

APPLYING KWL TECHNIQUE TO INCREASE STUDENTS' READING COMPREHENSION AT GRADE NINE OF SMP N 30 PEKANBARU

E. Ruth Veronica Gultom, Erni, Rumiri Aruan

Email: e.ruth5035@student.unri.ac.id, erni@lecturer.unri.ac.id,

rumiri.aruan@lecturer.unri.ac.id

Contact: 082283738030

*Student of English Study Program
Language and Arts Department
Faculty of Teachers Training and Education
University of Riau*

Abstract: *This research is aimed at improving students' reading comprehension and identifying the factors that influence changing of students' reading comprehension with applying KWL technique at grade nine of SMP N 30 Pekanbaru. Using random cluster sampling, 30 students employed in this study were taken as the sample of this research. This study employed mixed method, combining quantitative and qualitative methods of data collection. The quantitative data were collected from a questionnaire while the qualitative ones were obtained through observation, interview, and field note. The questionnaire consists of five reading indicators; factual information, main idea, supporting idea, reference, and guessing the meaning). The findings of this study revealed that the improvement of students' reading comprehension in every indicator. This result showed that the improvement of students' reading comprehension happened because using KWL chart, giving reward to students, and familiar text. The strengths of using KWL technique are; most students were interested, active, and worked independently in doing exercise and test by using KWL technique. In addition, some students also confused in arranging the question and students who could not find their answer within the given time would be disappointed.*

Key Words: *Reading Comprehension, KWL Technique, Students' Improvement, Pekanbaru*

PENERAPAN TEKNIK KWL UNTUK MENINGKATKAN PEMAHAMAN MEMBACA SISWA KELAS IX SMP N 30 PEKANBARU

E. Ruth Veronica Gultom, Erni, Rumiri Aruan

Email: e.ruth5035@student.unri.ac.id, erni@lecturer.unri.ac.id, rumiri.aruan@lecturer.unri.ac.id

Contact: 082283738030

Mahasiswa Program Studi Bahasa Inggris
Jurusan Pendidikan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstrak: Penelitian ini bertujuan untuk meningkatkan pemahaman membaca siswa dan mengidentifikasi faktor-faktor yang mempengaruhi perubahan pemahaman membaca siswa dengan menerapkan teknik KWL di kelas sembilan SMP N 30 Pekanbaru. Dengan menggunakan random cluster sampling, diambil 30 siswa yang dipekerjakan dalam penelitian ini sebagai sampel penelitian. Penelitian ini menggunakan metode campuran, menggabungkan metode pengumpulan data kuantitatif dan kualitatif. Data kuantitatif dikumpulkan dari kuesioner sedangkan kualitatif diperoleh melalui observasi, wawancara, dan catatan lapangan. Kuesioner terdiri dari lima indikator membaca; informasi faktual, ide pokok, ide pendukung, referensi, dan tebakan makna). Temuan penelitian ini menunjukkan bahwa peningkatan pemahaman membaca siswa di setiap indikator. Hasil ini menunjukkan bahwa peningkatan pemahaman membaca siswa terjadi karena penggunaan grafik KWL, pemberian reward kepada siswa, dan teks yang familiar. Kelebihan menggunakan teknik KWL adalah; sebagian besar siswa tertarik, aktif, dan bekerja secara mandiri dalam mengerjakan soal dan tes dengan menggunakan teknik KWL. Selain itu, beberapa siswa juga bingung dalam menyusun pertanyaan dan siswa yang tidak dapat menemukan jawabannya dalam waktu yang diberikan akan kecewa.

Kata Kunci: Reading Comprehension, KWL Technique, Students' Improvement, Pekanbaru

INTRODUCTION

Reading is one of the most important academic skills. It is also a major pillar in the teaching and learning process. Without reading, the students will get difficult to do some exercises such as getting new information, writing, and speaking. It is because reading gives many advantages to the students and the other readers. They can get a lot of information, enlarge their vocabulary, improve their grammatical knowledge, and increase their confidence by knowing many things. It also helps them in writing. Mainly for the students, reading helps them mastering all subjects studied. The main purpose of reading is to comprehend the message from the text. The reading activity will be meaningless without understanding. In other words, comprehension in reading is very crucial so that the students are able to read many kinds of texts and catch the message from reading material.

According to McWhorter (1985, p.128) there are four types of texts: narrative, expository, descriptive, and persuasive text. First, narrative text is a text that tells a story, for instance, biographies, autobiographies, historical account, travel book, and other experiences. Second, expository is a written text to explain something and this is not fiction text. The kinds of texts which include in this type are illustration/example, definition, comparison, contrast, cause-effect, classification, and process. Third, descriptive text describes characteristics of people, places, and things. The last, persuasive text is a text that pursues someone to follow the author's thought. Also, it aims to encourage someone's beliefs or attitudes.

With respect to this research, I have interviewed the English teacher of SMP N 30 Pekanbaru on January 2021 to find out the problem which is faced by the students for both classes A and B in learning English, mainly in reading text. Based on the interview result, I found that the English teacher has used some strategies in teaching English such as reading aloud, answering the question, and grouping the students into some groups to do the exercises which are given by the teacher. These were attempts to increase students' reading comprehension. But, in fact, most of them still have low ability in comprehending some texts. Furthermore, to prove the English teachers' statements, I also interviewed some students to get the direct answer from them. From this interview, I could conclude that most of students could not answer some of the questions that given by the English teacher. They could not read the text with the good pronunciation. They did not have motivation to read and felt bore in reading. Also, they spent much time to understand the text, even reading the short text. Consequently, most students could not reach the target minimum score of curriculum that is 75.

I found that most of students did not know how to find out the factual information from the text. They also got difficulties in finding the main idea and supporting idea, identifying reference, and guessing the meaning of words whereas they had learnt about these items. Students could not answer the questions caused by some factors. Most of them said that they did not have enough vocabulary to understand the text and questions. They also could not concentrate while reading a text, could not read the text with the good pronunciation, they ashamed to speak so that the teacher could not correct their utterances, and most of the students still had low motivation in reading because they did not get many attentions from their parent so that they felt bore and unwillingness to read. Furthermore, they asked me how to understand the text easily. Also, they asked to give some reading techniques for them.

Referring to the problems above, the students faced some problems in reading and it must to be solved. For this reason, I want to help them to solve their problems by using one of reading strategies to make the students understood the text easily. The strategy that I used was Know, Want, Learn (KWL). It was a technique of reading in which the students use three columns. They are W, K, and L column. Based on some researchers' studied related this technique, they found that it could improve students' reading comprehension.

Furthermore, this strategy was also gave the benefits for the students. They could understand the messages and information from the text. They could find the factual information, main idea, supporting idea, reference, and guess the meaning of words. They also could answer the questions easily. They could minimize their time and enthusiast in reading. In addition, the students could use their background knowledge as a foundation of information the text. However, this strategy has been used since years ago. Also, it was aimed to avoid the students from boring situation and looked up dictionary during reading. For those reasons, I decided to apply this strategy in this research entitle was **Applying the KWL Technique to Increase Students' Reading Comprehension at Grade Nine of SMP N 30 Pekanbaru.**

RESEARCH METHODOLOGY

This research was classroom action research. It was suitable with the title where the aim of this research was to solve students' problem. Burns (2010, p.2) defines that one of the main aims of action research is to identify a problematic situation or issue that the participants - who may include teachers, students, managers, administrators, or even parents – consider worth looking into more deeply and systematically. Mills (2003, p.5) also support this idea by stating the action research is the systematic inquiry which is done by the people who involve in education process in order to collect the information about all of the students' activities and problems in learning process and to make any changes for the education environment.

In order to analyze the data to find out the students' progress in understanding reading text by using KWL, the researcher used quantitative and qualitative data analysis. To get the quantitative data, I have used the test as a one of instruments. The numbers of questions overall were 20. The test was given to the students in order to identify students' reading comprehension progress. The test consisted of four reading comprehension indicators. They are factual information, main idea, supporting idea, reference, and guessing the meaning. Every indicator included 4 questions and the score for every correct answer was 25. The test was given for two cycles. Qualitative data was collected and analyzed from the observation sheet, field notes and interview. According to Gay et al., (2009), there were four steps to analyze the qualitative data. The steps were described as in the following; data managing, reading and memorizing, describing, and classifying the data.

The participants of the research were students of grade nine class F of SMP N 30 Pekanbaru. They were 30 students where 9 male and 21 female. This research had been carried out at SMP N 30 Pekanbaru in February 2021 twice a week with 60 minutes in every meeting. The researcher started the research on 12nd January 2021 until 18th February 2021.

RESEARCH FINDINGS AND DISCUSSION

Table 1. The Score of Students' Reading Comprehension in Cycle I

No	Students	Indicators					AVG	Category
		FI	MI	SI	Ref	GM		
1.	Student A	50	75	75	50	50	60	A to G
2.	Student B	75	100	100	50	25	70	A to G
3.	Student C	25	100	100	100	25	70	A to G
4.	Student D	50	75	100	25	50	60	A to G
5.	Student E	50	100	100	75	25	70	A to G
6.	Student F	75	75	50	75	75	70	A to G
7.	Student G	25	75	75	75	75	65	A to G
8.	Student H	25	100	75	75	50	65	A to G
9.	Student I	75	100	75	75	50	75	A to G
10.	Student J	50	100	75	75	75	75	A to G
11.	Student K	50	100	75	75	75	75	A to G
12.	Student L	75	100	75	75	50	75	A to G
13.	Student M	25	100	75	75	50	65	A to G
14.	Student N	25	75	75	75	75	65	A to G
15.	Student O	75	75	50	75	75	70	A to G
16.	Student P	50	100	100	75	25	70	A to G
17.	Student Q	50	75	100	25	50	60	A to G
18.	Student R	25	100	100	100	25	70	A to G
19.	Student S	75	100	100	50	25	70	A to G
20.	Student T	50	75	75	50	50	60	A to G
21.	Student U	50	75	75	50	50	60	A to G
22.	Student V	75	100	100	50	25	70	A to G
23.	Student W	25	100	100	100	25	70	A to G
24.	Student X	50	75	100	25	50	60	A to G
25.	Student Y	50	100	100	75	25	70	A to G
26.	Student Z	75	75	50	75	75	70	A to G
27.	Student AA	25	75	75	75	75	65	A to G
28.	Student BB	25	100	75	75	50	65	A to G
29.	Student CC	75	100	75	75	50	75	A to G
30.	Student DD	50	100	75	75	75	75	A to G
Average (m)		50	90	82.5	67.5	50	68	-

Table 2. The Average of Students' Ability for Each Indicator of Reading Comprehension in Cycle I

No.	Indicator	Average
1.	Factual Information	50
2.	Main Idea	90
3.	Supporting Idea	82.5
4.	Reference	67.5
5.	Guessing the Meaning	50

Two of indicators still needed the improvement because the averages score of students for these items were still under the target minimum of curriculum. The items were factual information and guessing the meaning. Moreover, to find out the causes or barriers the students in identifying factual information and guessing the meaning, I discussed it with the collaborator.

In line with the above paragraph, the researcher did reflection with the collaborator to discuss about the factors which influenced the low of students' achievement for factual information and guessing the meaning. During discussing, we referred to observation sheets and field notes. And, the results of this reflection were some students still have problems in understanding reading passages. The problems were as the following:

- a) Some students still got difficulty in comprehending information from the text.
- b) Some students were lack of attention when the teacher explained about the material by using KWL technique.
- c) Some students did not understand with some questions.
- d) The material was not familiar for them so that they were lazy to read it seriously.

For those reasons, I decided to continue to the next cycle and revised some plans in applying the KWL technique for the better result. The revisions were as the following:

- a) The teacher chose the familiar texts for the students.
- b) The teacher motivated students in order to make them gave more attention during teaching and learning process by telling them the advantages of reading.
- c) The teacher gave more explanation about the material by using KWL technique.
- d) The teacher made the class more interested by giving additional score for the students who can do the exercises well.

Table 3. The Score of Students' Reading Comprehension in Cycle II

No	Students	Indicators					AV G	Category
		FI	MI	SI	Ref	GM		
1.	Student A	75	75	100	50	50	70	A to G
2.	Student B	50	75	100	75	50	70	A to G
3.	Student C	75	100	100	75	50	80	G to E
4.	Student D	75	100	100	50	50	75	A to G
5.	Student E	75	100	100	100	75	90	G to E
6.	Student F	75	75	50	75	75	70	A to G
7.	Student G	50	100	75	75	75	75	A to G
8.	Student H	50	100	75	75	50	70	A to G
9.	Student I	75	100	75	75	50	75	A to G
10.	Student J	50	100	100	75	75	80	G to E
11.	Student K	50	100	100	75	75	80	G to E
12.	Student L	75	100	75	75	50	75	A to G
13.	Student M	50	100	75	75	50	70	A to G
14.	Student N	50	100	75	75	75	75	A to G
15.	Student O	75	75	50	75	75	70	A to G

16.	Student P	75	100	100	100	75	90	G to E
17.	Student Q	75	100	100	50	50	75	A to G
18.	Student R	75	100	100	75	50	80	G to E
19.	Student S	50	75	100	75	50	70	A to G
20.	Student T	75	75	100	50	50	70	A to G
21.	Student U	75	75	100	50	50	70	A to G
22.	Student V	50	75	100	75	50	70	A to G
23.	Student W	75	100	100	75	50	80	G to E
24.	Student X	75	100	100	50	50	75	A to G
25.	Student Y	75	100	100	100	75	90	G to E
26.	Student Z	75	75	50	75	75	70	A to G
27.	Student AA	50	100	75	75	75	75	A to G
28.	Student BB	50	100	75	75	50	70	A to G
29.	Student CC	75	100	75	75	50	75	A to G
30.	Student DD	50	100	100	75	75	80	G to E
Average (m)		65	92.5	87.5	72.5	60	75.5	-

Table 4. The Average of Students' Ability for Each Indicator of Reading Comprehension in Cycle II

No.	Indicator	Average
1.	Factual Information	65
2.	Main Idea	92.5
3.	Supporting Idea	87.5
4.	Reference	72.5
5.	Guessing the Meaning	60

From the result of observation checklist, students were active in brainstorming everything about the topic, were able to generate list of the questions, and were able to find the answer of the questions. The students were able to find what they already know in the text and write it in column K, were explain what they want to learn about the text and write it in column W, and were able to write any new and interesting information that they have learned in column L. It could be concluded that the students have learned reading comprehension by using KWL technique.

The researcher and collaborator discussed it by analyzing the observation sheets, field notes, and interview. Then, the researcher could conclude that the improvement of the students because of the stimulus and reward that have given to the students. It was very influential factor to build students' confident. They became more active in teaching and learning process. They even focused and paid more attention when the teacher gave the explanation. They could do the exercise by themselves. Also, they were very enthusiastic when the teacher asked them to read their work in front of the class. And, when the researcher gave the test of cycle II to the students, they also become more independent and concentrated. They did the test seriously. In short, the researcher decided to end this research in cycle II.

Two indicators who still needed the improvement in cycle I are factual information has increased in cycle II because students were able to find the true statement from the paragraph, also students were able in guessing the meaning. It looks

from the improvement indicator factual information and guessing the meaning from cycle I to cycle II. This happened because students familiar with the passage and interested in learning new vocabulary from the passage to enlarge their knowledge and can focus in answering the answer. They interested to do it because the applying of this technique is enjoyable; meanwhile they increasingly understand how to use KWL technique in reading passage.

Teachers must be active in motivating students using KWL technique that are proven to improve students' reading comprehension, meanwhile teacher can choose the familiar texts for the student interest, also giving additional score for students who can do the exercises well.

DISCUSSION

1. The Improvement of Students' Reading Comprehension

Based on the result of the analysis, it was proven that the applying KWL technique could improve students' reading comprehension ability mainly for the students at grade nine of SMP N 30 Pekanbaru. It was showed by the achievement of students from cycle I to cycle II. These following table and figure have presented the average score of students and the increasing of students' achievement for every indicator from cycle I to cycle II.

Table 5. The Comparison of Students' Reading Comprehension Improvement from Cycle I to Cycle II

No.	Reading Comprehension Indicators	The Result of Students		Improving
		Cycle I	Cycle II	
1.	Factual Information	50	65	15
2.	Main Idea	90	92.5	2.5
3.	Supporting Idea	82.5	87.5	5
4.	Reference	67.5	72.5	5
5.	Guessing the Meaning	50	60	10

The first indicator is factual information and the achievement of students in cycle II was higher than cycle I. Students' score in cycle I was 50 and cycle II was 65. It meant that the students' achievement for this indicator has increased significantly and able to find the true statement from the highlighted paragraph. Next is students' score for main idea from cycle I to cycle II also improved. For the cycle I was 90 and for cycle II was 92.5. Students are able to find main idea in the first sentence of paragraph. Then, students' score for supporting idea in cycle I was 82.5 and in cycle II was 87.5. Students were able to find explanatory sentences which supports the main idea in that paragraph. It was also higher than cycle I. Next, the score of students for reference in cycle I was 67.5 and in cycle II was 72.5. Students have to read passage carefully to find the word in line and paragraph highlighted. This was also improved. The last is the students' score for guessing the meaning in cycle I was 50 and cycle II was 60. Students need to know more vocabulary to find this question and has been helped by KWL

technique by writing the unknown vocabulary in column W and looking for the answer in column L. This result also has increased significantly.

Finally, the students' reading comprehension ability has improved from cycle I to cycle II by using KWL technique. In addition, the improvement of students has happened for all indicators of reading comprehension.

2. The Factors Influence the Improvement of Students' Reading Comprehension

Referring to interview list that have been given, researcher could identify the factors that influenced the improvement of students as in the following:

- a. The students were interested in using the KWL chart. It led them to use their own words to brainstorm what they have known about the text, generate a list of question about what they want to know more, and find the answer.
- b. By giving additional score, the students became more enthusiastic in doing exercises and became more independent.
- c. During teaching and learning process, the students were happy and enjoyable toward KWL technique.
- d. The text given to the students was familiar for them so that it helped them in understanding it.

Furthermore, during conducting this research, researcher found some strengths and weaknesses of applying KWL technique in improving students' reading comprehension. The strengths are as in the following:

- a. Most students were interested in learning reading by using KWL technique.
- b. Most students were active and confident to answer the question.
- c. Most students worked independently in doing exercises and test.

However, there were also the weaknesses that researcher found as in the following:

- a. Most students were confused in arranging the questions.
- b. The students who could not find their answer within the given time would be disappointed.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the finding and discussion in chapter IV, the conclusion of this research is concluded as follows:

1. KWL technique can better improve the students' reading comprehension at grade nine of SMP N 30 Pekanbaru. It can be seen from the achievement of students which from cycle I to cycle II gets improvement. In cycle 1, the achievement of students was 68, and in cycle 2 was 75.5. So, the improvement was 7.5. Moreover, they could identify factual information, main idea, supporting idea, reference, and guessing the meaning.
2. The factors that influence the changing of students are easy to use KWL chart, reward given to students, and the materials of the reading were familiar for the students so that they were enjoyable and interested to read it.

Recommendation

Based on the above conclusions, the suggestions can be made as follows:

1. Students whose have the same problem with this research, may apply this technique to help them in understanding reading passage.
2. Teachers could use this technique in teaching their students who have the same problem with this research especially in teaching reading.
3. For the readers who have the same problem with this research, may apply this technique.
4. For the researchers who want expand their research related to this research, may use this paper a guiding.

REFERENCES

- Addison, J. (2005). *The Rationale for Teaching Reading in the Content Areas*. Retrieved from http://www.pbs.org/teacherline/courses/rdla340/docs/rdla340_session1.pdf.
- Arikunto, S. (2010). *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara.
- Burns, A. (2010). *Doing Action Research in English Language Teaching*. New York: Routledge.
- Clark, & Graves, M. F. (1995). *Reading Strategies: Comprehension*. Retrieved from http://literacy.kent.edu/nto/manual02/Section4_BasicSkills.pdf.
- Conner, J. (2006). *Instructional Reading Strategy: KWL (Know, Want, Learn)*. Retrieved from <http://www.indiana.edu/~l517/KWL.htm>.

Crowther, & Haimes, Y. (2004). *Method and Strategies*. Retrieved from <http://www.nsta.org/publications/news/story.aspx?id=49675>.

McWhorter, & Kathleen, T. (1985). *Guide to College Reading*. Niagara: Time Inc.

Nunan. (1995). *Designing Task for the Communicative Classroom*. Cambridge: Cambridge University Press.

Ogle. (1986). *Strategies for Reading Comprehension*. Retrieved from <http://www.readingquest.org/strat/kwl.html>.

Pang, E., Muaka, A., Bernhardt, E., & Kamil, M. (2003). *Teaching Reading*. France: Sadag.

Wallace, C. (2003). *Critical Reading in Language Education*. Britain: Anthony Rowe Ltd.