

IMPROVING STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT THROUGH KNOW-WANT TO KNOW-LEARNED (KWL) STRATEGY

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Abstract

This research aimed to improve students' reading comprehension through Know-Want to Know-Learned (KWL) Strategy to class VIII students of SMP Negeri 1 Air Besar Kabupaten Landak in Academic Year 2015/2016. This research was conducted based on the problems found in the classroom. It was found that students had difficulties in understanding the generic structure of narrative text. This research was conducted through a Classroom Action Research in three cycles to 25 students of class VIII. In collecting the data, the researcher used observation and field notes. To analyzed the data by finding and comparing the mean score of the test in cycle 1 ,cycle 2 and cycle 3. Based on the findings in this research, it was found that using kWL Strategy in teaching and learning improved students' understanding on how to find the generic structur of narrative text. Besides, the presence of the things interests the students in teaching and learning in the classroom.

Keywords: Improve, Reading, KWL Strategy

INTRODUCTION

Reading is a communicative process between the reader and the writer. When reading a book or text, the readers have to concentrate and focus on the book or text that they read in order to get the point of the text. As one of the language skills, reading is important to be learnt because it provides the students with a wealth of information. By reading, students can improve their knowledge, gather information, and get valuable references to support their study. According to Pang et al (2003, p. 21), "Reading is a skill that will empower everyone who learns it. They will be able to benefit from the store of knowledge in printed materials and ultimately to contribute that knowledge". It means that the readers need to have good reading skill in order to get the point of the text.

In short, reading comprehension is an activity where the students just not read the text but also have to comprehend what the text tells about. In this activity the students ask to develop their thinking in order to get information.

Based on the explanation above, the writer conclude that reading comprehension is important because we have to know what the authors mean. If we do not know what we have read. It is not reading. It is a process to construct the meaning and information in written text.

Based on the writer interview with the teacher of the eighthh grade students in SMPN 1 Air Besar Kabupaten Landak to the second year,the writer found some problems faced by students in comprehending narrative text. They had difficulties to got the factual or details information in the orientation, complication and the resolution. At the end the students could not understand what the text was all about,especially in recognizing the characters, the setting of time and place, and identifying how and why the story happened.

With regard to this, the writer needed to improve students' reading comprehension especially in reading narrative text. The purpose of narrative story is to entertain the readers. Narrative text is a text about telling a

story which tells the conflicts, the characters and problem to be resolved. To overcome the problem, writer has find a strategy to make students becoming more active in the classroom. The name of strategy is called Know-Want to Know-Learned(K-W-L) Strategy.

According to Ogle (1986:564-570), Know-Want to Know-Learned(K-W-L) Strategy is an instructional reading strategy that is used to guide students through a text. Students begin by brainstorming everything they **Know** about a topic. This information is recorded in the K column of a K-W-L chart. Students then generate a list of questions about what they **Want to Know** about the topic. These questions are listed in the W column of the chart. During or after reading, students answer the questions that are in the W column. This new information that they have **Learned** is recorded in the L column of the K-W-L chart. There are three several purposes of K-W-L (Know-Want to know-Learned) Strategy, they are elicits students' prior knowledge of the topic of the text, sets a purpose of reading, and helps students to monitor their comprehension.

According to Copper and Kiger (2009, p. 88), K-W-L Strategy consists of three stages, two before they read(K-W) and one after they read (L); they are: (1) K - stands for helping students recall what they KNOW about topic (2) W – stands for helping students determine what they WANT to learn (3)L – stands for helping students identify what they LEARNED after they read. Guzzetti (2002, p. 271), states the benefit of K-W-L chart, ' the chart can be used to assess the thinking students have used from the beginning of their study of a particular topic or text until the end'. Besides, K-W-L chart also provides written documentation of students' own efforts and provides a way to verify that are doing their own work.

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verify that are doing their own work. In addition, Bellanca (2001, p. 2), states the purposes of K-W-L :

K-W-L is an organizer to help students check their prior knowledge of a topic before learning about it. By activating this prior knowledge, students brain will recall what they already know about the topic.

K-W-L can stir interest in what students also want to know additionally about the topic. The more questions, the better. It means that students are actively thinking about the topic being discussed.

K-W-L can provide a chance for students at the end of the reading to look back and assess what they have already learned. As students get new information, they can join the old information with the new one.

According to Szabo (2006), the KWL chart presents a before-during-after strategy for students in helping with comprehension strategies. Students can get started by brainstorming any prior knowledge they may have on the topic which then helps them develop a curiosity on the subject and gets them interested in learning more about it. This chart also helps them decide what they would like to learn about the subject which gives them the self motivation to read and make up their own questions. It helps with self-monitoring of comprehension because it allows them to identify what they understood. This chart also gives an opportunity for students to expand on their ideas and formulate new ones.

In this research the writer conducted classroom action research on class VIII C students of SMP N 1 Air Besar Kabupaten Landak to improve students' reading comprehension on narrative text. Carr and Kemmis in Burns (2010:4), said that action research is a form of self-reflective inquiry undertaken by participants--teachers, or principals, for example--in social situations in order to improve the rationality and justice of their own social or educational practices, their understanding of these practices, and the situations in which these practices are carried out.

According to Anne Burn (2010), "action research is a valuable way to extend our

teaching skill and gain more understanding of ourselves as a teacher, our classroom and our student". It means that action research can help teacher to improve the teaching strategy. Teachers identify a problem or an area they wish to improve and based on theory or experience or a hypothesis they think of an intervention.

Action research is often used to investigate specific issues or problems associated with classroom or school life. Ferrance (2000:3) said that the benefit of action research are; (1) Focus on school issue, problem and are of collective interest, (2) Form of teacher professional development, (3) Collegial interactions, (4) Potential to impact school change, (5) Reflect on own practice, and (6) Improved communications.

The ability of someone in comprehending a text can be measured by some levels of reading comprehension. There are levels of comprehension. Level means the different ability of someone in comprehending a reading text, how deeply they understand and analyze the content of reading text. Berry (2005), available at www.SC4.edu categorizes three levels of comprehension says:

At this level, the reader or student can attempt to answer the simple question. At this level, the readers would not have to understand the true meaning of a paragraph; however, they could memorize the information because the

information is stated. In this level, the readers are looking at what was written by an author. Common question in this level is what, where, when, and who.

The second level of comprehension is called the interpretive level. At this level, the readers are attempting to understand what the author meant by what s/he said in the story, paragraph or textbook. At this level, the readers are attempting to read between the lines, draw inference, and attach new learning to old information, and so on to determine what is meant by what is stated. Common questions in this level are why, what if, and how.

At this level, the readers are attempting to raise thinking and take what was said (literal) and then what was meant by what was said (interpretive) and then extend (apply) the concepts or ideas beyond the situation. In this level we are analyzing or synthesizing information and applying it to other information."

Based on the levels of reading comprehension, it can conclude that reading comprehension is the ability to understand, construct, and recognize the meaning of a text, so the reader gets ideas, information from the reading text and reading comprehension is improved.

Table 1. The Specification of Narrative Text

Level of Comprehension	Description
Literal	Find out the information in the Orientation part (character, setting, time/place) from the text
Interpretive	The students' is able to continuous speech without too much hesitations
Applied	Find out the information in the Resolution part (solution, problem solving in the text)

METHOD

In this research the writer conducted classroom action research on class VIII C students of SMP N 1 Air Besar Kabupaten

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Before conducting this research, the writer investigates the real problems to know what is actually happening in the classroom, what learners are thinking, why learners are reacting in the ways they do, what aspects of the classroom the writer should focus on to develop teaching most effectively, how the writer should change in these aspects, and what the effects of such a change are. As indicated earlier, the real problems are specific; not all of the problems being investigated are also found in other classes. Thus, the solutions to the problems are specific as well and the findings of this kind of research cannot be generalized.

Classroom Action Research model in this research is adopted by Kemmis and Mc Taggart in Burns (2010:9). This design consist of planning, acting, observing, and reflecting. This research design is presented in figure 3.1. The procedures of the research were in four phases as below :

1. **Planning:** the writer as teacher planned to conduct a classroom action research in teaching learning activity to overcome the problems that were happening in the classroom. This stage, the writer and her collaborator discussed about the problem, identified and developed lesson plan based on syllabus. The writer prepared the lesson plan, the materials in teaching, the technique, and instrument of the field notes.

2. **Acting:** to act the planning, the researcher conducted the research in the classroom where the problems were found by applying K-W-L Strategy in order to improve the students' skills in reading comprehension of narrative text. In this stage the teacher as a writer taught the lesson that had already been prepared. This would be done in actual classroom meetings (1 meeting = 2x40 minutes) with each single theme. The teacher as the writer applied the planning that had been conducted and collaborator observed the entire process of teaching learning process. The record of observation would be put in the field notes. After doing the teaching, the writer would collect and analyze the data; also the result of the reading projects will be conducted based on mean score formula.

3. **Observing:** in this stage the writer observed her class together with collaborator when she was doing her action. Both teacher and collaborator collected the data by counting the students individual score in order to get the result of mean score. The result of mean score was also supported by the result of field notes that record the process of teaching and learning through K-W-L Strategy. Collaborator as assistant's the writer. Assistant filled in field notes down to comment anything that occurred in the teaching learning process, including the obstacles that found as well as the probable solution to overcome that problem. The result of the acting stage that had been observed will be compared by both teacher and collaborator with the goals of the teaching learning process. It helped the teacher and collaborator to decide whether the action would be continued or not.

Reflecting

Based on the observation checklist and field note, the collaborator and the writer discussed about teaching learning process. It is important step to know what should do next and what should do improve. From the observation, the writer as the observer gave feedback to the English teacher about what she did and what should do improve for next cycle. The feedback is very important in re-planning the next action. It help writer change a certain action or add some more actions in order to improve the teaching and learning process.

After the three steps: planning, acting and observing are conducted, the writer and the collaborator observe the outcome of the

treatment. The writer and the collaborator discuss the weakness of the teaching and learning and try to find other teaching learning activities to solve the problem. It is expected that the problem will not occur in the next treatment.

Through classroom action research, it is valuable way to extend our teaching skills and gain more understanding of ourselves as teachers, our classrooms and our students. As mentioned above, classroom action research solves the specific problem, which cannot always be found in other classes. As a teacher, doing this action research can gain our ability in facing different kinds of students with different problem they have.

Table 2. Rubric of Assessment

Score	Indicator
1	Correct Answer
0	Incorrect Answer

The final score for each student for every test is counting using the following formula:

$$\text{Students' score} = \text{correct items} \times 100$$

After knowing the students individual score, the researcher calculated the students mean score. The formulation of mean score as follows:

$$M = \frac{\sum x}{n}$$

Where:

M = Mean score

$\sum x$ = the sum of students' score

n = total number of the students'

Table 3. The Criteria of the Score

Score	Classification
80 – 100	Excellent
70 – 79	Good
60 – 69	Average
50 – 59	Poor to Average
0 – 49	Poor

RESEARCH FINDINGS AND DISCUSSIONS

Findings

The researcher applied classroom action research in order to solve the students' problems and to improve students' reading comprehension of eighth grade students' in SMP Negeri 1 Air Besar Kabupaten Landak. This research was conducted in three cycles. Each cycle consisted of one meeting.

The writer found that the student had difficulty in exploring their ideas. In this learning, students work individually. In "Know" section, the students write all the thing that they are already know about the text on "K" chart the teacher's given. After that, the students continued to write on the "W" chart. In this section the students write all thing that they really want to know about the text. After that the teacher give the

text for students. During reading the text the students can write the new information on the “L” chart. Also the students can complete the answer on the “W” chart. After the students read the text the teacher give some question for students. The question is based on the text.

Based on observation checklist table and field note which is conducted by writer and collaborator in the second cycle, the writer try to handle decrease some problems that found in the classroom. In the second cycle, it showed that in teaching learning process through know want to learn strategy, students looks enthusiasm and enjoy while doing their individual working. From this cycle, the students had progress; the students found the elements of narrative text. On the other hand the writer also found that there are some students did not serious while doing their task.

From the weaknesses in the first cycle that is some students make a noise and did not pay attention, in the second cycle the writer try manage the class by making more attention to them. The writer moves near to the students who sit at the back, side, and in front of the class. Almost all of the students paid their attention on this activity. Although there were some of the students that were talking to each other but the teacher tried to bring them back.

In this last cycle, teaching learning process ran well and they looked more interest and enthusiastic. The teacher ended the class by concluding the material together with students. The teacher also asked the students difficulty during teaching learning process and gave moral values on the lesson today. From the students’ score in the third cycle, the teacher satisfied because the students’ mean score of orientation, complication and resolution had improved. The result of the third cycle was good.

In this stage, the writer concludes that the third cycle had been successful. The students’ mean score was improved.

Discussions

The writer conducted classroom action research in three cycles. Each cycle was conducted in four stages, planning, acting, observing, and reflecting. The acting stage was conducted in one meeting (2x40 minutes). The

writer acted as the collaborator that observed what were happening in the teaching and learning process and took notes. The data of the research were collected through observation, field notes and some questions.

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Based on observation checklist table and field note which is conducted by writer and collaborator in the second cycle, the writer try to handle decrease some problems that found in the classroom. In the second cycle, it showed that in teaching learning process through know want to learn strategy, students looks enthusiasm and enjoy while doing their individual working. From this cycle, the students had progress; the students found the elements of narrative text. On the other hand the writer also found that there are some students did not serious while doing their task. From the weaknesses in the first cycle that is some students make a noise and did not pay attention.

In the second cycle the writer try manage the class by making more attention to them. The writer moves near to the students who sit at the back, side, and in front of the class. Almost all of the students paid their attention on this activity. Although there

were some of the students that were talking to each other but the teacher tried to bring them back.

In the third cycle, students' shows significant progress. Here, students' also work by individual and answer the question based on the narrative text. In this cycle, the students did the individual task with clearly too. The process of Know Want to Learned Strategy was done well by the students.

Based on the research findings, the mean score of the students' reading comprehension in the classroom improved from the first cycle to the third cycle. The mean score in the first cycle was 59,4. Then , in the second cycle, students' mean score increased 70,4. Finally, students's mean score in increased to 80,4.

The findings of this research indicated that KWL Strategy can improve students' reading comprehension on narrative text. The process of teaching and learning using KWL Strategy improved from cycle to cycle. In addition, this Strategy made the students learning in the fun way and without feeling afraid/stress.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Refers to the research finding and analysis of the students' test result. The writer would like to write the conclusion of this research. Students' reading was improve by using Know-Want to Know-Learned Strategy. This was proved by the result of main score and the result of the observation. In the first cycle, students find the difficulty in exploring their ideas, so they were confused when they did at the first time,so that most of them got low score. It was not satisfied. The result of the first meeting on the first cycle was not good. In the second cycle the teacher ask the student to answer the question by individualy and if the students get difficulty they can ask they friend to help them. From this cycle, the student had progress. In third cycle, the students get easier in teaching and learning process because the students undetstand about the material. In this last cycle,teaching learning process ran well

and they looked more interest and enthusiastic. It means that the cycle could be stopped.

Suggestions

Based on the result of the result, the writer would like to give some suggestions as follow : The appropriate topic for the students reading was necessary to make the students interested in reading and learning the material easily. The teacher should choose the materials which are closely related to the students life and should be relevant with the students' level. Teacher should give very clear instruction to avoid them from confusion when they do the exercise.It is recommended that this KWL Strategy may also be applied in teaching reading, but different genre of reading text. It is recommended that this KWL Strategy may also be conducted in vocational or senior high school.

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