

## **Enhancing The Tenth Grade Students' Active Participation And Reading Comprehension Achievement By Using Know, Want, Learned (KWL) Strategy**

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**Abstract:** This classroom action research was intended to enhance students' active participation and reading comprehension achievement by using KWL strategy. The research participants of the study were 31 students of X IPA 2 at SMAN Tamanan, Bondowoso. The implementation of KWL strategy could enhance the X IPA2students' active participation in teacher learning process of reading comprehension. The result of observation showed that the percentage of the students who were active before the action was 22.5%. After the action in Cycle1, the percentage of the students who were active increased to 75.5% while in Cycle2 was 87%.Moreover, the implementation of KWL strategy could enhance the X IPA 2students' reading comprehension achievement. The result of reading comprehension test showed that the percentage of students who got score  $\geq 73$ improved from 0% in the previous reading score to 76% in Cycle1 and 88% in Cycle2. Both the result of observation and reading achievement test had achieved the target minimum criteria of the success of classroom action research that was 75%.

**Keywords:** KWL Strategy, Reading Comprehension Achievement

### **1. Introduction**

Reading is one of the four major skills that should be developed by students. Reading is a skill of getting information from the writer to the reader in written form. In line with the statement, Nunan (2003:68) states that reading is a fluent process of readers combining information from a text with their own background knowledge to build meaning. In learning

reading both the teacher and the students have important role in teaching and learning reading. According to Pardo (2004) reading is the ability to comprehend a text in which both sides,

2217 Robi Nurmuftah, Aan Erlyana Fardhani , Wiwiek Eko Bindarti are an EFL student and lecturers teachers and students are involved in this process during their educational studies.

Based on the results of the interviewed which was conducted in SMAN Tamanan, it was found that the students had difficulty in reading comprehension. The students experience difficulties by using traditional method in reading. They just read the text and did exercise without comprehending the text. As the result, the students could not get the deep information from the text. KWL Strategy is one of reading strategies that can be used to help the students activate their background knowledge and help them to understand the text better. KWL is a strategy that is designed to activate the students' prior knowledge.

According to Ogle (1986), KWL strategy is used in order to help the children access knowledge they already had in their mind and make it available appropriately so that comprehension could occur. The study on the use of KWL strategy to improve learners reading comprehension achievement were conducted by many researchers (Fengjuan, 2010; Riswanto et al, 2014; Lou, 2016; Mardiana, 2016).

However, the study of the implementation of KWL strategy for senior high school level has rarely been explored. To fill in the gap, the researcher conducted a research of the implementation of KWL strategy at senior high school level. The research used Classroom Action Research (CAR) design. Thus, in this research, the researcher conducted the classroom action research entitled "Enhancing Students' Active Participation and Reading Comprehension Achievement by Using KWL strategy". It was conducted at SMAN Tamanan, Bondowoso.

## **2. Literature Review**

### **2.1. Reading in English language teaching**

Reading is a process of getting information and understanding the information of the text. The readers need to connect their prior knowledge with the text in order to understand the information of the text. Blachowicz & Ogle (2008) state that the readers connect ideas across sentences and paragraphs; the readers form images and predict where the author is taking them. It

means that the readers revise the idea as they take the new information. They have to use their ability to get the information and understand the text.

Reading and comprehension cannot be separated from reading activity. Snow (2002) states reading comprehension is simultaneous process of extracting and constructing meaning through interaction and involvement with written language. It means that reading comprehension is a process of constructing ideas to understand the text. KWL (Know, Want to Know, and Learned) is a strategy that is designed to activate the students' prior knowledge. KWL Strategy was first introduced by Ogle (1986), she said that KWL strategy is used in order to help the children access knowledge they already had in their mind and make it available appropriately so that comprehension could occur. This strategy helps the students to understand the text easier by connecting their prior knowledge with the information from the text.

According to Grellet (1996) an achievement test is measuring the students' result of guessing, predicting and checking the written text by giving achievement test. It is intended to know how successful the students can achieve the aim of the learning. The researcher gave the students' reading comprehension test after the researcher applied KWL strategy to know how successful the students could achieved the goal. To know the students' reading comprehension achievement, the researcher used a reading test covering the materials of literal and inferential comprehension. The students' reading comprehension achievement was showed by their scores of reading comprehension text in the Cycle. Reading comprehension is a process of text identification and then to remember about the content of the text after reading activity. According to Fairbairn and Winch (1996:14) effective reading skill development is accomplished when the learners become proficient in literal, inferential, and evaluative reading comprehension. The Steps of Teaching Reading by KWL strategy. According to Ogle (1986:565) the procedures of KWL have three basic cognitive steps required: accessing what the students Know, determining what the students want to know, and recalling what the students learn as a result of reading. 1. Divide the students to some group that consists of five-six students. 2. Distribute KWL chart to each student in the group.

Giving the topic of the text and ask the students to write what they know about it in K column. 4. Asking the students to make some questions about what they want to know from the

text and fill it in W column.5.Distributing the Text.6.Ask the students about what information that they get from the text and fill it in L column.7. The students discuss about the information they get with other group and the teacher gives some feedback about the students' work.8. At the end of the session, give an exercise on the material.

Previous Research Review

There are some previous studies related to implementation of KWL strategy in teaching reading. First is Fengjuan (2010) who conducted a research entitled The Integration of The Know-Want-Learned (KWL) Strategy into English Language Teaching for Non-English Majors. The research proved that the KWL strategy motivated active learning and instructing on the parts of both learners and instructors. The second is Riswanto, Risnawati, & Lismayanti (2014). who conducted the research entitled The Effect of Using KWL (Know, Want, Learned) strategy on EFL Students' Reading comprehension Achievement. The result of his research showed that the use of KWL strategy gave significant effect on students' reading comprehension achievement. Third is Lou (2016) who conducted a research entitled improving reading performance for Non-English-Majored graduate students: Combining a Know-Want-Learned plus Model of Meta-Cognitive Reading Strategy Instruction and Internet-Based language laboratory Support. The result of the study showed that Non-English-Major graduates in the experimental group showed positive respond for the KWL plus model.

### **3. Research method**

#### **3.1. Research design**

The research design was CAR (Classroom action research). The purpose of this research was to enhance the tenth grade students' active participation and reading comprehension achievement by using KWL strategy at SMAN Tamanan. The classroom action research referred to the solution for the teacher regarding to the students' achievement problem. According to Arikunto (2011:17) there are four steps in classroom action research, they are planning the action, implementing the action, observing the action, and reflecting the action.

In this research, the researcher used the purposive method to choose the area for the research. The area of this research was SMAN Tamanan, Bondowoso, this school was chosen purposively because some students had problems on reading comprehension and KWL strategy had never been applied by the English teacher in the class. The headmaster of SMAN Tamanan

gave the permission to the researcher to conduct this research at the school. In this research, the researcher conducted an action research to enhance the students' active participation and reading comprehension.

### **3.2. Research Participants**

The participants of this research were chosen by using purposive method. The participants of the research were the tenth grade students of IPA 2 of SMAN Tamanan. There were four classes of tenth grade students at SMAN Tamanan. The researcher chose students of X IPA 2 as the research participants because they had difficulties in comprehending the text and had the lowest mean score of reading comprehension.

### **3.3. Research data and analysis**

In this research, the researcher used two kinds of data collection methods, namely reading comprehension test and observation. The following sections discussed the methods used to collect the data. Reading Comprehension Test Reading comprehension test was used to collect the data dealing with the students' reading comprehension achievement. Arikunto (2006) states that a test is a set of questions or exercises and other instruments used to measure skill, knowledge, intelligence, and talent of individual or groups. The test form was multiple choices and there were twenty five questions consisting literal and inferential questions. An observation checklist was used by the researcher to record the students' participation in the reading class by applying KWL strategy. The observer used the observation checklist to check the students' participation.

The primary data from reading comprehension test and observation of students' active participation were analyzed by using descriptive statistic. The Cycle of action research was considered successful when the percentage of the students who got score  $\geq 73$  (standard minimum score) in reading test and the students who actively participate in reading learning process were 75% or more.

The observation checklist was used in order to know the students' participation during the action. It consisted of six indicators, they were: 1) Filling the K column based of their background knowledge about the text, 2) Filling the W column with the questions based on their curiosity about the text, 3) Filling the L column with the new information that they learned from the text, 4) Discussing the text together with the group, 5) Answering the teacher's questions related with the text, 6) Doing exercise given individually. The students were categorized as active if they fulfilled four indicators or more.

The test was administered in order to measure the students' reading achievement after being taught reading by using KWL strategy. It consisted of 25 multiple choice questions that covered literal and inferential comprehension.

#### **4. Research results and discussion**

The result of observation was described as follows. In the first meeting of Cycle1, there were 74% who can fulfil the criteria of active students. In the second meeting of the Cycle1, it was found that there were 77% of the students who were active in the process of teaching and learning. The observation result in Cycle1 showed that the average result of the students' active participation in the first Cycle was 75.5%. Then, the result of observation in Cycle2 showed that in the first meeting of Cycle2, there were 26 of 31 students (84%) who were active in the teaching and learning process of reading comprehension by using KWL strategy. Meanwhile, there were 28 of 31 students (90%) who actively involved in the reading comprehension class in the second meeting of Cycle2. On the average, there were 87% the students who actively involved in the reading class.

The Result of the Students' Reading Achievement test showed that there were 24 students or 77 % of 31 students who got  $\geq 73$  in the reading comprehension in Cycle1. Meanwhile, in Cycle 2, it was found that the number of the students who got score  $\geq 73$  in the reading test was 87%. This action was categorized as successful because it had achieved the minimum criteria that were required (75%). The percentage of students who got the scores  $\geq 73$  increased from 76% in Cycle1 up to 88% in Cycle 2.

The Result of reflection showed that the strengths of the action that could be observed during the teaching and learning process by using KWL Strategy were explained as follows. There were some factors that influenced the improvement of the result. First, the students could comprehend the text well as it was shown on the result of their reading comprehension achievement test that they were able to answer the literal and inferential questions well. Second, the students improved their active participation as stated in the result of the observation from 72.5% in Cycle1 to 85.5% in Cycle2. There were some revision that make the researcher did to make the students got better result inteaching and learning process of reading comprehension.

In Cycle1, most of the students could not make sentences by using simple past tense. To solve the problem, the researcher reviewed how to write sentences in simple past tense. Another problem was the students find difficulties in making questions in W column. To deal with this problem, the researcher explained about how to use 5W+1H questions. The researcher explanation about 5W+1H helped the students to make questions better. Furthermore, the students did not get any difficulties in using KWL strategy in reading comprehension class as they had known how to use it. After knowing the result of the observation, the researcher used reading achievement test the strength and weaknesses of using KWL strategy in reading class, the researcher found that the result of reading test increased. The result of reading comprehension test showed that the percentage of the students who gained the standard minimum score or higher increased from 76% in Cycle1 up to 88%in Cycle2. It indicated that the target score of this research achieved the criteria of success after implementing the action in two Cycles. In short, the action was considered consistent, so that the action was stopped in Cycle2. DiscussionBased on the research problems and the findings of this study, this section addressed two main issues to be discussed: (1) the role of KWL strategy to enhance the students' active participation during the teaching and learning process of reading, and (2) the role of KWL strategy to enhance the students' reading comprehension achievement.

The research findings revealed that this strategy proved to bring out significant improvement in enhancing X IPA 2 students' participation and their reading comprehension achievement. The result showed that the percentage of the students who got score at least 73 improved from 0% in the previous reading score to 76% in Cycle1 and 88% in Cycle2.

According to Ogle (1986) KWL strategy is a three-part strategy to encourage active reading that includes Pre-reading (Know), During reading (Want), and Post-reading (Learned)., the students might be helped by the first step of the strategy to explore their background knowledge before reading the text. This step made the students recall their background knowledge before reading activity that helped them to understand the text by preparing the information that they had before getting the new information from the text. there were two procedures of the KWL strategy that also significantly helped the students enhance their reading comprehension achievement. The W step facilitated the students to elaborate their curiosities in the form of questions. This step helped them to be familiar with creating and answering questions. The other step was L step that led the students to understand and recall the information from the text. When the students were doing this step, they had to find the main points of the text and write it by using their own words. In line with the result of the observation, Hassard (2011:77) states that KWL is one active reading, it prepares students to make prediction about what they will be reading, as well as engaging them with the students and the content of the topic. The result of this research was in line with FengJuan (2010) ideas and previous results that KWL Strategy proved as a good strategy to motivate students' active learning and participation in reading comprehension.

Further, Riswanto, Risnawati, & Lismayanti (2014) state that the use of KWL Strategy could help the students to improve their reading comprehension by recalling their background knowledge. In summary, the implementation of KWL strategy was able to enhance the students' participation and their enthusiasm in teaching and learning process. It was proven by looking at the results from Pre-Cycle to Cycle1 and Cycle2 which significantly improved.

## **Conclusion**

Based on the result of data analysis and discussion of this research, it can be concluded that the implementation of KWL strategy and the procedure in the teaching and learning process could enhance the students' reading comprehension achievement on recount text. Therefore, the English teacher is suggested to apply KWL strategy in teaching reading to help the students comprehend the text. Moreover, this strategy can also be used for other kinds of text such as descriptive text, report text, and expository text. Concerning with the experience that the students



already had in using KWL strategy, it is suggested that students need to keep practicing using KWL strategy as a new learning way in reading text, since it helps them to understand the text easier.

The future researchers who are interested in conducting further research dealing with the use of KWL strategy is suggested to conduct more comprehensive research about the use of KWL strategy in enhancing the students' active participation and reading comprehension achievement. The future researcher need to find a good text that appropriate with the students' level and their background knowledge.

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