teaching reading through know what and learn:the effect and benefit

by Bustami Usman

TEACHING READING THROUGH KNOW WHAT AND LEARN: THE EFFECT AND BENEFIT

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ABSTRACT

This study is intended to figure out the effect of teaching reading through Know What Learn (KWL) strategy. The framework employed Blachowicz&Ogle (2008). It is merely found that the teacher has implemented KWL strategy accordingly and the students improved their reading comprehension in terms of main idea, detail information and inference. KWL is one of the basic strategies developed the extent of learners' ability and how the way they commit it on their own. Thus, the strategy itself have an effect to trigger students to be autonomous learners. However it is suggested that the teacher may modify some steps in KWL procedures to eventually motivate students in learning reading.

KEYWORDS

Reading, effect, benefit, KWL strategy

INTRODUCTION

Commonly the main problem of students in reading comprehension lies on the students' weakness to grasp information of the text. Actually, students can only read word by word without understanding the meaning. The skilled reader is not only focus on each word of the text but also the meaning of the text (Zare & Othman, 2013, p. 187). It is supported by Youniss (2013), the main purpose of reading for students is to sharpen their understanding. Many students are good in reading but when asked about the summary of the text, they failed to grasp it. In other word, comprehension is a readers' ability to understand what they had read. West & Chew (2014, p. 13) reaffirmed that people who love reading surely become a good readers, then leads them to have more chance to success in education field and other field of life. Conversely, people who dislike reading, fail to acquire habits of literacy, then they difficult to sharpen the skills and have less chance to success in education field.

There are many different techniques for supporting comprehension. Comprehension depends upon the readers' ability to connect prior knowledge with the text and make interactions between readers and what they bring to the text. It is strengthened by Klingner, Vaughn & Boardman (2007) that reading comprehension is a number of complicated process which causes the feedback interaction between readers and the text, that is between readers' experiences and background knowledge towards thoughts or ideas which the author implied until reach a boundary of understanding. Thus, it triggered the researcher to conduct the study related to the implementation of Know What and Learn (KWL) strategy in reading comprehension.

Teachers carry on the important task to help learners develop ways to engage actively with both of author and texts and to think about the content. KWL is one of the basic strategies developed the extent of learners' ability and how the way they commit it on their own. As stated by (Blachowicz&Ogle, 2008) that KWL is process in which the teacher models and guides active engages with informational text. It is a group process using the knowledge and information students bring to help each other build a better starting place for learning and to share the result of their reading. In other word, this strategy stimulates students to activate their prior knowledge when reading. They also become active readers who analyze text by three steps, that is start with formulates K table (what they know), then W table (what they want to learn more) and end with L table (What they learned).

Assessing comprehension (Klingner et.al) is fraught with challenges because it can be difficult to determine how far students really actually know and thinking. Traditional measures tend to focus on straight recall or literal understanding, but there is much more to comprehension than this. There are two forms of reading Assessment (Pang et.al., 2003). The former is find out how well students are reading in order to improve (diagnosis) of them. Diagnostic assessment is about giving feed back and assistance to learners. The latter, is to measure how much progress has been made. Both forms of assessment are needed for effective reading instruction. In beginning reading, assessment is normally be done by listening to the students reading aloud. In this way, teachers assess word recognition and fluency. Beyond this stage, assessment should focus on text comprehension.

Assessment occupies the crucial position to analyze students' ability and also to measure their potential in study. Cohen et.al (2007) describe the purpose of a test are several, i.e., to diagnose students' strengths, weaknesses and difficulties, to measure achievement, to measure aptitude and potential, and to identify readiness for a plan. In this study, the researcher uses multiple choice test to assess student's ability. The researcher thinks that multiple choice test can be constructed to measure most educational objectives; it is less difficult to construct a test fitting the table of specification by using multiple choice question than any other type of question. Moreover, scoring of multiple choice is faster and easier and also can be done by person.

DISCUSSION

The material taught in this research was concern with Descriptive text. The researcher gave pre-test which aimed to know the background of students' ability in reading comprehension

before using the strategy. The pretest consisted of twenty items and they were all in multiple choice questions. After having pretest, the descriptive text was taught to the students by practicing the steps of Know, Want and Learn (KWL) Strategy. The students were explained the social function of descriptive text by the researcher. It is purposed to make students know the usefulness of descriptive text in real daily life. Then the researcher taught the structure organization of descriptive. The researcher gave clear explanation about what is identification and what is description. Afterwards, the researcher taught them that deal with language feature of descriptive text, such as using present tense, focusing on specific participants, using adjective and verb. In the end, they were given an example of descriptive text herewith some simple questions based on text. They were demanded to understood the meaning of text given and could distinguish between paragraph of identification and paragraph of description. Also, they are supposed to mention the adjective, adverb and sentences of simple present directly.

After students had been taught descriptive text clearly, the researcher directed them to learn the KWL worksheet and how to use it in reading activity. Firstly, the Know (K) step, it stands for *what students know about topic.* K step is going on before students begin to read. In this step, the students should write down the words or phrase that they already know related to the topic. The more things they know the better chance for them to comprehend the content of the text given. Secondly, the Want (W) step, it stands for *what students want to learn more* about topic. In W step, students should make a list of questions about what they expect to learn more about topic. This steps occurs during reading activity go on. If they curious about something related to the topic, they are supposed to write down the question. In this steps, the researcher engages the students to have critical thinking about text material that they have. By think critically, many questions may emerge in their minds. Thirdly, the Learn (L) step, it stands for *what students have learned.* They should paraphrase the important information, such as surprising or interesting ideas which they obtain from the text (Wiesendanger, 2001). Then check it against the W (what they want to learn) column. The L steps were occurred after students had finishe their reading. They practiced the KWL strategy for three meetings.

Then, the researcher gave post-test. This test also consisted of twenty items of multiple choice questions. It was aimed to know and measure students' ability in reading comprehension after taught by KWL strategy. After the score in pre-test and post-test was compiled, the researcher analyzed the data both of them. The obtained of pre-test score is illustrated in the following figure:
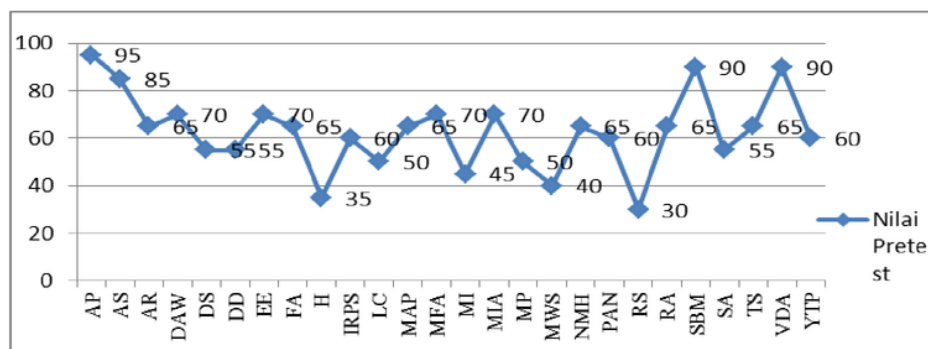
The chart 1 above shown the students' pretest score before the treatment was given. The researcher selected the data from twenty-six students. The score range from 30 to 95. It can be seen that the highest score was 95, and the lowest score was 30. From twenty six students, there were only four students passed the minimum completion criteria (KKM), that was 72. While most of the students had low score.

The chart below illustrates the score of post-test
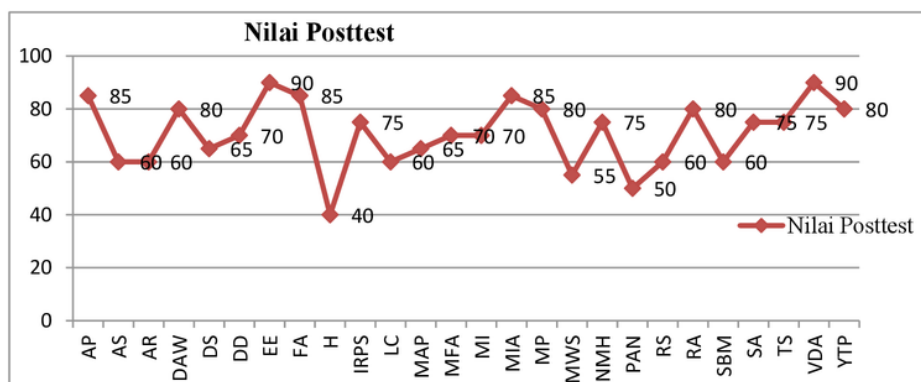
The chart 2 above shown the students score in posttest after treatment was implemented. The researcher still selected 26 students in post-test. The score range from 40 to 90. It can be seen that the highest score was 90, the lowest score was 40. Based on the chart above, the number of students who passed the minimum completion criteria were increased. It can be seen on the chart, many students who had score more than 73. Moreover, the improvement was also occured for the lowest score. If in pretest the lowest score was 30. Meanwhile the lowest score in posttest was 40.

In this chart, the scores both of pretest and posttest were combined in one chart the chart below shown the difference between pretest and posttest score. The Pre-Test and Post-Test Comparison. Based on chart above, the blue color illustrated the pretest score and the red color illustrated the posttest score. All students had improved their reading scores after treatment process. Despite, the postest highest score was less five points from pretest score. If it compares with pretest, the posttest has more students who passed, there are thirteen students. While in pretest is only four students who passed the KKM. Furthermore, some of students who got scores under 60 in posttest are only three students left. However, in the pretest the students who got scores under 60 are nine students.

Herewith the figure below was Hypothesis testing table. It shown that sig. 2 tailed was smaller than 0. 05. It can be formulated as $0.010 < 0.05$. It was interpreted that there was significance different between pretest and posttest after applying KWL strategy. Hence, H0 was unacceptable and Ha was acceptable. In conclusion, KWL strategy was effective All students had improved their reading scores after treatment process. Despite, the postest highest score was less five points from pretest score. If it

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In pretest, there was only three students who correctly answer two items of main idea, while in the posttest, there were six students who correctly answer two items of main idea. That was for the lower spot of students' score. The charts were also illustrate the higher spot of students' score in pretest, there were nine students who correctly answer four items of main idea. Whereas in the posttest, the improvement was occured. There were thirteen students who correctly answer four items of main idea. Despite the progression was not too significant, undeniable that KWL strategy was effective to enhance students' reading comprehension. Test in mastering detail information after Know, Want and Learn strategy was used. In short, detail information's score shows significant different between pretest and posttest, even the total of items are added one item in the postest. It can be seen on pretest chart and posttest chart, the score progression was occured. If in pretest there were 6 (six) students who correctly answer 7 of detail information as the highest spot, in posttest there were 8 students who correctly answer 10 of detail information as the highest spot.

Based on the result of this study, the purpose of conducted this study was to investigate the use of KWL strategy could improve students' reading comprehension and to find out whether the students' progression on each skills of reading was worked properly or not. In this research, the researcher concern with the improvement of main idea, detail information, and inference after KWL strategy was implemented. After conducted the experimental research on SMPN 2 Kejuruan Muda about the use of this strategy in teaching reading, the researcher found that the students in experimental made some improvement through their comprehension performance after the treatment.

Briefly, the Know, Want and Learn (KWL) strategy can be applied as reading comprehension strategy for teachers of Junior High School. It is proved that the students' scores in reading are better if it compares with students' score previously.

Based on hypothesis testing by using SPSS, the researcher found that sig. (2- tailed) was lower than significance level. The significant level in this study was 0. 05, that was $0.010 < 0.05$. It showed that the application of KWL strategy was effective to be

taught to the students in increasing their achievement in reading comprehension skill. The students' achievement had increased in the posttest.

Based on As Grabe and Stoller (2002) stated that there are certain factors which involved as determining factors in reading comprehension such as word power, length of the text, sentence structure and the state of text whether it is appropriate for the level of students in terms of complexity and structure. Latter, the researcher is hoped mastering a strategy that she/he uses. In order to know whether the strategy is appropriate or not to apply in resolving problems faced by the students. The other researchers can also continue this study with the shortage obtained from the researcher. Expected for other researchers who want to use KWL strategy in their study, they should also pay attention to other aspects for the sake of students' achievement be satisfied. The other aspect i.e. the students' background, the materials, the level of study, and background knowledge or socio-culture of students. Therefore, the study will be better.

The hypothesis testing by using SPSS, the students made improvement in detail information after practicing KWL strategy. Mathematically, it was formulated as 0. 000 < 0. 05. It showed that the acquisition had significant different between pretest and posttest. For this reason, KWL strategy was successfully work used to improve students' acquisition toward reading comprehenson skill. Especially for detail information. Alike detail information, the result of the inference and main idea was also calculated by using hypothesis testing formula through SPSS. The testing of main idea it was obtained that sig. (2-tailed) was higher than significant level (0. 05). The sig. (2-tailed) was (0. 118). It formulated 0. 118 > 0. 05. The result of main idea through SPSS denotes that was not found significant different between pretes and posttest, It caused the total questions of main idea are dissimilar.

Same with main idea, the testing of inference, it was obtained that sig. (2-tailed) was higher than significant level (0. 05). The sig. (2-tailed) was (0. 161). It formulated 0.161 > 0. 05. The result of main idea through SPSS denotes that was not found significant different between pretes and posttest, It caused the total questions of inference are dissimilar. But overall, the students' achievement in reading comprehension are better than before they had been taught by KWL strategy.

Commonly, KWL is reading strategy which tends to sharpen students' prior knowlegde about informations which they are ever had and interpret them based on their own experience (Wiesendanger, 2001). Thus, It is suitable for students in intermediate level and it is usefull for seek the detail informations. In short, both of the factors had important role to support the students' success in increase their acquisition in reading comprehension by using KWL strategy. KWL is proved by the result obtained by students' scores which is increases after KWL is used. Despite the significant improvement can not be seen clearly on skill of main idea and inference. But, it may concluded based on the charts above, KWL can be used as a strategy to

assist students to be more effective readers for some genres of reading, such Descriptive, Narrative and Expository text (Fengjuan, 2010).

CONCLUSION

KWL (Know What Learn) strategy can be properly applied in learning reading comprehension skill. Although, the class is getting noisy, but students join in discussion and want to contribute their ideas. It helps teacher who have both passive and shy students. But the teacher should choose the suitable topic for their lesson material. KWL strategy is working properly if the students are familiar with what things they discuss about. Avoid to give a topic that they never heard. Afterwards when teach them the process of making KWL worksheet, give clearly explanation about the K step, W step and L step. Also, the timing of the making of those step.

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