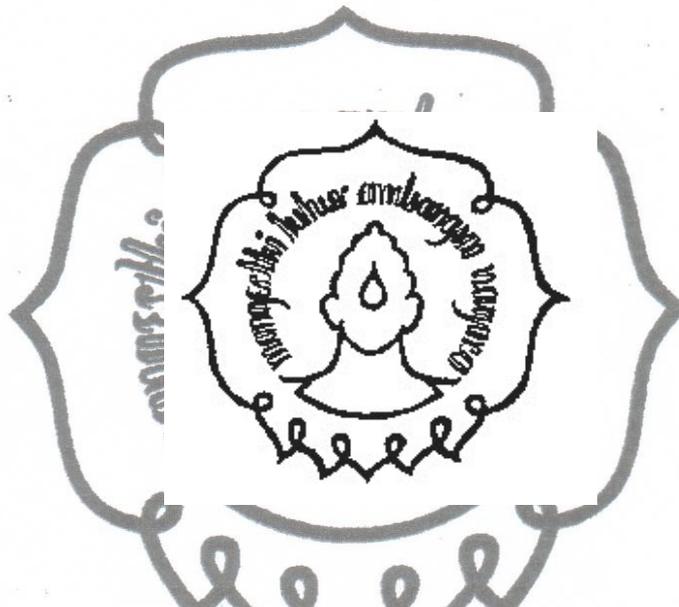


THESIS

**IMPROVING THE STUDENTS' ABILITY IN COMPREHENDING
ENGLISH TEXTS THROUGH THE KWL TECHNIQUE
(A Classroom Action Research at the Tenth Graders of SMA Negeri 4
Kendari in the Academic Year of 2010/2011)**



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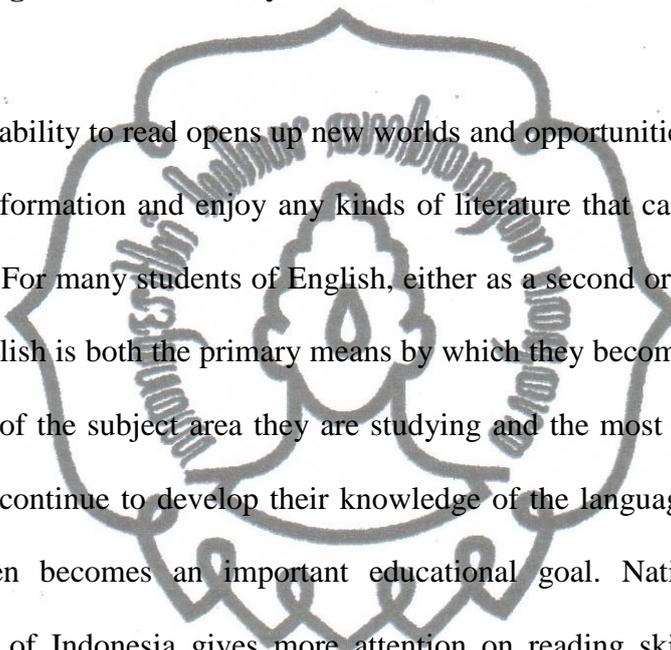
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CHAPTER I

INTRODUCTION

A. Background of the Study



The ability to read opens up new worlds and opportunities. It enables us to gain new information and enjoy any kinds of literature that can make us rich of knowledge. For many students of English, either as a second or foreign language, reading English is both the primary means by which they become acquainted with the content of the subject area they are studying and the most important way by which they continue to develop their knowledge of the language itself. Learning to read then becomes an important educational goal. National Educational Department of Indonesia gives more attention on reading skills by putting 12 genres or reading texts in *KTSP* that students have to learn and understand. In addition, reading takes the main part in National Examination (*UN*), with 70% of the questions are about reading. Those facts above make reading become a very important subject in schools.

As a matter of fact, reading is not a simple activity. It is actually a very complex process that requires a great deal of participation on the part of the reader (Goodman, 1996: 38). The facts also state that not everyone can read effectively even in their own language. Sometimes comprehension fails and it may be caused by some factors. Swan (1975: 2) lists some factors as follows:

1. Long and complicated sentences are difficult to cope with in a foreign language, even when the words are easy. Syntactic complexity may cause a reader to lose the thread.
2. Some writers favour a wordy and repetitive style, so practice is needed to be able to see through the words to the idea which underlies them.
3. Words and expressions which a reader does not know obviously present a problem. However, students do not always realize how easy it is to guess many unknown words simply by studying the context. Some readers indeed are so disturbed by unfamiliar vocabularies that their comprehension of the whole passage fails.

Gabb (2000) as in Alyousef (2005: 150) says that the most problems that make students difficult to comprehend a text are because they have limited vocabulary and they lack of background knowledge. Reading is a complex process of problem solving in which the reader works to comprehend a text from words, sentences, and prior knowledge. To come to a reading comprehension, the reader has to know and master some skills and strategies that are appropriate for the type of texts and understands how to apply them to accomplish the reading purpose.

In comprehending a text students must have basic skills of reading that can help them understand the complete message of the text. It is not a simple case either to master the skills. The skills can only be achieved through ongoing practices with appropriate techniques. According to Hirai, et al. (2010: 13) to comprehend, a reader must have a wide range of capacities and abilities. These

include cognitive capacities (e.g., attention, memory, critical analytic ability, inference, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies).

The specific cognitive, motivational, and linguistic capacities and the knowledge base called on in any act of reading comprehension depend on the texts in use and the specific activity in which one is engaged. Once students have the skills acquired, they will have no problems to comprehend any text given to them. In this case, they will be considered as good readers.

According to Milan (1995: 1) the crucial characteristic of a good reader is the ability to read carefully, thoughtfully and confidently. Commander and Stanwyck (1997: 20) suggest that good readers have a good knowledge of structural elements of the text and therefore have more accurate recalls of the main ideas in the text. Greneall and Swan (1986: 2) say that effective reading means being able to read accurately and efficiently, and to understand as much of the passage as the reader needs to achieve his purpose. It means that by doing the reading accurately and efficiently he can get the maximum information from the text with minimum misunderstanding. It also means that he is able to show his understanding by re-expressing the content of the text, for example in answering the questions.

The syllabus of *KTSP* 2006 (Depdiknas, 2006: 15) mentions specific indicators of reading that the tenth graders of SMA should achieve in order to get

the target of curriculum. They are: (1) identify main idea; (2) understand word meaning; (3) understand sentence meaning; (4) identify detail information; (5) identify the text organization; and (6) identify communicative purpose of the text.

Combining the theories and indicators of *KTSP*, it can be concluded that the ideal condition of reading comprehension of tenth graders is being good readers with the ability to read accurately and efficiently to get maximum information from the text and understand the content of the text which are main idea, word meaning, sentence meaning, detail information, text organization, and communicative purpose.

It cannot be denied that one of the teacher's duties is to help the students become what it is called as good readers. In order to improve students' ability in comprehending texts, the teacher must help the students change their inefficient reading habits as reading word by word, focusing too much attention on the form and relying heavily on dictionary. Therefore, the activity that the teacher applies in the class takes an important role.

Blachowicz and Ogle (2008: 10) say that the teacher must ensure that all students can develop their ability to read and comprehend with confidence, therefore various groupings for learning must exist, both to let students work where they are strong and to help them develop new skills and stamina. In this case, strategy of teaching takes an important role.

Evaluating the teaching learning process in the tenth class of SMA Negeri 4 Kendari, especially in class XI, some techniques actually had been applied in teaching reading to help the students achieve the criteria of being good readers

that could help them comprehend texts given but problems still occurred. The problems were mainly in comprehending expository texts such as recount and descriptive.

The result of the pre-test showed that the students of class XI had difficulties in some indicators. The first problem was in understanding certain words based on the context. It included finding synonym and antonym. The second was in getting the main idea both the main idea of the whole text and paragraphs. The third was in understanding sentence meaning, especially simple past and present perfect tense, the fourth was in identifying detail information from the text, and the last one was in identifying the text organization. Those problems always arose and the result of this condition was that they often got low scores in doing reading tasks. Below is the table of the score based on the skills.

Table 1.1 The Students Score on Reading Comprehension Viewed from Their Skills.

Score	MI 6 items	DI 8 items	WM 6 items	SM 5 items	Rf 6 items	TO 5 items	CP 4 items
Highest	83.33	87.55	83.33	80	100	60	100
Lowest	16.66	37.55	0	20	16	20	25
Average	38.42	55.20	41.60	44.44	66.62	34.44	64.58

Note: MI (Main Idea), DI (Detail Information), WM (Word Meaning), SM (Sentence Meaning), Rf (Reference), TO (Text Organization), CP (Communicative Purpose)

To evaluate the problems, it can be seen from three aspects. The first one was the students' aspect. First, they considered reading expository texts as a *commit to user*

boring activity especially when they had to deal with a long text with an unfamiliar topic. The condition was different when they were given a narrative text. Students liked to read a narrative text more than an expository one. There were some reasons about this condition. The first was because narrative texts are mostly about fiction and have a clear “story line” that makes the students easy to follow the story. Another reason was that some narrative texts use simple language and familiar vocabularies. Expository texts, on the other hand, are at the opposite side. Expository texts are nonfiction reading materials. The intent of these written works is to inform or explain something to the reading audience (www.wikipedia.com). The topics sometimes look peculiar to the students. The condition even gets worse because the texts sometimes use unfamiliar words and terms. It made the students discouraged to read the text seriously.

The second was about the limitation of students’ vocabularies. The impact of this condition was that they depended too much on their dictionary. This condition made the students stressed since they had to open the dictionary every time they came across unfamiliar new words. The second aspect was the classroom situation. The large number of students made 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 were passive during the lesson and gave no response when they were asked questions.

Another thing which should be admitted was that the teaching technique applied in the class was sometimes not interesting and helpful enough to cover the students’ problems in comprehending the text. This is the third aspect and become

the researcher's main concern. Teachers sometimes see reading as a simple activity. This thought was reflected in the teaching technique applied in the class. The first common activity was reading aloud. Students were asked to read aloud after the teacher to practice appropriate pronunciation. It was usually done when students were dealing with short texts. The problem was that the teacher sometimes gave attention too much on the pronunciation and did not discuss other aspects of reading which were more important than pronunciation. William (1996: 2) says that reading aloud without understanding does not count as reading. There are far better ways of practicing pronunciation.

Second, if the text was quite long, the teacher would ask the students to read in silent way to understand it and then answered the questions provided. The problem was that it could not be guaranteed that all the students did the reading though they could answer the questions. The third one was the teacher explained directly about the text and at the end the teacher gave assignment to the students to check whether or not they understood the explanation. This technique made the students become passive readers.

The last common activity was the teacher asked the students to translate the whole text. The teacher argued that this activity was helpful and useful for the students. Through translation the students would understand the meaning of all words in the text that made them able to understand the text. It is actually not a bad activity considering that students have limited vocabularies and getting them translate the text can help the students enrich their vocabulary. The problem of

this activity was time-consuming. Sometimes it needed more time to finish the translation and again it could not be guaranteed that all students did it seriously.

All of the teaching techniques mentioned previously are teacher-centered which only allow the students to keep the information in a short-term memory. Furthermore, the techniques do not cover the idea that reading is an activity with purposes that a person may read the text in order to gain information or verify existing knowledge, or in order to critique the writer's ideas.

A teacher is expected to be able to improve his role to create the quality of learning process. In order to create a good quality of learning, it is necessary for him or her to determine the correct method and technique to manage the classroom. The technique the teacher selects will influence the quality of learning process.

From the discussion above, the researcher offers a three-step reading technique that fosters active reading known as KWL which is considered as a good one in teaching reading. It stands for K (what the students **Know** about the topic), W (what the students **Want** to know about the topic), and L (what the students **Learned** after reading the text). The technique can help the teachers engage their students from the beginning of a reading lesson by activating prior knowledge and keep students interested, which is very important as they think about what to know and what they have learned (Ogle, 1986: 22). The technique actually meets the purpose and idea of *KTSP* which is student-centered learning because it gives the students more opportunities to improve themselves.

The aim of using KWL technique is to help the students to be active readers as well as active thinkers while they read. It is hoped that through such a method, all the problems listed above about teaching reading and comprehending expository texts can be solved. The students are able to achieve all the basic competences in *KTSP* related to comprehending expository text which is shown by the good grades they make in every reading test given.

Hence, the researcher had courage to conduct a study entitled “Improving the Students’ Ability in Comprehending English Text through the KWL Technique (A Classroom Action Research at the Tenth Graders of SMA Negeri 4 Kendari in the Academic Year of 2010/2011)”.

B. Problem Statement

This research is concerned with the following problems:

1. Can KWL technique improve the ability of the students of class XI of SMA Negeri 4 Kendari in comprehending expository text?
2. What are the strengths and weaknesses when KWL technique is applied to improve the ability of the students of class XI of SMA Negeri 4 Kendari in comprehending expository texts?

C. Objectives of the Study

Based on the problem statement above, the objectives of the study are:

1. To know whether KWL technique improves the ability of the students of class XI of SMA Negeri 4 Kendari in comprehending expository texts.

2. To know the strengths and weaknesses when KWL technique is applied to improve the ability of the students of class XI of SMA Negeri 4 Kendari in comprehending expository texts.

D. Benefit of the Study

It is hoped that this research can be useful to the students, the other teachers, and the other researchers as well as the researcher himself.

For the students, this research will help them to improve their reading skills because they are taught using the KWL technique that is theoretically effective for improving students' reading skills and comprehension. The students can use it as an alternative strategy that can help them to be skillful readers and have a better comprehension.

For the other teachers, they will get knowledge about teaching reading using KWL technique and use it as an alternative strategy to help students improve their reading skills in order to master reading materials.

For other researchers, they can use this research as additional and comparative resource to conduct another research about reading comprehension.

For the researcher, he will know whether or not KWL technique is effective to help the students improve their reading skills. The writer will get enrichment and beneficial experience about teaching learning process, especially in reading that can help him improve the way of teaching.

CHAPTER II

REVIEW OF RELATED LITERATURES

In this chapter, the researcher describes the concepts of research's variables. They are: the concept of reading and reading comprehension, the concept of expository text, and the concept of KWL technique. In addition, he also describes the role of the teacher which is considered as an important role in the process of teaching and learning.

A. Reading

1. Theory of Reading

According to William (1996: 2) reading is a process whereby one looks at and understands what has been written. Nuttall (1983: 4) says that reading is a form of communication between writer and reader which is mediated through a written text. Biddulph (2002: 3) says that reading is an interactive process in which readers actively engage with texts, building their own understanding of the author's message. The text presents letters, sentences, and paragraphs that encode meaning, while the reader uses knowledge, skills, and strategies to determine what the meaning is.

Although reading has been defined as a process whereby one looks at and understands what has been written, the reader does not necessarily need to look everything in a given piece of writing (Williams, 1996: 3). More he says that the reader is not simply a passive object, fed with letters, words, and sentences, but

actively working on the text and is able to arrive at understanding without looking at every word and letter.

Smith (1997: 5) defines reading as the activity of asking questions of printed text so that reading with comprehension becomes a matter of getting your questions answered. When someone reads a kind of text, he will try to understand it by relating the text with his existing knowledge and understanding. He may be stumbled with unfamiliar words that he should understand. He may also have internal conversation with the writer and silently agree or disagree with what he is reading.

Another definition says that an effective reading means being able to read accurately and efficiently, and to understand as much of the passage as the reader needs to achieve his purpose (Greneall and Swan, 1986: 2). As experienced readers read, they begin to generate a mental representation or the gist of the text, which serves as an evolving framework for understanding subsequent parts of the text. As they read further, they test this evolving meaning and monitor their understanding, paying attention to the inconsistency that arises as they interact with the text. If they notice they are losing the meaning as they read, they draw on a variety of strategies to readjust their understanding. They come to text with purposes that guide their reading, taking a stance toward the text and responding to the ideas that are shaped in the conversation between the text and the self.

Reading actually is an activity with a purpose and people do a reading with different purposes. A person may read in order to gain information or verify existing knowledge. A person may also read for enjoyment or to enhance

knowledge of the language being read. The purpose for reading guides the reader's selection of text (Byner, 1998 in <http://www.nclrc.org.essential/reading/>).

The purpose of reading also determines the appropriate approach to reading comprehension. A person who needs to know whether he can afford to eat at particular restaurant needs to comprehend the pricing information provided on the menu, but does not need to recognize the name of every appetizer listed. A person who reads poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does need to identify main ideas and supporting details. However, a person using scientific to support an opinion needs to know the vocabulary used, understand the facts and cause-effect that are presented, and recognize ideas that are presented as hypothesis. Harmer (2001: 200) calls it as instrumental purpose.

The purposes for reading and the type of the text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehensions. Reading comprehension is much more than decoding. Reading comprehension is achieved when the reader knows which skills and strategies are appropriate for the type text and understand how to apply them to accomplish reading purposes.

There are two kinds of skills that readers should have. They are micro skills and macro skills. Brown (2004: 187-188) explains the skills as follows:

a. Micro skills

- 1) Discriminate among the distinctive graphemes and orthographic patterns of English.

- 2) Retain chunks of language of different lengths in short-term memory.
- 3) Process writing at an efficient rate of speed to suit the purpose.
- 4) Recognize a core of words and interpret word order patterns and their significance.
- 5) Recognize grammatical word classes, system, pattern, rules, and elliptical forms.
- 6) Recognize that a particular meaning may be expressed in different grammatical forms
- 7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among classes.

b. Macro skills

- 1) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- 2) Recognize the communicative function of written texts, according to form and purpose.
- 3) Infer context that is not explicit by using background knowledge.
- 4) From described events, ideas, infer links and connection between events, deduce causes and effect, and detect such relations as main ideas supporting idea, new information, given information, generalization and exemplification.
- 5) Distinguish between literal and implied meanings.
- 6) Detect culturally references and interpret them in a context of the appropriate cultural schemata

- 7) Develop and use battery of reading strategies, such as scanning and skimming, detecting discourse maker, guessing the meaning of words from context and activating schemata for the interpretation of text.

For the strategies of reading, Barnet as quoted by Aebersol and Field (1997: 18) list three main models of how reading occurs, they are:

- a. Bottom-up theory

A reader constructs the text from the smallest units, letters to words to phrases to sentences. The process of constructing the text from those smallest units becomes so automatic that readers are not aware of how it operates. Harmer (2001: 201) adds that in bottom-up processing, understanding comes from the stringing individual words and phrases together. The image of bottom-up processing can be described as a scientist with a magnifying glass examining the ecology of a transect. The scientist develops a detailed understanding of that one little area but full understanding only comes if this is combined with knowledge of adjacent areas and the wider terrain, so that their effects on one another can be recognized (Nuttal, 1983: 17).

- b. Top-down theory

A reader brings a great deal of knowledge, expectation, assumptions, and questions to the text and, given a basic understanding of the vocabulary, they continue to read as long as the text confirms their expectation. The theory argues that readers fit the text into knowledge the students already possess, then check back when new or unexpected information appears. The top-down theory gives a sense of perspective and makes use of all that reader brings to the text such as

prior knowledge and common sense which have sometimes been undervalued in the reading class (Nuttal, 1983: 17).

c. The interactive theory

When a reader reads a text, they use both top-down and bottom-up process. It happens either alternately or at the same time. Vacca (1991: 20) explains that interactive models recognize the involvement of meaning-construction processes in reading on one side and the role of solid knowledge of element of language on the other side. Interactive models of reading conceives the importance of the collaborative role of both top-down and bottom-up mechanism in uncovering intended meaning out of the written text.

2. Reading Comprehension

According to Howel (1993: 182), comprehension is the act of combining information in passage with prior knowledge in order to construct meaning. A reader is considered as a good reader if he has good comprehension. It means that by doing the reading accurately and efficiently he can get the maximum information from the text with minimum misunderstanding. It also means that he is able to show his understanding by re-expressing the content of the text, for example in answering the questions (Greneall and Swan, 1986: 1).

Snow (2002: 11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. More she says that there are three elements

taking a part in the process: the reader who is doing the comprehension, the text that is to be comprehended, and the activity in which comprehension is a part.

In considering the reader, she includes all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Text is broadly constructed to include any printed text or electronic text. In considering activity, she includes the purposes, processes, and consequences associated with the act of reading.

Harmer (2001: 202) says that good comprehension is a condition when someone can get general understanding of a text and get specific information stated in the text. Getting general understanding or skimming is the condition when a good reader is able to take a stream of discourse and understand it without worrying too much about the details. Reading for such general comprehension means not stopping for every word. By encouraging the students to have a quick look at the text before plunging into it for detail, teachers help them get general understanding of what it is all about. Getting specific information or scanning is when a reader ignores all the other information until they come to the specific items they are looking for.

Greenal and Swan (1986: 3-4) say that one is at good comprehension of a text when he or she is able to extract main ideas, understand text organization, infer, deal with unfamiliar words, predict, and link ideas in the text.

a. Extracting main ideas

Sometimes it is difficult to see what the main ideas are and also to distinguish between important and unimportant information. Finding the main ideas actually is the important thing because main ideas are the heart of the texts or passages.

b. Understanding text organization

Understanding the organization of the text will help the reader to get the scheme of the text which leads him to understanding.

c. Inferring

A writer may decide to suggest something indirectly rather than state it directly. The reader has to infer this information, which may be one of the passage's main points. It means that readers are able to see beyond the literal meaning of words in a passage, using variety of clues to understand what the writer is implying (Harmer, 2001: 202).

d. Dealing with unfamiliar words.

It is not always necessary to open the dictionary every time the reader comes across with new words. It is often possible to guess its general meaning or sense by looking for the clues in the context.

e. Predicting

Before reading a text, a reader usually subconsciously asks himself what he knows about the subject. This makes it easier for the reader to see what is new and what information he already knows about as he reads the text.

f. Linking idea

In any passage, an idea may be expressed in a number of different words or expressions. Linking idea means to see the relation of the same idea form different words.

Munby as quoted by Grellet (1981: 4) adds some points to indicate that someone has good comprehension. They are:

- a. Understanding explicitly stated info.
- b. Understanding info when it is not explicitly stated.
- c. Deducing the meaning and the use of unfamiliar lexical items.
- d. Identifying the main point or important information in a piece of discourse.
- e. Distinguishing the main idea from supporting details.
- f. Understanding relations within the text.

Davis as quoted by Vacca (1989: 20) says that reading comprehension is not unitary mental process; it is, apparently, a composite of at least five underlying mental skills. They are recalling word meaning, finding answer to question explicitly or in paraphrase in the passage, drawing inference from context, recognizing a writer's purpose, attitude, tone, and mood, and following the structure of passage. Bermuister, (1974: 83) indicates that comprehension requires understanding reference in the reading text, understanding main idea, understanding lexical meaning, understanding logical inference, distinguishing between general idea and topic sentence, making accurate prediction, making restatement, and understanding grammar. The syllabus of *KTSP* 2006 (Depdiknas, 2006: 15) states that the competences of reading are determining main idea,

understanding word meaning, understanding sentence meaning, identifying detail information, identifying the text organization, and identifying communicative purpose of the text.

The theories above are combined to come to a conclusion about reading comprehension. The conclusion is limited according to *KTSP* for the tenth graders of SMA. The indicators from the theories are as follows:

- a. Finding main idea (Vacca, Grellet, Greenal and Swan, Bermuister, Depdiknas).
- b. Identifying detail information (Depdiknas, Harmer, and Vacca).
- c. Identifying word meaning (Depdiknas, Vacca, Greenal and Swan, Grellet).
- d. Understanding sentence meaning (Bermuister and Depdiknas).
- e. Finding reference (Bermuister).
- f. Identifying text organization (Greenal and Swan, Vacca and Depdiknas).
- g. Identifying communicative purpose of the text (Depdiknas and Vacca).

From the combination of theories above, it comes to the conclusion that reading comprehension is the process of understanding a certain text with the ability to find main idea, identify detail information, identify word meaning based on the context, understand sentence meaning, find reference, identify text organization, and identify communicative purpose of the text.

3. Approaches to Teach Reading

In order to guide the students to good comprehension, a good and suitable approach is needed. Aebersol and Field (1997: 43-44) categorize two kinds of approaches, as follows:

a. The Extensive Approach.

It is based on the belief that when students read for general comprehension of large quantities of texts of their own choosing, their ability to read will consequently improve. Grellet (1981: 4) says that extensive reading is a reading longer text for one's own pleasure. This involves a fluency activity, mainly global understanding. The emphasis in extensive reading courses is to use reading as a means to an end. In other words, reading is used to accomplish something else, such as a written summary, a written report, an oral report, a group discussion, a debate. In this type of course, students are usually given more freedom to choose reading materials that attract them and more responsibility in finding materials within their language proficiency range.

The text that they read may be completely of their own selection or to some extent selected by the teacher. The text is always to be read for comprehending of main ideas, not of every detail and word. Students are frequently asked to read more on the same topic. The more texts they read on the same topic, the more they will understand because they will bring more background knowledge to each new text they read.

b. The Intensive Approach

Intensive approach deals with short texts. Murcia and McIntosh (1979: 150) says that intensive reading consists of short reading selections which can be read and discussed in one class in one meeting. This is an accuracy activity involving reading for detail (Grellet, 1981: 4). In this approach, each text is read carefully and thoroughly for maximum comprehension. Intensive reading involves approaching the text under the guidance of a teacher. It means that teacher provides direction and help before, sometimes during, and after reading. The aim is to arrive at an understanding (Nuttal, 1983: 38). Students do many exercises that require them to work in depth with various selected aspects of the text.

Brown (2001: 312) says that intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. Intensive reading calls students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implication, and rhetorical relationship.

4. Reading Materials

For students to develop communicative competence in reading, classroom and homework reading activities must resemble real-life reading tasks that involve meaningful communication. In this case, the reading materials selected must be authentic. An authentic material according to Harmer (2001: 204) is a language where no concessions are made to foreign speakers. In other words, it is normal and natural language used by the native speakers. This is what students will

encounter in real life if they come with target language speakers. Also, it must be the kind of material that students will need and want to be able to read when traveling, studying abroad, or using the language in other contexts outside the classroom.

When selecting texts for student assignments, one thing should be remembered that the difficulty of a reading text is less a function of the language, and more a function of the conceptual difficulty and the tasks that students are expected to complete. Simplifying a text by changing the language often removes natural redundancy and makes the organization somewhat difficult for students to predict. This actually makes a text more difficult to read than if the original were used (<http://www.aft.org/topics/reading/index.htm>).

Nuttal (1996) as in Brown (2001: 314) offers three criteria for choosing English reading text for students: (1) suitability of content: a material should be interesting, enjoyable, challenging, and appropriate for the students' goal in learning English; (2) exploitability: a text that facilitates the achievements of certain language and content goals should be exploitable for instructing tasks and technique and integratable with other skills; (3) readability: a text with lexical and structural difficulty that will challenge students without overwhelming them.

5. The Role of the Teacher

Teachers take a very important role in the process of teaching and learning in a class. The success of teaching and learning depends on what kind of strategies the teacher uses. The teacher should know what role he or she should play for

certain condition in the class. According to Harmer (2001: 57-61) the role of the teacher are as a controller, an organizer, an assessor, a prompter, a participant, a resource, a tutor, and an observer.

a. Controller

When teachers act as controllers they are in charge of the class and of the activity taking place in a way that is substantially different from a situation where students are working on their own in groups. Controllers take the roll, tell the students things, organize drills, read aloud, and in various other ways exemplify the qualities of a teacher-fronted classroom.

b. Organizer

One of the most important roles that the teachers have to perform is that of organizing students to do various activities. This often involves giving the students information, telling them how they are going to do the activity, putting them into groups, and finally closing down when it is time to stop. When the teacher takes a role as an organizer, he or she should explain things clearly so that the students can get a clear picture about what they are going to do.

c. Assessor

Acting as an assessor, the teachers give feedback, correction, and grading students in various ways.

d. Prompter

Sometimes, when students are involved in a role-play activity, for example, they lose the thread of what is going on, or they are “lost for words”. In such condition, the teachers should help the students but not in the purpose of

taking charge because teachers are keen on to encourage the students to think creatively rather than have them hang on the teacher's every word.

e. Participant

This is a time when a teacher wants to join the activity not as a teacher but as a participant in his or her right. By taking a role as a participant, the teacher creates a good atmosphere that can make the students enjoy having the teacher with them. The danger of teachers as participants is that they can easily dominate the proceedings. It takes great skill and sensitivity to avoid this situation.

f. Resource

Students might ask how to say or write something or what a word or phrase means. They might want to know information in the middle of an activity about that activity or they might want to information about where to look something. This is where teachers can be one of the most important resources they have. When acting as a resource the teacher will want to helpful and available, but at the same time she or he has to resist the urge to spoon-feed the students so that they become over-reliant on the teacher.

g. Tutor

When students are working on longer projects, such as pieces of writing or preparations for a talk or a debate, teachers can act as tutors, working with individuals or small groups, pointing them in directions they have not yet thought of taking.

h. Observer

Teachers need to observe what students do in order to give them useful group an individual feedback. Teachers do not only observe students in order to give feedback. They also watch in order to judge the success of the different materials and activities that they take into lessons so that they can make changes in the future.

B. The Definition of Expository Text

Expository texts are nonfiction reading materials. The intent of these written works is to inform or explain something to the reading audience (www.wikipedia.com). Hirai, et al. (2010: 82) say that an expository text differs from a narrative text. Expository text presents facts, theories, and dates. The information is largely unfamiliar to the reader, and may not have a coherent “story line”.

Expository texts can vary in nature. Hirai, et al. (2010: 80) explain five expository texts and their associated signal words. They are as follows:

Table 2.1 Five Expository Texts and Their Signal Word

Pattern	Description	Cue Words (signal words)	Kind of Text
Description	The author describes a topic by listing characteristics, feature, attributes, and example	<ul style="list-style-type: none"> • for example • characteristics • for instance • such as 	Descriptive

		<ul style="list-style-type: none"> • is like • including • to illustrate 	
Sequence	The author lists items or events in numerical or chronological sequence, either explicit or implied	<ul style="list-style-type: none"> • first • second • third • later • next • before • then • finally • after • when • later • since • now • previously • actual use of dates. 	Recount Procedure News item
Cause and Effect	The author presents ideas, events in time, or facts as causes and the resulting effect(s) or facts that	if/then <ul style="list-style-type: none"> • reasons why • as a result • therefore 	

	<p>happen as a result of an event.</p>	<ul style="list-style-type: none"> • because • consequently • since • so that • for • hence • due to • thus • this led to 	
<p>Problem and Solution</p>	<p>The author presents a problem and one or more solutions to the problem.</p>	<ul style="list-style-type: none"> • problem is • dilemma is • if/then • because • so that • question/answer • puzzle is solved 	<p>Analytical Exposition Hortatory Exposition</p>
<p>Comparison</p>	<p>Information is presented by detailing how two or more events, concepts, theories, or things are alike and/or different.</p>	<ul style="list-style-type: none"> • however • nevertheless • on the other hand • but • similarly • although 	<p>Discussion</p>

		<ul style="list-style-type: none"> • also • in contrast • different • alike • same as • either/or • in the same way • just like • just as 	
--	--	--	--

Cash and Schumm (2006: 264) give examples of those patterns as follows:

Table 2.2 Examples of Expository Patterns.

Pattern	Examples
Description	The dermis and epidermis are the two layers of human skin. The dermis is the inner layer, and the epidermis is the outer layer that consists of multiple, integrated sublayers.
Sequence	Some hurricanes cause so much damage that their names are retired. These include Camille (1969), David (1979), and Alicia (1983).
Cause and Effect	Because President Thomas Jefferson wanted to make sure that people in the United States could navigate the Mississippi without problems, he

	purchased the Louisiana territory from France.
Problem and Solution	Some children watch too much television. To help children change their habits, some parents are turning off the television and encouraging their children to get engaged in sports, games, and other play activities.

Based on the *KTSP* for the tenth grade of SMA in semester 1 and 2, English texts which are considered as expository are recount, descriptive, procedure, and news item.

1. Recount

It is used to retell events for the purpose of informing or entertaining. It is also used to tell the readers what happened in the past through a sequence of events. The schematic structure of this type is orientation, series of events, and reorientation. In orientation, it gives the reader the background information needed to understand the text (who was involved, where it happened and when). Events tell what happened in a chronological sequence. Reorientation gives the conclusion of the experience. The language features are focused on individualized participants, use of past tense, focus on temporal sequence of events, and use of material or action clauses (Sudarwati and Grace, 2007: 30).

2. Descriptive

This kind of text is to describe a particular person, place or thing. It has the schematic structure: identification and description. Identification mentions the

special participant and description mentions the part, quality, and characteristics of the subject being described. The factual genre has the language feature: (1) Focus on specific participants; (2) Use of attributive and identifying processes; (3) Frequent use of epithets and classifier in nominal groups; and (4) Use of simple present tense (Sudarwati and Grace, 2007: 172).

3. Procedure

The purpose of this text is to tell about the ways or steps to do something. The text elements basically consist of topic or title, material, and steps or method. The topic or goal will discuss the final purpose of doing the instructions. Materials are the ingredients, utensil, or equipment needed to do the instructions. Step or method will tell about the sequence of steps to accomplish the job stated in the topic. The text usually uses imperative sentences and uses connective sequences such as then, while, next, and after that (Mulyono and Widayanti, 2010: 44).

4. News item

This factual text type is used to inform the reader, the listeners or viewers about events of the day which are considered newsworthy or important. The schematic features of this genre are newsworthy events, background events and sources. Newsworthy events tell the events in summary form. Background events elaborate what happened, to whom, in what circumstances. Sources give comments by participant in, witnesses to and authority expert on the event. This kind of text type usually has language features such as short, telegraphic information about the story summarized in one-sentence headline, use of material or action processes to retell story, use of projecting verbal processes in source

stage, focus on circumstantial meanings, and often dramatic use of participant structure (Sudarwati and Grace, 2007: 197).

C. Theory of KWL

1. Description

KWL was first introduced by Donna Ogle in 1986. 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 results of their reading (Blachowicz and Ogle, 2008: 113). According to Pennington (2009) in (<http://penningtonpublishing.com/blog/reading/>) KWL is a metacognitive strategy because it is a problem-solving process that focuses on thinking about and developing a language for the reading process. Sasson (2008) in (<http://www.newteachersupport.suite101.com/article>) defines KWL as a technique that activates students' prior knowledge, which is important for engaging them during the stages of teaching reading.

As a reading strategy, the KWL technique helps teachers engage their students from the beginning of a reading lesson by activating prior knowledge. The KWL technique also helps teachers keep students interested as they think about what they want to know and what they have learned. KWL requires a reader to identify what is *known* about a particular subject (K), what the reader *wants* to know (W), and what is *learned* as a result of reading the text (L).

KWL is a reading-thinking strategy that activates and builds on the student's prior knowledge and natural curiosity to learn more. Prior knowledge is

often discussed in terms of “schema theory.” Schema theory attempts to explain how meaning-making occurs and how knowledge is stored and organized in the brain. Schemata represent the knowledge structures in readers’ minds, and these structures allow readers to connect new information with what they have already known (Biddulph, 2002: 4). In his view, “incoming” information either fits into existing knowledge structures or forces the emergence of new ones. When readers encounter new examples of things for which they have an existing schema, they are more likely to make meaningful connections with that new information than they are if relevant schemata are lacking.

According to Ogle (1986) in (<http://www.indiana.edu/~1517/KWL>) the KWL strategy serves several purposes which are considered as the strengths of KWL. They are:

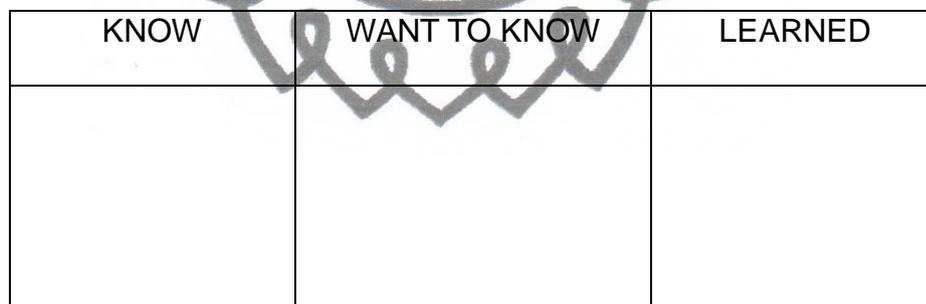
- a. Elicits students’ prior knowledge of the topic of the text.
- b. Sets a purpose for reading.
- c. Helps students to monitor their comprehension.
- d. Allows students to assess their comprehension of the text.
- e. Provides an opportunity for students to expand ideas beyond the text.

Besides its strengths, KWL also has some weaknesses. Pennington (2009) as in (<http://penningtonpublishing.com/blog/reading>) says that since KWL is a learner-centered, some weaknesses may appear. The first is students may share irrelevant, inaccurate or incomplete information which may confuse their reading in filling the K column. Second, it is limited by what is shared by the students in

W step. They sometimes don't know what they want to know. And the third one is it is doubtful whether providing L list actually improves students' comprehension.

2. The Procedure

How can teachers use the KWL technique effectively all throughout the lesson? First, teacher needs to create a KWL chart to guide the students. This can be done on a large chart or on the chalkboard. It is very simple, just divide the space into three columns and label them "Know", "Want to Know", "Learned". In this step, the teacher takes a role as an organizer as well as the controller. The teacher explains what the students will do in every column and give information needed to make sure that the students understand the activity.



KNOW	WANT TO KNOW	LEARNED

Figure 2.1

Second, after making the chart, the teacher gives the students the topic and asks the students what they know about it. Generate as many ideas as possible relying on the students' prior knowledge. Record all the ideas in the first column. This is a brainstorming activity, which is considered as a great way to begin a reading lesson because it engages all the students, including the silent ones who may not be talking but in listening to their peers (Sasson, 2008,

www.newteachersupport.suite101.) The teacher should also provide some words or terms to help the students if they can't find ones related to the topic given. Third, once the "K" column is complete with all possible ideas, the teacher together with the students categorizes the information. This step will help the students to structure the content for the next step that is formulating questions to be investigated that bring more meanings and clarify to the topic.

The fourth step is asking the students to write down things they want to know about the topics or generating questions they want to answer as they read the text. These questions become the basis for "W" (what students want to learn). Questions may be developed from information gleaned in the preceding discussion and from thinking of the major categories of anticipated information. This process helps the students define their purpose independently for reading.

After filling the column, the students are asked to share and discuss their ideas. This is an excellent opportunity to model and show the students the value of inquiry (<http://www.TeacherVision/KWL.htm>). It is possible that the students do not know what they should ask or what they want to know. To anticipate this condition, the teacher should also provide some questions to guide the students. Doing the K and W column, the teacher takes a role as a resource. This role is important in these steps because the teacher's questions and information actually will also lead the students to understand what is discussed in the text that they are about to read.

The fifth step is the teacher asks the students to look for the answers of the questions in their W column while they are reading. Students can fill out their "L"

columns either during or after reading. As they read, students should note new information in L column. This will help them select important information from each paragraph and it provides a basis for future reference and review. After filling the column, the teacher will help and guide students to classify the information into classes. The first one is information needed to answer the questions from “W” column and the second one is new information found in every paragraph. In this step, the teacher’s role is more as a participant.

The final step is students discuss what they have learned from the passage. Questions developed before and during the reading should be reviewed to determine how they were solved. If some questions have not been answered, students can be guided to seek further information in appropriate materials (Bryan, 1998: 3). In this step, the teacher will be an assessor who gives feedbacks and do some corrections so that the students will get better understanding about the text.

D. Rationale

Rationale means the relationship between variables stated in reviewing of the literature. In this research, there are two variables, they are KWL technique as an independent variable and the other one is reading comprehension as dependent one.

As has been explained in the chapter 2, reading is the activity which occurs between the writer and the reader. A good reader is able to understand and comprehend the whole message that the writer states in the text. The good

comprehension and understanding will occur if the students master all the skills needed, such as extracting main ideas, identifying generic structure and communicative function, finding reference, identifying the meaning of words based on the context, identifying the meaning of sentences, and finding detail information.

It cannot be neglected that problems always occur in reading. The problems were the students failed to understand certain words, identify the main idea, understand the meaning of sentences, especially in simple past and present perfect tense, identify detail information, and identify the text organization. There were some reasons why such problems occur. First, it happened because they considered reading as a boring activity especially when they had to deal with a long text and with an unfamiliar topic. Second, students had limited vocabulary. Third, the number of students in the class was quite large that made the teacher difficult to control each student. Fourth, the teaching techniques applied in the class were sometimes not interesting and helpful enough to cover the students' problems in comprehending the text given to them.

To overcome such a condition, a good approach of teaching reading and reading model was needed. In the review of literature, it mentioned two approaches of teaching reading, extensive and intensive reading, and three reading models, they were bottom-up, top-down, and interactive theory. KWL technique actually covers these approaches and models.

KWL technique starts with top-down theory. The technique encourages students to activate their prior or background knowledge of the topic before doing

the reading. By activating the prior or background knowledge, it will help the students to understand the whole text more easily. It will help students get general understanding, which is one of the reading skills. KWL helps the students set their own purposes of reading by listing specific things they want to know about the topic. Having a purpose is important to encourage students to keep reading until they accomplish the purpose. To accomplish the purpose, which is the final step, KWL requires intensive reading and bottom-up theory. By doing this, students will be trained to gain all the skills needed.

The first step of KWL is filling the “K” column. In filling the column, students can list any words, phrases, and terms related to the topic. From this step, students will get many new vocabularies that will help them understand the text. It is possible that they will find those words, terms or phrases in the text they are going to read. By doing this step, it is hoped that the students’ problem about understanding word meaning can be solved. The next step is filling the “W” column. Students should ask themselves things they want to know about the topic. They can do it by making questions. Doing this step, students actually guide themselves in finding detail information from the text. Hopefully by doing this step, the problem in understanding detail information can be solved. When filling this column, the students are forced to think critically. Besides asking themselves about things they want to know about the topic, they also have to ask in what way the author may explain the topic or what kind of text they are going to read. It will make them analyze the organization of the text as they read to find the detail information.

After filling the first two columns, students start reading the text and then fill the last column. Filling the column, students will answer the questions they have made in the second column. They will also write any new information they have learned from the text. By doing this step, students will get general understanding of the text that will help them to identify the main idea of the text and also the main idea for each paragraph. It is hoped that the problem in finding the main idea can be solved after completing all columns.

To solve the problem about understanding sentence meaning, the teacher can take sentences that have been made by students in column "L". Teacher then explains the sentences and its grammar function. The teacher will also take sentences from the text to compare to the sentences made by the students. This way will help the students to see and recognize the mistakes they made in their sentences. Because the sentences are from the students, it is hoped that the students will understand the explanation about the grammar function and the sentence meaning better so that the problem can be solved. In doing each step and filling the column, the teacher has important role to make sure that the students are on the right track.

From the theory explained previously, KWL can create a good condition of teaching and learning. First, students will get many new vocabularies. Second, because the technique is something new for the students and filling the column can arise the students' excitement, KWL can make the teaching and learning process more interesting and attractive. Third, students are motivated because they are not passive anymore and they have clear purposes in doing the reading. This is

very important because having good motivation will help the students study seriously. Fourth, making the students work in groups will help the teacher control the students easily. It can be said that KWL actually offers the solution not only for the problems faced by the students but also for their causes.

Based on the explanation above, it can be assumed that KWL technique can solve the students' problem and therefore can improve their ability to comprehend the English texts especially expository ones better.

E. Action Hypothesis

After discussing theoretical review and rationale, the researcher formulates the hypothesis that KWL technique will be able to improve students' ability in comprehending English texts, especially expository texts.

CHAPTER III

RESEARCH METHODOLOGY

A. The Setting and Time of Research

This classroom action research was carried out at SMA Negeri 4 Kendari. It is located at Jl. Ahmad Yani no. 3, phone number: (0401) 3122710. It is considered as one of the best schools in Kendari with satisfactory facilities to support teaching learning process such as a language laboratory, an internet room, and a library with various books, magazines, journals, and other printed materials.

This classroom action research was conducted from July up to December 2010. The steps are as follows:

Table 3.1 The Time Table of the Research

NO	ACTIVITIES	Month					
		July	Aug	Sept	Oct	Nov	Dec
1.	Doing pre-survey	V					
2.	Writing a proposal		V	V			
3.	Conducting the research				V	V	
4.	Collecting data				V	V	
5.	Analysing the data					V	V
6.	Writing a report						V

B. The Subject of Research

The subject of the research was the tenth graders of SMA Negeri 4 Kendari in the academic year of 2010/2011. The class was X1 and there were

about 36 students: 14 males and 22 females. The English proficiency of most of the students was under average. This condition made them got confused and sometimes could not finish the task given to them. Even some of the students showed no interest in studying English.

C. Research Method

The method used in order to improve students' ability in comprehending English texts using KWL technique was classroom action research. There are some definitions of classroom action research. Suparno (2008: 5) defines: "*Riset tindakan dimaksudkan sebagai riset yang dilakukan oleh seseorang yang sedang praktik dalam suatu pekerjaan, untuk pengembangan pekerjaan itu sendiri.*" Gregory (1988) as quoted by Richards (1996: 12) defines action research as a teacher-initiated classroom investigation which seeks to increase the teacher's understanding of classroom teaching and learning, and to bring about change in classroom practices.

The steps in the classroom action research as stated by Richard (1996: 13) are planning, action, observation, and reflection. In order to make the cycles more effective, the researcher was accompanied by the collaborator who joined from the making of the plan. In each cycle, the procedures of the research were as follows:

1. Planning

In this step, the researcher, together with his collaborator, prepared things for the action. The preparation included: designing lesson plan, preparing hand

out, preparing slides on power point, and preparing observation list such as field note and check list.

2. Action

In this step, the researcher and his collaborator gave pre-test and post-test to the students. The researcher taught reading using KWL technique which followed the steps in the lesson-plan. While the researcher did the teaching, the collaborator observed the teaching learning process and took notes.

3. Observation

The activity was observing the students during the action and making notes in observation sheets about students' feeling, thinking, and something they had done in teaching-learning process. The teacher's activity when doing the teaching's process was also observed. It included the interaction between the teacher and the students, the way the teacher explained the materials, and the way he answered the students' questions. So, everything that happened during the process of teaching learning was noted. In this step, the collaborator took an important role. He did the observation, note taking, and noticed everything that happened during the process of teaching and learning.

4. Reflection

The results of the observation were analyzed and the result of the reading test was calculated to know whether or not the students' reading comprehension improves. In doing this, the researcher discussed with the collaborator and the students. The result of the discussion determined the design of next step. The steps are as follows:

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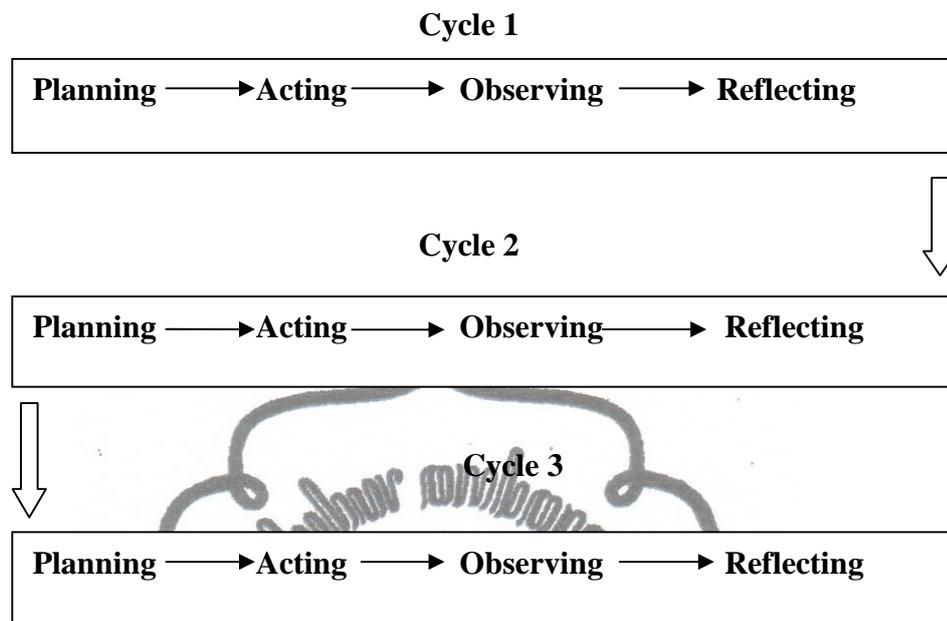


Figure 3.1

According to Ferrance (2000) as in (<http://www.alliance.brown.edu>), there are some types of action research. The types of action research are as follows:

1. Individual teacher research usually focuses on a single issue in the classroom. The teacher may be seeking solutions to problems of classroom management, instructional strategies, use of materials, or student learning. Teachers may have support of their supervisor or principal, an instructor for a course they are taking, or parents. The teacher collects data or may involve looking at student participation. One of the drawbacks of individual research is that it may not be shared with others unless the teacher chooses to present findings at a faculty meeting, make a formal presentation at a conference, or submit written material to a journal, or newsletter.

2. Collaborative action research may include as few as two teachers or a group of several teachers and others interested in addressing a classroom or department issue. This issue may involve one classroom or a common problem shared by many classrooms. These teachers may be supported by individuals outside of the school, such as a university or community partner.
3. School-wide research focuses on issues common to all. For example, a school may have a concern about the lack of parental involvement in activities, and is looking for a way to reach more parents to involve them in meaningful ways.
4. District-wide research is far more complex and utilizes more resources, but the rewards can be great. Issues can be organizational, community-based, performance-based, or processes for decision-making. A district may choose to address a problem common to several schools or one of organizational management.

D. Data Source

The data of the research was the procedure and activities during teaching learning process using the KWL technique and the scores of reading comprehension test. The result of teaching in the form of post-test was compared with pre-test.

The sources of the data in this study were:

1. Event

Event included all the actions that were done in cycle 1 and 2. The cycle 1 was conducted from October 28th to November 9th, 2010. There were four meetings in this cycle. The cycle 2 was conducted from November 18th to November 25th, 2010. There were 3 meetings in this cycle.

2. Documents

They were books and teaching materials used by the teacher of the class. There were two kinds of books that the teacher used as the main sources. The first one was Look Ahead published by Erlangga and the second was English Alive published by Yudhistira. Other documents such as students' previous test results, students' works and teacher's lesson plan (RPP) were also taken and analysed.

3. Information Data

It was the result of interview and questionnaire that the researcher gave to the subject of the research.

E. Technique of Collecting Data

The data needed for the research was both quantitative and qualitative. To collect the data accurately, some methods were used. The quantitative data were collected by giving the tests. The researcher gave the students pre-test and post-test in order to know their reading comprehension before and after being taught using KWL technique. It was to know whether the students' reading comprehension improved or not. To make sure that the instrument used for the test were valid and reliable, the researcher did a try out. The test is valid if it tests the

extent to which a test measures what it supposes to measure (Tuckman, 1972: 163). To find out the validity of the items for the pre-test and pos-test, the researcher used the formula as follows:

The qualitative data were collected by doing:

1. Observation

It is a technique of collecting data by closely watching and noticing classroom events or happenings, or interaction, either as a participant in the classroom of another teacher's observation. The researcher used field notes and check list in doing the observation. In doing the observation, the researcher was accompanied by the collaborator who actively observed the teacher's teaching and offered suggestions.

2. Interview

Interview is an activity to ask questions in face-to-face interaction. Interview is used to know how the participants feel and to know what their opinion or idea during the research. The researcher interviewed the students and their teachers, in this case English teachers about their personal perceptions, experiences, opinions, and ideas related to the teaching learning process in the class. In doing the interview, the researcher used guided or semi-structured interview (Burns, 2010: 75).

3. Questionnaire

The researcher asked the students to fulfill the questionnaire. The students should read the questions and gave responses by ticking or writing short answers. The researcher used rating scale questionnaire as suggested by Burns (2010: 82).

F. Technique of Analysing Data

To analyse the quantitative data, the researcher applied a descriptive statistics, comprising the highest and lowest, and finding the means. To measure students' understanding of the text, the researcher used the percentage correlation formulas as follows:

$$S = \frac{R}{N} \times SM$$

Where:

S = the students' mastery in %

R = the students' right answer

N = the maximum number of the whole answer

SM = standard Mark (100)

To determine the level of the students' reading comprehension, the researcher used the system of score category (Arikunto, 1998: 38) as follows:

Percentage	Interpretation
81 – 100	Very good
61 – 80	Good
41 – 60	Fair
21 – 40	Poor
1 – 20	Very poor

After analysing the scores of the written test, the researcher compared the mean of the pre-test and post test score result by using the formula:

(the mean for pre-test)

(the mean for post test)

$$\bar{X} = \frac{\sum X}{n}$$

$$\bar{Y} = \frac{\sum Y}{n}$$

Where:

\bar{X} = mean (the score)

$\sum X, \sum Y$ = the total score

n = number of students

To analyse the qualitative data, the researcher applied Constant Comparative Method as suggested by Glasser (1980) as quoted by Suparno (2008: 76). The method consists of four steps: (1) Comparing incidents applicable to each category; (2) Integrating categories and their properties; (3) Delimiting the theory; and (4) Writing the theory. The following is a brief description of each step:

1. Comparing incidents applicable to each category.

In this step all incidents occurred in the data will be coded into as many as categories as possible.

2. Integrating categories and their properties.

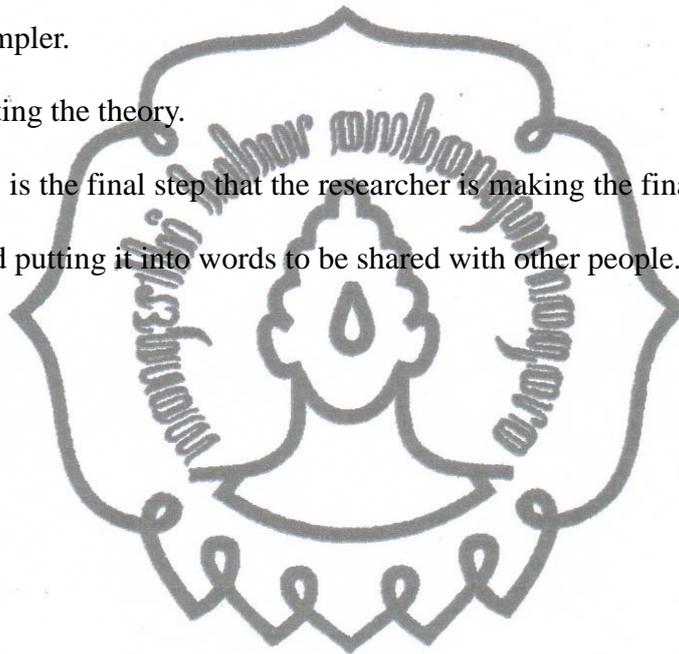
The researcher will begin to note the relationship among the concept. For these relationships to emerge, however, it will be necessary for the researcher to have noticed all the concepts. *commit to user*

3. Delimiting the theory.

It refers to the theory and category reduction from the result of two previous steps. As the patterns of relationship among concepts become clearer, the researcher ignores some of the concept initially noted but evidently irrelevant to the inquiry. When the numbers of categories are reduced, the theory itself becomes simpler.

4. Writing the theory.

This is the final step that the researcher is making the final judgment of his findings and putting it into words to be shared with other people.



CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Introduction

As has been mentioned in the chapter I, the purposes of the research are to bring to light whether the use of KWL technique improves students' ability in comprehending English text especially expository ones and to apprehend the strengths and weaknesses when the KWL technique is applied in teaching reading.

According to the result of the preliminary study, the tenth graders of SMA Negeri 4 Kendari, especially the class of X I, had difficulties in: (a) understanding word meaning based on the text; (b) getting the main idea both the main idea of the text and certain paragraph; (c) understanding the sentence meaning of simple past and present perfect tense; (d) identifying detail information from the text, and (e) understanding the text organization.

Observing the class when the teaching and learning process was done by the teacher and the students, the researcher found out that the problems arose because of three aspects. The first one came from the students. They considered reading expository texts as a boring activity especially the long ones with uncommon topics. The students' vocabulary was also limited that made them difficult to understand the text. As a result, they depended on their dictionary too much. The second aspect was from the teacher. The teaching techniques that the teacher applied in teaching reading were dull and could not help the students to

comprehend the expository texts. As a matter of fact, the teacher applied the same technique in teaching different kind of texts. This condition made the students passive and unmotivated to participate in the process of teaching and learning. The last aspect was the classroom situation. There were 36 students in the class and this is quite large. It made the teacher difficult to control and give attention to each student. As a result, instead of paying attention to the teacher, the students were busy with their own activities such as playing with their note books. Other students would talk to their friends that made the class noisy.

Therefore, a new technique is needed to work out those problems. The researcher decided to use KWL technique in conducting this action research. KWL is a technique that fosters students' prior knowledge. KWL makes the students more active since they are engaged from the very beginning of the step to the end.

B. Preparation of Action Research

1. Performing Pre-test.

To identify the students' problems in reading comprehension and the causes, the researcher observed the class to see the teaching learning process done by the teacher and the students, conducted a pre-test, and gave the students questionnaire to fill in.

a) The Result of Pre-test

A pre-test was conducted on Tuesday, October 26th, 2010. The purpose of doing the pre-test was to identify the students' reading comprehension. Before the

instrument was applied, it had been tried out in another class. The purpose was to get a valid and reliable instrument. From 50 items, there were 40 items that were valid and reliable. They were focusing on main idea, word meaning, sentence meaning, detail information, reference, text organization, and communicative purpose of the text.

The total number of students was 36 and all of them joined the pre-test. According to the result of the pre-test, it can be concluded that the students' reading comprehension was low. It was shown by their scores. Below is the chart of the complete distribution of the students' score for the pre-test.

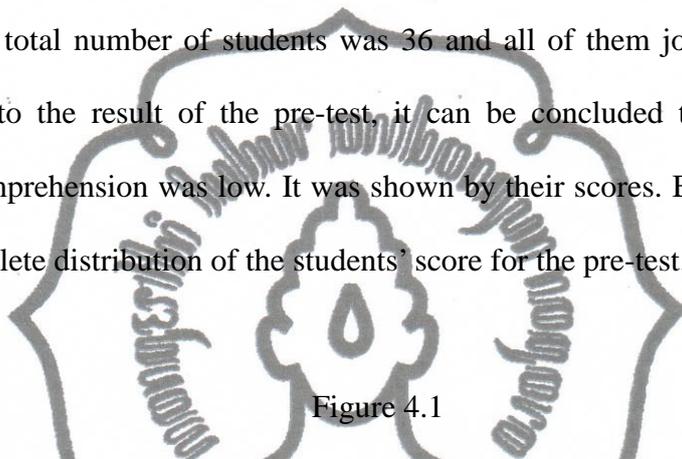
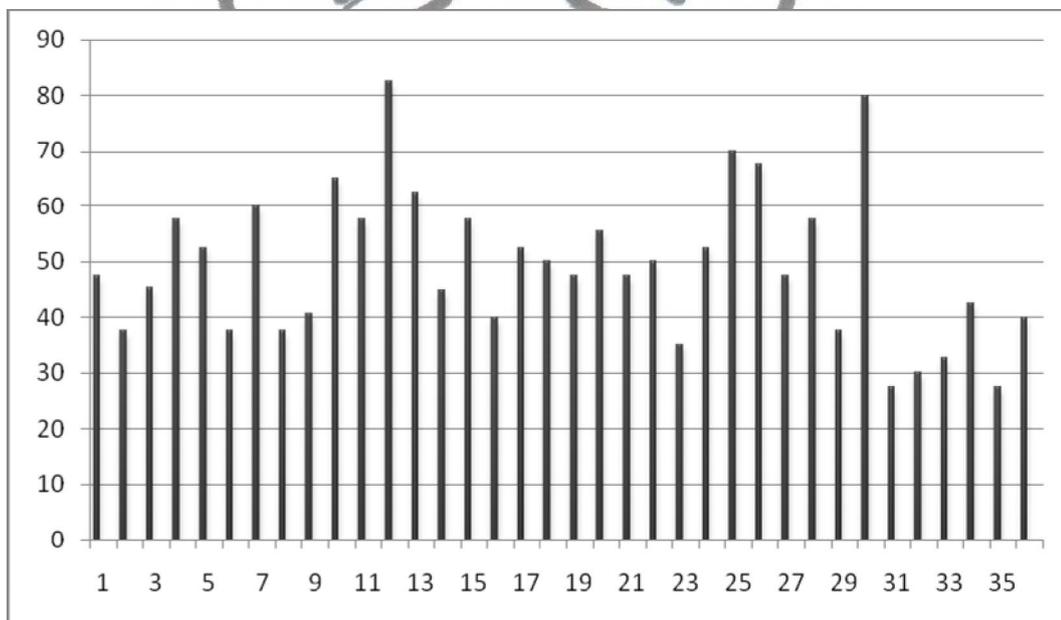


Figure 4.1



The chart shows that one student got above 80. Five students got above 61, and 30 students got 60 or below. The highest score is 82.5 and the lowest is 27.5.

Those resulted 49.34 for the average of this test. A complete data about students' pre-test result can be found in the appendix 6.c.

Another important consideration was about the students' score viewed from their skills. The average of students' score in getting main idea was 38.42, in finding detail information was 55.20, in understanding word meaning was 41.60, in understanding the sentence meaning was 44.44, in finding reference was 66.62, in identifying the text organization was 34.44, and in identifying communicative purpose was 64.58. For more complete data, it can be found in the Table 4.1.

Table 4.1. The Students Score on Reading Comprehension Viewed from Their Skills.

Score	MI 6 items	DI 8 items	WM 6 items	SM 5 items	Rf 6 items	TO 5 items	CP 4 items
Highest	83.33	87.55	83.33	80	100	60	100
Lowest	16.66	37.55	0	20	16	20	25
Average	38.42	55.20	41.60	44.44	66.62	34.44	64.58

Note: MI (Main Idea), DI (Detail Information), WM (Word Meaning), SM (Sentence Meaning), Rf (Reference), TO (Text Organization), CP (Communicative Purpose)

The percentage of the students based on the result of their score viewed from their reading skills can be seen in the Table 4.2 below.

Table 4.2 The Percentage of the Students based on the Result of Their Score Viewed from Their Reading Skills.

Score	MI	DI	WM	SM	Rf	TO	CP
≥ 80	1 student (2.7%)	3 students (8.3%)	3 students (8.3%)	3 students (8.3%)	16 students (44.6%)	0 Student (0%)	3 students (8.3%)
≥ 60	5 students (13.8%)	12 students (33.3%)	7 students (19.4%)	11 students (30.5%)	10 students (27.7)	5 students (13.8%)	20 students (55.5%)
≤ 50	30 students (83.3%)	21 students (58.3%)	26 students (72.2%)	22 students (61.1%)	10 students (27.7%)	31 students (86.1%)	13 students (36.1%)

Note: MI (Main Idea), DI (Detail Information), WM (Word Meaning), SM (Sentence Meaning), Rf (Reference), TO (Text Organization), CP (Communicative Purpose)

The level of the students' reading comprehension can be seen in the following table.

Table 4.3 The Level of Students' Reading Comprehension based on Their Pre-test Result

Percentage	Interpretation	Number of students (N=36)
81-100	Very good	1 student
61-80	Good	5 students
41-60	Fair	17 students
21-40	Poor	13 students
1-20	Very poor	-

From the table above, it can be seen that the reading comprehension of 30 students (83%) were low. There were only 5 students (13.8%) staying at Good level and 1 student (2.77%) staying at Very good level.

b) The Result of Questionnaire

The result of the questionnaire also shows that the students had problems in reading comprehension. Below is the table:

Table 4.4 The Result of Questionnaire 1

No	Aspects Asked	SD	D	A	SA
1.	Reading is difficult subject.	–	4 (11.1%)	22 (61.1%)	10 (27.7%)
2.	It is difficult for me to understand the expository text.	–	2 (5.5%)	22 (61.1%)	12 (33.3%)
3.	It is difficult to understand the meaning of words based on the context.	–	–	21 (58.3%)	15 (41.6%)
4.	It is not easy to find detail information in the text.	–	5 (13.8%)	25 (69.4%)	6 (16.6%)
5.	It is difficult to find main idea.	–	–	22 (61.1%)	14 (38.8%)
6.	It is difficult to understand the meaning of sentence in expository text.	–	–	29 (80.5%)	7 (19.4%)
7.	It is not easy to identify the text organization of expository texts.	–	6 (16.6%)	21 (58.3%)	9 (25%)
8.	It is not easy to find reference in a text.	–	28 (77.7%)	8 (22.2%)	–
9.	It is not easy to identify the communicative purpose of expository texts.	3 (8.3%)	28 (77.7%)	4 (11.1%)	–
10.	Previous techniques can't help me solve my problems in reading.	–	3 (8.3%)	25 (69.4%)	8 (22.3%)
11.	An alternative technique to learn reading is needed.	–	–	27 (75%)	9 (25%)

The table above shows that 22 students (61.1%) agreed and 12 students (33.3%) strongly agreed that expository text was difficult to understand. There were 21 students (58.3%) agreed and 15 students (41.6%) strongly agreed that understand the word meaning based on the context was difficult. There were 25 students (69.4%) agreed and 6 students (16.6%) strongly agreed that it was not easy to find detail information in the text. There were only 5 students (13.8%) who did not agree with the statement. About understanding the sentence meaning,

29 students (80.5%) agreed and 7 students (19.4%) strongly agreed that it was difficult. There were 21 students (58.3%) agreed and 9 students strongly agreed that it was not easy to identify the text organization of the expository text. There were only 6 students (16.6%) who disagreed with the statement. There were 28 students (77.7%) disagreed that it was not easy to find reference in the text. There were 25 students (69.4%) agreed and 8 students (22.3%) strongly agreed that previous techniques could not help them solve their problems in reading. Therefore, 29 students (75%) agreed and 9 students (25%) strongly agreed that an alternative technique was needed.

C. Research Implementation

1. Description of Cycle 1

In cycle 1, the researcher carried out four meetings. Cycle 1 was conducted from October 28th to November 9th, 2010. After the fourth meeting was done, a post test 1 was carried out. Each cycle consisted of planning, action, observation, and reflection. The overall implementation of cycle 1 can be seen in table below:

Table 4.5 The Implementation of Cycle 1

Cycle 1	Teaching reading using KWL technique	
Planning	<ul style="list-style-type: none"> – Sharing ideas with collaborator – Designing Lesson Plan – Preparing hand out. – Preparing Slide on Power point – Preparing Observation Instrument (Field notes and check list) – Forming students' group 	
Action	<ul style="list-style-type: none"> – Meeting 1 (Oct 28th, 2010) – Meeting 2 (Nov 2nd, 2010) – Meeting 3 (Nov 4th, 2010) 	<ul style="list-style-type: none"> : Mahatma Gandhi : The Borobudur Temple : Master Sailor

	– Meeting 4 (Nov 9 th , 2010)	: The Jakarta City
Observation	Teaching and learning situation.	<p>The teacher prepared the material well, explained the new technique clearly, and divided the students into 9 groups in which each group consisted of 4 students. This technique made the teacher control the class easily. Good interaction was made between the teacher and the students. The teacher actively answered the students' questions. The students showed their interest to the new technique. The students were motivated to get involved in doing the steps even though they were confused about how to fill the columns and asked a lot about the procedures. Grouping was effective to make the students share their ideas in filling the columns though some groups needed an extra care. The process of teaching and learning in the first and third meeting did not run smoothly. The process of teaching and learning in the second and fourth meeting was better. In this cycle, the teacher got problem in managing the time.</p> <p>Some students showed their progress by speaking out their ideas, writing their sentences on the chart, and answering questions. The result of the assessment also showed that the understanding of reading of some students was quite improved. There were also some students who were not serious in doing the steps. Some students were still shy and reluctant to speak their ideas. In this cycle, the students' understanding about detail information, reference, text organization, and communicative purpose of the text were improved. On the other hand, the students still got problem in understanding main idea, word meaning, and sentence meaning.</p>
	Learning Progress	

Reflection	<ul style="list-style-type: none"> + KWL technique could create a good atmosphere that motivated the students to take a part in the teaching and learning process actively. + There was a good interaction between the researcher and the students. + Sitting in groups made the students helped each other in order to fill all the columns. + It was quite easy for the researcher to control and monitor the students because they sat in groups. + K column could trigger the students' prior knowledge about the topic which was helpful enough for them to understand the reading text. + Students' understanding about finding reference, identifying text organization, and identifying the communicative purpose of the text were improved. - Some students were not serious in filling the columns. - Some students were still shy and reluctant to speak their ideas. - Some students did not read the whole paragraph in the text. - The activity of filling the L column was not optimum. - Students still got problem in understanding main idea, sentence meaning, and word meaning. - The researcher still got problem in managing the time allocation. - Topics for the first and second meeting were unfamiliar for the students. It made them difficult to fill in the K column.
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a. Planning Action

The researcher and the collaborator prepared for the action. The preparation included: designing lesson plan, preparing hand out, preparing slides on power point and preparing observation list such as field notes and check list. The lesson plans were designed for four meetings. It consisted: (1) Competence Standard; (2) Basic Competence; (3) Indicator; (4) Instructional Objective; (5) Learning Method; (6) Instructional Material; (7) Teaching and Learning Activities; and (8) Assessment. The reading text for the first meeting was "Mahatma Gandhi", for the second meeting was "The Borobudur Temple", for the third meeting was "Master Sailor", and for the fourth meeting was "The Jakarta City". The texts were taken and adopted from Microsoft Encarta for Kids 2007,

Look Ahead. An English Course for Senior High School Students Year X published by *Erlangga*, and English Alive published by *Yudhistira*.

After designing lesson plan, the researcher and the collaborator prepared the hand outs which consisted of reading text and assessment. The assessments were in the form of essay with 10 questions that covered the instructional objectives in the lesson plan. Next activity was preparing slides on power point. The researcher made a chart of KWL on the slide, put pictures of the reading topic, and wrote the indicators that the students had to achieve in the teaching learning process. After that, the researcher and the collaborator prepared observation instruments; field note and check list. The collaborator and the researcher would use these two kinds of instrument in observing the teaching and learning process done by the researcher and the students.

The next activity was forming the students' group. Since there were 36 students, they were divided into 9 groups in which one group consisted of 4 students. The members of group 1 were FT, AJ, SH, and HER. Group 2 were KR, AD, DV, and AS. Group 3 were AT, CC, AS, and PT. Group 4 were AI, FR, MN, and SN. Group 5 were NU, NR, FJ, and DM. Group 6 were MD, MEY, CH, and BG. Group 7 were ID, FD, ST, and AM. Group 8 were RS, FU, AG, and NV. Group 9 were AW, ML, RQ, and FL. The members of the groups were mixed between the clever students and the students who were considered lack in English. The purpose was to make the students help each other so that process of teaching and learning process could run as it was hoped.

b. Action

1) First meeting

The first meeting was done on Thursday, October 28th, 2010. The researcher and the collaborator entered the class at 7.10 A.M. The researcher greeted the students and checked the attendance list by calling each student's name. All students were present that day. The researcher prepared all the media and learning sources. He turned on the LCD and plugged in to his note book.

In pre-reading activity, the researcher divided the students into 9 groups, each group consisted of 4 students. After the students sat in their groups, the researcher then explained the instructional objectives of the lesson. Then, he explained about the KWL technique by showing the chart on the slide. He explained each column to the students and what they should do in every column. Since it was the first time for the students to use the technique, the researcher explained the steps very carefully to make sure that all students understood. The students seemed enthusiastic listening to the explanation.

Having been sure that all the students understood the technique, the researcher then showed the picture of "Mahatma Gandhi" on the slide as the topic for that day. The researcher asked the students, "*Who is the man?*" The researcher got no answer. The students did not know the man on the picture. The researcher then showed another slide with the name of the person, MAHATMA GANDHI. Some students said, "*Ooo*". It indicated that they knew the person.

The researcher then asked the students, "*What do you know about him?*" He asked the students to discuss in groups and shared ideas about the person.

They were asked to write all things they knew on the K column. It could be in the form of a sentence, a word, a term, and a phrase. As a matter of fact, only few of them knew the person. In this case, the researcher did a role as a resource. He helped the students by listing some information in the K column. After filling the K column, the students were asked to fill the W column with things they wanted to know about Mahatma Gandhi. Since they knew little about Gandhi, the students made a lot of questions in W column. The students also asked about the text organization of the text.

In whilst-reading activity, the researcher gave the students the reading text about Mahatma Gandhi. He asked them to read the text and find the answer for the questions that they had made on the W column. All the answers and new information should be written in L column. The researcher was monitoring while the students were discussing the text. Sometimes he explained the text to a group. After all the columns were filled, the researcher and the students discussed the reading text and all the information the students had written in the columns. Some questions in the W column could be answered from the information in the text. As a matter of fact, there were also some questions that the students could not find the answer from the text. The researcher then tried to answer some questions. He also forced the students to find additional information from other sources so that they would get complete information about Gandhi. Explaining the sentence meaning, the researcher took sentences from L column that written by the students.

In post-reading activity, the researcher gave the assessment to the students and they were given 10 minutes to finish. Next, the researcher asked the students to make a conclusion about the reading text. In this meeting, the researcher could not do a reflection of the teaching and learning process because he was run out of time. The class ended at 8.35 A.M.

2) Second Meeting

It was Tuesday, November 2nd, 2010. The weather was so nice that day. The researcher entered the classroom at 7 A.M. The collaborator came 10 minutes later. The class was so dirty. So, he asked some students to sweep the floor and put all the rubbish into the rubbish dump. It took 5 minutes to finish the cleaning. The researcher asked the students to go back to their chairs. He greeted the students and checked the attendance list by calling each student's name. Two out of 36 were absent. They were Muh. Ichairun Irwan and Ida Satriyani. Three students were late. They were Anisa, Anggini, and Putri. The researcher prepared all the media and learning sources. He turned on the LCD and plugged in to his note book.

In pre-reading activity, the researcher divided the students into 9 groups, each group consisted of 4 students. The members of the group were still the same with the previous meeting. After the students sat in their groups, the teacher then explained the instructional objectives of the lesson. The researcher still explained about the KWL technique by showing the chart on the slide. He explained each column to the students, what they should do in every column. The researcher

explained every step very carefully to make sure that all the students understood. After that, the researcher drew the KWL chart on the white board. The topic for today was “The Borobudur Temple”. The researcher showed the picture of the temple on the slide. Students were asked to discuss in their groups and fill the K and W columns.

The condition was different from the previous meeting. In this meeting, the students were so active in giving their background knowledge of Borobudur. Students seemed so familiar with the topic that made them easy to fill the K column. Students got a lot of words and terms from the column. Even though they knew things about Borobudur, it did not stop them to make a lot of questions in W column. Students were so interested to know more about the topic. The researcher asked the representative of each group to come forward and wrote the result of their discussion on the chart that the researcher had made on the white board.

In whilst-reading activity, the researcher gave the students the reading text about Borobudur. He asked them to read the text and find the answer for the questions that they had made on the W column. All the answers and new information should be written in L column. The researcher was monitoring while the students were discussing the text. Sometimes he explained the text to a group. After all the columns were filled, the researcher and the students discussed the reading text and all the information the students had written in the columns. Just like in the previous meeting, in this meeting there were also some questions that the students could not find the answer in the text. Fortunately, the topic was not peculiar for the students. The researcher together with the students discussed and

shared information about the questions and finally all of the questions could be answered. Next, the teacher took some examples of sentences written by the students. Together with the students, the researcher analysed the sentence to find the meaning.

In post-reading activity, the researcher gave the students the assessment and they were given 10 minutes to finish. Next, the researcher asked the students to make a conclusion about the reading text. Finally, the researcher together with the students did a reflection of the teaching and learning process, though it was not flawless because the time was not enough. The bell rang. It was 8.35 A.M. Before leaving the class, the researcher asked the students to bring a large paper for the next meeting.

3) Third Meeting

The third meeting was done on Thursday, November 4th, 2010. The researcher and the collaborator entered the class at 7.05 A.M. They greeted the students and the researcher checked the attendance list by calling each student's name. All 36 students were present that day. Two students came late to the class. They were Anggini and Maliftha. The researcher prepared all the media and learning sources. He turned on the LCD and plugged in to his note book.

In pre-reading activity, the researcher divided the students into 9 groups, each group consisted of 4 students. After the students sat in their groups, the teacher then explained the instructional objectives of the lesson. In this meeting, the researcher did not explain the technique anymore because all the students had

understood. Before giving the students the topic, the researcher asked the students to draw their own chart on the paper that they had been asked to bring. The topic for this meeting was “Master Sailor”. The researcher showed the picture of Christopher Columbus, the map of Columbus’ journey, and one of his ships. The researcher asked the students what they knew about Columbus, things about his voyage, and his inventions. Unfortunately, the topic was considered strange by the students. Having lack of prior knowledge about the topic, they also found difficult to fill the column K. Again, the researcher played his role as a resource. Next, the researcher asked the students to fill the W column with the things they wanted to know about Columbus. A lot of questions were listed including the question about the text organization of the text.

In whilst-reading activity, the researcher gave the students the reading text about Christopher Columbus. He asked them to read the text and find the answer for the questions that they had made on the W column. All the answers and new information should be written in L column. The researcher was monitoring while the students were discussing the text. Sometimes he explained the text to a group. After all the columns were filled, the researcher asked each group to read what they had written on their chart. After that, the researcher and the students discussed the reading text and all the information the students had written in the columns. The researcher gave additional information about Columbus to answer the questions that the students could not find the answer in the text. After that, the researcher asked the students to choose some sentences they wrote in the L column. All the class analysed the sentences to find out the sentence meaning.

In post-reading activity, the researcher gave the assessment to the students and they were given 10 minutes to finish. Next, the researcher asked the students to make a conclusion about the reading text. Finally, the researcher together with the students did a reflection from the teaching and learning process. This time the reflection was done optimally. The class ended at 8.35 A.M.

4) Fourth Meeting

The fourth meeting was done on Tuesday, November 9th, 2010. The researcher entered the class at 7.05 A.M. The collaborator was 30 minutes late because he had something important to do. The researcher greeted the students and checked the attendance list by calling each student's name. All 36 students were present that day. The researcher prepared all the media and learning sources. He turned on the LCD and plugged in to his note book. Then, he drew a KWL chart on the white board.

In pre-reading activity, the researcher divided the students into 9 groups, each group consisted of 4 students. After the students sat in their groups, the teacher then explained the instructional objectives of the lesson. In this meeting just like the previous one, the researcher did not explain the technique anymore because all the students had understood. The topic for today was "The Jakarta City". The researcher showed the picture of the National Monument, *Monas*. The researcher asked the students, "What is in your mind when you see this picture?" Some students said, "*Monas*". The other said, "*Jakarta*". The researcher then said, "Yes, our topic for today is the Jakarta City". Since the collaborator was 30

minutes late, the researcher tried to cover the collaborator's job in observing the process of teaching and learning.

The researcher asked the students what they knew about Jakarta. All groups gave their ideas. The researcher asked them to write those ideas on the chart that the researcher had made on the white board. They were also asked to fill the W column for things they wanted to know about Jakarta.

In whilst-reading activity, the researcher gave the students the reading text about Jakarta. He asked them to read the text and find the answer for the questions that they had made on the W column. All the answers and new information should be written in L column. The researcher was monitoring while the students were discussing the text. Sometimes he explained the text to a group. After all the columns were filled, the researcher asked each group to read what they had written on their chart. After that, the researcher and the students discussed the reading text and all the information the students had written in the columns. In this meeting, all the steps could be done in a good way as it was hoped and all questions written in the W column could be answered.

In post-reading activity, the researcher gave the assessment to the students and they were given 10 minutes to finish. Next, the researcher asked the students to make a conclusion about the reading text. Finally, the researcher together with the students did a reflection from the teaching and learning process. The class ended at 8.30 A.M.

c. Observation of Cycle 1

The observation was conducted by the researcher and the collaborator. It was held during the teaching and learning process. The focuses of the observation were the teaching and learning process which included the researcher, the students, and the learning progress. Observation takes an important role in this research because it is a record of things that happened during the action. The result of the observation is used to see the progress in teaching and learning process.

1) The Teaching and Learning Process of Cycle 1

The process of teaching and learning was done based on the procedure of KWL. Both the researcher and the students did every step carefully. Observing the process in cycle 1, generally it can be said that a good atmosphere was created in the class. The researcher always came on time to the class. He made sure that everything was ready before starting the teaching learning process. He checked the attendance list, prepared all the media and learning sources. When everything was ready, the teaching learning process was begun. In this cycle, especially in meeting 1 and 2, the researcher explained the technique and the steps very carefully to the students considering that it was their first time engaging the technique. The researcher also gave examples on how to fill the column.

It was not easy for the researcher to get the students understand the steps and fill the column but he did not give up. The condition got worst when the students were not familiar with the topic. The students did not have enough prior

knowledge that made them difficult to fill the K column. It happened in meeting 1 and 3. The topics were Mahatma Gandhi and Christopher Columbus. In this situation, the researcher took a main role in filling the column, especially in K one. He needed an extra effort to motivate the students and he continued guiding them. He moved around from one group to another to check their activity and make sure that they were on the right track.

In four meetings, the researcher tried to help the students understand each indicator as the instructional objectives of the lessons. He tried to make all the information from each column effective to help the students understand the indicators, especially the ones that were the students' problems. The students could get a lot of words from the K column that could help them understand the reading text. Column W was used to find detail information and text organization of the text. Column L was used to identify main idea and sentence meaning. But, it has to be admitted that the result was not optimum.

The researcher also made a correction to the students' sentences and explained why their sentences were wrong. If there was a student making a sentence in *bahasa Indonesia*, the researcher would translate it into English. The researcher sometimes eliminated some information that the students put in K column which did not agree with the topic. For the first two meetings, the researcher faced a problem in managing the time. The process of filling all columns took times so that the researcher did not have enough time to make a conclusion. In the next two meetings, he could manage it as the students had a clear picture on how to do the steps in KWL.

The researcher and the students built a good interaction. Some students showed their motivation by actively answering the questions from the researcher. Students also asked questions to the researcher when they did not understand things related to the text or the topic. There was a good communication between the researcher and the students. A good interaction was also created among students in their group. They shared ideas and helped each other to fill all the columns. Even though some minus points and problems still occurred in this cycle, the process of teaching and learning seemed more alive.

For the first and the fourth meeting, all students came on time to the class. There were three students who came late in the second meeting; they were *Anisa, Anggini, and Putri*. In the third meeting, there were two students; *Anggini and Maliftha*. Enthusiastic is the word to describe the students' attitude when the researcher introduced and explained the KWL technique. They showed their interest and paid attention to the researcher explanation as the collaborator said that they looked like a boy who had received a new toy. Unfortunately, their enthusiasm was not eye to eye with their understanding and courageous. In meeting 1 and 2, they still got confused what things should be written in the columns. Only a few students were active in giving their ideas and filling the columns. Some of them were still shy and reluctant to speak and answer the researcher's questions. The condition got worst when they had no prior knowledge about the topic. It happened in meeting 1 and 3.

The students got problem in making English sentences. Therefore only some students dared to come forward and fill the columns. There were some

incorrect sentences and some sentences were written in *Bahasa Indonesia*. In group, some students actively discussed the topic with friends but there were also some students who did not participate in the discussion. The collaborator also noticed that not all students read the whole text. Some of them just did a scanning to find the answer for the questions they have made in column W. As a result, only some of them got new information and wrote it in column L.

2) Learning Progress of Cycle 1

The learning progress can be seen from the students' involvement during the teaching learning process, from the result of their assessment, and from the result of pre-test. Even though the percentage is not too significant but some students showed their progress by speaking out their ideas, writing their sentences on the chart, and answering questions. The result of the assessment also showed that their understanding of reading was quite improved. To know whether there was an improvement on the students' reading comprehension, the researcher analysed the result of the students' post-test and compared to the result of their pre-test.

d. Reflection of Cycle 1

Having done the cycle 1, the researcher planned to do a reflection of the teaching and learning process of reading using the KWL technique. The purpose was to evaluate the action in the cycle. The good points would be kept and the less ones would be revised so that cycle 2 could be done better. The reflection was

commit to user

done on Saturday, November 13th, 2010. The reflection included the researcher, the collaborator, and six students; Christine Firsta Vella, Fikry Rizaldy Putra, Sitti Nuraisyah Amaliah A, Anshar Yaumil Akhir, Andi Anjar, and Rasyigah Fitriyah. There were two main points that were evaluated; the process of teaching and learning and the learning progress.

1) The results of the teaching and learning process of cycle 1 are as follows:

a) The Good Points

(1) Using KWL technique in teaching reading, the researcher could create a good atmosphere that motivated the students to take a part in the teaching and learning process actively.

(2) There was a good interaction between the researcher and the students. The researcher was always ready to help the students and answer all their questions.

(3)

itting in groups made the students help each other in order to fill all the columns. They could share things they knew about the topic, what they wanted to know about the topic, and listed all the new information they had got from reading texts.

(4) It was quite easy for the researcher to control and monitor the students because they sat in groups.

(5) K column could trigger the students' prior knowledge about the topic which was helpful enough for them to understand the reading text.

(6) Topics for the second and fourth meetings were familiar for the students. It made the process of teaching and learning run smoothly. Some students were actively speaking their ideas to fill the K and W columns.

b) The Less Points

(1) A few students were not serious and unmotivated in filling the columns. It made the process of comprehending was not optimum.

(2) Some students were still shy and reluctant to speak their ideas and only some of them who took a part in a discussion.

(3) Some students did not read the whole paragraph of the text. They just did a scanning to find the answer of the questions in the column W.

(4) The activity of filling the L column was not optimum. The students only filled it with the answer of the W column questions. There were only a few students reading the whole text and filling the L column with new information they found in the text.

(5) The researcher still got problem in managing the time allocation. As a result, the conclusion and reflection of the teaching and learning process was not optimum.

(6) The use of check list was not yet done properly.

(7) Topics for the first and third meeting were unfamiliar for the students. This condition made the process run slowly because the students knew little things about the topics. This condition also made the students unmotivated to continue doing the steps.

2) The result of learning progress of the Cycle 1

To evaluate the improvement of the students' reading comprehension, the researcher and the collaborator took the result of the students' post-test 1 and compared to the pre-test. The students' average score of pre-test was 49.34 and the students' average score of post-test 1 was 65.58. It means that there was an improvement in students' ability in comprehending the texts. More detail data about the students' post-test 1 result can be found in the appendix.

The result of post-test 1 based on their reading skills was also evaluated. The average score of: (1) main idea was 49.07; (2) detail information was 76.04; (3) word meaning was 48.14; (4) sentence meaning was 52.22; (5) reference was 76.39; (6) text organization was 78.88; and (7) communicative purpose was 77.63. Below is the table of average score of pre-test and post-test 1.

Table 4.6 The Average Score of Pre-test Result

Score	MI	DI	WM	SM	Rf	TO	CP
Highest	83.33	87.55	83.33	80	100	60	100
Lowest	16.66	37.55	0	20	16.66	20	25
Average	38.42	55.20	41.60	44.44	66.62	34.44	64.58

Table 4.7 The Average Score of Post-test 1 Result

Score	MI	DI	WM	SM	Rf	TO	CP
Highest	83.33	100	83.33	80	100	100	100
Lowest	16.66	62.55	16.66	40	50	40	25
Average	49.07	76.04	48.14	52.22	76.39	78.88	77.63

Note: MI (Main Idea), DI (Detail Information), WM (Word Meaning), SM (Sentence Meaning), Rf (Reference), TO (Text Organization), CP (Communicative Purpose)

From the result, it can be concluded that the students were successful in understanding detail information in the text, finding reference, identify text organization, and identify the communicative purpose of the text. The students still got problems in understanding main idea, word meaning, and sentence meaning.

The percentage of the students based on the result of their score viewed from their reading skills can be seen in the Table 4.8 below.

Table 4.8 The Percentage of the Students based on the Result of Their Score in Post-test 1 Viewed from Their Reading Skills.

Score	MI	DI	WM	SM	Rf	TO	CP
≥ 80	1 student (2.7%)	7 students (19.4%)	1 student (2.7%)	1 student (2.7%)	22 students (61.1%)	30 Student (83.3%)	8 students (22.2%)
≥ 60	10 students (27.7%)	28 students (77.7%)	10 students (27.7%)	20 students (55.5%)	14 students (38.8%)	6 students (16.6%)	25 students (69.4%)
≤ 50	25 students (69.4%)	1 student (2.7%)	25 students (69.4%)	15 students (41.6%)	0 student (0%)	0 student (0)	3 students (8.3%%)

Note: MI (Main Idea), DI (Detail Information), WM (Word Meaning), SM (Sentence Meaning), Rf (Reference), TO (Text Organization), CP (Communicative Purpose)

The table shows that most of the students got better understanding about finding detail information, finding reference, identifying text organization, and identifying communicative purpose. From the table, it can be concluded that most of the students still got problem in understanding main idea, word meaning, and sentence meaning. From this condition, the teaching learning process of reading using KWL technique must be continued to the cycle 2.

e. Revising the Plan.

After the reflection had been done, the researcher and the collaborator noticed that some problems still occurred. Those problems made the process of teaching and learning reading using KWL technique had not been optimum. Therefore, revision and solutions were constructed to make the cycle 2 better and the purposes of the research could be achieved. The plans to be done were as follows:

- 1) The researcher would motivate and encourage the students having lack of motivation to be active in doing the steps of KWL. They do not have to be afraid to make mistakes. The researcher would also give extra attention and assistance to them.
- 2) The researcher would chose topics that were familiar for the students so that they could be motivated in filling the column.
- 3) The researcher would motivate and encourage the students to read all the texts so that the L column could be filled optimally.
- 4) The researcher would divide the groups according to the columns to make the process effective and efficient. By doing this, the researcher hoped that the problem in managing the time could be solved.
- 5) The researcher and the collaborator would make a field note and check list during observation. In this cycle, the use of check list would be optimal.
- 6) The researcher would emphasize more in K and L column to solve the students' problem in understanding sentence meaning, word meaning, and main idea.

Reflection	+	The teaching and learning process in cycle 2 was improved.
	+	The interaction among students in their group got better.
	+	The researcher did his parts excellently as a controller, an organizer, a resource, an observer and an assessor.
	+	The students can be considered as good participants.
	+	The students were braver to speak their ideas.
	+	They were no longer reluctant to write their sentences on the white board.
	+	All their sentences were in English with minor mistakes.
	+	Their reading comprehension was improved. It was shown by improved scores.
	-	Some students still found difficulty in filling the K column. It happened because they had no prior knowledge about the topic.
	-	The process of filling the all columns took a long time. It made the students get bored.
	-	There were still some students who did not read the whole text.

a. Planning Action

The researcher and the collaborator prepared for the next action in cycle 2 based on the result of the reflection in cycle 1. The preparation included: designing lesson plan, preparing hand out, preparing slides on power point and preparing observation list such as filed notes and check list. The lesson plans were designed for three meetings. It consisted: (1) Competence Standard; (2) Basic Competence; (3) Indicator; (4) Instructional Objective; (4) Learning Method; (5) Instructional Material; (6) Teaching and Learning Activities; (7) Assessment. The researcher and collaborator chose the topics which were familiar to the students. The topics were “*Shark*” for the first meeting, “*Valentino Rossi*” for the second meeting, and “*Bali: The Gods’ Island*” for the third meeting.

After designing lesson plan, the researcher and the collaborator prepared the hand outs which consisted of reading text and assessment. The assessments were in the form of essay with 10 questions that covered the instructional

objectives in the lesson plan. Next activity was preparing slides on power point. The researcher made a chart of KWL on the slide, put pictures of the reading topic, and wrote the indicator that the students had to achieve in the teaching learning process. After that the researcher and the collaborator prepared observation instruments; field note and check list. The check list would be divided in to six categories. They were sharing ideas, asking questions, answering questions, speaking out the ideas, coming in to the class on time, and in and out of the class. The researcher and the collaborator would use these two kinds of instrument in observing the teaching and learning process done by the researcher and the students.

The next activity was forming the students' group. Since there were 36 students, they were divided into 9 groups in which each group consisted of 4 students. The members of the groups were different from the ones in the cycle 1. The members of group 1 were PT, DV, AS, HER. Group 2 were BG, AD, AJ, SH. Group 3 were RS, CC, MEY, KR. Group 4 were AM, ID, MN, NU. Group 5 were SN, RQ, FJ, DM. Group 6 were MD, NR, CH, FT. Group 7 were FR, FD, ST, AW. Group 8 were AT, FU, AS, FL. Group 9 were AI, ML, AG, NV. The members of the group were mixed between the clever students and the students who were considered lack in English. The purpose was to make the students help each other so that that process of teaching learning process could run as it was hoped.

To make the procedure more effective and efficient, the collaborator and the researcher agreed to divide the groups based on the steps and columns of KWL. Group 1, group 2, group 3, group 4, and group 5 would be responsible for

K column. Group 6, group 7, group 8, and group 9 would be responsible for W column. Finally, all the groups would fill the L column. The roles would be changed in every meeting.

b. Action

1) First Meeting

The first meeting of cycle 2 was conducted on Thursday, November 18th, 2010. The researcher and the collaborator entered the class at 7.05 A.M. They greeted the students and the researcher checked the attendance list by calling each student's name. All 36 students were present that day. The researcher prepared all the media and learning sources. He turned on the LCD and plugged in to his note book. Then, he drew a KWL chart on the white board.

In pre-reading activity, the researcher divided the students into 9 groups, each group consisted of 4 students. After the students sat in their groups, the researcher divided the groups based on the columns. Group 1, group 2, group 3, group 4, and group 5 would be responsible for K column. Group 6, group 7, group 8, and group 9 would be responsible for W column. When the K and W column had been filled, all the groups had to fill the L column. The researcher then explained the instructional objectives of the lesson. In this meeting, the researcher just gave a short explanation about the steps as a reminder for the students. Considering that the students still had problems in word meaning, sentence meaning, and main idea, the researcher asked the students to do the steps seriously and fill the all column carefully. The topic for that day was "Shark". The

researcher showed the pictures of different shark. The students looked interested.

The researcher said, *“Those groups who are responsible to fill the K column, please write everything you know about the creature in your own chart”*.

Again he said, *“Those group who are responsible to fill the W column, please write things you want to know about the creature in your own chart”*. The

researcher walked around the class while the students were doing the step. The researcher moved from one group to another one and checked if the students faced problems in doing the steps. He kept giving motivation to the students. He even gave extra assistance to the students who had problems in filling the column. The researcher asked each group to give a report of their result. All words and terms related to the topics and also the questions were written in the white board. The researcher asked the students to discuss the meaning of each word. He also gave the opinion about the meaning of some words. The meaning was based on the context.

In whilst-reading activity, the researcher gave the students the reading text about Shark. He asked them to read the text and find the answer for the questions that they had made on the W column. All the answers and new information should be written in L column. The researcher was monitoring while the students were discussing the text. Sometimes he explained the text to a group. The researcher motivated and encouraged the students to do it seriously. After all the columns were filled, the researcher asked each group to read what they had written on their chart. After that, the researcher and the students discussed the reading text and all the information the students had written in the columns. Separating and

classifying detail information of each paragraph, the researcher and the students discussed the main idea. After that, the researcher took sentences from the students and sentences from the text. He asked the students to analysed those two kind of sentences. This way was quite effective to explain about sentence meaning.

In post-reading activity, the researcher gave the assessment to the students and they were given 10 minutes to finish. Next, the researcher asked the students to make a conclusion about the reading text. Finally, the researcher together with the students did a reflection from the teaching and learning process. The class ended at 8.30 A.M.

2) Second Meeting

The second meeting was conducted on Tuesday, November 23th, 2010. The researcher and the collaborator entered the class at 7.05 A.M. They greeted the students and the researcher checked the attendance list by calling each student's name. 33 students were present that day and three of them were reported sick. They were Muh. Khairun, Fajrin, and Fauziah. The researcher prepared all the media and learning sources. He turned on the LCD and plugged in to his note book. Then, he drew a KWL chart on the white board.

In pre-reading activity, the researcher divided the students into 9 groups that each group consisted of 4 students. The groups that were responsible for the K and W column were changed. Group 1, group 2, group 3, group 4, and group 5 would be responsible for W column. Group 6, group 7, group 8, and group 9

would be responsible for L column. When the K and W column had been filled, all the groups had to fill the L column. The researcher then explained the instructional objectives of the lesson. In this meeting, the researcher just gave a short explanation about the steps as a reminder for the students. Just like the previous meeting, the researcher emphasized more in word meaning, sentence meaning, and main idea. The topic for that day was “*Valentino Rossi*”. The researcher showed the pictures of Rossi and his bike. The students looked interested and enthusiastic about it. The researcher said, “*Just like in the previous meeting, those groups who are responsible to fill the K column, please write everything you know about the creature in your own chart and those groups who are responsible to fill the W column, please write things you want to know about the creature in your own chart*”. The researcher walked around the class while the students were doing the step. The researcher moved from one group to another one and check if the students faced problems in doing the steps. The researcher asked each group to give a report of their result.

In whilst-reading activity, the researcher gave the students the reading text about Valentino Rossi. He asked them to read the text and find the answer for the questions that they had made on the W column. He motivated and encouraged to read the whole text so that the L column could be filled optimally. All the answers and new information should be written in L column. The researcher was monitoring while the students were discussing the text. Sometimes he explained the text to a group. After all the columns were filled, the researcher asked each group to read what they had written on their chart. After that, the researcher and

the students discussed the reading text and all the information the students had written in the columns. The researcher and the students could use all columns, especially the K and L ones effectively to understand main idea, word meaning, and sentence meaning. In this meeting, all the steps could be done as it was hoped.

In post-reading activity, the researcher gave the assessment to the students and they were given 10 minutes to finish. Next, the researcher asked the students to make a conclusion about the reading text. Finally, the researcher together with the students did a reflection from the teaching and learning process. The class ended at 8.30 A.M.

3). Third Meeting

The third meeting was conducted on Thursday, November 25th, 2010. It was the last meeting of cycle 2. The researcher and the collaborator entered the class at 7.00 A.M. They greeted the students and the researcher checked the attendance list by saying each student's name. Thirty three students were present that day. Two of them; Sitti Nuraisyah Amaliah A, Siti Putri Aprianti joined Biology competition and one could not come because his father had passed away. The researcher prepared all the media and learning sources. He turned on the LCD and plugged in to his note book. Then, he drew a KWL chart on the white board.

In pre-reading activity, the researcher divided the students into 9 groups, each group consisted of 4 students. The groups that were responsible for the K and W column were changed. Group 1, group 3, group 5, group 7, and group 9 would be responsible for K column. Group 2, group 4, group 6, and group 8 would be

responsible for W column. When the K and W column had been filled, all the groups had to fill the L column. The researcher then explained the instructional objectives of the lesson. In this meeting, the researcher just gave a short explanation about the steps as a reminder for the students. The topic for that day was “Bali: The Gods’ Island”. The researcher showed the pictures of Bali’s map, its traditional dress, and Tanah Lot. The students looked interested. Some students said, “O., kalo ini ya bisa.” The researcher walked around the class while the students were doing the step. The researcher moved from one group to another one and check if the students faced problems in doing the steps. He sometimes gave extra attention and assistance to some students having lack of motivation. The researcher asked each group to give a report of their result. To make sure that the students understand the meaning of words and terms in K column, the researcher asked them to discuss it with their friends in groups. He also gave some opinion about the meaning of certain words based on the context.

In whilst-reading activity, the researcher gave the students the reading text about Bali and asked them to read the text and find the answer for the questions that they had made on the W column. All the answers and new information should be written in L column. The researcher was monitoring while the students were discussing the text. Sometimes he explained the text to a group. After all the columns were filled, the researcher asked each group to read what they had written on their chart. After that, the researcher and the students discussed the reading text and all the information the students had written in the columns. The

teacher asked the students to separating and classifying information they wrote in L column to analyse the main idea of each paragraph and the text.

The researcher then took some examples of students' sentences in column L and together with the students discussed the meaning of the sentences. In this meeting, all the steps were run as it was hoped. The researcher and the students could use all columns, especially the K and L ones effectively to understand main idea, word meaning, and sentence meaning.

In post-reading activity, the researcher gave the assessment to the students and they were given 10 minutes to finish. Next, the researcher asked the students to make a conclusion about the reading text. Finally, the researcher together with the students did a reflection from the teaching and learning process. The class ended at 8.30 A.M.

c. Observation of Cycle 2

The observation was conducted by the researcher and the collaborator. Just like in the previous cycle, it was held during the teaching and learning process. The focuses of the observation were the teaching and learning process which included the researcher and the students, and the learning progress. The result of the observation is used to see the progress in teaching and learning process, especially to see if there is any improvement from cycle 1 or not.

1) The Teaching and Learning Process of Cycle 2

Compared to the cycle 1, the teaching and learning process in cycle 2 was improved. In this cycle, the researcher tried to do all the plans that had been revised to cover the minus points of cycle 1. To solve the problem in cycle 1 about time, the researcher divided the groups according to the columns of KWL. This way made the process of completing all columns run as it was hoped. Dividing the groups based on the column also helpful to make the process of filling the column efficient. The researcher used the K and L column optimally to help the students understand the word meaning, sentence meaning, and main idea.

The researcher also did his parts very excellently as a controller, an organizer, a resource, an observer and an assessor. As a controller, the researcher made sure that everything was ready before starting the teaching learning process. He checked the attendance list, prepared all the media, and learning sources. When everything was ready, the teaching learning process was begun. As an organizer, the researcher put the students into groups and told them how they were going to do the activity. The researcher explained things very clearly to make sure that the students got clear picture about what they were going to do. As a resource, the researcher was always ready to answer all the students' questions. He also took a part in giving the students information about the topic when the students got a little information for the column K. He sometimes explained the text to certain students who did not understand its idea.

Taking his part as an observer, the researcher walked from one group to another one to check the students' activity. As an observer, the researcher used

check list effectively to evaluate the students' behaviour during the teaching and learning process. Moving from one group to another, the researcher also motivated and encouraged to students to do the steps seriously and read the whole text to get a better understanding. He even gave extra attention and assistance to some students with lack of motivation. As an assessor, the researcher gave correction and feed back to the students. He gave a correction to the students' wrong sentences and explained why they were wrong. He also eliminated the information the students wrote in the K column which was not suitable with the topic. In brief, the researcher had done his part very well and had run the procedures needed.

In this cycle, the students can be considered as good participants. They did all the things that the researcher told them to do. They sat in groups and actively discussed the topic that was given to them. In three meetings, there was no student who came late to the class. They also stayed in the class until the end of the process of teaching and learning. They were motivated to take a part in all the steps.

The interaction among students in their group got better. From the result of check list, 96% of students were active and got involved in the discussion. They shared ideas and helped each other to understand the text. The students did exactly as the researcher told them to do. The interaction between the researcher and the students were also getting better. The researcher explained things very clearly and gave assistance to students. The students also listened carefully to the explanation and actively asked questions when they did not understand about something. The

researcher also could manage the time efficiently so that all the steps of the teaching learning process could be done in the right way.

2) The Learning Progress of Cycle 2

The learning progress in cycle 2 was surprising. The students also were braver to speak their ideas and opinions. They were no longer reluctant to come forward to write their sentences in the chart. All the sentences the students wrote in the columns were in English with minor mistakes. No more *bahasa Indonesia* in the columns. Students' understanding about sentence meaning was also getting better. The researcher's explanation of the sentences that were taken from the L column was effective in helping the students understand the sentence meaning better. Students' vocabulary mastery also improved. Filling the K and L columns helped them to get a plenty of words that could help them to understand the text better. Students' understanding about main idea was also improved. Reading the whole text and filling the L column with the answers of the questions in W column and new information could help the students get the main idea of the text or certain paragraph. The result of the post-test 2 showed that the students' understanding of reading text improved.

d. Reflection of Cycle 2

Having implemented cycle 2, the researcher and the collaborator did the reflection of the teaching and learning process using KWL technique. The result

of reflection was used to know whether the teaching and learning is successful or not.

1) The results of the teaching and learning process of Cycle 2

Reflecting the result of teaching and learning process, the researcher and the collaborator referred to the result of field note and check list. According to the result of field note, the teaching and learning process were run effectively. The researcher could manage the time allocation in a good way so that all the procedures and steps from the beginning to the end could be done. The researcher did his role as a controller, an organizer, a resource, an observer and an assessor excellently.

The students were more active than they had been in cycle 1. It can be seen from the result of check list. Below is the table:

Table 4.10 The Result of the Check List of Students' Participation in Meeting 1

Average	Sharing Ideas in Group	Asking Questions	Answering Questions	Speaking out The ideas	Coming in the Class On time	In and Out of the Class
Average	94%	75%	63%	69%	97,2%	11,1%

Table 4.11 The Result of the Check list of Students' Participation in Meeting 2

Average	Sharing Ideas in Group	Asking Questions	Answering Questions	Speaking out The ideas	Coming in the Class On time	In and Out of the Class
Average	100%	69%	63%	69%	100%	0%

Table 4.12 The Result of the Check list of Students' Participation in Meeting 3

Average	Sharing Ideas in Group	Asking Questions	Answering Questions	Speaking out the ideas	Coming in the Class On time	In and Out of the Class
Average	96%	87%	84%	93%	100%	0%

Table 4.13 The Average of Check list of Students' Participation in All Meetings

Average	Sharing Ideas in Group	Asking Questions	Answering Questions	Speaking out The ideas	Coming in the Class On time	In and Out of the Class
Average	96%	77%	70%	77%	99%	3,7%

From the data above, it can be concluded that the teaching and learning process in cycle 2 was done successfully. It proves that KWL could stimulate the students to be more active in the process. The data show that the students were more active in: sharing ideas in group (96%); asking questions (77%); answering questions (70%); speaking out the ideas (77%). The data also shows that almost all students came to the class on time. It is shown by the average of 99%. During the teaching and learning process, only few students asked permission to go out of the class. The average is 3.7 %. Detail result of the check list can be seen in the appendix.

2) The learning progress of cycle 2

To evaluate the improvement of the students' reading comprehension, the researcher and the collaborator took the result of the students' post-test 2 and

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compared to the post-test 1. The improvement can be recognized by comparing the students' average score of post-test 1 and the students' average score of post-test 2. The students' average score of post-test 1 is 65.58 and the students' average score of post-test 2 is 80.01. From the result of post test 2, there were 21 students (58.3%) who got above 70, 10 students (27%) got 80 or more, and 5 students (13.8%) got 90 or more. It means that 31 students (86.1%) got above the standard score (*KKM*) which is 72. It can be concluded that the activities in cycle 2 were successful and the students made satisfying progress. More detail data about the students' post-test 2 result can be found in the appendix.

The result of post-test 2 based on the students reading skills was also evaluated. The average score of: (1) main idea is 80.55; (2) detail information is 77.78; word meaning is 81.01; (4) sentence meaning is 80.55; (5) reference is 78.69; (6) text organization is 80; and (7) communicative purpose is 81.94. Below is the table of the result of post-test 2.

Table 4.14 The Students Score of Post-test 2 Viewed from Their Reading Skills

Score	MI	DI	WM	SM	Rf	TO	CP
Highest	100	100	100	100	100	100	100
Lowest	66.66	62.5	66.66	60	66.66	60	75
Average	80.55	77.78	81.01	80.55	78.69	80	81.94

Note: MI (Main Idea), DI (Detail Information), WM (Word Meaning), SM (Sentence Meaning), Rf (Reference), TO (Text Organization), CP (Communicative Purpose)

It is clear that the students were successful in understanding main idea, understanding detail information, understanding word meaning, understanding

sentence meaning, finding reference, identifying text organization, and identifying communicative purpose of the text.

The percentage of the students based on the result of their score in post-test 2 viewed from their reading skill can be seen in the following table.

4.15 The Percentage of the Students based on the Result of Their Score in Post-test 2 Viewed from Their Reading Skills.

Score	MI	DI	WM	SM	Rf	TO	CP
≥ 80	23 students (63.8%)	13 students (36.1%)	28 students (77.7%)	33 students (91.6%)	24 students (66.6%)	33 Student (91.6%)	10 students (27.7%)
≥ 60	13 students (36.1%)	21 students (58.3%)	8 students (22.2%)	3 students (8.3%)	12 students (33.3%)	3 students (8.3%)	26 students (72.2%)
≤ 50	0 student (0%)	1 student (2.7%)	0 student (0%)	0 student (%)	0 student (0%)	0 student (0)	0 student (0%)

Note: MI (Main Idea), DI (Detail Information), WM (Word Meaning), SM (Sentence Meaning), Rf (Reference), TO (Text Organization), CP (Communicative Purpose)

From the table, it can be concluded that all the students got better understanding about understanding main idea, understanding detail information, understanding word meaning, understanding sentence meaning, finding reference, identifying text organization, and identifying communicative purpose of the text. Therefore, the teaching and learning reading using KWL technique must not be continued to cycle 3.

The summary of the result of cycle 1 and cycle 2 can be seen in the following table:

Table 4.16 The Result of Cycle 1 and Cycle 2

No.	Aspect	Before the treatment	End of cycle 1	End of cycle 2
1.	Teaching-learning	The process of teaching and learning	A good atmosphere was created in the	The teaching and learning process

	process	<p>was not effective. The students were not motivated in the teaching and learning process because the method that the teacher applied in teaching reading was not interesting. Moreover, the method could not solve the students' problems in understanding reading texts. The teacher could not control the class and gave attention to each student. It made the students passive and gave no response when they were asked questions.</p>	<p>class. The students were interested in the technique and motivated to take a part in the process of teaching and learning. Good interaction was made between the researcher and the students. The students answered the questions from the researcher and also asked questions when they did not understand about particular things. A good interaction was also created among students in their group. The researcher could control the class effectively because the students were sitting in groups.</p>	<p>was improved. The students could be considered as good participants. They actively took part in the process of teaching and learning. The interaction among students in groups got better. The researcher did his part excellently as a controller, an organizer, a resource, an observer, and assessor.</p>
2.	Students' reading comprehension	<p>The students' reading comprehension was considered poor.</p>	<p>The students' reading comprehension was improved. The students have better understanding in identifying detail information, finding reference, identifying text organization, and identifying communicative purpose of the text.</p>	<p>The students' reading comprehension was better. The students could have better understanding about reading text given to them. Their skills were also improved. It was shown by their improved scores.</p>
3.	Problems/ Weaknesses	<p>Students had problems in understanding words meaning related to the context, getting the main idea, understanding</p>	<p>Students still got problems in getting main idea and understanding word meaning and sentence meaning. Some students were</p>	<p>There were some weaknesses when implementing the KWL technique in teaching reading. For students with no</p>

		<p>sentence meaning, identifying detail information, and identifying text organization. The teacher had a problem in controlling the class because it was quite large with 36 students. The teacher could not give the same attention to each student. Not having attention, the students were busy with their own activities that made the class noisy.</p>	<p>not serious in filling the column. Some students were still shy and reluctant to speak their minds. The activity of filling the L column was not optimum. The researcher got problem in managing the time. Topics for meeting one and three were not familiar for the students.</p>	<p>prior knowledge about the topics would find difficulty in filling the K column. It made them discouraged to finish all columns. The process of filling all columns took a long time. It made the students get bored. There were still some students who did not read the whole text.</p>
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D. Research Findings

Analyzing the data of the study, the researcher found several findings to answer the problems of the research: (1) Can KWL technique improve the student's ability in comprehending expository text? ; (2) What are the strengths and weaknesses when KWL technique is applied to improve the students' ability in comprehending expository text? The research findings are presented in the following section.

1. Improvement of the students' ability in comprehending expository text.

Before the study, the researcher found that the students in class X 1 faced problems in comprehending expository text. The researcher tried to solve the problems by using KWL technique so that the students' ability in reading could be improved. The result of teaching and learning expository text using KWL technique showed that the students' ability in reading expository text improved.

The improvement can be observed by comparing: (a) the score of pre-test and post-test 1; (b) the score of post-test 1 and post-test 2.

a. The Score of Pre-test and Post-test 1

The improvement of the students' ability in reading can be showed in the following table:

Table 4.17 The Score of Pre-test and Post-test 1

No.	Explanation	Pre-test Score	Post-test 1
1.	Highest	82.5	85
2.	Lowest	27.5	45
3.	Average	49.34	65.58

The table above indicates that the improvement of reading ability was reached by the students. The highest score increased from 82.5 in pre-test to 85 in post-test 1. The lowest score increased from 27.5 in pre-test to 45 in post-test 1. The average score increased from 49.34 in pre-test to 65.58 in post-test 1.

The students' score viewed from their skills was also improved. It can be seen in the following table:

Table 4.18 The Score Viewed from the Students' Reading Skill of Pre-test

Score	MI	DI	WM	SM	Rf	TO	CP
Highest	83.33	87.55	83.33	80	100	60	100
Lowest	16.66	37.55	0	20	16.66	20	25
Average	38.42	55.20	41.60	44.44	66.62	34.44	64.58

Note: MI (Main Idea), DI (Detail Information), WM (Word Meaning), SM (Sentence Meaning), Rf (Reference), TO (Text Organization), CP (Communicative Purpose)

Table 4.19 The Score Viewed from the Students' Reading Skill of Post-test 1

Score	MI	DI	WM	SM	Rf	TO	CP
Highest	83.33	100	83.33	80	100	100	100
Lowest	16.66	62.55	16.66	20	50	40	25
Average	49.07	76.04	48.14	52.22	76.39	78.88	77.63

Note: MI (Main Idea), DI (Detail Information), WM (Word Meaning), SM (Sentence Meaning), Rf (Reference), TO (Text Organization), CP (Communicative Purpose)

The data show that the highest and the lowest score of understanding main idea in pre-test and post-test 1 remained the same. The average increased from 38.42 in pre-test to 49.07 in post-test 1. The highest score for understanding detail information increased from 87.55 in pre-test to 100 post-test 1. The lowest score increased from 37.55 in pre-test to 62.55 in post-test 1. The average increased from 55.20 in pre-test to 76.04 in post test 1. The highest score for understanding word meaning remained the same, 83.33. The lowest score increased from 0 in pre-test to 16.66 in post-test 1. The average increased from 41.60 in pre-test to 48.14 in post-test 1. The highest score for understanding sentence meaning remained the same, 80. The lowest score also remained the same, 20. The average increased from 44.44 in pre-test to 52.22 in post-test 1. The highest score for finding the reference remained the same, 100. The lowest score increased from 16.66 in pre-test to 50 in post-test 1. The average increased from 66.62 in pre-test to 76.39 in post-test 1. The highest score for identifying text organization increased from 60 in pre-test to 100 in post-test 1. The lowest score increased from 20 in pre-test to 40 in post-test 1. The average increased from 34.44 to 78.88

in post-test 1. The highest score for identifying communicative purpose remained the same, 100. The lowest score also remained the same, 25. The average increased from 64.58 in pre-test to 77.63 in post test 1.

b. The Score of Post-test 1 and Post-test 2

The improvement of the students' ability in reading can be seen in the following table:

Table 4.20 The Score of Post-test 1 and 2

NO	Explanation	Post-test 1	Post-test 2
1.	Highest	85	97.5
2.	Lowest	45	72.5
3.	Average	65.58	80.01

The table shows that the students' reading ability was improved from post-test 1 to post-test 2. The highest score increased from 85 in post-test 1 to 97.5 in post-test 2. The lowest score is increased from 45 in post-test 1 to 75 in post-test 2. The average score is increased from 65.58 in post-test 1 to 80.01 in post-test 2.

The students' score viewed from their skills was also improved. It can be seen in the following table:

Table 4.21 The Score Viewed from the Students' Reading Skill of Post-test 1

Score	MI	DI	WM	SM	Rf	TO	CP
Highest	83.33	100	83.33	80	100	100	100
Lowest	16.66	62.55	16.66	20	50	40	25
Average	49.07	76.04	48.14	52.22	76.39	78.88	77.63

Table 4.22 Table Score Viewed from the Students' Reading Skill of Post-Test 2

Score	MI	DI	WM	SM	Rf	TO	CP
Highest	100	100	100	100	100	100	100
Lowest	66.66	62.55	66.66	60	66.66	60	75
Average	80.55	77.78	81.01	80.55	78.69	80	81.94

Note: MI (Main Idea), DI (Detail Information), WM (Word Meaning), SM (Sentence Meaning), Rf (Reference), TO (Text Organization), CP (Communicative Purpose)

The data show that score of understanding main idea increased from 83.33 in post-test 1 to 100 in post-test 2. The lowest score increased from 16.66 in post-test 1 to 66.66 in post-test 2. The average increased from 49.07 in post-test 1 to 80.55 in post-test 2. The highest score for understanding detail information remained the same in post-test 1 and post-test, 100. The lowest score also remained the same, 62.55. The average increased from 76.04 in post-test 1 to 77.78 in post test 2. The highest score for understanding word meaning increased from 83.33 in post-test 1 to 100 in post-test 2. The lowest score increased from 16.66 in post-test 1 to 66.66 in post-test 2. The average increased from 48.14 in post-test 1 to 81.01 in post-test 2. The highest score for understanding sentence meaning increased from 80 in post-test 1 to 100 in post-test 2. The lowest score increased from 40 in post-test 1 to 60 in post-test 2. The average increased from 52.22 in post-test 1 to 80.55 in post-test 2. The highest score for finding the reference remained the same, 100. The lowest score increased from 50 in post-test 1 to 66.66 in post-test 2. The average increased from 76.39 in post-test 1 to 78.69 in post-test 2. The highest score for identifying text organization remained the

same, 100. The lowest score increased from 40 in post-test 1 to 60 in post-test 2. The average increased from 78.88 in post-test 1 to 80 in post-test 2. The highest score for identifying communicative purpose remained the same, 100. The lowest score increased from 25 in post-test 1 to 75 in post-test 2. The average increased from 77.63 in post test 1 to 81.94 in post-test 2.

c. The Score of Pre-test; Post-test 1; Post-test 2

Table 4.23 The Comparison of the Students' Score in Pre-test, Post-test 1, Post-test 2

No	Explanation	Pre-test Score	Post-test 1 Score	Post-test 2 Score
1.	Highest	82.5	85	97.5
2.	Lowest	27.5	45	72.5
3.	Average	49.34	65.58	80.01

The table above shows that the improvement of the students' ability in reading was reached by the students. The highest score increased from 82.5 in pre-test, 85 in post-test 1, and 97, in post-test 2. The lowest score increased from 27.5 in pre-test, 45 in post-test, and 72.5 in post-test 2. The average score increased from 49.34 in pre-test, 65.58 in post-test 1, and 80.01 in post-test 2. From the data above, it can be concluded that KWL can improve the students' ability in comprehending English text, especially expository one.

Below are the tables of the students' score viewed from the reading skills to compare the score between pre-test, post-test 1n and post-test 2.

Table 4.24 Table score viewed from the students' reading skill of pre-test

Score	MI	DI	WM	SM	Rf	TO	CP
Highest	83.33	87.55	83.33	80	100	60	100
Lowest	16.66	37.55	0	20	16.66	20	25
Average	38.42	55.20	41.60	44.44	66.62	34.44	64.58

Table 4.25 Table score viewed from the students' reading skill of post-test 1

Score	MI	DI	WM	SM	Rf	TO	CP
Highest	83.33	87.55	83.33	80	100	100	100
Lowest	16.66	62.55	16.66	20	50	40	25
Average	49.07	76.04	48.14	52.22	76.39	78.88	77.63

Table 4.26 Table score viewed from the students' reading skill of post-test 2

Score	MI	DI	WM	SM	Rf	TO	CP
Highest	100	100	100	100	100	100	100
Lowest	66.66	62.55	66.66	60	66.66	60	75
Average	80.55	77.78	81.01	80.55	78.69	80	81.94

Note: MI (Main Idea), DI (Detail Information), WM (Word Meaning), SM (Sentence Meaning), Rf (Reference), TO (Text Organization), CP (Communicative Purpose)

The data show that highest score of understanding main idea remained the same in pre-test and post-test 1, 83.33 but increased to 100 in post-test 2. The lowest score remained the same in pre-test and post-test 1, 16.66 but increased from 16.66 to 66.66 in post-test 2. The average increased from 38.42 in pre-test to 49.07 in post-test 1 to 80.55 in post-test 2. The highest score for understanding detail information remained the same in pre-test and post-test 1, 87.55 but increased to 100 in post-test 2. The lowest score increased from 37.55 in pre-test to 62.55 in post-test 1 and it remained the same in post-test 2. The average

increased from 55.20 in pre-test to 76.04 in post-test 1 to 77.78 in post test 2. The highest score for understanding word meaning remained the same in pre-test and post-test 1, 83.33 but increased to 100 in post-test 2. The lowest score increased from 0 in pre-test to 16.66 in post-test 1 to 66.66 in post-test 2. The average increased from 41.60 in pre-test to 48.14 in post-test 1 to 81.01 in post-test 2. The highest score for understanding sentence meaning remained the same in pre-test and post-test 1, 80 but increased to 100 in post-test 2. The lowest score remain the same in pre-test and post-test 1, 20 but increased to 60 in post-test 2. The average increased from 44.44 in pre-test to 52.22 in post-test 1 to 80.55 in post-test 2. The highest score for finding the reference remained the same in pre-test, post-test 1, and post-test 2, 100. The lowest score increased from 16.66 in pre-test to 50 in post-test 1 to 66.66 in post-test 2. The average increased from 66.62 in pre-test to 76.39 in post-test 1 to 78.69 in post-test 2. The highest score for identifying text organization increased from 60 in pre-test to 100 in post-test 1 and remained the same in post-test 2. The lowest score increased from 20 in pre-test to 40 in post-test 1 to 60 in post-test 2. The average increased from 34.44 in pre-test to 78.88 in post-test 1 to 80 in post-test 2. The highest score for identifying communicative purpose remained the same in pre-test, post-test 1, and post-test 2, 100. The lowest score remained the same in pre-test and post-test 1, 25 but increased to 75 in post-test 2. The average increased from 64.58 in pre-test to 77.63 in post test 1 to 81.94 in post-test 2.

The level of the students' reading comprehension was also improved. It can be seen in the following table:

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Table 4.27 The Level of the Students' Reading Comprehension of Pre-test

Percentage	Interpretation	Number of students (N=36)
81-100	Very good	1 students
61-80	Good	5 students
41-60	Fair	18 students
21-40	Poor	12 students
1-20	Very poor	-

Table 4.28 The Level of the Students' Reading Comprehension of Post-test 1

Percentage	Interpretation	Number of students (N=36)
81-100	Very good	4 students
61-80	Good	20 students
41-60	Fair	12 students
21-40	Poor	-
1-20	Very poor	-

Table 4.29 The Level of The Student's Reading Comprehension of Post-test 2

Percentage	Interpretation	Number of students (N=36)
81-100	Very good	11 students
61-80	Good	25 students
41-60	Fair	-
21-40	Poor	-
1-20	Very poor	-

The table shows that the number of students at Very Good level was increased from 1 student in pre-test, 4 students in post test 1, and 11 students in

post-test 2. The number of students at Good level was increased from 5 students in pre-test, 20 students in post-test 1, and 25 students in post-test 2. The lowest level was increased from Poor with 12 students in pre-test, Fair level with 12 students in post-test, and Good level with 25 students in post-test 2.

a. The Mean of Pre-test and Post-test 1

The mean of post-test 1 was also improved from the mean of pre-test. The total numbers of the students were 36 and the means score was from the total score divided by 36.

The mean of pre-test

The mean of post-test 1

$$\bar{X} = \frac{\sum x}{n} = \frac{1776.55}{36} = 49.34$$

$$\bar{X} = \frac{\sum x}{n} = \frac{2365}{36} = 65.58$$

From the result of the mean score, it shows that the mean of pre-test is higher than the mean of post-test 1. Therefore, it can be concluded that there is an improvement in students' ability in comprehending the text.

b. The Mean of Post-test 1 and Post-test 2

The mean of post-test 2 was also improved from the mean of post-test 1. The total numbers of the students were 36 and the means score was from the total score divided by 36.

The mean of post-test 1

$$\bar{X} = \frac{\sum x}{n} = \frac{2365}{36} = 65.58$$

The mean of post-test 2

$$\bar{X} = \frac{\sum x}{n} = \frac{2880.5}{36} = 80.01$$

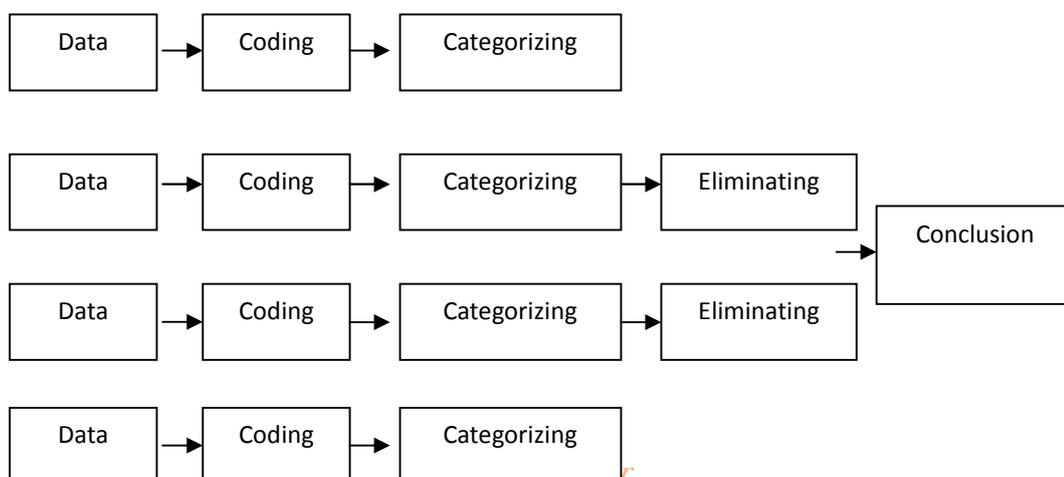
From the result of the mean score, it shows that the mean of post-test 2, 80.01 is higher than the mean of post-test 1, 65.58. Therefore, it can be concluded that there is an improvement in students' ability in comprehending the text

Therefore, it can be concluded that KWL technique can improve students' ability in comprehending English text, especially expository ones.

2. The strengths and weaknesses of KWL technique when it is applied to improve the students' ability in comprehending expository text

To find the answer for the second problem of the research, the researcher used CCM (Constant Comparative Method) to analyze the findings data. The process of CCM can be seen in the diagram below.

Figure 4.2 The Process of CCM



The data were collected through several sources such as: field notes, check list, interview, questionnaire, and photographs. After all the data were collected, the researcher read and analyzed the data. Reading and analyzing the data, the researcher found phenomenon that always appeared in the data. The researcher coded the entire phenomenon and put the data based on categories. After that, the researcher analyzed which data were suitable with the purpose of the research and which ones were not. The suitable ones were taken and the ones that were not suitable were eliminated.

In the first category, there were 28 groups. The researcher analyzed all the groups and eliminated the ones that were not suitable with the purpose of the research. Group 1 (Teacher Explains), group 7 (Teacher's Correction on Errors), and group 18 (Teacher Asks) in the first category were put together in to one category in the final category which was Teacher's Activity. Group 2 (Students are Enthusiastic), group 14 (Students Give Opinion), group 16 (Students Answer the Question), group 17 (Students Read), group 19 (Students Fill the Column), group 20 (Students Discuss the Topic), group 28 (Motivate) were put together in to one category which was Students are Motivated. Group 3 (No Prior Knowledge), Group 4 (Teacher Fills the Column), group 27 (Difficult in Filling the K Column), group 15 (Irrelevant Information) were put together in to one category which was No Prior Knowledge. Group 5 (Students are not Serious), group 10 (Students do not Read), and group 11 (Students Chat) were put in to Students are not Serious. Group 12 (Time is not Enough) and group 25 (Complicated Process) were put in to one category which was Takes Time. Group 24 (Effective) and group 26 (Sets

Purposes) were put in to one category which was Effectiveness of Column. Group 9 (Effectiveness of Grouping) was put in to final category as a single category. It also happened to group 21 (Interesting). Group 6 (Errors on Grammar), group 7 (Teacher's Correction on Error), and group 13 (Cleans the Class) were eliminated.

The process of analyzing and elimination resulted eight categories: (1) Teacher's Activity, (2) Students are Motivated; (3) No Prior Knowledge; (4) Students' are not Serious; (5) Effectiveness of Columns; (6) Takes time; (7) Effectiveness of Grouping; (8) Interesting. More detail data can be found in the appendix. The table of categories can be seen in the following table.

Table 4.30 Table of Categories

No	Groups	No	Final Categories
1.	Teacher Explains	1.	Teacher' Activity: (1) Teacher
2.	Students are Enthusiastic		Explains; (18) Teacher Asks.
3.	No Prior Knowledge	2.	Students are motivated: (2) Students
4.	Teacher Fills the Column		are Enthusiastic; (14) Students Give
5.	Students are Not Serious		Opinion; (16) Students Answer the
6.	Errors on Grammar		Question; (17) Students Read; (19)
7.	Teacher Correction on Errors		Students Fill the Column; (20)
8.	Students ask Questions		Students Discuss the Topic; (28)
9.	Effectiveness of Grouping		Motivate.
10.	Students do not Read	3.	No prior knowledge: (3) No Prior
11.	Students Chat		Knowledge; (4) Teacher Fills the
12.	Time is not Enough		Column; (27) Difficult in Filling the

13.	Cleans the Class		K Column; (15) Irrelevant
14.	Students Give Opinions		information.
15.	Irrelevant Information	4.	Students are not serious: (5) Students
16.	Students Answer Questions		are not Serious; (10) Students do not
17.	Students Read		Read; (11) Students Chat.
18.	Teacher Asks	5.	Effectiveness of column: (24)
19.	Students Fill the Column		Effective and (26) Sets Purposes
20.	Students Discuss the Topic	6.	Takes time: (12) Time is not Enough
21.	Interesting		and (25) Complicated Process.
22.	Helpful	7.	Effectiveness of grouping
23.	Take Time	8.	Interesting
24.	Effective		
25.	Complicated Process		
26.	Sets Purposes		
27.	Difficulty in Filling the Column		
28.	Motivate		

Having 8 categories, the researcher analyzed and made a conclusion about the strength and weaknesses of KWL when it is applied in teaching expository text. The results are as follows:

a. The strengths when KWL technique is applied in teaching reading.

The strengths are: (1) the technique enables the students to set their own purposes in reading the text. The technique guided the students in reading the text by filling the columns. One of the columns was W. By filling the W column, the students had reasons why they had to read the text. They read the text because they have questions to be answered. As one of the students said, *“Karena kita betul-betul dikasih tahu apa yang harus dilakukan jadi kita tahu apa yg harus dicari.”* The other said, *“Kita tahu apa yang kita mo baca, jelas apa yang kita harus cari dibacaan. Intinya kita dibimbing betul untuk membaca dengan benar.”* Another one said, *” Menurutku sangat baik, pak karena e... secara otomatis dia memaksa kita untuk mencari tahu tentang isi bacaan, menjawab pertanyaan di kolom W terus juga untuk mencari tahu tentang info yang baru buat kita. Pokoknya membuat gampang, membuat lebih baik untuk membaca sesuatu dan memahami;* (2) Filling the columns is effective to help the students understand the reading text. From the result of data analysis, it can be concluded that filling the K can help the students get a lot of new words related to the text that will help them understand the reading text. One student said, *”Mengisi kolom membuat kita lebih aktif, dari kolom-kolom itu juga membantu untuk mendapat **kata-kata baru**.* The other said, *” Dari kolomnya itu to,pak. Kita bisa tahu **arti kata**, info-info baru, semua pak.* And another said, *“Dari kotak-kotak itu kita bisa tahu **arti kata**, arti kalimat, ide pokok juga.* The result of questionnaire shows that 29 students (80.5%) agreed and 7 students (19.4%) strongly agreed that filling in the “K” column help them understand words or terms used in the reading text. The W

column took an important role in helping the students find detail information and understand the type the text. The W column made the students think critically. They not only asked things they wanted to know about the topic but also asked what kind of text they were going to read. As they read the text to find the detail information in the text, they did an analysis about the type of the text. Their conclusion about the type of the text would help them identify the text organization and its communicative purpose. The result of questionnaire show that 19 students (52.7%) agreed and 15 students (41.6%) strongly agreed that filling in the “W” column help them find understand detail information in the text. Only 2 students (5.5%) did not agree with the statement. The L column could help the students to find main idea and understand sentence meaning. The L column was filled with the answers of the questions from W column. Being able to find the detail information as the answers of the questions they had made, the students could identify the main idea of the text and each paragraph. The result of questionnaire shows that 21 students (58.3%) agreed and 12 students (33.2%) strongly agreed that filling in the “L” column helped them to understand the main idea of the text. There were only 3 students (8.3%) who did not agree with the statement. Taking the sentences from the column L, the teacher could explain the sentence meaning better. Since the sentences were from the students, they could identify why the sentences were wrong. As one student said; *“sentence meaning kan dari kita sendiri dari kolom L. Jadi kita tahu yang mana yang salah. Itu lebih mudah pak”*. The other one said, *“Iya, kalo dengan KWL itu bisa membantu memahami sentence meaning. Apalagi kalimatnya kan dari kita, jadi bisa lebih*

mengerti begitu.” The result of questionnaire shows that there were 25 students (69.4%) agreed and 9 students (25%) strongly agreed that the sentence in L column could help them understand the sentence meaning; (3) KWL motivates the students to take a part in the teaching learning process. Some comments from the students about KWL are; (1) *“Karena bisa memotivasi kita dalam membaca dan mencari informasi; (2) Mengisi kolom membuat kita lebih aktif; (3) Mmm...memotivasi untuk membaca, suasana belajar jadi lebih hidup; (4) Karena kita bisa berdiskusi, mengeluarkan pendapat, lebih aktif. Isi kolom-kolom itu sesuatu yang baru, menarik; (5) KWL ini merangsang kita untuk mencari tahu isi bacaan.* Another evidence that shows the students’ motivation can be seen from the result of check list. The students’ participation in sharing ideas, asking questions, answering questions, and speaking out the ideas were improved. The result of questionnaire shows that 22 students (61.1%) agreed and 12 students (33.3%) strongly agreed that KWL motivates them to read. Only 2 students (5.5%) did not agree with the statement. (4) KWL elicits the students’ prior knowledge of the reading text. One of the students said, *“Kalo KWL itu menyenangkan karena kita semua bisa aktif, kita semua bisa memberikan pendapatnya di kolom K, apa yang kita ketahui,”* In line with that, the collaborator said, *“the first thing is they have to think about what they know from the picture or from the title of the reading. It stimulates their brain to think about their prior knowledge, and they do a brainstorming and from that point of view the students can think that o..this is gonna be the word that will come up latter on...”* (5) KWL enables the teacher to create an interesting lesson. By being

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aware of the students' interests, the teacher can create the lesson plan, project, and event task that the students will enjoy. (6) KWL is more effective when students sit in groups. From the result of field note, the researcher found that putting the students into groups was effective. As the collaborator wrote in one of his field notes, *Siswa dalam kelompok tampak antusias didalam hal mendiskusikan apa yang mereka ingin ketahui tentang topic*. The collaborator said in the interview that the students became more active when they discussed in groups and it helped the lack students to be able to understand the text by discussing with their friends. One student said, *“Karena kita bisa berdiskusi, mengeluarkan pendapat, e... apa... kita lebih...e...lebih aktif.”*

For more complete information about the result of questionnaire can be seen in the following table:

Table 4.31 The Result of Questionnaire

No	Aspects Asked	SD	D	A	SA
1.	KWL makes the classroom's atmosphere interesting.	–	–	25 (69.4%)	11 (30.5%)
2.	KWL creates an enjoyable situation in the classroom.	–	1 (2.7%)	21 (58.3%)	14 (38.8%)
3.	KWL makes me and other students more active in the teaching and learning process.	–	3 (8.3%)	17 (47.2%)	16 (44.4%)
4.	KWL gives more opportunities to me and other students to participate in discussing a reading text.	–	–	21 (58.3%)	15 (41.6%)
5.	KWL helps me to understand the text given more easily.	–	1 (2.7%)	20 (55.5%)	15 (41.6%)
6.	Filling in the “K” column help me understand words or terms used in the reading text.	–	–	29 (80.5%)	7 (19,4)
7.	Filling in the “W” column help me find and understand detail information in the text.	–	2 (5.5%)	19 (52.7%)	15 (41.6%)
8.	Filling in the “L” column help me to understand the main idea of the text.	–	3 (8.3%)	21 (58.3%)	12 (33.2%)
9.	The sentence in L column can help me understand the sentence meaning.	–	2 (5.5%)	25 (69.4%)	9 (25%)

10.	I can have better comprehension of texts after finishing all the steps in KWL.	–	–	21 (58.3%)	15 (41.6%)
11.	KWL helps me enjoy the process of understanding a reading text.	–	3 (8.3%)	25 (69.4%)	8 (22.3%)
12.	KWL motivates me to read more.	–	2 (5.5%)	22 (61.1%)	12 (33.3%)

Note: 1= Strongly Disagree, 2= disagree, 3= Agree, 4= Strongly Agree

b. The weaknesses when KWL technique is applied in teaching reading

Analyzing the data, the researcher found some weaknesses when KWL is applied in teaching reading. They are: (1) students with no prior knowledge about a particular topic will get difficulty to fill the K column. To fill the K column, students must have background knowledge about the topic given to them. The problem will occur if they don't have ones. From the result of field notes, it was clear that the students failed to fill the column because they did not have any background information related to the topic. The collaborator wrote *Siswa banyak yg tidak tahu siapa itu Mahatma Gandhi sehingga guru yang banyak berperan didalam mengisi kolom K*. A student said, “*Terkadang susah untuk mengisi kolom K, apalagi kalau topik yang asing.*” Another one said, “*Menulis dikolom pertama agak susah.*”; (2) KWL is not suitable for readers who have low thinking level and poor memory. The collaborator wrote in his field note, *siswa juga masih bingung/kesulitan untuk mengisi hal apa yg mereka ingin ketahui sehingga guru banyak bertanya ut menggiring siswa membuat pertanyaan*. He also wrote, *Siswa masih berpikir untuk mengisi kolom K dalam bentuk kalimat dan ini agak menyusahkan mereka. Ada info2 yang kurang tepat ketika mengisi kolom K*; (3) the process takes time. From the result of the field notes, especially for the cycle 1, it showed that the researcher did not enough

time to give reflection because the time was up. As one student said, *Cuma masalah prosesnya yang memakan waktu. Terus agak ribet juga isi-isi kolom.*” Another student said, *“Tapi sepertinya mengisi kolom-kolom itu memakan waktu, sir. itu saja.”* The collaborator said, *“Yes, the time is not enough and this is quite disappointing. The process in filling the columns takes much time. If we had more time, it would be better.”*; (4) KWL is not appropriate for reading fiction materials. The process of KWL requires the students to have prior knowledge. It is impossible for the students to have background knowledge about fiction materials.

E. Discussion

This research is an action research which is implementing KWL technique to improve students’ ability in comprehending English texts. The results of this research were satisfying in term of: (1) the improvement of students’ ability in comprehending English texts; (2) the strengths and weaknesses when KWL is applied in teaching reading. Each point is described more detail as follows:

1. The improvement of students’ reading comprehension

Based on the findings it can be concluded that KWL technique can improve the students’ ability in comprehending English text, especially expository ones. The improvement can be seen from the result of their test. Before the implementation of KWL, the students’ score was low but after KWL was implemented in the teaching and learning process the score was much higher.

2. The Strength and Weaknesses of KWL Technique

a. The strengths of KWL Technique

1) The technique enables students to set their own purposes in reading the text.

Having purposes takes an important role in reading. A person reads a text to learn, to find out information, or to be entertained. The purpose for reading is closely connected to a person's motivation for reading. Strauffer, as quoted by Blanton, et al. (1990: 486) proposed that purposes or questions represent the directional motivational influences that get the reader started, keep him on course, and produce the vigor and potency and push to carry him to the end. Reading a text without purposes is like walking without destination. By filling the W column, the students indirectly have set their own purposes. They have reasons why they should read the text.

Therefore, they would read the text from the very first paragraph to the last one in order to find the answer of their curiosity. It can be concluded that purposes guide the reading process. A clearly defined purpose for reading plays an important role in enhancing comprehension and in motivating the students to read assigned material. As a matter of fact, KWL plays this role.

2) Filling the columns is effective to help the students understand the reading text.

A successful comprehender is the one who is able to use background knowledge, form questions, search for information, summarize accurately,

organize their new-found knowledge, and monitor their comprehension as they read books. (Guthrie, 2004: 3). KWL can help the students to be successful comprehenders. The special characteristic of KWL technique is filling the three columns with different information. The students should fill the K one with the things they have already known about the topic. In this step the students are forced to use their prior-knowledge. They will fill the column with a lot of terms and words related to the topic. Some of the terms and words are probably new for students. Discussing new words and concepts with the students before reading a text is generally helpful (Florence, 15: 1995).

They fill the W one with things they want to know about the topic. Mostly, the teacher uses the questions just after the students finish reading a certain text. According to Morellion (59: 2007) it is useful for fact testing only because the students can, for the most part, be correctly answered by the “right” response, but it does not develop students’ abilities to ask their own questions or to think critically. Filling the W column will help the students think critically about the facts they will find in the text. The questions they make in the column will guide them in understanding the text, especially in finding detail information.

The W column will also make the students understand about the text type. The students have to ask themselves what kind of text they are about to read. Knowing the text type will help them identify the text organization and its communicative purpose. DeBoer and Dalmann (1964: 133) say that a reader has to know what text he reads. It includes the text type. He has to recognize the text type in order to construct the meaning from a text.

They fill the L one with the things they have found as a result of reading the text. Being able to find the detail information as the answers of the questions they had made and recognize the text type, the students could identify the main idea of the text and for each paragraph. DeBoer and Dalmann (1964: 132) propose that if a reader knows or at least recognize a certain text type, he will be easy to construct the meaning of a text. L column is also effective to explain the sentence meaning because the sentences come from the students. From the students' sentences, the teacher together with the students can identify what errors the students make in making sentences. Being able to know the errors source, the teacher can provide appropriate remedy which will resolve the learners' problem and allow them to discover relevant rules (Erdoğan, 2005: 268).

3) KWL can motivate the students to take a part in the teaching learning process

Many researches show that motivated students achieve more than students who are not motivated. Therefore, motivation takes important role in determining the success of teaching learning process. It is one of the teacher's responsibilities to always motivate his students. A teacher has to be selective in applying teaching method in the class. A method which is fun, engaging, and interesting usually motivates students to learn and take a part in the process of teaching and learning (Guthrie, 2004: 56). KWL technique covers that idea. The KWL technique engages the students from the beginning until the end of reading process to reach good comprehension. Moreover, filling the columns can be a fun and interesting

activity for the students. Paris and Sthal (2005: 193) say that there is a relation between cognitive process and motivation in the process of understanding the text. When the students fill the column, especially in K and W ones, they do cognitive process. The information and the questions they have will motivate them to read and understand the text.

4) KWL elicits the students' prior knowledge of the reading text.

KWL actually covers the Top-down theory. Top-down theory suggests that a reader brings a great deal of knowledge, expectation, assumption, and questions to the text. The readers fit the text into knowledge they already possess, then check back when new information or unexpected information appears (Nuttal, 1983: 17). Understanding the importance of background or prior knowledge to get comprehension is critical because people connect new information with prior knowledge before they integrate and organize the new information. KWL technique makes the students use their prior knowledge to recall things related to the text. The idea is to help the students get a clear picture about the topic before reading the text. Harris and Hodges (1955: 207) propose that the text comprehension is enhanced when readers actively relate the ideas represented in the print to their own knowledge experience and construct mental representation in memory. Moreover Moreillon (19: 2007) says that background knowledge is like an elephant's tail. It is always behind us backing up our comprehension. It is the sum of the prior experiences we bring to each new encounter with text.

5) KWL enables the teacher to create an interesting and enjoyable lesson

People usually enjoy a task if they play an essential part in it. It means that another way of making learning stimulating and enjoyable is creating learning situation where learners are required to become more active participants (Dörnyei, 2001: 77). KWL supports this idea. Students' participation is demanded in filling each column. Students have to be active from the beginning to the end of the step to reach good comprehension. KWL also helps the teacher to make the reading process efficient. KWL can help the teacher know that the content of the text is accessible to students. It means that the students know enough about the text and be able to apply their background knowledge (Ur, 1996: 148).

KWL technique allows the teacher to understand the students' prior knowledge and interest of the topic. By being aware of the students' interests, the teacher can create the lesson plan, project, and event task that the students will enjoy. Filling the KWL chart can make the situation of the teaching and learning process interesting. Students are demanded to take a part and be active in the process.

6) KWL is more effective when students sit in groups

Sitting in groups will make the procedure of KWL run as it is hoped. As a matter of fact, grouping can be an alternative solution for two weaknesses of KWL. For some students, filling the column is not a piece of cake, especially if they do not have any prior knowledge about the topic. By sitting in groups, the students can help each other by sharing ideas about the topic. They can discuss

about things they want to know and share information to fill the L column. KWL technique requires more time in doing each steps. By sitting in groups students can save time in filling the columns since they do it together and the teacher can manage the time properly. Joanne (1976: 85) proposes that:

People learn from one another. A student, whose background knowledge less extensive than other students can learn from them. The students who find reading difficult need good readers as model. The students who have trouble in reading may in fact be a good listener and thinker who will contribute significantly to small group discussion.

More over, Ornstein and Thomas (2000: 311) say that:

Dividing the class into small groupings help the teacher monitor work and access through questioning, discussion, and checking workbook exercise and quizzes geared for particular group. Small groups also give the teacher chance to introduce new skills a level suited to particular group

b. The weaknesses of KWL

1) Students with no prior knowledge about a particular topic will find difficult to fill the K column

It is a fact that not all students have prior knowledge about certain topics. The field notes recorded that when the researcher showed the picture of Mahatma Gandhi and Christopher Columbus to the students, they did not know who was in the picture. Only few of the students knew a little thing about those two famous persons. One student said, "*Terkadang susah untuk mengisi kolom K, apalagi kalau topik yang asing.*" Mahatma Gandhi and Columbus were strange persons

for the students. As a result, they failed to fill the K column. When students failed to fill the column, they would give up and refuse to complete the framework. Instead of filling the column, the students would talk and chat with their friends about something else.

2) KWL is not suitable for readers who have low thinking level and poor memory

When the students are engaged with the KWL technique, they have to rely on their memory to recall things they have already known about the topic given. Filling the K column is the first step and takes a crucial part in the process of comprehension using KWL technique. When the students cannot remember things related to the topic, it can be said for sure that they will fail. Students have to think critically in filling the W and L column. In filling the W column, the students have to ask themselves what information they will come across in the text, what things they want to know about the topic, and what kind of text they will read. In filling the L column, they also have to make conclusion about what they have found in the text. It demands high thinking level. When the students fail to follow the procedure they cannot reach the target of reading activity.

3) The process takes time

Students have to draw a framework and use a lot of time to think about what to list in the three columns. For some students the procedure is too complicated. It is also not easy to complete the columns. One student said, "*Cuma*
commit to user"

masalah prosesnya yang memakan waktu. Terus agak ribet juga isi-isi kolom.”

Another student said, *“Tapi sepertinya mengisi kolom-kolom itu memakan waktu, sir. itu saja.”* This condition made the students bored and gave up completing the columns. It was also the reason why some students were not serious in doing the steps.

4) KWL is not appropriate for reading fiction materials.

It is quite impossible to apply KWL technique in teaching fiction materials because it seems impossible too that the students have prior knowledge about fiction matters. Just imagine what will happen if a teacher gives the students a topic “*SENJA*” (a novel written by Mochtar Lubis) and asks them what they know about it.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGESSTION

A. Conclusion

After the researcher did the action research at SMA Negeri 4 Kendari by applying KWL technique to improve the students' ability in comprehending English text, it can be concluded that:

1. There is a significant improvement of the students' ability in comprehending the text.

The improvement of the students' ability in comprehending English texts can be found by comparing the average score of the pre-test, post-test 1, and post-test 2. The average score of the pre-test is 51.36, post-test 1 is 66.25, and post-test 2 is 81.

2. There are some strengths when KWL technique is applied in teaching reading.
 - a. The technique enables the students to set their own purposes in reading the text.

Students are assigned to fill the W column with the things they want to know about the topic given. By filling the column, the students indirectly have set their own reasons why they should read the text. They have some questions that need answers.

- b. Filling the columns is effective to help the students understand the reading text.

The students should fill the K one with the things they have already known about the topic, the W one with things they want to know about the topic.

- c. KWL can motivate the students to take a part in the teaching and learning process.

KWL is a fun, engaging, and interesting technique. KWL guides the students to use their prior knowledge, set their own purposes, find their curiosity about the text.

- d. KWL elicits the students' prior knowledge of the reading text.

KWL demands the students to use their prior knowledge in filling the K column. The students have to be able to recall things they have in their mind related to the topic.

- e. KWL enables the teacher to create an interesting lesson.

By using KWL, the teacher can create a lesson plan, project, and even task that the students will enjoy because KWL help the teacher know the students' interest.

- f. KWL is more effective when students sit in group.

By sitting in groups, the students can help each other to complete the columns easier. It is effective and save time. Therefore the teacher can manage the time properly.

3. There are some weaknesses when KWL technique is applied in teaching reading.

- a. Students with no prior knowledge will get difficulty to fill the K column.

It is a fact that not all students in one class have prior knowledge related to certain topics. As a result, they will fail to fill the K column.

- b. KWL is not suitable for readers who have low thinking level or poor memory.

When the students are engaged with the KWL technique, they have to rely on their memory to recall things they have already known. They also have to think critically in filling the W and L column. If they fail following the instruction, they will fail to complete the steps.

- c. The process takes time

To complete the columns takes much time. The students have to draw a framework and use a lot of time to think about what to list in the three columns.

- d. KWL is not appropriate for reading fiction materials.

It is quite impossible to apply KWL technique in teaching fiction materials because it seems impossible either that the students have prior knowledge about fiction matters.

B. Implication

The result of the research shows that the teaching reading using KWL technique can improve the students' ability, especially for the tenth graders of SMA Negeri 4 Kendari in comprehending the English texts, especially expository ones.

Based on the result of the research, English teachers should take KWL technique as one good alternative technique in teaching reading. The steps are as follows: (1) drawing a chart of KWL; (2) explaining students what they should do in every column; (3) giving students a topic; (4) asking students what they know about the topic and write the things in K column; (5) asking students things they want to know about the topic; (6) asking students to read the text; (7) asking students to fill the L column with the answer of their questions and also new information they got from reading the text; (8) making conclusion.

C. Suggestion

Having conducted the research about improving students' ability in comprehending English text using KWL technique to the tenth graders of SMA negeri 4 Kendari, the researcher would like to give some suggestions as follow:

1. For other teachers

- a. Before implementing the technique, a teacher should explain how to do the steps clearly. Explain one by one about the column so the students will get a clear picture what to do in every column. Once the students understand, the process can run well.
- b. KWL elicits the students' prior knowledge therefore it is a good idea to choose the topic that is familiar to the students.

- c. It is better to show the students pictures about the topic rather than write down it down. In that case, it is recommended the teacher prepares some interesting and clear pictures.
- d. It is better to have the students sit in groups to make them help each other in filling the columns.
- e. A teacher should be active in guiding the students fill the column.

2. For other students

- a. Students have to realize that understanding reading text needs a good and appropriate technique. When the students apply a good and appropriate technique, the process of understanding the reading text will be easier.
- b. KWL is an alternative technique that can be applied in to comprehend reading texts especially expository ones.

3. For other researchers

- a. They can use this research as additional and comparative information to conduct better researches related to reading comprehension.
- b. When doing the research using KWL technique, it is recommended to prepare everything excellently to make an excellent result as it is hoped.
- c. A further research is needed to conduct to find out the solution that KWL is also possible to be applied in teaching other genre besides expository ones.