

# Improving The Students' Reading Comprehension Through the K-W-L Technique

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## Abstract

The aim of this research is to investigate the effect of the KWL technique in improving students' reading comprehension skills. Data will be analyzed quantitatively and qualitatively. The results of the observation checklist, field notes, and questionnaires were used to analyze the results of the pre-test and post-test. The observation results in the form of percentages were that for the first meeting it was 36% (very bad), for the second meeting it was 53% (fair), for the third meeting it was 63% (fair), while for the last meeting it was 80% (very good). The second success criterion is that 75% of students are actively involved in the teaching and learning process. The researcher will provide several recommendations for English teachers, schools and for future researchers related to this research.

**Keywords:** Improving; students; reading comprehension; KWL technique

## 1. Introduction

English in Junior and Senior High School is taught as one of compulsory subject in which the students have to master four skills of English. They are listening, reading, speaking and writing. Among those four skills reading is the important skill that should be mastered by students together with the other skills to improve their knowledge. As one of the four skills, reading also plays an important role in enhancing students' English ability, because by reading the students can enrich their vocabulary, knowledge, and easy to access information technology deeply.

However, teaching reading for Junior High school students is different with Elementary school. There are some factors which influenced it. First, in Elementary school, students are only introduced a simple English reading text, but in Junior High school the students will be given more various reading material. Guthrie and Davies (2000) state that middle school text are more complex than elementary school text. It is also supported by Kursten who states students in Junior and Senior High School often get lack of ability in interpreting the content of that complex reading material.

Reading is a language skill purposed to understand idea, thought and feelings in a written text. While reading, students will experience thinking process to understand the idea and thoughts widely. Thus, reading comprehension is an important thing which has to be mastered in order to get success in reaching the purpose of reading.

William (1984) stated that reading activity without comprehension can not be classified into reading activity. Also, Flavel (1984:2) defined reading as a process whereby one look and understands what has been written. From those definitions, we can conclude that reading activity can not be separated from reading comprehension to the content of the text.

Blaire and Vallance (2004) defined that Reading comprehension is a complex process; the reader constructs meaning by connecting the text use his or her previous knowledge, experience and the information that can be found in the text. Here, the role of comprehension technique or strategies will be needed in the process of thinking to construct the meaning. Therefore, the teacher needs to use an appropriate technique in teaching reading comprehension which can encourage student's prior knowledge, experience and information from the text.

After having interview and observation on the students of D1 English Program on Industrial Engineering class, the researcher found that the students had lack of vocabulary so they were difficult to translate meaning in phrase instead of word by word. It made them uninterested in reading, especially in reading a long text.



they were also difficult to comprehend the text although the teacher had asked them to read three times, just some students who could answer the teacher's questions in the text and conclude the content of the text in some sentences. Another problem is the motivation of most students was quite low in reading. It could be seen from the class atmosphere when the teacher was teaching reading, they did not pay attention to the lesson, there were many students who were lazy to read and busy with themselves. As the result, student's score in reading was low.

K-W-L stands for words what I Know (K), what I Want to learn (W), and what I Learned(L). It is one of teaching reading technique developed by Donna Ogle (1986). It is an instructional reading technique designed for the teacher to help students learn and comprehend the text by activating reader's background knowledge. According to Donna Ogle (1986), K-W-L technique consists of three elements of instruction: what I know, what I want to learn and what I learned. Before reading activity, the teacher provides K-W-L Scheme or table. Firstly, the teacher begins reading activity by brainstorming students about everything they know about the topic. Then, they record the relevant information related to the text in the K column of the K-W-L scheme or table. Later, students generate a list of questions about what they Want to know about the topic in the W column. In the last session, during or after reading, students try to write all new information they have learned in L column, whether these information is an answer of the questions in W column or it is entirely new, he has never known before reading.

K-W-L Technique gives some advantages in increasing student's skill in reading comprehension. First, as a teaching reading technique K-W-L will help the students to engage with the reading text from the beginning of a reading lesson by activating their previous knowledge. Bailey (2002:1) states that accessing prior knowledge and engaging learners' interest before beginning a reading activity can improve learners' ability to make associations, enhance understanding, and increase comprehension. Besides, this technique guides students to be purposeful reader. Their reading activity will be purposed, so their think can be more focused on what things they are looking for in the text and they will easier understand what is the are reading. Their proficiency is enhanced in setting purposes for reading, searching information from texts, organizing that information into graphic outlines, and writing summaries based on those graphic outlines (Bader, 2007). Moreover, this technique will help the students to be active reader, because the students will be involved in reading activity in the beginning, while and after reading by following three instructions; what I know, what I want to learn and what I learned.

#### **A. Reading**

##### **Definition of Reading**

There are many definitions about reading. According to Walter R. Hill in *Secondary School Reading process , Program, procedure*, (Boston: Allyn and Bacon),1979 p.4 : "Reading is what the reader does to get the meaning he needs from textual sources. Reading is about understanding written texts. It is complex activity that involves both perception and thought". Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. Much of what we know about reading is based on studies conducted in English and other alphabetic languages.

Besides, Hudgson (1990) defines that Reading is a process that used by the reader to get the message from what the writer want to state in the form words of written language. It is a process that requires the reader to understand groups of written words and looked at short sight, but the meaning can be known accurately. If this can be completed, so the message either stated or unstated can be understood and the reading process can be done well.

Reading actually is a complex process which involves many things, not only spell the writing but also visual activity, thinking, psycholinguistic and Meta cognitive (Crawley and Mountain 1995, in Rahim 2005:2). Besides, Burns and friends (1984:11) states that reading is a complex act that have to be learn and it is as the further learning device. So, the people learn to read and read to learn.

##### **Aims of Reading**

In reading, a person should have the purpose. The person who had the purpose in reading will more easy to understand what they read than the person who did not. In teaching reading in the class the teacher should arrange the purpose of reading by providing particular purposes that will help the students in arranging their own purpose.

There were various purpose of reading. First, Based on Greenal and Swan (1986), the aim of reading are looking for the main ideas, obtaining specific information, comprehend the generic structure of the texts , predicting, checking understanding, concluding , summarizing and understanding ideas related to unknown vocabularies, understand the complex sentences, understand the writer style, assessing the text , reacting to the text and writing summarize from the text.

##### **Teaching Reading**

In teaching reading, the teacher should have some things. First, teachers must be aware of the progress that students are making and adjust instruction to the changing abilities of students. It is also important to remember that the goal of reading is to understand the text and to be able to learn from them. Reading is skill that will empower everyone

who learns it. They will be able to benefit from the store of knowledge in printed materials and ultimately to contribute to that knowledge. Good teaching will enable students to learn to read and read to learn. There are some instructions which can be used for the teacher in teaching reading. First, the teacher can discuss new words and concepts with students before reading a text is generally helpful. It helps the students to activate prior knowledge and improve comprehension. Then, asking students to tell everything they know about a topic is a useful way to begin to get students to activate their prior knowledge.

### **Reading Comprehension**

Definition of Reading comprehension actually same with definition of reading because comprehending the content of a reading text is the essence of reading activity. William (1984) stated that reading activity without comprehension can not be classified into reading activity. Flavel (1984:2) defined reading as a process whereby one look and understands what has been written. Also, Farr and Roger (1989) stated that reading is to comprehend and to assume otherwise to assume that to pronounce word correctly is to read. Those definitions clearly explained that reading activity can not be separated from comprehending the content of the text.

The definition of reading comprehension itself according to Mc Ginnif (1984-245) : “Reading comprehension is a complex process in which the reader uses their mental content to obtain meaning from written material.” It meant that in reading comprehension the readers will need to use combination between reading material and their prior knowledge connected with the content of the reading material.

### **B. K-W-L technique**

K-W-L” stands for what I Know (K), what I Will or Want to learn (W), and what I Learned (L). This technique developed by Donna Ogle (1986). KWL is an instructional scheme that develops active reading of expository texts by activating learners’ background knowledge (Bos & Vaughn, 2002). Students’ prior knowledge was activated by asking them what they already know; then students set goals focusing on what they want to learn; and after reading, students discuss what they have studied. Students applied higher-order thinking strategies which assist them to build meaning from what they read and help them examine their progress toward their goals. A worksheet was given to every student that includes columns for each of these activities. KWL was intended to be an exercise for students in the form of study group or class that can guide them in reading and understanding a text. The teacher could adapt the students to work alone, but discussions definitely help. It was composed of only three stages that reflected in a worksheet of three columns with the three letters: K-W-L (Know, Will or want to learn and Learned).

### **Procedure of K-W-L Technique**

Tiery (in Ririn 2008:39-41) explains three big steps of K-W-L technique. The first step is K (know), the second step is W (Will or want to know) and the third step was L (Learned). First, in K (Know) step, the teacher would encourage the students to activate their prior knowledge by asking their opinion and some questions about the theme, title, key words and illustration or picture in the text before reading activity was started. This question aimed to brainstorm the reader in recalling as much as possible their previous knowledge and information related to the topic. The teacher make a table consists of three columns belong to Know (K), Will or want to learn (W) and Learned (L). Then, the teacher guided the students to write all what he knows to answer the question related to the text to be read in K column.

### **The importance of K-W-L technique**

K-W-L technique was expected suitable for teaching and learning process of reading comprehension. It was because the characteristic of this technique which appropriate to solve the student’s problems in understanding a reading text. Rahim (2007: 41) stated that K-W-L Technique gives students the purpose of reading and gave active role to the students in the beginning, while and after reading. This technique also helped them think about new information from the text they read. This strategy also could strengthen student’s ability in developing questions from various topics. Students also could assess their result study themselves.

## **2.Method**

The researcher decides classroom action research as the research design of this study. Supardi (2009:110) stated that action research had three important characteristics. The first was reflective inquiry; an action research was from the problem which was faced by the teacher in teaching and learning process in the class. The second was collaborative, in order to conduct an action research, we can not do it by our self but we have to collaborate with other teacher. The third was reflective; an action research was emphasized on the reflective process from the process and the result of the research. It was different from the formal research which is emphasized on the experimental approach.

The research was conducted in D1 English Program of Industrial Engineering Department of Unicersity of Muhammadiyah Gresik. This class consisted of 36 students. They have various levels in English subject; low, average and high level.

Preliminary study was done by interviewing the teacher and doing observation in the class in order to know the real problem faced by the teacher and students in teaching and learning process. The problems of the students was

reading, especially in reading a long text, they were difficult to comprehend the content of the text in reading. Moreover, from the observation, the researcher can know how the teacher taught the students. The researcher saw that the teacher's method or technique in teaching English was not bad, but still there were some problems that can be found on her teaching.

### Steps of Classroom Action Research (CAR)

#### - Planning

Arranges the schedule for the implementation of K-W-L technique. Applying the strategy or technique was not enough if it was only one meeting so the researcher chooses four meetings to do this research. The first meeting was to distribute a pretest and socialized K-W-L technique, the second and third meetings gave treatment to the students by applying K-W-L technique and the fourth meeting was to give students' posttest.

#### - Acting

After planning stage, acting stage was the second step to implement the instructional strategy that has been planned. In this step, the researcher implemented K-W-L technique in teaching Reading Comprehension.

#### - Observing

The third stage was observing. At this stage, all of data which obtained from the implementation of K-W-L technique at the action stage were collected in order to be analyzed. Therefore, the researcher needed some instruments to help in collecting the data. Some instruments that used in this research were observation, test and questionnaire.

#### - Reflecting

Reflecting was the activity to investigate and to consider the result obtained from the observation. It consisted of: analysis, synthesis, explanation, and conclusion. The result of observation would be analyzed after the treatment, become the standard of change or improvement which is needed to do observation in the next cycle. If the treatment in the first cycle was not suitable with the purpose, so the researcher could change the plan of the treatment in the next cycle by pointing to the previous result. In this step, the researcher would analyze the data from observation, test and questionnaire to know the result of data analysis. The data would be analyzed quantitatively and qualitatively. Quantitative technique was used to analyze the result or score of reading comprehension test. Qualitative technique was used to analyze data from observation check list, field notes and questionnaire.

### 3. Findings and Discussion

The implementation of this K-W-L Technique was conducted in four meetings. The cycle was conducted for two weeks. The researcher has consideration if the first cycle was not achieved the success, the researcher would continue to the second cycle by modifying the lesson plan. In every meeting, the researcher always accompanied by the teacher partner. Here, the teacher partner helped the teacher to do observation in the classroom. The teacher partner had a role to record all the things that happened in the classroom by using checklist of students' performance and to take a note about the implementation of K-W-L technique and the teaching learning process based on the lesson plan. Besides, the teacher partner gave the critics and suggestion to the researcher. In the first cycle, there were four meetings. The implementation of each meeting is described as follows:

#### The First Meeting

##### a. Pre Teaching

Firstly, the teacher opened the class by greeting the students, praying and checking the attendance list. After that, before going to the main material, the teacher did apperception. When the teacher asked them, most of them could not answer because they did not know what the question mean. Therefore, the teacher sometimes used Indonesian to make the students easier to understand what she explained. Nevertheless, the teacher reminded students to use English for asking or answering questions when the class was going.

##### b. Whilst Teaching

In this part, teacher explained shortly about the definition, the kinds, the purpose, the generic structure and characteristics of the text. Then, before going to reading activity, the teacher explained about K-W-L technique that would be used as a technique in reading. The teacher explained that K-W-L consisted of three steps; Know (K), Want (W) and Learn (L) and how its procedure. After that, the teacher started to implement K-W-L technique by creating K-W-L chart on white board. The chart consisted of three column; K (Know), W (Want to learn), L (Learned) column.

##### *K (Know) step*

In this step, the teacher brainstormed the students to think of what they know about the text. It was aimed to activate student's background knowledge before reading the text. Then, she invited them to see the title or key words on the text in order to help them easier to think. After a few minutes, the teacher asked the students again. Most of them could not answer the teacher's question. There were only some students who could answer. They got difficulty to say it in English and afraid to have the wrong answer. Therefore, the teacher allowed them to say in Indonesian. She would help them to translate it.

##### *W (Want to learn) Step*

In this step, the teacher asked the students about what they wanted to know more from the text or what they don't know about the text. It was aimed to help students easier to understand the text. Here, the students stated what they know in

form of questions and the teacher would list them on W column. In order to make the easier in making questions, she asked students to use 5W+1 H questions. However, here most of the students just keep silent, only there were a few students who want to state their idea.

#### *L (Learned) Step*

Before going to read, the teacher asked the student see the text and find five difficult words. Then, the teacher gave the meaning to help them comprehend the content of the text. They mentioned enthusiastically, even more than five words they mentioned. After it was finished, the teacher allowed them to start reading silently. The time for reading is ten minutes. After they finished reading the text, the teacher continued to the last step of K-W-L technique, L (learned) step. She invited the students to answer questions they made on W column or they can mention new information they got from the text. The students stated their ideas and the teacher wrote it on white board. There were more students that want to state their ideas than before. The last step was finished, the teacher asked the students to do the task in their worksheet. There were two practices in the worksheet. The first is short essay question and the second is true or false question. Then, they could submit it after they finished

#### **a. Post Teaching**

The teacher closed the meeting by asking the students what they had learnt then reminded the material. The teacher also asked students about the difficulties they faced during the lesson so far. Most of them said that they difficult to say and write sentence in English. The teacher would try to treat them in the next meeting.

### **The Second Meeting**

#### **a. Pre Teaching**

Here the teacher reviewed the material given before. After that, she did apperception and asking some questions related to the text. Most of students looked curious and enthusiasm. They answered the etcher's questions although still used Indonesian.

#### **b. Whilst Teaching**

The teacher divided the students into groups in which one group consisted of five to six students. The teacher divided the groups based on their seat. The students looked like happy because they can gather with their close friends in a group. In this stage, the teacher applied K-W-L technique by lecturing and guiding. Before applying it, the teacher wanted to make sure that the students that they understand what they should do in K-W-L technique, so they did not confuse in teaching and learning process. Therefore, she asked to the students about what is K-W-L. There were only several girls who sat on front row could answer the teacher's questions, so the teacher reminded and explained the technique again. She also reminded that the students should be active in their group when teaching and learning process. Because they worked with the groups, so they should cooperate with all members inside the groups. The teacher asked every member of the group should be involved actively when they did K-W-L steps. Every group should delegate one or two of their member to state their idea and come forward to write down on white board. It should do by turns. If the students in every group could actively involve, it would add more point for her or his group. Also in the final, the groups that got the biggest point would get reward from the teacher. All students being noisy and seemed enthusiasm to compete when heard it.

#### *K (Know) Step*

Like in previous step, in this step the teacher would ask the students what they know about the text. It was aimed to help students in activating their background knowledge about the text. Most of the students said that actually they have known about the text, but they forgot what the text was told about. The students discussed and shared their thought with their group. After they discussed, one of the students in the third group raised hand and mention his or her group's idea. Here, most of students said that they got difficulty in making sentence in English. Therefore, the teacher gave example and guided them to make sentence. Then, the students began actively joined in learning and they want to try in making sentence in English although they could not make it well.

#### *W (Want to Learned) Step*

This step aimed to help student arrange the purpose of reading in order that they can easily understand the content of reading text. The teacher asked the students in every group to think of what they want to know from the text "The legend of Toba Lake" and arrange it in form of questions. As the K step, in this step one member of every group should mention the question first and then wrote it on whiteboard. All groups felt difficult to make the questions in English, but the teacher still asked them to try although it was not perfect. In this step, all the groups tried to come forward, but there was one group that passive when they did K-W-L technique.

#### *L (Learned) Step*

Before going to reading activity, the teacher asked all groups to look for two difficult words in the reading text and look for their meaning in the dictionary. After that, one member of every group should write on white board. This activity aimed to help all students in understanding text they would read. After that activity was finished, the students could start to read the text silently. As usual, the teacher gave 10 minutes to read. While the students read the text, the teacher moved around the class and checked the students who did not join in reading. They should answer the question they arranged in W step or make new sentences based on what they obtained after reading the text by listing in L (Learned) column. Here, the students were active enough. Some students came forward without the teacher asked them. However, there were also some students in groups to come forward just rely on their friend help in composing sentence.

After L step, the teacher asked the students to analyze the generic structure of the text with the groups. They discussed with the groups. After they finished, the teacher asked them to present in front of the class. Then, students did exercise in their worksheet.

### c. Post Teaching

The teacher closed the meeting by asking the students what they had learnt then reminded the material on that day and reviewed some mistakes in applying the strategy. The teacher asked the students about the problems they found and their argument about the strategy. Then teacher gave homework to look for a legend from the internet or book, and then they should analyze the generic structures. They did it in-group.

### Reflecting Stage

The problem statement of this research was how K-W-L Technique could improve student's reading comprehension skill. From the result of observation and score of pre test and post test, the researcher could conclude that the use of K-W-L technique in improving student's reading comprehension was successful. Moreover, it also could make the classroom atmosphere more active and students were more motivated. It can be showed by the teacher's diary journal in every meeting and the result from observation of students performance during joining the process of learning in the classroom.

The first meeting was introduction, so the teacher tried to introduce K-W-L technique and adapted with the students. When the teacher asked questions, most of them were confuse and could not answer the teacher's questions. They did not understand what the teacher said because they did not know the meaning. The teacher made K-W-L on the blackboard and explained to the students what they should do with it. The teacher wanted to know students' reading comprehension individually. Before reading and after reading, the teacher guided the students to do K(Know) step, W (Want to Know) step and Learned. In this first meeting, the technique could not run smoothly because students got difficulty to say and make sentence in English when filled K-W-L column. So, the teacher allowed them to say in Indonesian. After they read the text by implementing K-W-L technique, students did the worksheet individually. However, almost of the students got difficulty to answer the worksheet, there were only some students who were active to do this activity.

In the second meeting, the teacher implemented K-W-L technique to the students in teaching reading by grouping. The teacher taught narrative text about Legend. Firstly, the teacher remind about previous material and give apperception by asking some question related to the material. Then, she divided the students into groups in which one group consisted of five to six students. Actually, the teacher would divide them by counting, but most of students did not agree. The class being noisy, they want to be divided based on their seat. Therefore, to make conducive situation, the teacher finally followed what students want, the teacher divided the groups based on their seat. The way of this group division is purposed to make all the students feel enjoy and accustomed to apply the technique. Here, the teacher wanted that students can share their idea in-group. The teacher still guided them to do K-W-L technique. She asked all the groups to collect their sentence in K-W-L column. The group who has the most sentences will got more point from the teacher. It was good because the students feel more enthusiastic, but there was a weakness was faced, some students who was passive just rely on their friends' help. The students also still got difficulty in making sentence, so the teacher guided them to make a right sentence. Although still there were many mistakes on their sentence, but their activeness in teaching and learning process was better than previous meeting.

### Discussion

The first improvement was showed from student's score of post-test before and after the implementation of K-W-L technique in reading. In pre-test students average score was 56,30 and in post-test students average score was 76,15. It can be seen that after the implementation of K-W-L technique, the students score in post-test was increased. It means that teaching reading technique or strategy can influence student's reading comprehension ability. It is suitable with the statement of Muhibbin Syah (2006:123) that one of the factor that can influence student's achievement was the learning approach like the strategy, method or technique that used by the teacher in teaching and learning process.

K-W-L technique is one of the techniques which is very helpful to help students in improving their reading comprehension. It is because K-W-L technique used three instructional basic steps that implemented before, while and after reading. They are activating student's background knowledge by brainstorming, then deciding what they want to know from the text by collecting some questions related to the text they read, and the last is deciding what they have learned by answering questions they collected in the previous step. The three basic steps have their own function and advantages.

Before reading, the teacher instructed students to do K (Know) and W (Want to Know) steps. In K (Know) step, the teacher brainstormed students to think about what they know about the text by giving some questions or showing pictures related to the text, and then let them to fill their idea in K column individually or in group. It was aimed to activate student's prior or background knowledge. Gripe (2006) noted that during pre-reading readers should consider what they already know about the text because that knowledge can help them comprehend the text better.

After K step, the teacher was going to W (Want to Know) step. Here, the teacher instructed the students to think and to list what they want to know from the text in form of questions by giving some questions, showing pictures or playing video. Then, students wrote whatever they know about the topic, subject of the reading text. They did this in question form and use these questions as their aim while reading the text. Thus, while they were reading the text, they attempts to

find answers to them. It is important for students to develop their own questions both before and during reading so that they can be thoughtfully engaged while they are reading (Ciardiello, 2000; Lubliner, 2004). This activity helped them monitor their comprehension while they read the text.

After reading the text, the students answered the questions about what they have learned from reading the text in L (Learned) column. The students write all new information they have learned about this topic; whether the information is the answer to all questions in W column or it is entirely new, they have never known before (Lerner, 2000; Pressly & Woloshyn 1995). This activity helped the students to conclude the content of the text. Therefore, by using all K-W-L steps, students will be easier in comprehending the text.

Nevertheless, the implementation of K-W-L technique to improve student's reading comprehension also has some weaknesses. The first weakness is the teacher should be creative in presenting teaching material by using K-W-L technique. It was aimed to make students interested and involved actively in teaching and learning process. One of the ways is the teacher can use media like pictures, video, LCD, laptop to support the implementation of K-W-L technique. The use of media was very helpful to interest students in implementation of K-W-L technique. McCormick (2007) stated that using audiovisuals such as videos and DVDs is a strategy teachers often use after having students read the text, however it can be very effective when it is used before reading the text by building students' background knowledge and vocabulary. In K step, the teacher used pictures as the media to brainstorm students' background knowledge. Besides, in the third meeting the researcher used LCD to show video used to brainstorm before Know step. Students were more enthusiastic when the teacher did K-W-L step by using some additional media than just implement it without media. The second weakness is implementing K-W-L technique needs more much time. It is because students should follow the procedure of K-W-L step by step. Students need a long time to think in every step of K-W-L technique. Therefore, when implementing K-W-L technique, the teacher should organize and plan the time of all learning activities in every meeting accurately in order that the time allotment was sufficient to achieve the purpose of learning in one meeting.

## Conclusion

According to the findings and the discussions of the research, there are some conclusions that can be drawn. They are:

The implementation of K-W-L technique in teaching reading could enhance students' reading comprehension and students' activeness in the class. First, the result of this research showed that K-W-L Technique could improve students' reading comprehension. It can be shown from the score of students' average score of pre-test that higher than the passing grade. The passing grade is 65. The students' score showed the improvement of the students in reading narrative text. The students' scores of the pre-test were 56,30. The result of the students' scores in the post-test was 76,15. From those results, it can be concluded that the first criterion of success had been achieved. Besides, the result of observation checklist from the students' performance during the implementation showed that K-W-L technique could increase students' activeness. It also showed the percentage of the indicator of success in the observation form. There were several indicators of observation form. The result of each indicator would explain the classroom atmosphere condition including student performance. The result of observation scored in the form of percentage that for the first meeting was 36% (very poor), second meeting was 53% (fair), the third meeting was 63% (fair), while the last meeting was 80% (very good). It was shown that the students' performance was getting more increasing per meeting. There were only a few students who were not active during teaching and learning process and they were more enjoy joining the class in the last meeting. The second criterion of success is 75% students involved actively in teaching and learning process, so it can be concluded that the implementation of K-W-L technique could make classroom atmosphere more active and students were more motivated in learning. Thus, the second criterion of success was successful.

After finishing this classroom action research, analyzing the data and discussing the result regarding to the implementation of K-W-L technique, the researcher will give some recommendations for the English teacher, the school and for the next researcher who are related to this research.

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