

## **THE USE OF KWL STRATEGY COMBINED WITH PICTURE TO IMPROVE READING COMPREHENSION OF THE EIGHTH GRADE STUDENTS OF SMP N 2 TAMPAKSIRING IN ACADEMIC YEAR 2020/2021**

**Dewa Gede Juli Astika<sup>1</sup>, I Gusti Agung Putri Wirastuti<sup>2</sup>**

English Language Education Study Program, Faculty of Teacher Training and Education  
Mahasaraswati Denpasar University

Email: [juliasatika456@gmail.com](mailto:juliasatika456@gmail.com), [putri.wirastuti@gmail.com](mailto:putri.wirastuti@gmail.com)

### **ABSTRACT**

*Reading comprehension is a crucial skill needs to be developed because the readers need to comprehend their readings in order to obtain the useful information. This study was aimed to find out whether or not the subjects' reading comprehension can be improved through KWL strategy combined with picture. The subjects were the eighth grade students of SMP N 2 Tampaksiring in academic year 2020/2021. Based on the result of pre-test, it was found that many students had problems in identifying general and specific information, textual meaning and textual reference. Therefore, the KWL strategy combined with picture was carried out which divided into two cycles. The data were gathered by administering post-test 1 and post-test 2 in the end of each cycle. The mean scores of pre-test, post test 1, and post-test 2 were respectively, 52.03, 66.17, and 76.17. The result of the post-tests showed the significant improvements toward subjects' reading comprehension. Moreover, the result of questionnaire showed that the subjects positively responded toward the use of KWL Strategy combined with picture. In conclusion, this study proved that reading comprehension of the eighth grade students of SMP N 2 Tampaksiring in academic year 2020/2021 could be improved by using KWL Strategy combined with picture.*

*Keywords: improve, reading comprehension, KWL strategy combined with picture*

### **ABSTRAK**

*Pemahaman membaca merupakan suatu keterampilan yang perlu ditingkatkan karena pembaca harus memahami apa yang dibaca untuk memperoleh informasi yang berguna. Penelitian ini bertujuan untuk mengetahui apakah pemahaman membaca para subjek dapat ditingkatkan dengan strategi KWL yang dikombinasikan dengan gambar. Subjeknya adalah siswa kelas delapan SMP N 2 Tampaksiring pada tahun akademik 2020/2021. Berdasarkan hasil dari pre-test, diketahui bahwa banyak siswa mengalami masalah dalam menentukan informasi utama, informasi khusus, makna kata dan acuan kata. Sehingga, strategi KWL dikombinasikan dengan gambar dilaksanakan yang dibagi menjadi dua siklus. Data diperoleh dengan memberikan post-test 1 dan post-test 2 di setiap akhir siklus. Nilai rata-rata pre-test, post-test 1, dan post-test 2 secara berurutan adalah 52,03, 66,17 dan 76,17. Hasil dari post-test menunjukkan bahwa terjadi peningkatan yang signifikan terhadap pemahaman membaca pada subjek. Selain itu, hasil kuesioner menunjukkan para subjek memberikan tanggapan positif terhadap penggunaan strategi KWL yang dikombinasikan dengan gambar. Kesimpulannya, penelitian ini membuktikan bahwa pemahaman membaca siswa kelas delapan SMP N 2 Tampaksiring tahun akademik 2020/2021 dapat ditingkatkan dengan strategi KWL yang dikombinasikan dengan gambar.*

Kata kunci: meningkatkan, pemahaman membaca, strategi KWL dikombinasikan dengan gambar

## INTRODUCTION

Reading is one of four language skills which should be mastered by students because reading can extend the students' knowledge and also help the students to increase their capability of understanding new information. Thus, the students can comprehend what they read easily. When students have comprehended the information obtained after reading, they can share their information to the others comprehensively. By comprehending the text, the students can obtain more useful information.

Reading is an activity which delivers the information to the reader. Reading is an active process where the readers relate information from the text to their previous knowledge. According to Nunan (2003), reading is a fluent process of readers combining information from a text and their own background knowledge to build mean and the goal of reading is comprehension. Furthermore, Patel and Jain (2008:114) state that reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. It means that when someone read a text, they begin to gather the information from the text they are currently reading. They meet new information and process it as they continue reading the text. Their previous knowledge are recalled in order to understand the information from the text.

In reading, the students need reading comprehension which is crucial because the purpose of reading is to comprehend

what have been read and gather the information from the text. According to Chaterine (2002:11), reading comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with a written language. It means that when the readers begin reading a text, they are also comprehending the meaning of the text as they continue reading. Mastering English vocabulary is important. However, if the readers have less ability in reading comprehension, they tend to find it difficult to comprehend what they are reading.

Based on the preliminary observation in SMP N 2 Tampaksiring, especially in VIII A class, many students had problems in comprehending the meaning of a text. The students said that the learning process was boring and some of them said that they did not have an interest to read English literatures because they were lack in vocabularies. The teacher only gave a material and asked the students to do the assignment. On the other hand, the English teacher said that it is difficult to find an interesting way to teach reading because the students have low interest in reading so the class frequently becomes silent since students are difficult to comprehend a text. When the teacher gives them some questions, only a few students can answer the questions. The teacher did not combine any learning media to support learning reading process and then asked the students to answer the questions provided in the text.

According to that condition, the researcher used KWL strategy as a device in delivering material of the lesson in the

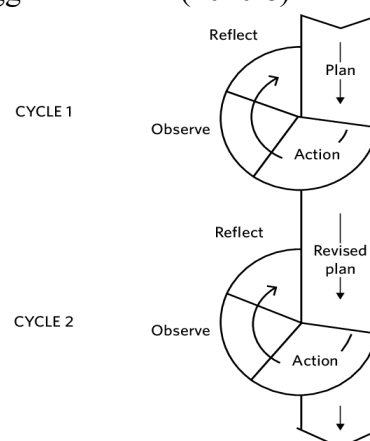
class. As Raymond and Margery (2010:98) stated, KWL strategy is an immediate way to make a new topic or concept relevant to adult learners, based on their prior knowledge. This strategy engages three questions, what do they already know, what do they want to know, and what do they have learned. First, the learners identify what they already know about the topic which is given to them. Second, the learners guess what they want to know from the topic. Third, the learners identify what they have learned from the topic.

In this case, KWL strategy was needed to help the students in improving reading comprehension. The research was aimed to solve the students' problems in reading comprehension and to find out the way to improve students' ability in reading comprehension. This strategy could motivate students to be more confident to share what they already know, more curious to what they want to learn, and encourage the students to share what they have learned. Thus, the researcher would like to conduct a research entitled "The Use of KWL Strategy Combined with Picture to Improve Reading Comprehension of the Eighth Grade Students of SMP N 2 Tampaksiring in Academic Year 2020/2021".

## RESEARCH METHODS

The subject of this study was the 32 students of VIII A of SMP N 2 Tampaksiring in academic year 2020/2021. The research design used was Classroom Action Research. Before applying the KWL Strategy combined with picture, the researcher administered the pre-test to find out the subjects' pre-existing ability in reading comprehension. The process of classroom action research

was adapted from Kemmis and Mc Taggart in Burns (2010:8).



Picture 01 The Cyclic Process of Action Research by Kemmis and Mc Taggart in Burns (2010:8)

There were two ways to collect the data; administering tests consisting of pre-test and post-test, and questionnaire. Thus, by administering those research instruments, the researcher was able to analyze the data and answer the research problem.

The processes of collecting data were as follows: firstly before applying the technique, the researcher gave a pre-test to the subjects. This test was conducted before the technique is implemented. Then, when the technique had been applied, subjects who had been taught with KWL strategy combined with picture were administered post-test in the end of a cycle which was purposed to measure subjects' achievement after the technique was applied. Finally, the questionnaire was administered to know their responds according to the application of KWL strategy combined with picture. The questionnaire consisted of 10 statements and each item has five options. The answers of questionnaires were quantified using the Likert rating scale ranged from 5 - 1. The choices were strongly agree,

agree, hesitate, disagree and strongly disagree. The questionnaire was written in *Bahasa Indonesia* so the subjects could fill the questionnaire easily.

## FINDINGS AND DISCUSSION

The data of this study was gathered from the eighth grade students of SMP N 2 Tampaksiring in academic year 2020/2021, especially the VIII A class consisting of 32 students. There were two research instruments used to collect the required data, namely test consisting of pre-test and post-test, and questionnaire. The pre-test was given in pre-cycle before the KWL strategy combined with picture was applied. The post-test was administered at the end of each cycle after applying the KWL strategy combined with picture to know the students' improvement in reading comprehension. Then, the researcher gave the questionnaires to the subjects to know their responses toward the application of KWL strategy combined with picture.

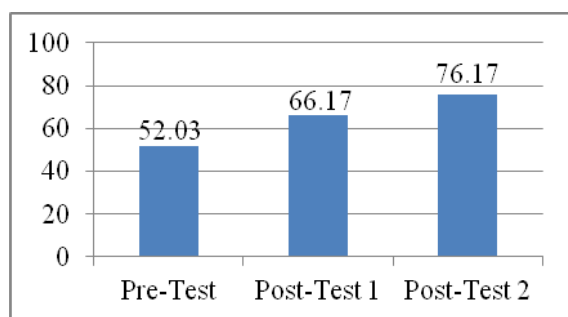
In pre-cycle, the English teacher was interviewed to find out the problems faced by the subjects under the study. According to the result of interview with the English teacher, the researcher found that most subjects had a problem in reading comprehension. Next, the researcher conducted a pre-test to the students which consisted of 20 questions. The mean scores obtained was 52.03 while only 3 subjects could pass the minimum passing grade which was determined at 70. It was found that most of the subjects had problems in reading comprehension, especially in identifying general and specific information, and also finding the textual meaning and textual reference. Therefore, the researcher decided to conduct cycle 1

to improve subjects' reading comprehension.

Cycle 1 was carried out by implementing KWL strategy combined with picture in learning and teaching session. The subjects showed some improvements in reading comprehension, especially in identifying general and specific information, and also finding the textual reference and textual meaning. The subjects were active while discussing the material. In the end of cycle I, post-test 1 was administered to the subjects. As the result, the mean score was 66.17 while there were 15 subjects passed the minimum passing grade. It indicated that the subjects' reading comprehension improved significantly after implementing KWL strategy combined with picture. However, the research was not successful since the result of post-test 1 did not meet the success indicator. There were some subjects who still had a problem in finding the textual meaning and textual reference. Therefore, the researcher conducted cycle 2 to improve subjects' reading comprehension further.

The research conducted in cycle 2 was aimed to get better improvement of subjects' reading comprehension using KWL strategy combined with picture. The researcher revised the planning in order to give a better result to the subjects. The learning and teaching process was same as in cycle 1, but the researcher emphasized in finding the textual meaning and textual reference, and the researcher also invited the students to practice through the worksheet given in each session. The subjects adapted quickly with the technique used by the researcher so that the class became more active than in cycle 1. Then, the researcher administered the

post-test 2 consisting of 20 questions in the end of cycle 2. As the result, the mean score was 76.17 and 29 of 32 subjects passed the minimum passing grade. The mean scores of pre-test, post-test 1, and post-test 2 were shown as the following table:



Graph 01 The Mean Scores of Pre-Test, Post-Test 1, and Post-Test 2

Based on the result that was shown in graph 01, it indicated that the subjects' reading comprehension was improved gradually. In addition, the researcher administered questionnaires to the subjects to find out the subjects' responses toward the application of KWL strategy combined with picture where 28.06 % subjects strongly agree, 56.12 % subjects agree, 15.67 % subjects hesitate, 0.15 % subjects disagree, and 0 % subjects strongly disagree. It indicated that most subjects gave positive responses and agreed with the application of KWL strategy combined with picture for learning reading comprehension. Therefore, it could be stated that KWL strategy combined with picture was helpful to help subjects' reading comprehension.

## CONCLUSION

This study was carried out to reveal whether or not KWL strategy combined

with picture can improve reading comprehension of eighth grade students of SMP N 2 Tampaksiring in academic year 2020/2021. The subject was 32 students of VIII A class. As the preliminary observation was carried out, it was found that most subjects had problem in reading comprehension. Therefore, the study was started by conducting pre-cycle where the pre-test was administered, and the learning and teaching process was in cycle 1 and cycle 2 where the researcher used KWL strategy combined with picture and then administered the post-test.

The pre-test's mean score was 52.03 where only 3 of 32 subjects could pass the minimum passing grade. In post-test 1, the mean score increased to 66.17 where 15 of 32 subjects could pass the minimum passing grade. In post-test 2, the mean score increased significantly to 76.17 while the number of subjects passed the minimum passing grade increased to 29 of 32 subjects. Therefore, it indicated that reading comprehension of the eighth grade students of SMPN 2 Tampaksiring in academic year 2020/2021 could be improved by using KWL strategy combined with picture.

In addition, the result of the questionnaire also indicated that most subjects gave positives responses to the use of KWL strategy combined with picture. From the 32 subjects, 28.06 % subjects strongly agree, 56.12 % subjects agree, 15.67 % subjects hesitate, 0.15 % subjects disagree, and none of the subjects strongly disagree. More than half subjects gave positive responses which means this strategy was accepted by the subjects.

Based on the explanation above, it could be concluded that the reading comprehension of the eighth grade

students of SMP N 2 Tampaksiring in academic year 2020/2021 could be improved through KWL strategy combined with picture.

## SUGGESTION

The result of this study showed that KWL strategy combined with picture could improve reading comprehension of eighth grade students of SMP N 2 Tampaksiring. The researcher would like to give some suggestions which can be helpful for the learning process of reading comprehension.

The English teachers of SMP N 2 Tampaksiring are suggested to create an interesting way of learning reading thus the students will not get bored easily. Besides, KWL strategy combined with picture can be used as an alternative way for teaching reading comprehension.

The eighth grade students of SMPN 2 Tampaksiring are also suggested to keep practicing in reading comprehension. The students should try to read another English literature in another form such as comic, novel, newspaper, etc. It can be done whenever the students have spare times to read them. By this way, the students can improve their reading comprehension slowly and it can be a fun way to practice their reading comprehension.

For the other researchers who want to conduct a similar study, they can adapt this study as guidance for their research. Some theoretical reviews in this study also can be used to add the references. In addition other researchers are suggested to be more active and creative in applying this technique.

## REFERENCES

- Burns, A. (2010). *Doing Action Research in English Language Teaching A Guide for Practitioners*. New York and London: Routledge.
- Catherine, S. (2002). *Reading for Understanding Toward an R&D Program in Reading Comprehension*. RAND
- Nunan, D. (2003). *Language Teaching Methodology*. London: Prentice Hall International.
- Raymond, J. W., & Margery B. G. (2010). *Teaching Intensive and Accelerated Courses: Instructions That Motivates Learning*. Jossey-Bass.
- Patel, M. F., & Jain, P. M. (2008). *English Language Teaching*. Jaipur: Sunrise Publishers & Distributors.