# IMPROVING STUDENTS READING COMPREHENSION OF PROCEDURAL TEXT USING KWL STRATEGY

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## *Abstract*

*This study employed a classroom action research design to determine how the KWL strategy could be applied successfully in enhancing students' reading comprehension especially in procedural text. There are four stages in this research. Consist of pre-assessment and cyles 1 until 3. Planning, Acting, Observing, and reflecting were all part of each cycle. Student's reading achievements were analyzed in each cycle to see their reading comprehension, including pre-assessment. Observations, questionnaires, and interviews were used to collect qualitative data, while test were used to collect quantitative data. This study gets some results. The first is that the KWL strategy could improve students reading comprehension of procedural text and increase students score in reading. The strategy could also develop students' reading comprehension skills in terms of activating prior knowledge, explicit knowledge, implicit information, and word references, as well as recognizing word meanings dependent on context. The strategy was also improved the classroom atmosphere.*

**Keywords:** KWL strategy, reading comprehension, procedural text, classroom situation

## Introduction

Reading comprehension is the capability of understanding what the reader read. It means that the reader make sure that they get the point of what the author wrote. [1]Ostrov, R assumes that Reading is like a puzzle. If what you read is not meaningful, you have missing or sideways a piece. Reading without comprehension seems like wasting time. In this understanding comprehension is a sign of reading.

Comprehension can be interprets that the reader can relay the text back. Someone who considered comprehend while reading mostly could tell the content of the text, can answer the question relate to text and can also draw conclusion. Reader should recognize some skills in reading. They are recognizing definitions

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[1] Ostrov,R (2002). *Power Reading*. USA: The Education Press

or vocabulary, Signal words, main ideas in paragraph and how to summarize. Comprehension is achieved gradually, as the students move from a general feeling about what something means to a deeper level of understanding. Without comprehension, reading for pleasure or knowledge is impossible since the purpose of reading is to grasp the meaning of the text.

Based on the newly released PISA (Programme for International Student Assessment) report, Tuesday 3 December 2019, Indonesia's reading score is ranked 72 out of 77 countries, PISA reading measures the capacity to understand, use and reflect on written texts in order to achieve goals, develop knowledge and potential, and participate in society. The mean score is the measure. It shows that students reading comprehension in Indonesian is still low. It is also happen in students of MAN 2 Bengkulu. The researcher do observation at second grade students in MAN 2 of Kota Bengkulu, It found that reading comprehension of student is still low which is proved by the data of students reading achievement and interest in reading. Based on the interview of English teacher, the researcher found that students have lack of interest in reading and most of students just read when asked by the teacher. In the other side, the conventional strategy is used in teaching reading comprehension in the class. The teacher asks them to read then answer the question without giving them specific strategy. Consequently, some of them get bad score in reading text. Some students are interviewed about their difficulties during learning English in their classroom especially in reading comprehension, some problem are uttered by the students such as, pessimistic to understand the text, Lack of vocabularies or they are faced by unfamiliar word and actually reading is also not their habit.

Reading strategies take important roles in improving student reading comprehension. Strategies bring a lot benefits for students in learning such as giving them alternative solution to solve difficult things into different way. The learning strategy is related to how the material is prepared, what methods are best for delivering the learning material and how the right form of evaluation is used to

get learning feedback. [2]Alexander & Jetton clarify "The reader must use strategies knowingly or deliberately to control and improve learning and understanding."". [3]Al-Melhi added "Less competent readers are not well aware of these strategies and of the counterproductive effects of poor strategies, and are not effective enough in their monitoring activities during reading. Incompetent readers can become skilled readers and develop their reading skills if they are provided with appropriate instruction about effective strategies and taught to monitor and check their comprehension while reading. In this regard, it showed the important roles of strategy in teaching and learning include in teaching learning reading comprehension. There are some reading comprehension strategies that can be implemented in teaching reading namely ,skimming and scanning strategy, the SQ4R technique, the Critical reading technique, the Metacognitive strategy, and the KWL Strategy.

KWL is reading strategy that will help students understand what they're reading. This approach has been shown to be an important method for assisting students in becoming more active thinkers, as well as for assisting teachers in communicating the active essence of reading. Since it has well-organized measures to scaffold students in interpreting text, the Know-Want-Learn (KWL) strategy is recommended as a therapy to increase students' reading comprehension. [4]According to Ogle (1986), The KWL strategy is a good way to help students develop their reading comprehension. Students trigger their own personal context skills, forecast the information they intend to learn in the reading material, and take notes relevant to the information gained. K-W-L will help students organize knowledge before, during and after learning. They can be used to involve students in a new subject, to promote prior knowledge, to share

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[2] Alexander, P. A., & Jetton, T. L. (2000). Learning from text: A multidimensional and developmental perspective. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr Developing Competent Readers 26 (Eds.), Handbook of reading research: Vol. III (pp. 285-310). Mahwah, NJ: Lawrence Erlbaum Associates.

[3] Al Melhi, A. M. (2000). Analysis of Saudi college students' reported and actual reading strategies along with their metacognitive awareness as they read in English as a foreign language. *Dissertation Abstracts International*, vol. 60, no.7.

[4] Ogle, D. (1986) K-W-L: A Teaching Model That Develops Active Reading of Expository Text. The Reading Teacher, 39, 564-570. http://dx.doi.org/10.1598/RT.39.6.11

learning intentions and to track the learning of students. [5]Anderson argued that Prior knowledge is extremely important in influencing how we interpret what we read and what we learn from reading.

There are some previous research using KWL strategy to enhance reading comprehension and it showed positive impact. Such as: [6]Riswanto at al claimaed that the result of their study showed a statistically significant difference in reading comprehension achievement between the students who were taught using KWL strategy and those who were not. KWL strategy contributed in improving the students' comprehension level and in achieving meaningful learning through activating previous knowledge related to the reading text. In addition, [7]Mardiana stated that on the basis of findings and interpretation of her study, KWL strategy was proved to be effective in enhancing the students' reading comprehension achievement and characters. In this research she use experimental research while researcher will apply classroom action research.

Therefore the researcher is interested to find out whether or not the KWL strategy could increase student reading comprehension. In this case, The second grade students of Man 2 will taught procedural text so The researcher would like to do research entitle Improving students reading comprehension of Procedural Text Using KWL Strategy.

**Implementing KWL Strategy in the Classroom**

KWL stands for "Know Want to Read," [8]according to Car and Ogle, Know Want Learn (KWL) is a reading-thinking technique that stresses the pupil as a learner who poses questions and talks about ideas when reading. The name comes from the three main components of KWL: deciding what students want to learn, defining what they've learned, as well as mapping text and summarizing content.
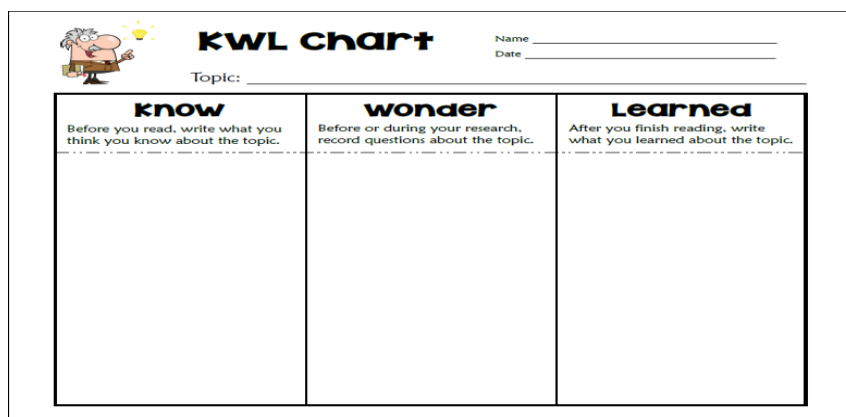
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[5]Anderson, R. C., Reynolds, R. E., Schallert, D. L., & Goetz, E. T. Frameworks for comprehending discourse. American Educational Research Journal, 1977, 14, 367-381.
[6]Riswanto, Risnawati, & Lismayanti. (2014). The Effect of Using KWL (Know, Want, Learned) Strategy on EFL Students' Reading Comprehension Achievement. International Journal of Humanities and Social Science, 4.
[7]Mardiana. (2016) . Using Kwl Strategy to Enhance Reading Comprehension Achievement And Characters Of The Seventh Grade Students Of Smpn 1 Babat Supat, Musi Banyasin. Journal of English Literacy Education, Vol. 3, No. 2
[8] Ogle, D., & Carr, E. (1987). KWL Plus Strategy for comprehension and summarization, Journal of reading. P. 626-631

The mapping will led students in remembering specifics information from the text they have read. KWL is one of the teaching reading tools that students may use to help them navigate the text. KWL will help students develop their reading comprehension. Here is one Sample of KWL chart that can be used in the class

KWL Chart

Name _____
Date _____

Topic: _____

| **know** | **wonder** | **Learned** |
|---|---|---|
| Before you read, write what you think you know about the topic. | Before or during your research, record questions about the topic. | After you finish reading, write what you learned about the topic. |

Process of teaching reading comprehension of procedural text using the know-want-learn strategy:

1) Pre – activities

- The students return the greeting of the teacher.

- The teacher checked attendance list

- The students positively responded to the teacher's brainstorming questions

2) Whilst – activities

(a) Exploration

- The students pay particular attention to the researcher's interpretation of the formal text during the discovery tasks.

- Students pay attention to the teacher's presentation and interpretation of the text's generic structure.

- The researcher included an explanation of the KWL approach to the students.

On the whiteboard, the teacher wrote three columns and indicated the three pieces with the letters KWL.

- The subject is chosen by the researcher.

- As an example of procedural text, the researcher provided

"**How to make chocolate chip cookies"**

Example: researcher gives the topic about How to make chocolate chip cookies;

Then the students are asked to explain any background details they might have orally to the researcher. The researcher then wrote it in the K (know) column on the board. After this section was finished, the students were asked to write down any questions they had about the subject. The researcher then wrote it in the W (want to know) column. For the third column, which is the L (learn) column, the students

read the text that given by the researcher then answer the question that they want to know and compare it to their first prior language.

 (b) Elaboration

Activities of Elaboration:

- Following completion of the KWL strategy checklist, the students orally responded to the researcher's questions to describe the Goals (main concept of the topic title), Material/Tools, and Steps.- After the discussion was finished, the students required to do the

task or reading test with different topic title individually.

(c) Confirmation

In the confirmation activity:

- The students studied the lesson that had been addressed during the confirmation activity.

- The students asked by the researcher whether they get the point or not

- The researcher want to know students difficulties during learning process in order to make a better planning for the next meeting.

3) Post-activity

- Researcher gives the students reading task to see their understanding of strategy given and their reading comprehension.

**Research Method**

Classroom action research was implemented in conducting the research. The researcher used classroom action research because the researcher would like solve the problem through direct action. [9]Arikunto said that classroom action research is the way to observed of the process teaching and learning with implementing the new method in order to improve the quality of teaching and learning process. Furthermore, [10]Kunandar in Ekawarna stated action research was an activity that is done by the teacher and other people to improve the quality of teaching process.

Second-year students in MAN 2 of Bengkulu City's academic year 2018/2019, which consists of two IPA schools, were included in this study. The students in class XI IPA2 were the subjects of this study, which were consist of 32 students in this classroom. There were 17 females and 15 males.

The instruments in this research was text, observation sheets and test for seeing students' comprehension that prepared by the researcher to measure the students' level and develop the comprehension of students in each cycle. In test, the researcher used multiple choice, the test will consist of 20 questions for each tests. The researcher also used camera for documentation.

Pre-assessment and cycles were the steps in this research procedure.

1. Pre-assessment

   The students were given a pre-assessment by the researcher before the action or treatment was given. The purpose of the pre-test is to determine the students' reading abilities. The researcher first gave the students a text to read, and then the students read the text. The students were then asked to respond to the multiple-choice questions that followed the text. The researcher then gathered their responses as well as their reading comprehension skills before administering treatments.
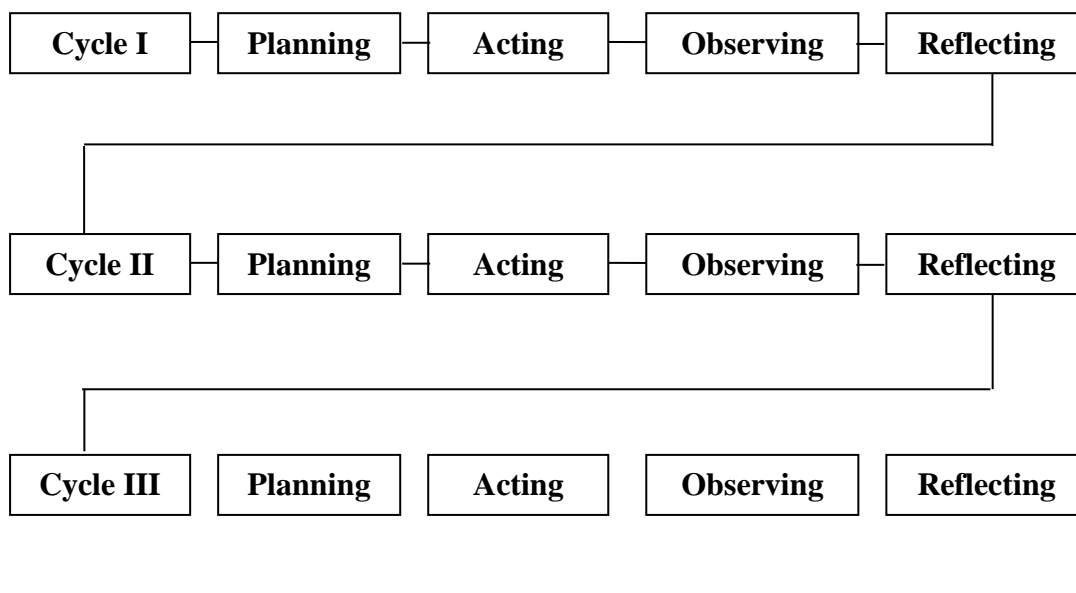
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[9] Arikunto,Suharsimi. (2011). *Penelitian Tindakan Kelas*. Jakarta: PT Bumi Aksara

[10] Ekawarna(2010). *Penelitian Tindakan Kelas*. Jambi: GP Press.

2. Cycles

Arikunto (2011: 16) draws the process of action research as below:

| Cycle I | Planning | Acting | Observing | Reflecting |
|---------|----------|--------|-----------|------------|

| Cycle II | Planning | Acting | Observing | Reflecting |
|----------|----------|--------|-----------|------------|

| Cycle III | Planning | Acting | Observing | Reflecting |
|-----------|----------|--------|-----------|------------|

a. *Cycle I*

1. Planning

The first step, the students talked about their problem in reading comprehension, and then the researcher keep the problems for notes in this case.

2. Action

The students were given a text from the beginning by the researcher. The researcher then explains KWL Strategy to the students several times in the hopes that they will understand the text well. Following the researcher's explanation of KWL Strategy, the students are given the opportunity to take a test to assess their reading comprehension. As a result, the researcher hopes that by using the KWL Strategy, students will be able to improve their reading comprehension.

3. Observing

The researcher will gather data from finished action planning, and all the students perform in the classroom using the researcher's

instruments. From the students' scores and observation sheets, to assess the impact of the action, the researcher and English teacher will perform observation. The researcher would then use an observation sheet to conduct an evaluation.

4. Reflecting

The cycle had reached its conclusion. The results of the observation and evaluation steps will be collected and analyzed in this phase to determine the level of success of the cycle 1 implementation. The researcher identified the items that have yet to be reached and devised a plan to remedy the situation. The outcome of this reflection will be used to determine the next treatment for the next cycle, as well as whether or not the next cycle is required.

a. *Cycle 2*

Cycle two was conducted after observing the result of cycle one, if cycle one has been success in didn't need second one. But in this research, researcher used cycles two to improve student's comprehension. The steps was almost the same to cycle one.

*Cycle 3*

Cycle three was conducted after observing the result of cycle two, if cycle two has been success in didn't need cycle three. But in this research, researcher used cycles three to improve student's comprehension. The steps were accomplished cycles two.

Several methods were used to gather data during this period, including giving tests, observation, interviewing, documenting, and so on.

**1. Test**

A Test is a method of evaluating a student's skill and understanding of the content presented, as well as their maturity, intellect, and creativity, which may be individual or group-based.

**2. Observation**

Observation was a process of obtaining data by examining an object directly. The researcher and the English instructor will perform the observation in this study.

### 3.    Documentation

When applying the KWL strategy in reading comprehension, reporting will be in the form of images. This was done to demonstrate the tasks that students engage in during the teaching and learning period.

### 4. Interview

Interviewing was a method of gathering evidence by asking teachers and students questions verbally in order to obtain direct input about the teaching and learning process.

The data in this research will be evaluated by comparing and analyzing the outcomes from each period to cycles to see if the KWL approach increases student reading comprehension or not. In addition, to help the data analysis and find the student's proportion, the researcher used the following formula:

$$P = \frac{F}{N}\, x100\%$$

Note

P        : Percentage of the students' reading comprehension

F        : Total number of correct items

N        : Total number of items

(Arikunto, 2006: 235-236)

The measured percentage of the student's performance will be consulted in intervals of five scale percentages as seen below. (Nugiantorio in Safitri, 2009: 26):

| Interval | Qualification |
|----------|---------------|
| 0-39 | Very poor |
| 40-59 | Poor |
| 60-74 | Average |
| 75-84 | Good |

| 85-100 | Excellent |

**Indicator of success**

1) This reesarch would be a positive if the using of KWL Strategy could improve student's reading comprehension in second grade students in MAN 2 Bengkulu with mean score of reading comprehension test is 70

2) The teaching and learning method for improving students' reading comprehension can be successful and motivating for students to learn English, especially their reading comprehension.

**Result**

After implementing KWL Strategy in three cycles, It found that students reading achievement was increase and the atmosphere of reading activity was ran better, it seen from students score and their spirit in reading activity. The result of the data in pre-assessment and each cycles is compared and analyzed as followed

**1. Pre assessment**

Until initiating the action, a pre-assessment was provided to determine the student's skill in reading comprehension. The students were required to respond to the query using the text as a reference. The content was gathered from the internet and reviewed using the flesh Kincaid formula to ensure that it was appropriate for eleventh grade students. The researcher obtained the following finding from the pre-assessment:
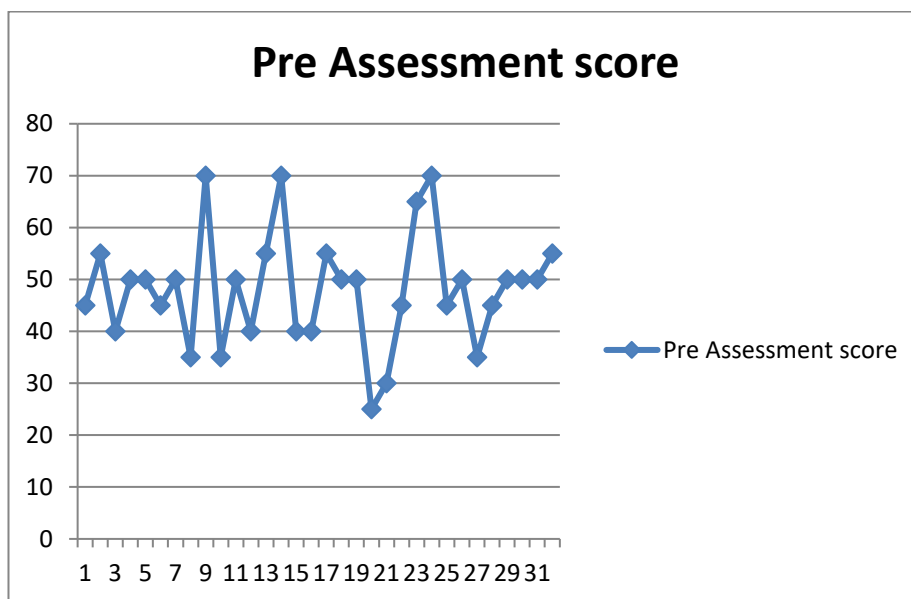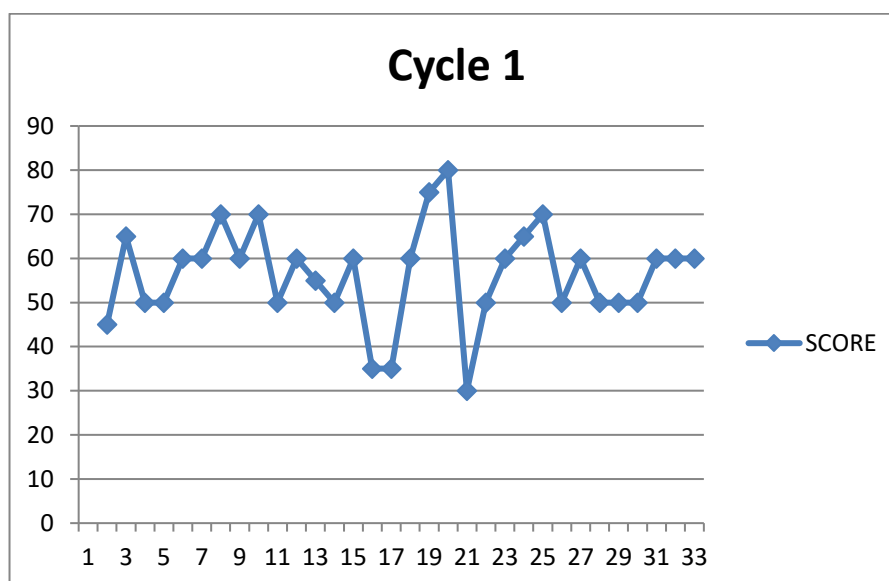
**Figure 1**

The result of pre assessment can be seen above. It's gotten before researcher given an action

Based on those data, the researcher got the result of students score distribution as follows:

**The Score Distribution of Student's Reading Comprehension in Pre assessment**

| No | Qualification | Number of Students (from 32 students ) | Percentages |
|----|---------------|----------------------------------------|-------------|
| 1 | Very poor | 5 students | 15.62 % |
| 2 | Poor | 23 Students | 71.88% |
| 3 | Average | 4 students | 12.5% |
| 4 | Good | 0 student | 0% |
| 5 | Excellent | 0 students | 0% |

**2. Cycle 1**



**Figure 2**

Graphic showed the result of student reading comprehension achievement. Just 3 student got 30.  There are still many students got poor result although it was less than the result in pre assessment. Some students received an acceptable grade, and others received a decent grade, but no student received an outstanding grade.

By the result in cycle 1, the researcher see a progress at student achievement after implanted KWL strategy  so it can be said that KWL Strategy is needed and and should be applied in teaching and learning process.

The following is the product of the student score distribution obtained by the researcher:

**The Score Distribution of Student's Reading Comprehension in Cycle 1**

| No | Qualification | Number of Students (from 32 students ) | Percentages |
|----|---------------|----------------------------------------|-------------|
| 1 | Very poor | 3 students | 9.37% |
| 2 | Poor | 11 Students | 34.38% |
| 3 | Average | 16 students | 50% |
| 4 | Good | 2 students | 6.25% |
| 5 | Excellent | 0 students | 0% |

## 3. Cycle 2

There was some improvement shown by students in cycle2, but there were still some problem found by the researcher. Based on those data, the researcher got the result as follows:
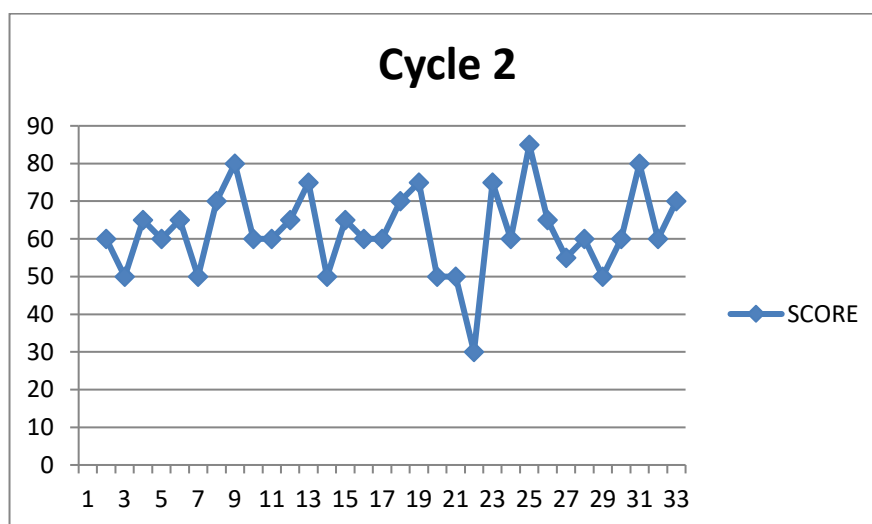


**Figure 3**

Considering with the result above, the researcher has to improve English teaching material or instrument again that would be used in teaching and learning process in next cycle. Besides that, the researcher should manage the condition of the classroom well and motivate students to better in the next cycle.
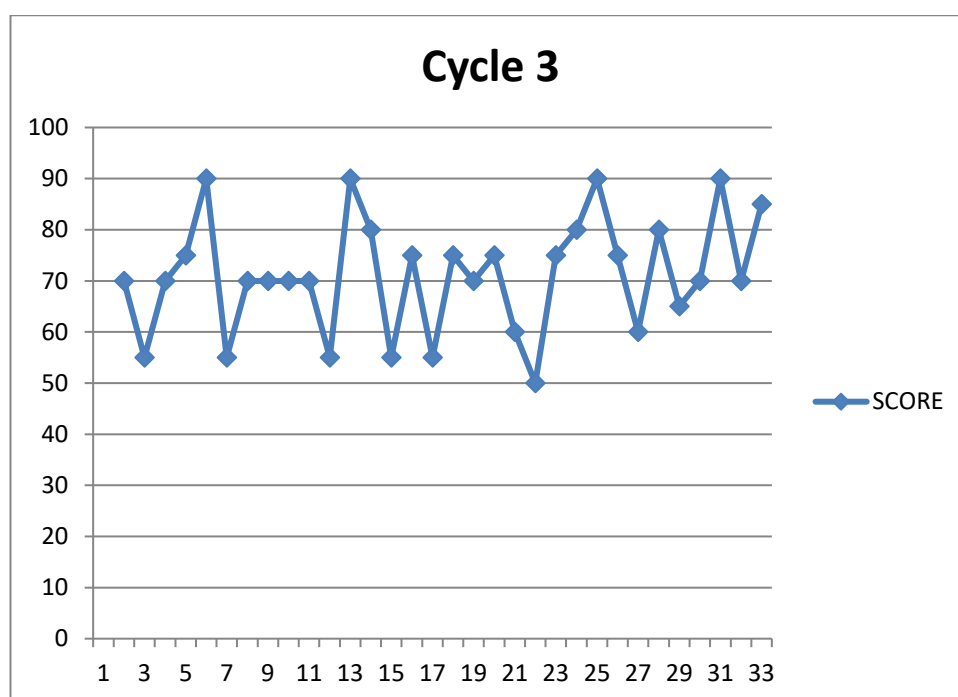
**The Result of Student's Reading Comprehension in Cycle 2**

| No | Qualification | Number of Students (from 32 students ) | Percentages |
|----|---------------|----------------------------------------|-------------|
| 1 | Very poor | 1 students | 3.12% |
| 2 | Poor | 7 Students | 21.88% |
| 3 | Average | 18 students | 56.25% |
| 4 | Good | 5 students | 15.62% |
| 5 | Excellent | 1 student | 3.12% |

From the chart above, it showed that the students reading comprehension by kwl strategy has some progresses. There was significant progress in cycle 2

than in cycle 1. Which there was 3.12% very poor qualification (achieved by 1 students), it because the students tried to minimize all the problem that they felt in pre assessment and in cycle 1, 21.88% poor qualification (achieved by 7 students), 56.25% average qualification (achieved by 18 students), 15.62% Good qualification (achieved by 5 students) and 3.12% Excellent qualification (achieved by 1 student)

## 4. Cycle 3



**Figure 4**

Based on the result above, the researcher and English teacher saw there were significant improvement in student's reading comprehension where most students could manage their problem well during reading comprehension activity and some of them get excellent score .

**The Result of Student's Reading Comprehension in Cycle 3**

| No | Qualification | Number of Students (from 32 students ) | Percentages |
|----|---------------|----------------------------------------|-------------|
| 1 | Very poor | 0 student | 0% |
| 2 | Poor | 6 Students | 18.75% |
| 3 | Average | 12 students | 37.5% |
| 4 | Good | 9 students | 28.12% |
| 5 | Excellent | 5 students | 15.63% |

Through the result above, we can see that students reading comprehension improve effectively than action in cycles before. the result above show that nobody student got very poor qualification, 18.75% poor qualification (achieved by 6 students), 37.5% average qualification(achieved by 12 students), 28.12% Good qualification (achieved by 9 students) and 15.63% Excellent qualification(achieved by 5 students). Based on the result above, the researcher and English teacher saw there were significant improvement in student's reading comprehension.

**Data analysis**

From action one to action three, like pre-assessment, the data was analyzed by watching and analyzing the students' reading comprehension performance. As we all know, students have been studying how to use the kwl approach to develop their reading comprehension skills. The KWL technique was shown to be successful in enhancing student reading comprehension. The results of the students' reading comprehension in each period demonstrated in the chart.

The full outcome can be found in the table below.
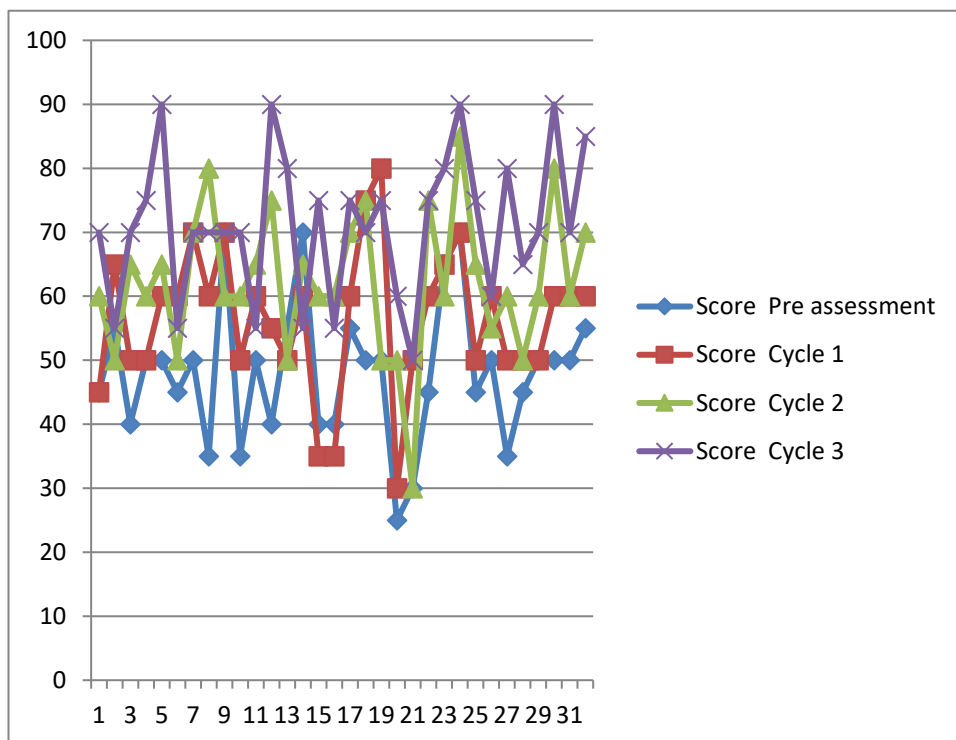


**Figure 5**

Through percentages above we can see the improvement of students'
reading comprehension score. There were some students got excellent result and
there is no one in very poor score. The improvement occurred from pre
assessment until cycle 3. The result always positive. It means that this approach
was suitable and effective to be applied for senior high school.

| Cycles | The Qualification of Students Reading Comprehension | | | | |
|---|---|---|---|---|---|
| | Very poor | Poor | Average | Good | Excellent |
| Pre assessment | 15.62 % | 71.88% | 12.5% | 0% | 0% |
| Cycle1 | 9.37% | 34.38% | 50% | 6.26% | 0% |
| Cycle2 | 3.12% | 21.88% | 56.25% | 15.62% | 3.12% |
| Cycle 3 | 0% | 18.75% | 37.5% | 28.12% | 15.63% |

Based on the table above, we could see the percentages of students' reading
comprehension were improved in each cycle. The result of students' reading

comprehension was positively increased well. 15.62% very poor qualification in pre assessment become 0% in the last cycle. In poor qualification, students percentages in the last cycle is 18.75% decrease from 71.88, 12.5% average qualification in pretest become 37.5% in the last cycle. 0% students in good qualification was increase become 28.12% in the last cycle and in pretest 0% student in excellent qualification also improved to 12.5% in the last cycle.

**Conclusion**

The result showed the KWL Strategy piqued students' interest in learning English, especially for reading content. The students had a good time, they were enthusiastic about the material, and they became more interested in learning English. The strategy opens their mind that prior knowledge or their reading habit can influence their knowledge. KWL could also create deep thinker students and critical reader with good comprehension. This fact was also supported by the actual findings of the study. It is evident from the pre-assessment, three cycles, and an observation sheet.

The researcher would like to make some recommendations based on the findings of the report. To begin, the KWL Strategy is one of the strategies that can be used to teach reading in the classroom because it can create enthusiasm, interest, and help learning English. In this research, researcher implement the strategy in procedural text it can also be try on the other kind of text. The next researcher may also try to use different design for example experimental or comparison research design.

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