KNOW WANT LEARN STRATEGY TO IMPROVE STUDENTS' READING COMPRHENSION STUDENTS' OF SENIOR HIGH SCHOOL

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ABSTRACT

Reading is a basic life skill of students success in school and consequently through life. Without the ability to read effectively, the students can not improve their reading skill. M.Ogle, the aims of the this research were to know whether Know Want Learn (KWL) strategy can improve students reading comprehension and to describe the class condition when Know Want Learn (KWL) strategy was implemented in teaching learning process at the Eleventh grade of SMA N Karangpanda in 2017/2018 Academic Year. This research was conducted at the Eleventh grade of SMA N Karangpandan. The method of the study was classroom action research which was conducted from March until May 2018. The data was collected through test and non-test. In collecting data was used multiple choices in pre test, post test 1, and post test 2. Besides that to collect non-test was used observation, interview, and documentation. While, to analyze the data was used t-test. The results of the research showed that the implementation of Know Want Learn (KWL) strategy was successful to improve students reading comprehension. The mean score increased from 57.92 in pre-test became 70 in post test 1 until 84.7 in post test 2. It can be concluded that Know Want Learn (KWL) strategy was appropriate to improve the students reading comprehension in teaching and learning process. Moreover, The class condition was more enjoyable, enthusiast, and conducive during learning process.

Key words: Reading Comprehension; Know Want Learn (KWL) strategy;
Classroom Action Research

INTRODUCTION

There are many reasons why some students have difficulty with reading. Some students have difficulties because they have not truly mastered reading fluently. To be able to successfully comprehend what is being read, students are ofter required to make connections with what is being read to their own lives and experiences.

Teixiere (2012:1) reading is the key of language skill that has significant place in the teaching and learning of foreign language especially in english. Comprehend reading allows the students to acces idea that is communicated in different place and era, give them opportunity to boarden and reach more knowledge. Therefore, reading can make the students get more information and also get knowledge from what they read. In the preliminary study at SMA N Karangpandan, most of the students still got difficulties in reading English texts. The students were still lacked of vocabulary and had difficulties in finding main idea, understanding detail information, understanding reference pronoun, and understanding meaning of vocabularies. And then the class condition in class XI Immersion was noisy and not conducive in learning process. In order to create conducive learning process, teacher and students must work together to achieve the goal. Grellet (2009:39) developes a theory about how to create it. He states that reading is a fundamental goal that children must master in order to be successful in school and in life. It means that reading is not just about a lesson to understand but have to master about understanding information from the text.

As a result, the students achieve the minimum passing score or KKM (*Kriteria Ketuntasan Minimal*) over 68. To resolve the problems by using Know Want Learn (KWL) by M.Ogle (1986:516) . He states that KWL as a tool for clarifying how students can approach the task of reading texts and helping students to be active thinkers while they read giving them specific things to look for and having them reflect on what they learned when they are fisihed reading. KWL chart help students activate background knowledge and provide an opportunity for students to set their own learning objectives. KWL is an instructional scheme or chart that developes activate reading of expository texts by activating learners background knowledge. The steps of Know Want Learn strategy are described

as follows; Firstly, K coloumn students list a questions are list of questions about ehat they want to know about the topic, then these questions listed in the W coloumn, suring or after reading learners answer the questions and what they have to learned is recorded into L coloumn.

Finally, the students may work by themselves in pairs or in groups. They have to prepare the material to discuss and debate from the statement of students answer and how they find the information by Using *Know Want Learn* strategy.

RESEARCH METHOD

This research was conducted at SMA N Karangpandan. This school is located at Jl. Blora, Jetis, Karangpandan, Karanganyar, Central Java. The research held XI Immersion 1 of SMA N Karangpandan in 2017/2018 Academic year. The participant of the research were of 24 students concisted of 19 girls and 5 boys. This research was conducted from March until April 2018. The method of the study was Classroom Action Research. According to Wallace (1998:15) action research is a process of answering question by using various kinds of evidence in some kind of reasoned way. There were four phases of Classroom Action Research: planning,

implementing, observing, and reflecting. The study was conducted in two cycles. The data were collected through test and non-test. In collecting the data, it used test with 40 multiple choices in pre test, post test 1, and post test 2. Besides that to collect the non-test data, it used observation, interview, and documentation. While, to analyze the data was used t-test.

RESULT AND DISCUSSION

The students did pre-test before the implementing Know Want Learn (KWL) strategy to measure the students reading skill ability. The mean score was 57.92 far under the KKM (*Kriteria Ketuntasan Minimal*). Before implementing the research, this research created with planning. It made the materials, the materials were lesson plans, students activity and worksheet, and blue print of post test 1. After the plan created, the first meeting was held on Monday March 19th, 2018. The class began at 10.45 until 11.45. In the opening activity, to build the students background knowledge. The students learn about hortatory exposition text, Know Want Learn strategy, and how to make . And then the students made a group to answer the activities. The students focused to find the main idea,

understand the detail information, understand the reference, and understand meaning of vocabularies from the text. In the closing activity, the students gave feedback about how to apply KWL strategy to find the detail information from the text and the activities because some of students did not understand yet about it.

In the second meeting was held on Monday, March 26th, 2018. The class began at 10.45 until 11.15. In opening activity, the students watched the video and the students noted how many vocabularies in that video. The students wrote the answer on the whiteboard. The students learnt about how to apply KWL strategy to answer the question based on readings' indicator. The students made a group, and then answered the activities about hortatory exposition text. In the closing activity, the students told that they understood how to answer the question easily with KWL strategy.

After did meeting 2 in the cycle 1, the students did post test 1 to answer 40 multiple choices. It was held at 07.00 – 08.45 on Tuesday, March 29th, 2018. The results of the post test 1 were still lower than minimal score was 68. The problems faced by the students were understood the detail information, understood the reference, and understood the meaning of vocabularies from the text. After the action was done, it can be concluded that in the first meeting, the students were confused to apply the KWL strategy. But, in the second meeting the students were more understood and could applied the KWL strategy to answer the activities. After observed was done, there were some reflecting from the meeting. Based on the meeting, it can be concluded that the strengths from cycle 1 were the students more focused on their own task, some of the students were active in answering the questions, the mean score of post test 1 higher than pre-test. Beside that, the weaknesses from cycle 1 were some of students were noisy at the classroom, the students still difficult to understand detail information, understand the reference, and understand the meaning of vocabularies. When cycle 1 completed, revising the plan was created to improve the result of cycle 1, in this cycle added the competition as build vocabulary in the brainstorming activity. The materials of cycle 2 created like lesson plans, students activity and worksheet, blue print of post test 2. It helped to improve the reading comprehension. The students worked in pair in this cycle. After

revised the plan were completed, the first meeting was held on Monday, April 2nd, 2018. The class began at 10.45 – 11.45. In the opening activity, the students watched video, after that the students did competition to build vocabulary. The students learnt about hortatory text, KWL strategy, and made interrogative sentence. The students worked in pair to answer the question of activity about Learning English Through Music and Song can be very Enjoyable and KWL Chart. Then, the students submitted the task. In the closing activity, the students did summary from the lesson today.

The second meeting was held on Tuesday, April 5th, 2018. The class began at 07.00 – 08.45. In the opening activity, In the opening activity, the students watched video bad effect of using drug, after that the students did competition to build vocabulary. The students learnt about Hortatory text, KWL strategy, and made interrogative sentence. The students worked in pair to answer the question of activity about should the lawnot look at the age ?. Then, the students submitted the task. In the closing activity, the students did summary from the lesson today. Post test 2 was held on Monday, April 8th, 2018 at 10.45 – 11.45 The students were answered 40 multiple choices. The results of the post test 2 were higher than post test 1. It can be concluded that the minimum score were passed 68 score. This research was completed. In the first meeting, to know how the students reached high score because students were enthusiastic, conducive, and confident in learning process. It made the students understood about the materials. In the second meeting, the result of mean score' post test 2 reached the KKM (*Kriteria Ketuntasan Minimal*).

In learning process the students were more enjoyable, enthusiast, and conducive. The students were understand how to find main idea, understand detail information, understand references pronoun, and understand meaning of vocabularies. To reflect the action, it concluded that the strenghts were the students were able to find main idea correctly, the students were able to understand the detail information from the text, the students were able to understand references pronoun, and the students also able to understand meaning of vocabularies from the text. Beside that the weakness were few students still make some noises during learning process.

The improvement of the students mean score from the test can be seen from the table below:

Pre – Test	Post-Test 1	Post-Test 2
57,92	70	84,7

The table showed the improvement of the students' reading Comprehension. KWL (Know Want Learn) strategy was suitable for teaching learning process. It can be concluded that there was significance difference from pretest score and post-test 1. Based on all of the findings above, it can be concluded that teaching reading by using Know Want Learn (KWL) strategy can increase students' reading comprehension at the eleventh grade students of SMA N Karangpandan in academic year 2017/ 2018.In addition, the understandings of teaching and learning process showed that there was a change of classroom situation before and after Know Want Learn strategy was implemented.

CONCLUSION

Based on the result of the research, the researcher could draw the conclusion to know the students' reading comprehension by using Know want learn stretegy at the eleventh grade of SMA N Karangpandan in 2017/2018 Academic Year. The conclusions are Know Want Learn (KWL) strategy can improve students' reading comprehension. Before Classroom Action Research was conducted, the students got difficulties in reading comprhension of the text and answered the questions related to it. After Classroom Action Research was implemented, the students' reading comprehension was improved. The students could understand the text well and they also could answer the questions correctly based on know want learn strategy. The attainment of reading test was increased. It can be concluded that there is improvement of students' reading comprehension. It can be seen from the improvement result in pre-test, post-test 1 and post-test.

The mean score of post-test 1 in cycle 1 which was 70 is higher than the mean of pre-test which was 60,00 and the mean of post-test 2 which was 85,7 is higher than the mean of post-test 1. The class condition in teaching reading comprehension by using Know Want Learn (KWL) strategy make the students

more enthusiast,enjoyable and conducive during the teaching learning in reading skill. It can be showed that the students are enjoyable in the learning process when the students active in learning process, watch the video, andcompetition to answer the question. Besides that, the students are enthusiast in learning process with the students raise hand to answer the question, ask what they do not know yet, come forward to present their result of KWL chart and answer in front of the class, and enthusiast to give response to the questions based on their ideas and prior knowledge. The condition of learning process is conducive, the students work in groups and in pairs to discuss the relationship between question and answer based on the strategy. It helps the students to think creatively and critically. The students present their discussion in front of the class to debate andshare their ideas and background knowledge to answer with another groups or pairs. It makes the students actively participate in learning process.

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