

IMPROVING STUDENTS' READING COMPREHENSION ABILITY IN RECOUNT TEXT BY USING KWL (KNOW, WANT, AND LEARNED)

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Abstract: This classroom action research was intended to know whether or not KWL (Know, Want, and Learned) technique can improve the ability of the students in comprehending reading in recount text. The researcher was helped by a collaborator and used observation checklist, interview, and questionnaire as the instruments of this research. Besides, she also used reading test to see the improvement of students' reading comprehension ability in recount text on each cycle. The research started on February 22nd, 2014 and ended on March 8th, 2014. This action research was conducted to the students at SMPN 1 Durenan Trenggalek, class VIII E. There were 34 students in the classroom. The researcher was conduct the research in two cycles and every cycle had three meeting. The researcher conducted the test three times. They were Pre Test conducted before the strategy was implemented. Post Test conducted at the end of cycle 1 and Post Test conducted at the end of cycle 2. The means score of the students' reading comprehension test in the pre-test was 60. Then the students' mean score of reading comprehension test in cycle 1 improved to 69 and in cycle 2 improved to 80. Based on the result of the study above, it could be inferred that the implementation of KWL (Know, Want, and Learned) was successful in this research, and the KWL (Know, Want, and Learned) technique could be an alternative to improve the students' reading comprehension especially recount text.

Keywords: improving, reading comprehension, recount text, KWL (Know, Want, and Learned)

English has a great role for teacher, student and also education. Skill of English has very important as communication in the world so, the science gave valuation is English must give the students since they are in elementary school. It must give to the student since because more the fact can be seen in literatures or when we watch television about science world event. To understand the problem of technology and science which are written in English, we must master English well through either formal or non formal education in order to keep up with the development countries.

English is one of the subjects in school. It has become one of subject in curriculum. Every school can develop it, especially in formal education. In order

to be successful in using English as a means of communication, the students have to be able for of all the language skills: listening, speaking, reading, and writing. In addition, they need to master various competences related to the language components that they need to have adequate knowledge of English grammar, sufficient vocabulary size for communicative purposes in English, and accurate pronunciation of English utterance.

One of the ways to improve English ability is reading. Reading is one of the important skills in English and it gives many benefits for us. The ability to read opens up new words and opportunities. It enables us to gain information and enjoy any kinds of literature that can make us rich of knowledge. According to Grellet (1981:3) reading understands a written text means extracting the required information from it is an efficient as possible. To come to a reading comprehension, the reader has to know and master some skills and strategies that are appropriate for the type of texts and understand how to apply them to accomplish the reading purpose.

In comprehending a text, students must have basic skills of reading that can help them understand the complete message of the text. By reading, the reader can get information from direct and indirect experiences. To get those purposes, reading materials must be interesting to the reader. Moreover the purpose of reading as sources of information can be fulfilled. According to Linda (2010:215) Teacher must give the students a purpose for the readings, things to look for, or a strategy for devising their own purpose. Possible purposes include seeking answers to the end-of-chapter questions or, better yet, our own study questions.

In teaching reading, teacher must be patient and have to write a note in teaching learning process. The teacher should make a good technique to make students easier to understand in reading English. In this way teacher has an important role because teacher is a key of teacher in teaching learning process. To improve students' ability in comprehending texts, the teacher must help the students change their inefficient reading habits as reading word by word, focusing too much attention on the form and relying heavily on dictionary. Therefore, the activity that the teacher applies in the class takes an important role. English teacher has to know the strategies in order to get better result in learning. Besides, the teachers have to know about the strategies or models which must be used to guide the students. Strategies are ways for learners to solve problems encountered in constructing meaning in any context (Department for education and skills: 2005:1). The teacher who has important role must guide the students to have creativity in classroom. If the strategy is not suitable with situation in the class, the teaching and learning will not be successful.

According to the observation was conducted by the researcher at SMPN 1 Durenan Trenggalek the eight grade students are confused if they are not finding the meaning of difficult words in their dictionary. From this case, there is an assumption that sometimes the English teachers are still inappropriate to design strategy in English reading at the classroom. And also, the teachers sometimes not focus to the final objective in the learning and teaching, moreover they rely on one book as reference in teaching and learning. They are seldom to use media or references from others. The teacher does not give chance to the

students, to think and share idea to other students, so the students eight grade in SMPN 1 Durenan Trenggalek are becomes passive student.

By interviewing of the teacher at SMPN 1 Durenan Trenggalek, she explains about the difficulties teaching reading in the eight grade students of SMPN 1 Durenan Trenggalek. The first was about the limitation of students, vocabularies. The impact of this condition was that they depended too much on their dictionary. The problem of this activity was time-consuming. This condition made students stressed since they had to open dictionary every time they came across unfamiliar new words. Sometime it needed more time to finish the translation and again it could not be guaranteed that all the students did it seriously. And also, when students attempt to look up the meaning in dictionary and text is different, they feel bored to read the text and they often forget some materials that the teacher has explained, because they don't understand the language content used in teaching and learning process. The second aspect was the classroom situation. The large number of students made the teacher difficult to control and give attention to each student. Having not much attention from the teacher, the students showed no interest to the subject. Some of them were passive during the lesson and gave no response when they were asked questions.

From the discussion above, the researcher offers a three step reading technique that fosters active known as KWL (Know, Want and Learned) which is considered as a good one in teaching reading. The aim of using KWL (Know, Want and Learned) is to help the students focus on studying and prioritizing the information in a way that relates directly to how they will be asked to use information. And also help students to be active thinkers while they read. KWL (Know, Want and Learned) was developed to translate current research findings about the active, constructive nature of reading into an instructional lesson format. In classroom testing, KWL (Know, Want and Learned) has been shown to be an effective tool to help students become more active thinkers and to help them remember better what they read. It has also been useful in helping teachers better communicate the active nature of reading in group settings. The technique selected by teacher will influence the quality of learning process.

According to Ogle (1986:565) this three-step procedure the K-W-L for the three basic cognitive steps required: accessing what I Know, determining what I Want to learn, and recalling what I did learn as a result of reading. The KWL (Know, Want and Learned) technique can help the teachers engage their students from beginning of a reading lesson by activating prior knowledge and keep students interested, which is very important as they think about what they have learned. And according Region XIV Comprehensive Center (1995:11) K-W-L is a strategy that models the active thinking needed when reading expository text. The letters K, W, L stand for three activities students engage in when reading to learn: recalling what they KNOW, determining what they WANT to learn, and identifying what they LEARN as they read. This strategy is designed to help students develop a more active approach to reading expository material. Teachers first model and stimulate the kinds of thinking needed for learning and then give students individual opportunities to list what they know, what questions they want answered, and what they have learned from reading the text. In this way, the benefits of group instruction are combined with individual

student commitment and responsibility. In addition helps the teacher to be more creative in teaching. It is hoped that through such a method, all the problems listed above about teaching and comprehending reading can be solved. KWL (Know, Want and Learned) is one of the alternatives to improve reading skill of eight grade students in SMPN 1 Durenan Trenggalek.

Some of the previous study applied in the teaching reading. The first technique common applied was Reading Aloud. Students were asked to read aloud after the teacher to practice appropriate pronunciation. It was usually done when students were dealing with short texts. The problem was that the teacher sometimes gave attention too much on the pronunciation and did not discuss other aspects of reading which were more important than pronunciation. The second technique applied was Partner Reading. Region XIV Comprehensive Center:1995:55) Partner Reading is a strategy of reading with someone else. Some students read aloud to each other; others read silently and then talk about their perceptions, questions, and insights. The problems are in the class consist of many students who have varying abilities. Even though students may share a grade, not all students read at the same level. Some students read more fluidly and possess a stronger grasp of vocabulary than others. A high-level student paired with a low-level student may become bored or face little challenge while the low-level student struggles to keep up and follow along. All of the previous studies mentioned are teacher-centered which only allow the students to keep the. The techniques do not cover the idea that reading is an activity with purposes that a person may read the text in order to gain information.

RESEARCH METHOD

This research is a classroom action research. It is used to improve students' reading comprehension. Classroom action research is how the teachers can organize the condition in applying teaching and learning form the teachers and learn from their experience. It is a method of finding out what works best in your own classroom so that you can improve student learning. They can use an argument in applying their teaching and learning process and know the effect from it. There are some definitions of Classroom Action Research. Atmono (2009:1) states "Classroom Action Research is a form of research that is reflective to perform certain actions in order to improve and enhance the classroom learning practices in a more professional".

The study was conducted at SMPN 1 Durenan Trenggalek. Eight grades at this school consist of nine classes, A until I class. Every class consists of 34-36 students. The subjects of this study were eight grade of E class in academic years 2013/2014, it consist 34 students they are 9 male and 25 female. The eight grade of E class was used as the subject of the study because this class had difficulty in comprehending reading, especially in recount text.

To get the data, the researcher used the instruments as follows: (1) *Observation Checklist*. It used to collect data during the instruction process. The observation checked by the collaborator which is always joining to the class while the teaching and learning process happening. The observation checklist contains about the researcher and the students activities when pre-reading, whilst-reading and post-reading during the implementation of KWL (Know, Want, and

Learned) in the classroom. It has a list of possible options or answers from which the collaborator must choose. The options are "Yes" and "No", (2) *Test*. The test is needed to know how the improvement of the student achievements' in English when teaching with KWL (Know, Want and Learned) technique applying to teach reading. There were two kinds of test in this study that were pre-test and post-test. The test is making by the researcher and the English teacher. The tests were used to measure the student's achievement on reading, (3) *Interview*. Interview was used to know the information and the real condition in the teaching and learning of reading process. In this research, the researcher interviewed the English teacher of the school to know her responses about teaching reading by using KWL (Know, Want, and Learned) method, and to know the students' reading mastery. In addition, the researcher also interviewed the students. Interviewed was administered before and after applying KWL (Know, Want and Learned) technique. Interviewed was done to know condition of the students' ability in the reading before and after the applying KWL (Know, Want, and Learned) technique in the process of reading in the classroom, (4) *Questionnaire*. The questionnaire distribute to the students at the end of research. Questionnaire is given to know the student comment on the teaching and learning process by using KWL (Know, Want and Learned) technique. The researcher uses closed questionnaire. It has a list of possible options or answers from which the respondents must choose. It consists of 5 questions. The options are "Yes" and "No".

One example of teaching procedure is that, the writer List the topic and/or key vocabulary from the text on the board or chart paper. Distribute K-W-L chart to each student, the table might be as the following:

Topic: Vacation to Bali

KWL CHART		
KNOW	WANT	LEARNED
What you already <i>Know...</i>	What you Want to <i>Know...</i>	What you have <i>Learned...</i>
Bali is beautiful Island It is many tourisms Many beach	Who is the writer? How did he/she go there? What are the places that she/he visited?	The writers is a students He/she go there by Plane He/she visited many places such as Kuta Beach, Tanah Lot, Sanur Beachh and etc.

From the table above, the first column is discussing about what students know about the topic before reading the text. The second column is discussing about the students' question or about what students want to know about the topic. The third column is discussing about what the students have learned about the topic. After the student lists the entire KWL chart, they have to answer the questions from reading test.

RESEARCH FINDINGS AND DISCUSSIONS

To know the ability of the students in reading comprehension of recount text before KWL (Know, Want, and Learned) was applied, the researcher together with the collaborator conducted the pre test. After collecting the data and computing the students' score, the result of pre – test showed that the ability of students was still low in comprehending reading in recount text. Most of students got the low score, and the average score of students was only 60. They did not achieve the minimum criteria of achievement of English subject at SMPN 1 Durenan Trenggalek. Next the researcher and collaborator arranged the lesson by applying KWL (Know, Want, and Learned) for cycle 1. The implementation of action in the first cycle was done in three meetings.

At the end of cycle 1, again the researcher gave the students the test and analyzed the result of the reading test. The result increased than before. It can be seen from the average score of pre- test and post – test. The means' score of pre – test was 60, while post – test was 69. It means that the increasing was 9 but the means' score was still under KKM.

The result of observations checklist in the cycle 1 showed that the teacher followed the step completely, but some of the students didn't learned seriously and some of them learned enthusiastically. Then result of interviewed English teacher about her opinion about KWL (Know, Want and Learned) technique she said that it is good technique but students' still difficult to follow step by step from this technique. And then, based on the interviewed of students, they said that they have good motivation to learn reading by KWL (Know, Want and Learned) technique but they were still having some problems to follow this technique. Therefore, the researcher should continue to the next cycle 2.

At the end of cycle 2, the student's score in all components of reading increased significantly from cycle 1. In the cycle 2, the students' means score was 80. In addition, the criteria of success which was 75% could be achieved by students in cycle 2 because there were 85% of the students (29 students) who passed the test in cycle 2, and there were only 15% of students (5 students) who failed. It means that the action research was successful so that the researcher stopped the research.

The result of observation checklist showed that the teacher's performance in the instructional process was good. The students' were also more active in the teaching learning process by using KWL (Know, Want, and Learned), and enjoyed this technique. And then, from the questionnaire in cycle 2 the researcher knew that the student was like and enjoys learning by using KWL.

In short, the finding indicated that the researcher was success to apply KWL strategy and this strategy helped the students to improve their ability in

reading comprehension. The improvement for the three cycles can be seen at the following table:

Students Score in Preliminary study (Pre-test), Post-test Cycle 1 and Post-test Cycle 2

No.	Criteria	Score		
		Pre-test	Post-test Cycle 1	Post-test Cycle 2
1.	Total Score	2045	2345	2722
2.	Mean Score	60	69	80
3.	Passing	32% (11 students)	59% (19 students)	85% (29 students)
4.	Failed	64% (23 students)	41% (14 students)	15% (5 students)

At the beginning of cycle 1 the mean score of the students' was 60, improved to 69 at the end of cycle 1; and 80 at the end of cycle 2. After doing the reflection, the researcher and the collaborator agreed that action research in using KWL strategy can improve the ability of students' reading comprehension. They also agreed that the research was successful enough. Therefore, they decided to end the research.

THE CONCLUSIONS AND SUGGESTIONS

After all the data were analyzed accurately based on the research findings, the researcher can write some conclusion. The implementation of KWL (Know, Want, and Learned) technique in the reading comprehension at the eighth grade of SMPN 1 Durenan Trenggalek from cycle 1 to cycle 2 improved not only on the students' reading skill but also on the students' motivation in reading process. The criteria had not been achieved yet in cycle 1 because there were only 59% of students (19 students) who passed in the test in cycle 1, but the criteria of success which was 75% of the students with score ≥ 75 had been achieved in cycle 2 because there were 85% of students (29 students) who passed the test in the cycle 2.

The students' responses were good. It is according the questionnaire and interview that the use of KWL (Know, Want, and Learned) was really interesting and help them in the comprehending a reading text well. In addition, there are strengths when KWL technique is applied in teaching reading: Firstly, the technique enables the students to set their own purposes in reading the text. Students are assigned to fill the W column with the things they want to know about the topic given. By filling the column, the students indirectly have set their own reasons why they should read the text. They have some questions that need answers. Secondly, filling the column is effective to help the students understand the reading text. The students should fill the K one with the things they have already known about the topic, the W one thing they want to know about the topic. Thirdly, KWL can motivate the students to take part in the teaching and learning process. KWL is a fun, engaging, and interesting technique. KWL guides the students to use their prior knowledge, set their own

purposes, find their curiosity about the text. Fourthly, KWL elicits the students' prior knowledge of the reading text. KWL demands the students to use their prior knowledge in filling the K column. The students have to be able to recall things they have in their mind related to the topic. Fifthly, KWL enables the teacher to create an interesting lesson. By using KWL, the teacher can create a lesson plan, project, and even task that the students will enjoy because KWL help the teacher know the students' interesting.

KWL (Know, Want, and Learned) is a good technique that can be used to improve the students' comprehending a reading text. As a result, it can be known that the students enjoy in teaching and learning reading by using KWL (Know, Want, and Learned) technique.

For increasing and developing instructional strategy, the writer gives suggestions to: (1) *The English Teachers*, the English teacher in junior high school should give attention to the English subject, especially in comprehending reading text. In teaching reading, the teachers should select the good technique and strategy to motivate the students in learning reading, (2) *The Students*, the students should have a good motivation and should be more active to learn English especially reading. They also have to participate well in the class so that their ability to comprehending reading can improve maximally, and (3) *Other Researchers*, the researcher realizes that there are many weaknesses in this research. However, the researcher still expects that the other researchers can use this research as a reference to conduct the further research.

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