the implementation of planning. The researcher was flexible and welcome to the situation changing in school. Thus, the action was dynamic, needed immediately decision for what is done, and completed simple evaluation. Everything that had been planned was done in this phase. There were many activities in action, they were:

Main Activities in Cycle 1

a. First Meeting

1. The researcher observed the classroom situation and teaching learning process, in order to know about the English learning process, especially in reading activity.
2. The researcher gave the students a text (expository text), then gave instruction to them to find the topic of the paragraph, the main idea of each paragraph, supporting details and the main content of whole paragraphs through the conventional way (to read aloud the text together, then ran some difficult words and translate it individually).
3. Thirty-minutes before the end of the meeting, students were being asked to answer 20 questions of multiple-choice test individually as a pre-test.

b. Second Meeting

1. The researcher explained about expository text.
2. The researcher explained about the method that be used; that was K-W-L method.
3. The researcher divided the students into four-to-five members in each group.
4. The researcher drew the K-W-L chart on the chalk/whiteboard and wrote the topic to be studied on the top of the chart.
5. The researcher supplied the students with paper copies of the K-W-L chart to allow them to write down the information as the discussion progresses.
6. The researcher directed the students' attention to the K or the first column and had them shared everything that they thought they knew about that topic. Then, the students wrote everything down (including the incorrect statements) in the left column and numbered the items.
7. The researcher then directed the students toward the W or second column and had them phrased questions that described what they wanted to know.

8. The students read the designated text (expository text) silently.
9. After the students had finished reading, the teacher had them to make a contribution to the L column to show what they learned.

c. Third Meeting

1. The researcher recalled students' memory of previous topic by asking question orally. This meeting was continuity of the previous meeting.
2. Students were asked to sit in their group to share their findings in group.

d. Fourth Meeting

1. The researcher will recall students' memory of previous topic by asking students the social function, generic structure, and grammatical feature of the text on the third meeting.
2. Students were given an expository text. Then they were asked to identify the social function, generic structure, and grammatical feature of text. Students also were asked to express their understanding about the expository text.
3. The teacher asked students' opinion about the method that will have been applied by writing it on a piece of a paper.

2.2. The Second Cycle

In the first cycle, there were founded some aspects that were improved after reflection of the first cycle was done. Based on the analysis, the researcher decided the better way to make the technique more effective in the learning process.

1. Planning

The researcher made some revised plans according to students' needs, such as:

- a. Preparing and designing the texts that be used during this cycle and evaluation for each meeting.
- b. Preparing observation sheet, interviewing sheet and diary notes that were used to know students' reflection and class condition as a whole.
- c. Preparing media that was needed when did the teaching learning process.
- d. Having seen that in the first cycle, many students were not active in discussing their topic in their group, the teacher controlled every group by asking everything they did not understand yet about the process.
- e. Giving students chance to ask the teacher about instruction or task that they did not understand.
- f. Redesigning a procedure of teaching learning process.
- g. Asking all members of the group to participate in the group discussion and presentation.

2. Action

Action in the second cycle is the implementation of revised plan in the first cycle. The activities in the second cycle could be seen as follows:

Main Activities in Cycle II

a. First Meeting

1. Researcher reviewed students' achievement in cycle I and gave some comments on students' opinion and motivation in order to do the best in the second cycle.
2. Based on students' opinion, researcher explained about the K-W-L method and its procedure more clearly and emphasized the importance of K-W-L method for them.
3. Students were asked to sit in their group.
4. The researcher drew the K-W-L chart on the chalk/whiteboard and wrote the topic to be studied on the top of the chart.
5. The researcher supplied the students with copied paper of the K-W-L chart with a picture to allow them to write down some information as the discussion progresses.
6. The researcher directed the students' attention to the K or the first column and had them shared everything that they thought they knew and also they didn't know about that topic. Then, the students wrote everything down (including the incorrect statements) in the left column and numbered the items.
7. The researcher then directed the students toward the W or second column. Use the W to ask what the students thought they learned.
8. The students read the designated text (expository text) silently.
9. After the students had finished reading, the researcher directed the students to read each statement recorded in the first column and had them to tell whether it was true or false based on what they learned while reading.
10. The researcher had the students generated the answer of questions in the second column and recorded it in the L column to show what they learned. Then, the students put a circle around the numbers of the questions in the W column that could not yet be answered.
11. The researcher had the students to add a fourth column (or another transparency labeled K). This column said "What I Still Don't Know". The students listed the questions in the second column that they weren't able to answer with the first meeting and also the new information that they learned while reading.
12. The researcher turned students loose to read available books, magazines, encyclopedias, etc. to find the answers to those questions. This information then be added to the L column.

b. Second Meeting

1. The researcher provided direction for having the students pulled the information together. The information in the K and L column were used to have students publish the information.
2. The researcher helped the students group related facts together and refined the selection.

c. Third Meeting

1. Researcher announced the result of students' previous group work.
2. After the researcher recalled all previous topics for the second cycle, students were tested in two sessions by answering 20 questions of multiple choice about the expository text. This test was done individually.

During the researcher did the first and the second cycle, the researcher also did the observation to the class and students such as: the way of students work, cooperation, response, task, and behavior. The researcher also recorded all things that happened in teaching and learning process by using diary notes in

every meeting. From the collected data during the observation in teaching and learning process, only after having done the first cycle, the researcher did the reflection or evaluation. The researcher made the revised plans based on the weakness of the first cycle due to the improvement of the second cycle.

2. RESEARCH FINDINGS AND DISCUSSION

The quantitative data were taken from the result of some reading tests during the research that was conducted in seven meetings. The test was given three times that were pre-test and post test in each of cycles. The first test as a pre-test was given before conducting action in first cycle. So, the test was given to the students without any treatment. Post test in cycle I and II were given to the students after the researcher taught the learning material about exposition text had been completely finished in that each cycles.

The score of the students from pre-test until the post test in cycle I and II showed improvement continuously. The improvement of the students' achievement in reading comprehension by applying K-W-L method was shown in the following table:

Table 2.1

The Students' Score from Pre-Test until the Post Test in Cycle II

| No | Students' Initial Name | Pre-Test | Post Test in Cycle I | Post Test in Cycle II |
|----|------------------------|----------|----------------------|-----------------------|
| 1 | AG | 55 | 60 | 75 |
| 2 | AH | 60 | 75 | 90 |
| 3 | AI | 50 | 75 | 85 |
| 4 | AMS | 45 | 75 | 80 |
| 5 | AN | 35 | 50 | 80 |
| 6 | AP | 45 | 75 | 85 |
| 7 | AYA | 35 | 55 | 80 |
| 8 | CRU | 35 | 50 | 70 |
| 9 | DAS | 30 | 60 | 70 |
| 10 | DC | 45 | 60 | 75 |
| 11 | DFY | 40 | 75 | 80 |
| 12 | DNS | 55 | 65 | 85 |
| 13 | DPU | 40 | 70 | 80 |
| 14 | DSP | 60 | 70 | 80 |
| 15 | EMM | 55 | 60 | 85 |
| 16 | FFP | 60 | 65 | 75 |
| 17 | HD | 50 | 60 | 70 |
| 18 | HRH | 55 | 65 | 75 |
| 19 | IRS | 75 | 80 | 90 |
| 20 | IS | 80 | 80 | 95 |
| 21 | KNT | 40 | 55 | 70 |
| 22 | KSS | 55 | 65 | 75 |
| 23 | LN | 50 | 60 | 70 |
| 24 | MAH | 45 | 65 | 75 |

| | | | | |
|----------------------------------|-----|--------------|--------------|--------------|
| 25 | ML | 55 | 60 | 80 |
| 26 | MM | 50 | 70 | 85 |
| 27 | MRS | 40 | 65 | 85 |
| 28 | NF | 50 | 60 | 80 |
| 29 | NR | 45 | 55 | 75 |
| 30 | PCH | 40 | 50 | 75 |
| 31 | R | 55 | 65 | 80 |
| 32 | RD | 60 | 75 | 85 |
| 33 | SNR | 50 | 65 | 75 |
| 34 | SP | 40 | 55 | 70 |
| 35 | WL | 40 | 65 | 75 |
| 36 | YRF | 40 | 70 | 85 |
| Total Σ | | 1760 | 2325 | 2840 |
| Mean | | 48.88 | 64.58 | 78.88 |

In the *pre-test*, the total score of the students who took the test was 1760 and the number of the students who took the test was 36. So, the mean of the students' score was:

$$\bar{X} = \frac{1760}{36} = 48.88$$

In the *post-test* of first cycle, the students score was 2335; the number of the students who took the test was 36. So, the mean of the students' score in the first cycle was:

$$\bar{X} = \frac{2325}{36} = 64.58$$

In the *post-test* of second cycle, the students score was 2840; the number of the students who took the test was 36. So, the mean of the students' score in the second cycle was:

$$\bar{X} = \frac{2840}{36} = 78.88$$

The standard values which were expected to be achieved by the students were above 75. The improvement of the students' reading comprehension could be seen from the percentage of students who got the score above 75. This percentage was calculated by applying the following formula:

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

Where:

P= the percentage of students who got the point that was above 75

R= the number of the students who got the points that was above 75

T= the total number of the students who took the test

The percentage of the improvement of the students' reading comprehension score could be seen as follows:

$$P = \frac{2}{36} \times 100\%$$

$$= 5.5\%$$

$$P = \frac{8}{36} \times 100\%$$

$$= 22.2\%$$

$$P = \frac{30}{36} \times 100\%$$

$$= 83.3\%$$

Table 2.2

The Percentage of the Students who got the Points that was above 75

| Test | Students who got the score that was above 75 | Percentage (%) |
|-----------------------|--|----------------|
| Pre-Test | 2 | 5.5% |
| Post Test in Cycle I | 8 | 22.2% |
| Post Test in Cycle II | 30 | 83.3% |

The improvement of the percentage from the pre-test to the post-test in first cycle was 16.7%. The improvement of the percentage from the post-test in first cycle to the post-test in second cycle was 61.1%. There was a significant improvement percentage from the pre-test to the post test in cycle 2, it was 77.8%.

3. Conclusion

After analyzing the data, it was found that the students' reading comprehension increased from the first cycle to the second cycle. To improve students reading comprehension through K-W-L method, it is better to:

1. Use article that the words is familiar to the students.
2. Give me time to discuss about the difficult words before allow the students to read the text.
3. Ask the students to re-read the text even though they have finished taking notes.
4. Class discussion is better than a small group discussion because the teacher can encourage the students who do not contribute.
5. Monitor the students to ensure that they do every step in K-W-L method.

Suggestion

The result of this study shows that the use of K-W-L method improves the student's reading comprehension. The following suggestions are offered:

1. For the English teacher; it is better for the teacher who wants to apply K-W-L method to do the things that have been already stated above.
2. For the students; it is suggested to ensure that they know the meaning of the words before reading the text.
3. For all the readers who want to use K-W-L method in their research, it is better to know the condition of the class because one class may be different to another.

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