

THE IMPLEMENTATION OF KWL STRATEGY TO IMPROVE STUDENT'S READING COMPREHENSION

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ABSTRACT

The study aims to find out the reading comprehension of the eighth-grade students of SMP Dharma Praja Denpasar after being treated with KWL strategy with picture. This research made use a Classroom Action Research which took two cycles: two sessions for each cycle. Pre-test, post-test, and questionnaire were administered for the data collection. The findings revealed that there was a significant improvement of the students' achievement. It was respectively improving from the pre-test 65.33 and post-test 78.23. From the questionnaire that was administered in the last cycle, the students gained positive response in terms of their changing learning behavior towards the application of KWL strategy. Based on the findings, the reading comprehension of the subjects can be improved through KWL strategy with picture.

Keywords: KWL strategy, reading comprehension

ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah pemahaman membaca siswa kelas delapan SMP Dharma Praja Denpasar dapat ditingkatkan melalui strategi KWL dengan bantuan gambar. Penelitian ini menggunakan Penelitian Tindakan Kelas dengan menjalankan dua siklus: setiap siklus terdiri dari dua sesi. Penelitian ini menggunakan pre-test, post-test, dan angket untuk mengumpulkan data. Hasil penelitian menunjukkan bahwa terdapat peningkatan prestasi belajar yang signifikan yang terlihat dari pre-test 65,33 dan post-test 78,23. Kemudian, dari angket yang diberikan pada siklus terakhir, respon positif ditunjukkan dalam hal perubahan perilaku belajar siswa terhadap penerapan strategi KWL. Berdasarkan temuan tersebut, pemahaman membaca siswa dapat ditingkatkan melalui strategi KWL dengan berbantuan gambar.

Kata kunci: strategi KWL, pemahaman bacaan.

INTRODUCTION

Reading is important skills in learning a language. This is a bridge to understand books that students read. They can be a better reader by reading (Serravallo, 2017). They can enrich their vocabularies. Having vocabulary mastery impacts on their reading comprehension (Apriliani, Pramerta, & Sawitri, 2021).

Then, Patel and Jain (2008) argue that reading is not only a source information and pleasurable activity but it is also as a means of consolidating and extending one's knowledge of the language.

Further on, the teacher should be the group members in the classroom activities

with students (Napratilora & Bangsawan, 2020). English teacher has to know the strategies in order to get better result in learning. If the strategy is not suitable with situation in the class, the teaching and learning is potentially not be successful.

Regarding the notion, a problem in reading was found in SMP Dharma Praja Denpasar. The students were found lack of reading English texts. It was difficult for them to master. Meanwhile, in the learning process, reading activities become an important skill for students. Many techniques have been used, but students still cannot read well.

Based on the observations of the researcher, the eighth-grade students at SMP Dharma Praja Denpasar kept struggling in comprehending. The lack of ability to read English is influenced by several factors. First, some students have difficulty understanding English words, phrases, and sentences. Second, some students have difficulty in finding the main idea of the text they are studying. Third, some students are not used to practicing reading any books in class and in everyday life. Finally, the teacher seemed to be struggle to find the right method or technique to provide a material so that students can understand what is conveyed by the teacher.

Referring to the problem that student ability must be improved, appropriate techniques are needed to assist students in developing their reading comprehension and KWL strategy are chosen to solve the problems. Car and Ogle (2013) state that KWL is an acronym of Know, Want, and Learn.

Klook et al. (2010:89) stated that the KWL strategy help encourage active reading of texts. They can also learn how to brainstorm and predict something. This provides students with a structure to guide them through lessons and apply their background knowledge to new material.

RESEARCH METHODS

This research is a classroom action research. Classroom action research design was adapted from Kemmis and McTaggart (1988). In this design, the teaching and learning process is divided into several cycles and each cycle consists of planning, action, observation, and reflection. In addition, to get data on reading comprehension of previously existing subjects, initial reflection is carried out first.

Then, the instruments used were in the form of tests (pre-test and post-test) and questionnaire. In addition, based on the curriculum used by the school, the minimum passing criterion (henceforth, KKM) in English course is 75. Therefore, this study was considered successful if 80% of the subjects obtain the KKM.

FINDING AND DISCUSSION

The study was done was in a cyclical process that begins with a pre-cycle. Therefore, the cycle was followed by several steps, namely: planning, action, observation, and reflection (PAOR).

Pre-Cycle

Pre-cycle was conducted on subjects to gain reading comprehension that already existed in the subjects before the KWL strategy with pictures was applied.

The existing situations and strategies were observed. During the observation, the researcher found that the subjects seemed to be confused. There were lack vocabularies that they faced. They were also not motivated to participate in the discussion. In addition, less attention during the teaching and learning process was another issue found. Looking at the notion, the researchers held an online pre-test. In this pre-test, the students were asked to answer the given 20 items of a short answer task.

The pre-test was given online *WhatsApp group* before doing the KWL strategy with pictures-based reading texts in the teaching and learning process. Unfortunately, there were only three students that achieved the minimum passing score of 75. Thus, the first cycle was conducted.

Cycle I

The first cycle lesson plan was designed with a time allocation of 2x30 minutes. For

the first cycle, the researcher prepared the material which was about the definition of descriptive text, generic structure of descriptive text, list language features, the purpose and example of descriptive text about place that would be used in online classes.

The definition of descriptive text, generic structure and identifying general information, specific information, textual meaning and reference text and a list of descriptive words were provided. In this session, the subject is given a reading text entitled "Lovina Beach".

In observation, the researcher observes the subject during the teaching and learning process in the online class, the researcher not only acts as a teacher but also acts as an observer to found the subject's responses to the application of the KWL strategy with pictures-based on text, as well as increasing the subject's reading comprehension in cycle I, not being too active in ask. In addition, some subjects did not pay much attention to their cellphones and personal computers during the teaching and learning process on the material presented.

The last step in the cycle I was reflection. In this step, the three steps that had been done were part of reflection for the next cycle II. It was done for the improvement in cycle 2. Then, for the action, the research had done it well. Unfortunately, there was a problem while the research tried to teach the generic structure. The subjects seemed to be difficult in understanding the generic structure of descriptive text. The research discusses both the generic structure and its definition in bilingual languages (English and Indonesian). They were online but they were lacked in commenting either in groups or during zoom meetings and they paid less attention on the online teaching and learning process.

An improvement from pre-cycle to cycle 1 was achieved in the number of 65.33: not achieving the success indicator yet. Therefore, the second cycle was then done. It was intended to get a better improvement in reading comprehension.

Cycle II

Cycle II was carried out based on the results of post-test I and reflection on the implementation in Cycle I. It was also carried out in two sessions. The planning at this stage of the second cycle needed to be improved. The planning was revised from cycle. Revisions were made based on the results of cycle I. This session was allocated 30 minutes. In this section the researcher would explore the same material as the previous cycle I, such as: identifying general, specific information, textual meaning and textual references of reading texts because the subject is still low in reading comprehension.

To explore the knowledge of each subject on the topic, the researcher presents pictures related to the reading text given to the subject by the researcher. In session 3, especially in the observing section, the researcher sent learning materials about descriptive text sent via *WhatsApp* Group.

Further, a descriptive text entitled "Natasha Wilona" was given to be read and review the text of four aspects of reading comprehension in asking questions, the researcher presented the worksheet entitled "Danzel Washington" the researcher asked the subject what they know about the topic by commenting on the *WhatsApp* group as column K, then the subject commented again what they would know about the picture by commenting on the *WhatsApp* group as column W by commenting on what want them to know about the topic. After that, the researcher gave the subject

worksheet and some questions on the worksheet. Finally, the subject was asked to fill in column L by commenting in the WhatsApp group what they had learned from the reading text that had been provided.

During the teaching process, the researcher also observed changes in the subjects. As a result, during online teaching and learning in the process, the subject became more active in providing comments in the *WhatsApp group* during the teaching and learning process. In addition, researchers used *emojis* and motivated them to make them more active in class. In addition, the subject's reaction was more active during the questioning and answering session when providing comments on related topics. It was also found that they could focus and pay attention in following the online teaching and learning process. As a result, they enjoy implementing the KWL strategy with pictures in learning reading comprehension during the online teaching and learning process.

Based on the data generated in the post-test cycle I, showed a significant improvement of the subjects. The average value of post-test 2 was 78.23. From these results, it could be seen that there was a significant increase in the achievement of subjects in reading comprehension. This could achieve a minimum mastery of eighth class SMP Dharma Praja Denpasar which is 75. Data on post-test 2 that showed 25 subjects achieved a minimum passing grade. In addition, they were more active during the learning process. While the current research had reached the predetermined success indicators. Thus, this online class action study could be ended because the indicators of success had been achieved.

To find out the subject's response, a questionnaire was shared in the last cycle.

The results showed 49.70% strongly agree responses; 45.03% of the responses, agree; 6.57% of the responses, undecided; 0.47% of the responses, disagree; and 0.23% of the responses strongly disagree with the application of the KWL strategy with pictures-based reading text in reading comprehension. Positive results were showed from the questionnaire results. Therefore, these findings convinced the research that the KWL strategy with pictures was an effective strategy in improving reading comprehension and could make the online learning process more interesting and enjoyable: furthermore, the subject really enjoyed the online reading class.

In short, the implementation of KWL strategy with pictures could help the students improving their reading comprehension. This strategy could help the subject to improve their reading comprehension because by using the KWL strategy with pictures, the students could be more interested and they could easily understand the meaning of the topic.

The findings support the previous researches that showed the effectiveness and efficiency of KWL strategy for the students' reading comprehension (Apriliana, 2022; Maxfuza & Nozimaxon, 2022; Parwati & Pramerta, 2021).

CONCLUSION AND SUGGESTION

Conclusion

The research was conducted online in two cycles: each cycle had two sessions. Primary data collected through the provision of pre-test, post-test and online questionnaire. Based on the previous statement, the average scores from pre-test to post-test 1 and post 2 were 47.87, 65.33, 78.23 respectively. There were three research subjects who reach the maximum

pass limit on the pre-test; however, in post-test 1 and post-test 2, there were 7 and 25 research subjects who reached the maximum passing grade. In conclusion, the findings revealed that KWL strategy implementation with pictures improved the students' reading comprehension.

Suggestion

English teachers of SMP Dharma Praja Denpasar are advised to use the KWL strategy with pictures in the online teaching and learning process, especially in teaching reading comprehension. They should pay more attention to the subject about the four aspects of reading comprehension, especially in terms of how the subject can identify general information, specific information, textual meaning and textual references in reading texts. The teacher must provide contextual reading texts.

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