

CHAPTER IV

RESULT AND DISCUSSIONS

This chapter presents the results and discussion from the research as an attempt to answer the research question. How can the student's reading comprehension be improved through the KWL strategy? The result of this research was obtained through the process of collecting students reading comprehension as data.

4.1 The Implementation of KWL strategy in the Teaching and Learning process

The data of this research were collected from the Eighth grade student (VIII F) of SMP Al Islam Krian in academic year 2014/2015. The data were taken by observing the teaching and learning process. In this research, the researcher made collaborative research with the real teacher who taught eight grade students that used in this research. The researcher found the students problem during preliminary research. After the researcher discussed with the real teacher they found that the students reading comprehension skill need improvement. Gathering the data of the students involvement in reading comprehension, the field notes were used to obtain the information concerning with the students involvement in the learning process or in pre-, whilst-, and post reading activities after utilizing KWL strategy. Therefore the teacher and the researcher decided to conduct classroom action research using KWL strategy to overcome this problem.

In cycle one of classroom action research, most students could do reading activities such as pre-, whilst-, and post reading activities by utilizing KWL strategy since they had understood

the strategy. In other words, most of students had participated in pre reading activities. In whilst reading, most of them were able to discuss the text given and completing KWL chart. As a result, most of them had discussed and participated to answer reading comprehension. In the post reading, most of the students were willing to present the answers and make an oral summary. There was one cycle of classroom action research and three stages in the cycle. The stages were planning, acting and observing in the field. In the end of classroom action research there was reflecting that showed the result of this classroom action research.

4.1.1 Planning stage

In the planning stage, the researcher and the teacher use the whole lesson plan which was discussed before. In this phase they designed the lesson plan and selected the appropriate material. There is one lesson in cycle one, the lesson is about descriptive text.

Activities	Teacher	Student
Pre-Activity	1. Greeting the students	1. Responding the greeting
	2. Checking the students' attendance	2. Paying attention and showing their attendance by saying ' <i>Present</i> ', when the teacher ask student's name
	3. Telling the learning objectives which are going to be achieved and also the importance of learning descriptive text	3. Listening to the teacher about the material.
	Exploration 4. Asking the students some questions which related to the topic discussed. 5. Explaining generally about KWL strategy	4. Answering the teacher question based on prior knowledge. 5. Listening to the teacher about the material

Whilst-Activity	Elaboration 6. Asking students to discuss in group	6. Following the instruction
	7. Proposing some elicited question on what they have known about descriptive text.	7. Answering the question.
	8. Proposing some elicited question on what they have known about descriptive text.	8. Answering the question.
	9. Showing picture animal "Owl" and ask student to describe it in general.	9. Following the instruction and describe the picture
	10. Explaining about descriptive text systematically based on the definition and generic structure	10. Paying attention.
	11. Guiding the students to fill column K with what they have already known about the topic	11. Following the instruction
	12. Asking the students to ask question about what the thing they want to know from the topic.	12. Discussing the exercise.
	13. Guiding students to fill column W with their question.	13. Following the instruction.
	14. Giving the students text about "Owl".	14. Reading the text and try to comprehend the text.
	15. Asking the students to make a conclusion of what they have learned from the topic "Owl" in column L.	15. Making conclusion
Post Activity	Confirmation 15. Opening question and answer session and asking students difficulty	15. Asking question to the teacher.
	16. Concluding the materials and giving positive feedback	16. Paying attention

The teacher applied KWL strategy in teaching reading comprehension skill. This strategy was practically applied in term of how word meaning and comprehension related to each other in improving the students reading comprehension skill. Furthermore, this KWL strategy was used to help students to activate their prior background knowledge in comprehending a text.

4.1.2 Implementation (Acting, Observing, and reflecting in field stage)

The teacher conducted teaching and learning activities based on lesson plan. The teacher started with greeting and checked the student attendance. In stage while the teacher was conducting the teaching and learning process, the researcher observed the whole teaching and learning process and did reflection in the field.

4.1.2.1 Pre Reading Activity

In the pre reading activity the teacher greeted and checked the students. The teacher started the lesson by saying "Assalamualaikum Warohmatullohi Wabarokatuh" and all students answer together by saying "Wa'alaikumsalam Warohmatullohi Wabarokatuh". Then the teacher asked the students to pray "bismillah" together. The teacher greeted the students clearly and loudly "good morning students, how are you today? The students replied with "good morning mam, I am fine, thanks". Then the teacher checked the students one by one by saying "ok class, first I would check the presence one by one!" the students replied with "present mam".

In the pre-reading activity, the teacher gave apperception about the lesson plan by saying "today we are going to learn about descriptive text. Who knows what is descriptive text? Some students answered "teks yang mendiskripsikan sesuatu mam.." and another students say "a text which describes about place, person, animal and other". Teacher responded with "good job

students, very good, and how about the generic structure?”. One of the student answered “ ehm..., identification and description”. The teacher responded with “yes, very good”.

4.1.2.2 Whilst Reading Activity

After giving explanation about descriptive text, the teacher continued to whilst reading activities. First, the teacher gave explanation and instruction about how to fill the KWL chart and how to comprehend the text through KWL strategy. Therefore, the students could easily understand each part of KWL chart which consist of column: K (what I know), W (What I want to know) and L (what I learned).

From the explanation and the example about descriptive text and KWL strategy, the teacher continued to the lesson. The teacher spoke in English and Indonesian in order to the students did not get confused. In other words, that the teacher used bilingual during teaching and learning process.

The teacher explained what the students had to do (1). In their group, students could discuss the text more details, the students might understand the meaning and were able to answer the question directed follow the instruction.

Teacher : Now, listen to my explanation. I will give you 15 minutes to discuss that descriptive text in your group. And then start to fill column K, W and L in KWL chart. So make sure your group members really understand about this descriptive text.

The teacher emphasized that all of the students in group had to understand to content well. Therefore, it made sure all of group members really understand about this description text. In this discussion section, the teacher asked the students to manage their time effectively.

The teacher also responded students question or comment. Before the teacher started the group discussion, she made sure all of the students have known what they had to do in the next dialogue number 2 below. (2)

Students : gimana mam? Apa pake bahasa Indonesia saja mengisi kolom KWL ini..
Teacher : no, using English please...
Students : ok mam,
Teacher : remember, its time for disscuss in your group. If you have some difficulties, you can discuss with your group, jadi misal ada teman yang kurang mengerti bisa salingberdiskusi satu sama lain ya..
Students : siap laksanakan mam!

The teacher used descriptive text for the discussion because the material was very easy. We knew that the text which was given to the students could be understood by the students if they really read and understand the content. The teacher also explained that sometimes the meaning of a word was given in the sentence based on the context of text. In some cases, where there was an usual word, a definition of the word, a definition of the word was given by the next sentence.

The teacher also gave some instruction how to fill the KWL chart and how to comprehend the text through KWL strategy in the next dialogue below (3)

Teacher : “Attention please, ok class, now I will give some explanation how to fill the KWL chart and how to comprehend the text through KWL strategy
Students : Mam, penjelasannya pake bahasa Indonesia aja ya..
Teacher : Okey, sekarang saya akan menjelaskan tentang bagaimana mengisi kolom KWL, pertama setelah mendapatkan judul teks, mulailah mengisi kolom K, isi dengan apa yang kamu ketahui tentang judul tersebut berdasarkan pemikiranmu sendiri, lalu isi kolom W, isi dengan apa saja yang ingin kamu ketahui, setelah itu dilanjutkan dengan membaca seluruh teks dan terakhir mengisi kolom L, isilah dengan apa saja yang telah kamu pelajari dari teks tersebut dan cocokkan dengan pertanyaan-pertanyaan yang telah kamu isikan di kolom W.
Students : Owh gitu ya mam,

The teacher gave apperception about the lesson as the pre-reading activity by saying “ ok class, sekarang saya akan menjelaskan tentang bagaimana mengisi kolom KWL. The students answered together with “ok mam, akan kita coba mengisi” , after that the teacher wrote down the instructions how to fill KWL chart and how to comprehend the text through KWL strategy.

After giving explanation and instruction about how to fill the KWL chart and how to comprehend the text through KWL strategy, the teacher continued to showed animal picture “Owl” and ask student to describe it. Then, the teacher guided the students to fill column K, W and giving the students a text entitled “Owl”. Furthermore, she asked the students to making a conclusion of what they have learned from the topic “Owl” in column L. The conversation present in the next dialogue below (4).

Teacher	: Ok class, please attention, this is the example of KWL chart model yang kita pakai untuk teks berikut ini.
Teacher	: Please look at the picture, what is it?
Student	: Bird..
Student	: Owl mam..
Teacher	: Good,, you are right, Now, you can fill the K colomn with what you already know about owl, and then fill colomn W, write some questions about what you want to know from the topic. Use your own words, and discuss in your group
Students	: Yes mam,
Teacher	: Finish..? sudah selesai..?
Students	: Sebentar mam..,
Students	: Ok finish
Teacher	: Ok, this is the text entitled “owl”, it’s time to read this and try to comprehend the text.
Students	: Ok mam

Teacher : After it, make a conclusion of what you have learned from the topic “owl” in column L.

From the dialogue (4) above, the teacher conducted the whilst reading activities based on lesson plan. The teacher gave some instructions by saying “attention please.... each student could learn from the participating students how to give answer based on the teacher questions. While the students discuss in their group, the teacher walked around the class. She checked how the students worked in group. She controlled the class so that every student did their assignment carefully. The teacher also helped the group which could not solve the problem.

4.1.2.3 Post Reading Activity

In the post reading activity, the teacher summarized and gave feedback in what have been discussed in the next dialogue (5) below:

Teacher : ok class, the time is up, silahkan kembali ketempat kalian masing-masing

Students : yah..waktunya sudah habis ya mam..

Teacher : iya,, now is time for conclude what we learn today..

Student : oke mam, waktu belajarnya jadi gak kerasa, cepet banget

Teacher : ok, now I will ask you, what is the descriptive text?

Student1 : a text which says what a person or a thing is like,

Student2 : its purpose is to describe and reveal a particular person, place, animal and other.

Teacher : bagus anak-anak..sudah pahamya..

Students : iya mam..

All students could conclude the learning process and enjoyed these kinds of activities more than they were in the previous learning process. It could be seen from their response when the teacher asked how they feel in the end of class in the next dialogue (6)

Teacher : Ok class, time is up, how do you feel? Are you happy with this lesson today??

Student1 : Yes,,,

Student2 : lebih enak begin imam..Seru..

Student3 : Iya mam, biar gak ngantuk..

Teacher : Insyaallah..we'll see later.. Now lets say Hamdalah together

Students : Alhamdulillahirobbil 'alamiin..

Teacher : See you tomorrow, Wassalamualaikum WR WB

The students still looked very enthusiastic in the end of class. Most students could answer the questions from the teacher correctly. They got a lot of knowledge about descriptive text by sharing their idea with their group. They felt very satisfied with they had done. Moreover, the post reading activity, the teacher reminded the students that the following meeting they would have text.

4.1.3 Reflecting stage

After doing stages in classroom action research, the last process was reflecting that was done by the teacher and researcher. After finishing the teaching learning process, the researcher and the teacher evaluated and discussed the result of the observation. The researcher and the teacher discussed all information of teaching and learning process based on the record taken by using field notes.

From the observation which was done by the researcher, the teacher did not have any difficulty in conducting the teaching and learning process based on lesson plan. The teacher did all of steps in lesson plan successfully. Based on the evaluation, the researcher and the teacher

discussion toward the field notes and the students point in the test. It was found there were some significant improvements of students reading comprehension skill. The researcher also commented that the students enjoyed the lesson very much. It was not as usual as the previous lessons.

The implementation of students learning process with KWL strategy was successfully done by the teacher. The teacher also gave reward or appreciation to the students. The teacher always responded the group of student member by saying: good job or very good, When they answer the questions correctly.

So the result of the observation indicated that the teacher could control all the students of the class and conducted the teaching and learning process effectively. The process gave a clear view that the teaching and learning process used KWL strategy exactly similar with the teacher applied teaching and learning steps based on lesson plan.

We could say that teaching and learning using KWL strategy could improve the teaching and learning process. Teaching and learning process using KWL strategy it was found out that the students' reading comprehension skill was gradually getting improved.

4.2 The improvement of students reading comprehension skill through KWL strategy in teaching learning process

From the observation in the classroom, student improvement in reading comprehension was very good. The teacher was successfully improved the students reading activity through KWL strategy. The students showed a great progress in teaching and learning reading descriptive

text through KWL strategy. The students who were noisy in reading class, could read and understand text. The students who kept silent in the previous meeting could participate actively. Most of the students could reach the indicator comprehension and indicator lesson plan. Therefore, the implementation of reading comprehension skill through KWL strategy could improve students reading comprehension skill.

After finishing doing the task, the students submitted their task and achievement test to the teacher. Then the teacher analyzed the result. From the score was gained by students, it showed great improvement than before (see appendix 2) From the result of student task and achievement task, more than 75% of students got minimal standard score and can answered the question correctly. It meant that the students could understand the text well.

To check more the students comprehension, the teacher discussed the text in the end of lesson. The teacher gave some additional question to the students. The students answered the question from the teacher together. They could answer it correctly by looking at their text. From the students' answers, the teacher made sure that the students understood the content of the text well.

It could be said that the students result in the teaching and learning process of reading descriptive text through KWL strategy was better, because the students could follow the activities of reading descriptive text seriously and most of them reached higher score than before.

4.3 The result of Questionnaire

There was also the additional data that supported the main data showed the students score after answering the questionnaire which aimed to know the subjects changing motivation and

attitudes in reading after the implementation of KWL strategy. Scores of the items of the questionnaires in which the subject's total answer for number 1-8.

The first question for student is the important of reading in English learning, the question wanted to know how the students opinion about reading, 15% the students answered that the reading is very important, 50% the students answered that reading is important, 35% the students answered that reading is important enough and the other students 0% answered that reading is unimportant.

The second question for students is the opinion about the teaching reading. The question wanted to know how students difficulties about the lesson. 15 % the students answered that they very understand the lesson, 60 % the students answered that they understand the lesson, 20% the students answered that they rather understand the lesson and 5 % the students answered that they did not understand the lesson.

The third question for students is the interesting of reading in English learning, the question wanted to know how the students interest of reading, 15 % the students answered that they very interest in reading, 45 % the students answered that they interest in reading, 35% the students answered that they rather interest in reading and the other students 5 % unlike reading English

The fourth question to the students is how important of the KWL as medium in understanding thereading text. 25% the students answered that the KWL strategy is very important, 45% the students answered that the KWL strategy reading is important, 25% the students answered that the KWL strategy is important enough and the other students 5% answered that the KWL strategy is unimportant.

The fifth question for students is how important of the KWL strategy as medium to found main idea in reading text. 15% the students answered that the KWL strategy is very important, 55% the students answered that the KWL strategy reading is important, 20% the students answered that the KWL strategy is important enough and the other students 10% answered that the KWL strategy is unimportant.

The sixth question to students is how important of the KWL strategy as medium to found specific information in reading text. 15% the students answered that the KWL strategy is very important, 60% the students answered that the KWL strategy reading is important, 25% the students answered that the KWL strategy is important enough and the other students 0% answered that the KWL strategy is unimportant.

The seventh question to students is how important of the KWL strategy as medium to found specific information in reading text. 25% the students answered that the KWL strategy is very important, 70% the students answered that the KWL strategy reading is important, 5% the students answered that the KWL strategy is important enough and the other students 0% answered that the KWL strategy is unimportant.

The last question for student whether using KWL strategy give motivation in study reading English or not, 30% the students answered that very motivate, 55% the students answered that rather motivate, 10% the students answered that less motivate to study English language and 5% the students answered not motivate.

The findings undoubtedly supported the main findings of this research. Clearly, the obtained comparative percentages of the items of the questionnaire indicated the subjects'

positive changing attitude and motivation in learning reading comprehension through KWL strategy.