

THE USE OF KWL METHOD IN TEACHING AND LEARNING PROCESS OF READING COMPREHENSION IN JUNIOR HIGH SCHOOL

Grace Widya Prastika

zevanyagrace27@gmail.com

Dr. Ch. Evy Tri W. S.S., M.Hum

Ulupi Sitoresmi, S.S., M.Hum

English Language Education

Teacher Training and Education Faculty, Slamet Riyadi University, Surakarta

Abstract

Nowadays, English is the only language that links the whole world and must be learned. In learning English, there were 4 language skills. One of which was reading. Enriching reading would improve student comprehension to communicate through speaking, listening, and writing. The purposes of the study were to describe the problems faced by the teacher and the solutions in teaching and learning process, and also the use of KWL Method in teaching and learning process of reading comprehension. The subject of the research were the teacher and first grade students of SMP N 27 Surakarta in 2020/2021 Academic Year in class A. The data collected by direct observation, and it could be words, interview, and documentation. The data would be described by used qualitative data analysis method. The theoretical basis used teaching and learning reading comprehension. The result showed the teacher chose the KWL because it was good for assessing the development students' reading skills. However, from KWL method, 60% students were sleepy and did not pay attention, and 40% understood. This problem came because the class management and the different of student capability. The conclusion of this study showed KWL Methods would run well if the teacher could manage class by classify which one had good capability to easily understand and which one did not and had distraction when learning process went. the teacher had to pay more attention about how to increase the curiosity and interest of students for want to learn more about grammar and vocabulary.

Keywords: Learning Teaching Method, KWL, English, Reading Comprehension

INTRODUCTION

One of language which can be used as a means of communication is English. English is a well known as language and has frequently been referred to as a world language. In Indonesia, English must be mastered by students from kindergarten till university. In learning English, there are 4 language skills, which are listening speaking, reading, and writing.

Reading is one of the important skills which is needed by the students. Enriching reading also improves students comprehension to communicate through speaking, listening, and writing. Reading improves concentration and as tools of communication by the students that used for their daily activity, for careers, for study, for singing or simply for pleasure. According to Bailey and Heritage (2008:21), "Reading is used as a tool and students encounter a wide variety of text and context with increased complexity, along with variety of text and cognitive challenges.

Comprehension is the process to understands something that we read. Comprehension will be success if the readers get information from the text. According to Bernhardt (2011:58), "Comprehension is dependent on from frequency, context clues, and reader attitude of the way readers approach the reading task.

Reading Comprehension according Bernhardt (2011:7) defines "Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language". While, according to Woolley (2011:15) "Reading comprehension is the process of making meaning from the text". From the theories above, it could be concluded that reading comprehension is get an idea and information from a text that develops gradually and 'naturally'.

Regarding to the students involvement and the teacher way in teaching concerning on the reading process, the fact of the development in reading process in a school namely

SMP N 27 Surakarta is found by the researcher that the progress on reading development mostly appears in the teaching and learning process. As the general view of the researcher, the teaching process in SMP N 27 Surakarta acquires much valuable development. It can be shown by the students's activeness and the teacher's method which produce the development shown by the students' achievement in reaching above minimum score (KKM = *Kritea Ketuntasan Minimal*) of English 75.00. Especially in first grade get good scores in reading text so that the process of qualified reading improves the quality of students's interpretation.

On the first grade of SMP N 27 Surakarta in 2020/2021 Academic Year in class A, the teacher chose KWL Method in teaching learning process. KWL as known as Know Want Learn. According to Blaskowski (2010) KWL teaching technique is a good method to help students activate prior knowledge. The theory of Briyant and Ogle (in Sharon, 2012:256) explained the

process of teaching and learning have 3 step which were K (What The Students Know); W (What The Students Want to Know); and L (What The Students Learn).

METHOD

In this research, the researcher want to explain about the problem faced by the teacher and the solution in teaching and learning of reading comprehension, and also the use of KWL method in teaching and learning process of reading comprehension at first grade of SMP N 27 Surakarta in 2020/2021 Academic Year. This school located on Jl. Transito No. 32 Pajang, Laweyan, Surakarta, Jawa Tengah. This research would be conducted from July until August 2020 in the 2020/2021 Academic Year in class 7A. The class consisted of 30 students with 19 boys and 11 girls.

This research was a qualitative research with the type of descriptive qualitative. Ary et.al (1985:322) explained "descriptive research method was used to obtain information about existing conditions and have been widely used in

educational research. The aim of descriptive research is to describe “what exist” with respect to variables or conditions in a situation”.

The main source of the data taken from the resource through direct observation and it could be words and the actions during observation. The researcher applied to used three research instruments, which were observation, interview, and documentation. The researcher did interview with English teacher. The results of the data would analyze by using qualitative method. According to Miles and Huberman (in Sugiono, 2012:246-253) activities in qualitative analysis data is done interactively and continuously until the data is complete.

Based on the observation result, it explained the problem that the teacher faced while teaching learning process, a significant difference between the student capability, management class that was less supportive of their students while teaching learning process, and how effective KWL Method for

students with difference capability to understand reading comprehension.

RESULT AND DISCUSSION

The result showed that the teacher applied KWL method in teaching learning process. Based on observation, the researcher found the problems faced by the teacher in teaching and learning process especially when they used KWL method. The problems were the class management and the different capability of students.

Some of students easily could understood the material discussion, but some did not. For students who did not understand, they did not have guts for asked to teacher about the topic, and they had lack of grammar and vocabulary. So, even they read the topic in front of class, they still did not understand. Because of it, the class management became bad. The students started talking with their friends and left the learning process behind.

The solution for this problem were the teachers should classify the

students, which one could understand and which one could not. After classified the students, the teacher should manage the class management by determining the seat position of the students. Students who easily could understand are pair with students which could not. Not only that, the teacher should be much more interactive and pay attention to details especially for students with lack of grammar and vocabulary. The topic that the teacher will use in the next teaching and learning process must also be more creative and deep so that students are interested in finding out more about the topic. This is how students can improve their grammar and vocabulary in a fun way without putting pressure on them.

The teacher chose KWL method to improve students' English skills. Briyant and Ogle (in Sharon, 2012:256) explained the process of teaching and learning have 3 step which were K (What The Students Know), W (What The Students Want to Know), and L (What The Students Learn). In stage K, the teacher explained about the topic before

reading and after that the teacher asked about "My Mother" as a topic to the students. The students answered together with their opinion about their mothers. Here, the teacher gave background knowledge of the text "My Mother", The teacher explained the descriptive text, It was social function, and generic structure.

In stage W, the teacher led students to get a lot of information concerning about the topic which was "My Mother". First, the teacher asked the students to read the text and asked the teacher if they found some difficult vocabularies or word which could find out in the dictionary. After that the teacher asked four students to read loudly and at the same time the teacher corrected their pronounce. After reading the text, the teacher discussed the text with the students.

Last, in stage L was related to the text from the teacher some of the questions or tasks that must be answered. The teacher wrote some questions about the previous text on the board. The responses from the students were good relatively. After

that, the teacher ordered the students to make group consisted of 4 students to practice making a descriptive text. The teacher gave fifteen minutes to the students. After fifteen minutes, the teacher asked the students to present their results of discussion.

CONCLUSSION

The conclusion from 3 (three) session of KWL method was 60% students was sleepy and did not pay attention, and 40% understood. Based on the result, it was explained that the capability of the first grade students to comprehend the text was still needed the guidance from their teacher, it shows when the students read the text some followed, but some were sleepy and paid no attention because they did not understand what they read and listen.

However, in this research showed KWL Methods was more suitable than the others method in teaching reading on A first grade of SMP N 27 Surakarta. Even the result only 40% students understood, but the progress would increase if the teacher often trains students using

the KWL method. The students' understandings based on material that have been learned by the students were asked by the teacher before they continued the teaching learning process. In the answer and question section, the teacher asked the students about the material (descriptive). Then, the students answered the teacher' question based on their knowledge and vocabulary they have known.

This could prove if KWL method also increased the students' grammar and vocabulary in a fun way. Because in KWL method, not only the teacher but the students have role to decide the topic which would they discuss. If they were often taught using the KWL method, they could recognize a lot of new vocabulary and use new vocabulary in the discussion and question & answer that is carried out in the next stage.

ACKNOWLEDGEMENT

This article is the result of research conducted at SMP N 27 Surakarta by **Grace Widya Prastika** as a student, **Dr. Ch. Evy Tri**

Widyahening, S.S., M.Hum and
Ulupi Sitoresmi, S.S.,M.Hum as a
lecturer.

REFERENCES

- Ary, Donald, Jacobs, L., C., Razavieh. 1985. *Introduction to Research in Education*. New York: Holt, Rinehart.
- Bailey, A.L., & Heritage, M. (2008). *Formative Assessment for Literacy, Grades K-6: Building reading and academic language skills across the curriculum*. Thousand Oaks, CA: Corwin/Sage Press
- Benhardt, Elizabeth B. 2011. *Understanding Advanced Second-Language Reading*. New York: Routledge
- Blaskowski, Debbie. 2010. *K-W-L-H technique info@nerel.org*. North Central Regional Educational Laboratory
- Ogle, D.M. 1986. *K-W-L: A Teaching Model that Develops Active Reading of Expository Text*. Virginia: ASDC
- Sugiyono. (2012). *Memahami Penelitian Kualitatif*. Bandung: ALFABETA.
- Wooley, G. 2011. *Reading Comprehension: Assisting Children with Learning Difficulties*. Available at: <http://springer.com/978-94-007-1173-0>. Retrieved on 2015