

IMPROVING STUDENTS' READING COMPREHENSION ACHIEVEMENT OF NARRATIVE TEXT THROUGH KWL STRATEGY

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Abstrak : Tujuan dari penelitian ini adalah untuk mengetahui apakah ada peningkatan yang signifikan secara statistik dari pencapaian pemahaman bacaan siswa setelah siswa diajarkan melalui strategi know- want- learned (KWL). Penelitian ini menggunakan satu kelompok desain pretest dan post test, quisy experiment. Subyek penelitian ini adalah 23 siswa di kelas IX B pada tahun akademik 2017/2018. Data dikumpulkan menggunakan tes membaca dalam mengambil bentuk pilihan ganda. Data dianalisis menggunakan paired sample test. Hasilnya menunjukkan bahwa ada peningkatan yang signifikan secara statistik dari pencapaian pemahaman bacaan siswa dengan tingkat signifikan $0.00 < 0.05$. Ini menunjukkan bahwa pengajaran membaca menggunakan strategi KWL memfasilitasi siswa untuk menemukan informasi spesifik dari teks dengan mudah.

Abstract : The aim of this study was to find out whether there was a statistically significant improvement of the students' reading comprehension achievement after the students were taught through know- want- learned (KWL) strategy. This study employed *one group of pretest and post test* design, quisy experiment. The subjects of this research were 23 students in class IX B in the academic year 2017/2018. The data were collected using the reading tests taking the forms of multiple-choice. The data were analyzed using paired sample test. The result showed that there was a statistically significant improvement of the students' reading comprehension achievement with the significant level $0.00 < 0.05$. This suggests that teaching reading using KWL strategy facilitates the students to find specific information from the text easily.

Keywords : KWL strategy, reading comprehension achievement, narrative text.

INTRODUCTION

English learning cannot be separated from the four of language skills: listening, speaking, reading, and writing. Without mastering the four language skills, students will not communicate well to serve, facilitate and manage the teaching-learning process. Among the four English skills, reading is necessarily needed to be improved because reading is the main skill that students have to master since in any tests that students faced contains of reading text.

As can be noticed that reading is also very important in the curriculum of junior high school for the third grade, one kind of text types that the students should achieve is narrative text. According to Anderson (1997), narrative text is English text type that has a purpose to entertain the reader or listener. In addition, narrative texts appear to induce visualization of readers as part of the reading process. In other words, readers can see scenes in their head when they read narrative texts. The visualization helps readers understand texts easier, and readers do not feel discouraged. Moreover, many narrative texts contain morals and themes that students can take in implement in their life.

However, in reality the students are not able to comprehend the narrative text as a whole. They thought that they should open a dictionary to translate word by word into Indonesian to know the content of reading narrative text. The students can't answer the questions that consist of the narrative text. They are not able to get knowledge and to understand the content from that has been explained in the narrative text.

Furthermore, the researcher found that many students in third grade at SMP N 1 Gedung Surian had difficulties in comprehending narrative text and answering questions based on the text given when the researcher taught that class. Only a few students could give responses related to the content of the text. These make them think that reading was boring. It affected the students' creativity, so they became passive learners in the class.

In teaching reading, the researcher identified some specific problems during the preliminary research, they are: (1) the students could not understand the detailed information in the text, (2) they had inadequate vocabulary, (3) they were not motivated during the "old style" reading skills activities, and (4) they did not have the background knowledge required for the reading materials. This required the researcher to seek for the appropriate strategy to use to have a successful teaching-learning process.

Based on the facts already identified, to solve the reading problem in English is by choosing and using the appropriate method or strategy so that students can read and understand the meaning of every reading passage. There are many strategies that can be used to teach reading. One of them is Know- Want- Learned (KWL) strategy. KWL is an instructional reading strategy that is used to activate students' background knowledge, assist students in setting purposes for reading, and help students to monitor reading comprehension by using a graphic organizer (Peregoy & Boyle, 2001: 70; Ros & Vaughn, 2002: 179). This is a reading comprehension strategy that uses three steps, where K stands for Know, W stands for what you Want to know, and L stands for what you have Learned.

As the benefit of KWL strategy is supported by ideas from literature. Therefore, the researcher seeks to investigate whether there is a significant improvement of the students' reading comprehension and to find out which aspects of reading comprehension in terms of macro skills improved the most. Reflecting on the success stories of KWL implementations that found this strategy help overcome problems encountered by teachers in getting students to be more active to participate in the process of learning, expanding knowledge, learning about their need and their interests, and activating background knowledge (Khaira: 2015). By implementation KWL strategy, the researcher expects that the students enjoy learning English, especially in reading comprehension, and be active in learning. And this research was to find out whether there was a significant improvement in the students' reading comprehension achievement and to find out which aspects of reading comprehension in terms of macro skill improved the most.

METHOD

The research design used in this research was one group of pretest and posttest, quisy experiment. This research was conducted at SMP N 1 Gedung Surian, West Lampung. The sample of the research was the students of class IX B in the academic year 2017/2018. This class consisted of 23 students. To know students' achievement in reading comprehension, the researcher used reading test in form of multiple choice as the instrument for collect the data. To analyze the reliability of the test, *Split-half* technique was used to estimate the reliability of the test; and to measure the coefficient of the reliability between odd and even group, *Person Product Moment* was used. In analyzing the data, the researcher used *Paired Sample T-Test* and *Microsoft Excel*.

RESULT AND DISCUSSIONS

The objective of this research were to find out wether there was an improvement on students' reading comprehension achievement of narrative text after they were taught through KWL strategy, and to find out which aspects of students' reading comprehension achievement in tems of macro skills improved the most after being taught by using KWL strategy. This research was conducted in six meetings; first, the researcher administered tryout of the test. Second, the researcher administered pre test. Third, forth and fifth, the researcher administered treatment by using KWL strategy. In the last meeting, the researcher administered posttest.

The researcher used Statistical Computation with SPSS 16.00 for Windows to analyze the scores on pre-test in the experimental class. The total of pretest score was 908.00, mean score was 39.47, the highest score was 63.00, the median was 37.00 and the lowest score was 20.00. furthermore, the highest score of aspects in pre test was main idea with the score 94 and the lowest score of aspects in pre test was reference with the score 30.

After conducting pre test and treatments, the researcher administered the posttest. This posttest was administered to measure the students' reading comprehension achievement by using KWL strategy.

From the result of the posttest score, the total of post-test score was 1270.00, mean score was 55.21, the highest score 87.00, the median 53.00 and the lowest score is 40.00. in addition, the most improved aspects of reading comprehension was specific information with the improvement from pre test score was 41.

Table 1. Paired Sample T- Test**Paired Samples Test**

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	15.73913	5.56137	1.15963	18.14405	13.33421	13.573	22	.000

It shows that the significant level was lower than 0.05, and t-value is higher than t-table ($13.573 > 2.0739$). It can be concluded that there was improvement of the students' reading comprehension achievement through KWL strategy.

KWL strategy contributed the improvement on students' reading comprehension in pretest and posttest through activating previous knowledge related to the reading text. It gave the students an opportunity to relate their prior knowledge of the reading material that they would learn. This knowledge helped them to create representation for the world around themselves to support their new experience with a meaning and significance. Because reading comprehension is a meaning composition process, built up through a complementary addition of the information the text provides and the knowledge stored in the students' cognitive background.

The researcher conducted KWL strategy by the used of graphic organizer namely KWL chart. The use of KWL chart could help the students to preview the text and assess their own comprehension by recording all the process of reading. Based on the

finding, it helped them in the process of reading comprehension as it is stated by Peregoy & Boyle (2001); Ros & Vaughn (2002).

That finding confirmed the result of the researcher that were conducted by Indriyati (2013), Hamdan (2014), and Utami (2014) . All of them proved that KWL strategy was effective to improve the students' reading comprehension. KWL strategy can help the teacher to scaffold the students' comprehension of the text by focusing on the steps before, during, and after reading.

Implementing KWL strategy allowed the students to understand the entire text. During the process of reading, they read the text and connected it with their background knowledge. Likewise, they also arouse what they had in their background knowledge and related it with the information in the text. It means that there was interactive process during reading as it is stated by Hudson (2007).

On the other hand, the researcher not only analyzed the improvement of the students' reading comprehension achievement, but also included the improvement of each aspects of reading comprehension in term of macro skills. So it makes the result of this research deeper and more specific. The following table shows that the improvement of each aspects of reading comprehension.

Table 2. The Improvement of Each Aspects

Aspects of reading	Pre test (%)	Post test (%)	Increase (%)
Main idea	51	61	10
Specific information	33	55	22
Reference	35	55	20
Inference	32	45	13
Vocabulary	41	41	21

The treatment of teaching reading through KWL strategy contributed well to attainment of the reading teaching-learning. Specifically, the use of KWL strategy improved the students' reading comprehension in all aspects of reading comprehension, such as main idea (10% increased), specific information (22% increased), inference (20% increased), reference (13% increased) and vocabulary (21% increased). Moreover, story mapping strategy mostly improved the students' reading comprehension in specific information, in which their ability in that aspect was 16.8% increased significantly. As it was stated before, 55% of the sample of the research answered the question of finding specific information, in which the percentage of improvement was 22%. It got the highest improvement. Specific information aspect improved since students had a background knowledge about the topic and they were interested to fill the L column to answer their own questions in W column so the students read the text carefully and they got more information in L column. As the result, they could answer the questions that related to this aspect. The finding also confirmed the result of the research that was conducted by Nikmaturrahmah (2016), she had been proved that specific information is the aspect that improved the most in reading comprehension after being taught through KWL strategy.

Thus, based on the explanation above it can be concluded that related to there is a significant improvement in reading comprehension achievement in pretest and posttest after being taught through KWL strategy.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the result of the data analysis and discussion, the researcher concludes that there was an improvement of students' reading comprehension through KWL strategy, from the hypothesis test it was known that the value of two-tailed significance is 0.000. it means that H₀ is rejected and H₁ is accepted since $0.00 < 0.05$. further, finding specific information was the aspect that improved the most. As it can be seen in the graph, finding specific information improved 22% from 33% to 55%.

Suggestions

Based on the facts above, the researcher would like to make some suggestions. It is suggested for English teacher who intends to teach reading comprehension through KWL strategy should aware of the level of difficulty of the text. As can be seen from the result of the research, there are identifying main idea and determining reference aspects which still need to be improve. This is due to the fact that the post test scores of these two aspects only increased 10% in identifying main idea and 13% in determining reference. Thereby, in implementing this strategy, the teachers are suggested to give more attention to students awareness in main idea and reference because it were the lowest score of aspects reading comprehension in term of macro skills.

There are also some suggestions for further researcher. Further researcher needs used KWL strategy in teaching reading the other monologue text. Then, further researcher could use this strategy in study of writing skill.

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