

IMPROVING STUDENTS' READING COMPREHENSION IN RECOUNT TEXT THROUGH KWL STRATEGY OF VIII GRADE AT SMP N 8 TOLITOLI

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ABSTRACT

The objective of this research is to find out whether kwl strategy can improve students' reading comprehension or not.. This research is pre experimental research design consist of one group pre-test and post-test. The Population of this research is the eighth grade of SMPN 8 Tolitoli in 2016/2017 academic year. The sample of this research is selected by using purposive sampling technique and the selected class is VIIIB consisted of 17 students. In collecting the data, the researcher took from the result of pre-test and post-test. The researcher analyzed the data statically. The result of the test showed that the students' mean score in posttest 84.35 is higher than pretest 61,18. To know the significant difference between pretest and posttest, the researcher compared the value of $t_{counted}$ and t_{table} by applying 0.05 level of significance for two-tailed test with 16 degree of freedom ($17-1=16$), the researcher found that the $t_{counted}$ (13,24) is higher than t_{table} (2,120) and the hypothesis of this research is accepted. The researcher concluded that application kwl strategy can improve students' reading comprehension in recount text of eight grade at SMP N 8 Tolitoli.

Key words: *improving reading comprehension, and kwl strategy.*

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui apakah penerapan kwl strategi dapat meningkatkan pemahaman membaca siswa atau tidak. Penelitian ini adalah penelitian pre-eksperimen terdiri dari satu grup pre-test and post-test. populasi dari penelitian ini adalah kelas delapan dari SMPN 8 tolitoli pada tahun akademik 2016/2017. Sampel dari penelitian ini dipilih dengan menggunakan tehnik pengambilan sampel purposive dan kelas yang dipilih adalah kelas delapan yang terdiri dari 17 siswa. Dalam pengambilan data, peneliti mengambil dari hasil pre-test dan post-test. peneliti menganalisa data secara manual. Hasil dari tes tersebut menunjukkan bahwa nilai rata-rata siswa pada post-test 84,35 lebih tinggi dibandingkan dengan nilai rata-rata pada pre-test 61,18. untuk mengetahui perbedaan yang signifikan antara pre-test dan post-test, peneliti membandingkan nilai pada t -hitung dan t -tabel dengan menerapkan 0,05 signifikan level pada tes dengan tingkat kebebasan 16 ($17-1$), peneliti menemukan bahwa t -hitung lebih besar dari pada t -tabel dan hipotesis dari penelitian ini di terima. Peneliti menyimpulkan bahwa penerapan kwl strategi dapat meningkatkan pemahaman membaca pada siswa kelas delapan pada SMP N 8 tolitoli.

Kata Kunci: *Meningkatkan, Penguasaan Kosakata, dan Kegiatan Belajar di Luar Kelas.*

1. Introduction

Reading is one of the language skills. Reading is a process, it starts from viewing the linguistics surface representation and ends with certain ideas or meaning about messages intended by the writers. This is in line with Rumelhart (2011) that Reading is a process of

understanding written language. Since reading is a process, it starts from viewing the linguistics surface representation and ends with certain ideas or meaning about messages intended by the writers. Reading is very important for students in learning English. There are two main reason for reading, , firstly reading for pleasure, and secondly reading for information in order to find out something or in order to do something with the information you get (Grellet 1981). The students will get many advantages through reading, such as gaining a lot of information, improving their knowledge, solving a new problem and getting the new ideas by understanding what they read.

A number of the reading problems that are usually encountered by the students related to 1) the limitation of students vocabularies. The problem of this activity was time-consuming. This condition makes students stressed since they have to open dictionary every time they came across unfamiliar new words. 2) the classroom situation. Most of students make the teacher difficult to control and give attention to each student. Having not much attention from the teacher, the students showed no interest to the subject. Some of them are passive during the lesson and gave no response when they are asked questions. 3) Some of the students are passive during the lesson and gave no response when they are asked questions.

One of the components of reading is important to be discussed is comprehension. Comprehension is a complex process that has been understood and explained in a number of ways. According to Pardo (2004) that comprehension is a process in which readers construct meaning from texts. In order to construct meaning, the readers are interacting with the texts through the combination of their prior knowledge and previous experience, information in the text, and the stance how the readers connect with the texts

Reading comprehension is very importance for everyone who wants to enlarge their knowledge and information. Reading comprehension defined as a process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Chaterine (2002). We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Teaching reading comprehension is essential because reading is the most important activity in any language class. The stages of teaching reading according to Brown (2001) and Vaughn (2009) can be summarized as follows:

1) Before reading

In this stage, the teacher should introduce the topic of the text that the students will read in order to activate students' background knowledge.

2) Whilst reading

In this stage, the teacher monitors students' comprehension by encouraging them to self-questions.

3) After reading

In this stage, the teacher may provide follow-up activities such as disscussing the content of the text, retelling the text, answering the comprehension questions, learning vocabulary found in the text, etc.

One of the strategies that can be applied is KWL Strategy. KWL is an instructional scheme that develops active reading of expository texts by activating learners background knowledge (Ogle, 1987). KWL strategy is a learning method that help students to be active thinkers while they read (Carr 1987), giving them specific things to look for and having them reflect on what they learned when they are finished reading. When students set their own purposes for reading, they are more motivated and active as readers. K-W-L for the three basic cognitive steps required: accessing what I Know, determining what I Want to learn, and recalling what I did Learn as a result of reading. . The Procedure of KWL strategies include three steps (Burke, 2005). First, provide students with the opportunity to brainstorm and list

the ideas in the K items and details that they already know about a topic. Second, they review the topic again and consider what they still want to know. They list these items in the W section of the chart.

Items should be listed as questions. Third, as they read or after they read, students add details that they have learned while reading. They list these items in the L section of the chart.

Concerning the importance of reading comprehension, in ktsp, the students of Senior High School are expected to have abilities to comprehend some short functional texts such as descriptive, recount, and narrative. Among the genres, recount text is one of the genres of text that should be mastered by the student. The students need to know how past activities expressed in written text. Anderson and Anderson (1998) states that a recount text is a piece of text that retells past events, usually in the order which they occurred. It presents the past experience in the series of events in detail (Cahyono, 2011).

However, based on the writer experience during PPL the students of eight grade at SMP N 8 Tolitoli encountered some problems in reading comprehension. They were difficult to derive meaning from the reading text. Most of the students were unable to comprehend some information in the text. They were also low motivation to read an English text. When they were given an English text, they felt bored and usually stop to read. Thus, the students were still poor in reading comprehension. In line with some problems above, the writer conducted a research to answer the research question *Can the application of kwl strategy improve the students' reading comprehension?*

The findings of this research expected will contribute to the improvement of teaching and learning technique in reading and the students' improvement in reading comprehension.

2. Method of the Research

In conducting this research, the writer used an experimental research. This experimental design was pre experimental research design (one-group pre-test and post-test). The sample of this research was class VIIIb SMP N 8 Tolitoli in academic year 2016/2017. The total sample was 17students. The data were collected by using pre-test and post-test. Pre-test was given to the students in the beginning of the research. Then, the post-test was given to the students at the end of the research.

3. Findings and Discussion

3.1 The Result of Pre-test

Pre-test was given to obtain students' score in reading comprehension before applying the treatment. The result of pre-test can be seen in the following table:

Table 1
The Students' Scores in Pre-test

No	Students' Name	Obtain Score	Maximum Score	Individual Score (x)	X ²	Qualification
1	AFN	29	45	64	4096	Failed
2	EDG	27	45	60	3600	Failed
3	FIL	26	45	58	3364	Failed
4	FND	27	45	60	3600	Failed
5	FRT	30	45	67	4489	Success
6	HDT	28	45	62	3844	Failed
7	IJR	23	45	51	2601	Failed
8	IDW	27	45	60	3600	Failed

9	KSD	28	45	62	3844	Failed
10	NLI	24	45	53	2809	Failed
11	MHS	22	45	49	2401	Failed
12	RLD	30	45	67	4489	Success
13	SMR	29	45	64	4096	Failed
14	SHL	30	45	67	4489	Success
15	SLN	30	45	67	4489	Success
16	SPD	28	45	62	3844	Failed
17	YKB	30	45	67	4489	Success
SUM (Σ)		468		1040	64144	

Table 2. Classification of scoring grade and the Percentage in the Pre-test.

Ranges of scores	of Category	Frequency	Percentage
		Pretest	Pretest
90-100	Excellent	-	-
75-89	Very Good	-	-
65-74	Fair	5	29.41%
50-64	Poor	11	64.71%
0-49	Very Poor	1	5.88%
SUM (Σ)		17	100%

For more clear, the table above showed that in the Pre-test there were 5 students got Fair grade (29,41%), 11 students in the Poor grade (64,71%), and 1 students got Very Poor grade (5,88%). Therefore the mean score of the students was 61.18. It was classified as poor classification. Thus, the writer concluded that the students'

still poor in reading comprehension of recount text.

3.2 The Result of Post-test

Post-test was given to find out the improvement of the students' reading comprehension after applying the treatment. The result can be seen in the following table:

Table 3
The Students' Scores in Post-test

No	Students' Name	Obtain Score	Maximum Score	Individual Score (x)	X ²	Qualification
1	AFN	29	45	64	4096	Failed
2	EDG	27	45	60	3600	Failed
3	FIL	26	45	58	3364	Failed
4	FND	27	45	60	3600	Failed
5	FRT	30	45	67	4489	Success
6	HDT	28	45	62	3844	Failed
7	IJR	23	45	51	2601	Failed
8	IDW	27	45	60	3600	Failed
9	KSD	28	45	62	3844	Failed
10	NLI	24	45	53	2809	Failed
11	MHS	22	45	49	2401	Failed
12	RLD	30	45	67	4489	Success
13	SMR	29	45	64	4096	Failed
14	SHL	30	45	67	4489	Success

15	SLN	30	45	67	4489	Success
16	SPD	28	45	62	3844	Failed
17	YKB	30	45	67	4489	Success
SUM (Σ)		468		1040	64144	

Table 4. Classification of scoring grade and the Percentage in the Post-test.

Ranges of scores	Category	Frequency Posttest	Percentage Posttest
90-100	Excellent	4	23.53%
75-89	Very Good	12	70.59%
65-74	Fair	1	5.88%
50-64	Poor	-	-
0-49	Very Poor	-	-
SUM (Σ)		17	100%

For more clear, the table above showed that in the Post-test there were 5 students got Excellent grade (23,53%), 12 students in the Good grade (70,59%), and 1 students got fair grade (5,88%). Then, the data indicated that most of the students are in good grade and no students indicated in Very Poor grade. Thus, the writer concluded that the students' reading comprehension in recount text could be improved through the application of KWL Strategy.

3.3 Discussion

In accordance to the findings of the research, the writer had analyzed the data. It described the application of kwl strategy improved the students' reading comprehension of eight grade at SMP Negeri 8 Tolitoli.

Firstly, the writer conducted pre-test. After establishing the data analysis, it showed that the mean of pretest scores obtained by the subject was 61.18. It indicated that the ability of the subject under the study was relatively low. It was under 65 of the standart of minimum score. It means that the learning achievement was not achieved.

Secondly, the writer applied treatments to the students. It was done in four meetings. The treatment was the application of kwl strategy.

The researcher taught the students by using KWL strategy during the teaching reading comprehension. Researcher did the treatment during school hours. At the beginning of the meeting the researcher explained about recount text to the students and what is kwl strategy. After that the researcher gave the student topic and steps to used kwl strategy, and the researcher asked the students to answer the question. These activities were used in every meetings up to the four meeting.

During the treatments the researcher observed the students' progress in every meeting to know their enthusiasm while learning reading exercises by using kwl strategy. In the first meeting of the treatment, the students looked enthusiasm to know about kwl strategy. In the next meeting up to the last meeting students looked understand about recount text and what is kwl strategy, it can be seen from their enthusiasm when the researcher asked the students to answer the question. They looked very interesting to answer the question.

At the end of the meeting the researcher gave the students post-test in order to know the improvement of their knowledge. During the test the students found easy to answer the

question. After the researcher conducted post-test, the researcher calculated and processed their scores. Based on the result was presented previously the mean score of post-test was 84.35. The students' score in post-test was better than pre-test. It proved that the treatment through KWL strategy was effective to improve the students' reading comprehension.

4. Conclusion

In line with the findings of the research, the writer concludes that the research question have been answered. The application of kwl strategy can improve the students' reading comprehension of eight grade at SMP Negeri 8 Tolitoli. There is a significant improvement to the students' achievement in learning reading comprehension by using kwl strategy. It can be seen from the result of each test. The mean score of post-test (84,35) was higher than the mean score of pre-test (61,18). Then, the hypothesis testing showed that the value of T_{count} was greater than T_{table} ($13.24 > 2.120$). Thus, the hypothesis is accepted.

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