THE IMPLEMENTATION OF KWL STRATEGY TO IMPROVE READING COMPREHENSION ACHIEVEMENT

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Abstrak: Penelitian ini bertujuan meningkatkan kemampuan membaca pemahaman siswa. Secara lebih khusus bertujuan mengembangkan sebuah strategi pembelajaran membaca guna meningkatkan kompetensi siswa SMP Negeri 9 Jember untuk menguasai indikator membaca pemahaman. Hasil penelitian menunjukkan bahwa dalam mengatasi masalah kesulitan siswa mencapai kompetensi membaca pemahaman di kelas, EFL guru bisa menerapkan strategi KWL secara konsisten sesuai dengan langkah-langkah pembelajaran yang telah diinovasi. Diantaranya, pembelajaran dimulai dengan menunjukkan gambar yang relevan dengan topik, bekerja dalam kelompok, diskusi, dan penugasan individu maupun kelompok.

Kata-kata kunci: KWL Strategi, Membaca Pemahaman

INTRODUCTION

The main aim of English instruction is to help students acquiring English language skills: listening, speaking, and reading. Reading as a field of teaching is considered one of the important areas of teaching if not actually the most important ever. It is one of the most important academic skills. Besides, it is a major pillar upon which the English instructional process is built. It has absolutely become very essential for the sake of preparing students with the basic reading skill in order that they are able to acquire some information, to gain knowledge, and if possible to get fun from any reading selections.

Rivers (1981) states reading is the most important activity in any language class, not only as a source of information and pleasurable activity, but also as a means of consolidating and extending one's knowledge of the language. That's why reading comprehension is considered as the real core of reading process; and a big process around which all other processes are centred. Comprehension becomes the peak of the reading skills and the bases for all reading processes (Durkin, 1993). It is a process of acquiring information that is directly stated in a selection, is important and is also a prerequisite for higher level comprehension (Burn, et al, 1996).

The reading comprehension goal for grade seven of SMP requires students to comprehend the information implicitly and explicitly derived from any reading selection, such as an announcement, shopping list, greeting card, or and etc (Depdiknas, 2006). In this case, it requires its readers to find out: word meaning, reference, explicit information, implicit information, communicative purpose, and main idea or topic.

Instead of different knowledge, the writer up to now based on his day-to-day teaching experience has severally found out that most students, in particular still insufficiently achieve the main goals of above reading comprehension. Otherwise, they easily become discouraged to work on unfamiliar words, and they do not have enough self-motivation to read instead of waiting for the other's help. They mostly seem lost learning

spirit to read if the teacher does not anymore support them to overcome the meaning of available key words.

It is probably long believed that students have not exposed to the language patterns or to the objects and concepts to which the writer refers, so that their comprehension has at best been incomplete. The students have shown that the provision of background information on a topic before reading is likely in deeply needs of enhancing reading comprehension. It is obvious that they need to be familiar with vocabulary and topics not generally found in reading selection.

To prepare students to get better comprehension, in particular to enable them how to answer the reading questions based on the reading text more efficiently and effectively, the English teacher needs to devise his learning and teaching activities that are corresponded with their needs and interests. Besides, they are required to prepare themselves with the knowledge; experience and reading skill that possibly improve their comprehension. Therefore, the writer as the English teacher has to set up a more communicative classroom management, and interactive learning strategy of teaching reading skill.

The need for combining the two models arose since "neither the bottom-up nor the topdown models of reading process totally account for what occurs during the reading process" (Zakaluke in Hosani, 2005). It is the writer's ideas that the interactive model of teaching reading now comes to be the more applicable method for reading comprehension. Such an interactive model is appropriately in line with students' learning characters, which provide them enough opportunity to familiarize with the topic at the beginning of instruction.

With reference to the above justification, the writer has already conducted a research by implementing this strategy in hand attempts to find out the effectiveness of the triangular strategy Know-Want-Learn (KWL). According to Ogle (1986), KWL is an instructional reading strategy that is used to guide students through a text. Allows students to assess their comprehension and it provides an opportunity to expand ideas beyond the text.

PROBLEM

Based on the above description, the research question to be answered is how does KWL strategy improve the reading comprehension achievement?

PURPOSE

Then, the purpose of this research is in general to improve the reading comprehension achievement through innovation of KWL strategy, or to improve the gained scores of reading comprehension.

SIGNIFICANCE

At least, there are three advantages of this research for both EFL teachers and his students. First, it provides sufficient opportunity to improve reading skill. Secondly, it endeavours to give him an advisory orientation on how to organize reading instruction. Third, it had provided a supportive contribution to the efforts of those in charge of teaching reading comprehension, because this strategy is so applicable, effective, and in line students' basic characteristics.

LITERATURE

What it is meant by reading comprehension here is the rate of the student's reading comprehension as measured by her score for answering the sections that measure comprehension at previous two levels: the literal and inferential meaning instead of the two other higher level of reading comprehension: critical and evaluative reading. Since, school curriculum has just focused on both scanning and skimming process.

Further, Kruidenier (2002), giving a perception that comprehension can be described as understanding a text that is read, or the process of constructing meaning from the text. It says that reading comprehension involves taking meaning from a text in order to obtain meaning from the text.

On the other hand, Callahan (1987), has distinguished three levels of comprehension: (1) reading the lines, (2) reading between the lines, and (3) reading beyond the lines simply refers to the literal meaning of the reading material that usually tested by questions such as what the writer telling us is, or what the ideas of the sentence, paragraph, or selection is.

Significance of the reading comprehension for the learning process is embodied in: a) providing students with the ability to understand, criticize and interact with the text, b) expanding students' trends, c) enhancing their commonsense level, d) expanding their experience, e) deepening their thinking, f) assisting them to orientate and monitor themselves while reading, g) helping them comprehend a text self dependently, h) breaking the students' inaction, i) encouraging them to get involved in the educational process more actively and effectively, and j) helping teachers develop clear and successive instructional procedures (Oxford, 1990; Wallace, 1999).

On the other hand, KWL strategy is hypothetically viewed by any researchers as important, since it activates knowledge on the one hand, and improves the reading comprehension level, on the other hand. KWL now becomes one of the strategies that endeavours to improve the reading comprehension in different ways. Since, this pointed instructional strategy is undoubtedly able to; 1) activate the students' previous knowledge about the topic, 2) help students monitor their comprehension of the text, 3) let students evaluate their comprehension of the text, 4) provides students with opportunity to expand the textual knowledge and exceed that as to read beyond the lines (Muhammad, 2010).

In order to expose background knowledge, the class members are averagely grouped into pair works, side-by-side sitting down at the same desks. Work in pair encourages the more conscious use of group work skill, and helps create greater understanding. The pairs must be assigned according to mixed ability, age, and gender (Hill & Hill, 1990).

METHOD

The research was conducted in SMPN 9 Jember. The respondents were the first year students majoring English in the second semester in the 2012/2013 academic year. The respondents belonged to VII C, and consisted of 40; 22 males and 18 females.

The data of the research are about English scores recorded from the formative test scores, those deal with the determined indicators; such as to identify word meanings, reference word, explicit information, implicit information, communicative purpose, and main idea of paragraph or topic of text. The collected data were quantitatively analyzed in the form of percentage formula, as follows:

$$E = \frac{n}{N} x100\%$$

These headings stand for:
E: The percentage of gained score
n: Gained score
N: Maximum score

(Adopted from Ali, 1995)

The research design is a classroom action research elaborated from Kemmis & Taggart in Arikunto (2006). The procedure consisted of planning, implementing, observing, and reflecting. Yet, before conducting a real research, the researcher did pre-reflection upon the prior instruction and formative test scores. The results however became the basis of carrying out cycle one (I).

a. Pre-reflection

It was however a beginning activity before carrying out a real research. At first, the researcher reflected the previous instruction of reading comprehension within one week for the sake of finding out data deal with English achievement, the achievement of determined indicators, and any available phenomena. Secondly, He recorded the instruction to decide which steps to be modified or elaborated later. Thirdly, he analyzed the formative test result to obtain its average, frequency, lowest, and highest score. It is also useful to recognize whether or not, and which indicators already being achieved. It of course became the basis of the following action planning.

b. Planning

As soon as carrying out pre-reflection, the researcher did the plan to conduct his action research. Here, the plan schedule was set up in accordance with a school semester program beginning from February up to Mei 2013. The research implementation was based on teacher's lesson plans for the second semester in 2012/2013 academic year. The plan had two cycles and quizzes as formative tests.

Further, the plan was approximately not set up to achieve a school level criterion instead of recovering the determined indicators. The action was considered to run successfully if the achievement of indicators undoubtedly improved; so that the mean score was increasingly getting higher than the previous one. Later, the research only focused on functional texts in spite of others. In brief, the planned schedule is shown in table 1.

Table 1. Research schedule

No.	M o n t h	Phase
1.	January	Pre-reflection
2.	February - March	Cycle I
3.	April – Mei	Cycle II
4.	June	Research result

c. Implementing

As mentioned above, the implementation of this research began from February up to Mei 2013. It of course run as well as the prior lesson plans, which had already employed a KWL strategy with elaborated steps. During the first cycle, the lesson plans employed a KWL strategy appropriately adopted from Burns at all (2006), and the second cycle also adopted the same strategy with some elaborated instruction activities, as shown in the table 2.

Table 2. Innovated steps of KWL strategy

Cycle /step	K (what I know)	W (What I want to know	L (What I learned)
I	• Brainstorming • Write about the topic • Fill the answers in column 3	• Write about the topic • Fill in the second column	• Read the text • Write what he learnt
II	• Hang up a picture • Work in pairs • Pair discussion • Brainstorming • Write about the topic • Teacher's Modeling • Fill in the first column	• Work in group • Group work discussion • Write about the topic • Teacher's Modeling • Fill in the second column	• Work in group • Group discussion • Do assignment • Class discussion

d. Observing

To recognize whether or not the strategy run effectively, the research hold a direct observation. It was mainly aimed to record any instruction activities, and other existing phenomena, which did probably not support an efficient instruction. It was actually done as long as the instruction went on, beginning from pre, while, and post learning activitiy. The instrument to gain data was a field note. The obtained data became secondary information to complete research data obtained from quizzes.

e. Reflecting

In this research, reflection became a vital step to decide whether or not the research needed to keep on the following cycle. It was absolutely important that the reflection aimed to notice both superiority and weaknesses of the employed strategy. It was however the last step before setting up a conclusion.

Again, it was a fundamental step to analyze, to synthesize, to interpret, and to explain data. Supposed, the collected data had not exposed yet the achievement the determined indicators, the following action was necessary: otherwise, if the pre-determined indicators were covered, the next cycle was no more essential.

FINDINGS

As previously explained, this research focussed on the improvement of reading comprehension by implementing a KWL strategy. The data was collected by means of formatives in the form of objective tests. The collected data was taken from the results of pre-reflection, cycle one (I), and cycle two (II).

Based on the score analysis taken from pre-reflection, the result shows that the mean score is 52.72, and the gained score ranges between 40 and 60. Then, percentage of the achieved indicators ranges between 43.75 % and 55.00 %. The analyzed scores of cycle one shows that the average is 60.38, and the gained score ranges between 50 and 75. Then, the percentage of the achieved indicators ranges between 48.72% and 65.38%. On the basis of analyzed scores of cycle two (II) shows that the average is 65.25, and the gained score ranges between 55 and 85. Then, the percentage of the achieved indicators ranges between 56.58% and 71.05 % . The following is the obtained data as shown in table 3.

Table 3. The obtained data of pre-reflection, cycle I, and cycle II.

No.	Category / Phase	Pre-reflection	Cycle I	Cycle II
1.	Number of respondent	40	39	38
2.	Average	52.75	60.38	65.25
3.	Score range	40 - 60	50 - 75	55 - 85
4.	Percentage of achieved indicators:			
	1. Word meaning (synonym)	47.50%	57.69%	69.74%
	2. Word meaning (antonym)	52.50%	65.38	71.05%
	3. reference	49.17%	60.68%	67.11%
	4. explicit information	48.00%	54.49%	58.42%
	5. implicit information	43.75%	65.38%	70.53%
	6. communicative purpose	55.00%	49.57%	56.58%
	7. Main idea or topic of text	43.75%	48.72%	57.89%

DISCUSSION

General speaking, it is undoubtedly assumed that innovated KWL strategy has improved students' reading comprehension. These findings coincide with the studies conducted by Hosni (2005); conclusion of which indicated the use of KWL strategy to aid comprehension skill in all subjects; to improve reading; and to create better environment for learning. The other research result indicated that there was a significant role of KWL strategy in improving students' reading comprehension (Muhammad, 2010).

However, the findings did not significantly support students' ability to discover deeper interests in: identifying implicit information and communicative purpose. The achievement of those reading indicators was unsuccessfully covered. Yet, this strategy has provided a better covering on the other literal comprehension; for instance, word meaning, reference, and explicit information.

CONCLUSION

Reference to research findings, it is concluded that the implementation of KWL strategy confidently improves reading comprehension achievement. Then, the innovated implementation is as follows:

The step begins by hanging up a picture, pair and group work, brainstorming asking the leading questions to arouse schemata, interest, and curiosity toward the topic, and asking students to write what they know about the topic in the first column.

Secondly, let students make group of four, and ask them to write what they like to know more about the topic in the second column.

The last, let them in groups answer the questions related to the reading text they have learnt, and write the answer on the third column.

SUGGESTION

In the light of the findings reached, the researcher in hand recommends the following:
1. EFL teachers, those who are teaching English class in Junior High school, should adopt this innovated KWL strategy, and as well to implement it in any their reading instructions.
2. KWL strategy should be included in the EFL teachers' syllabus and lesson plans

3. EFL researcher should conduct more researches to investigate the impact of this strategy on the other reading levels such as evaluative and creative reading.

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