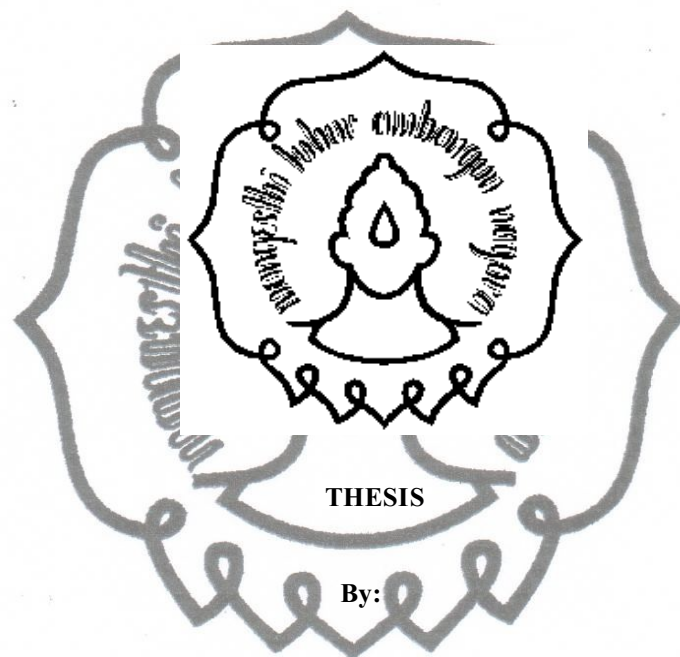


**IMPROVING THE STUDENTS' READING COMPREHENSION BY
USING KNOW, WANT TO KNOW, AND LEARN (KWL) TECHNIQUE**
(A Classroom Action Research at the Class X-A of SMAN 3 Sragen, Central Java
in the Academic Year of 2011/2012)



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Written to Fulfill One of the Requirements
to Get the Graduate Degree in English Education

**ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
SEBELAS MARET UNIVERSITY
SURAKARTA
2012**

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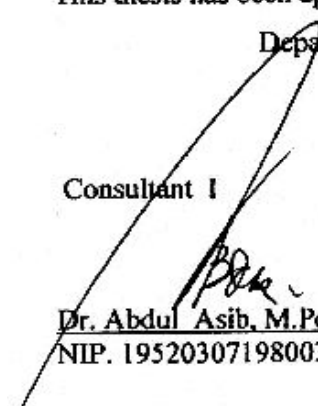
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(A Classroom Action Research at the Class X-A of SMAN 3 Sragen, Central Java
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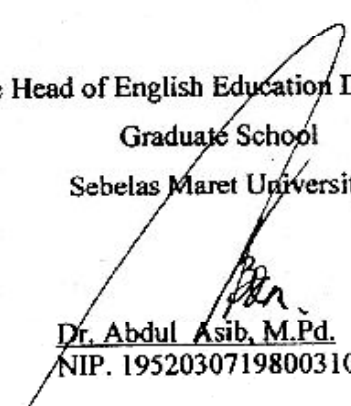
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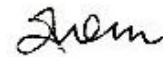
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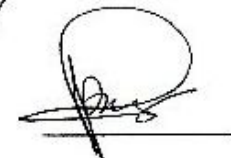
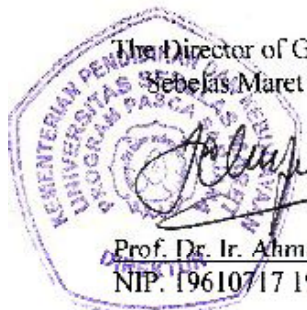
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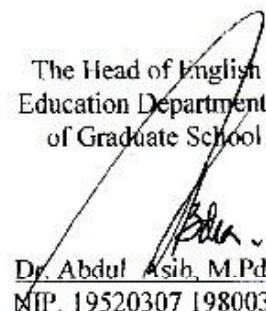



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PRONOUNCEMENT

I Declared wholeheartedly that this thesis entitled *Improving the Students' Reading Comprehension by Using Know, Want to Know, and Learn (KWL) Technique (A Classroom Action Research at the Class X-A of SMAN 3 Sragen, Central Java, in the Academic Year of 2011/2012)* is originally made by myself. It is not plagiarism, nor made by others. The things related to other people's work are written in quotation the source of which is listed in bibliography.

If then this pronouncement proves incorrect, I am ready to accept my academic punishment, including the withdrawal or cancellation of my academic degree.

Sragen, Oktober 21st, 2012

The researcher

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ABSTRACT

PANCARINI DYAH RAHAYUNINGSIH. S.891102033. *Improving the Students' Reading Comprehension by Using Know, Want to Know, and Learn (KWL) Technique (A Classroom Action Research at the Class X-A of SMAN 3 Sragen, Central Java, in the Academic Year of 2011/2012)*. Thesis. The First Consultant: Dr. Abdul Asib, M.Pd. The Second Consultant: Drs. Martono, M.A. Surakarta: English Education Department of Graduate School, Sebelas Maret University. 2012.

The objectives of this research are: (1) to identify whether the KWL can improve students' reading comprehension; and (2) to describe the class situation when the KWL is used in the teaching and learning process of reading comprehension in the class.

The subject of the research was the first grade of SMA N 3 Sragen, Central Java, in the academic year of 2011/2012. The research was conducted in two cycles: the first cycle consisted of three meetings, and so was the second cycle. The procedures of the research consisted of planning, acting, observing, and reflecting. To collect the data of students' reading competence, some instruments namely: tests, questionnaire, interview, and class observation were used. To analyze the quantitative data which were taken from the result of students' score, the researcher applied a descriptive statistics to know their enhancement in reading. Meanwhile, the researcher employed three action steps of data analysis: (1) reducing the data; (2) presenting the data; and (3) making the conclusion to analyze the qualitative data.

The result of the research shows that: (1) KWL technique could enhance students' reading comprehension in term of raising students' achievement in the case of finding out: (a) explicit information; (b) reference of pronouns; (c) words meaning; (d) main idea in the paragraph; and (e) implicit information in the text; and (2) KWL technique could enhance class situation, in term of: (a) the students' attention that make them concentrate on the lesson; (b) their participation and interaction when having and responding teacher's questions; and (c) the motivation to join the teaching and learning process in the class.

The research comes to the conclusion that there are some improvements of the students in reading comprehension using the KWL technique. It means that the KWL can improve the students' comprehension in comprehending English texts optimally. Based on the result of the research, it is recommended that the teachers and students should use the KWL as one of good alternative technique in teaching reading comprehension.

Key Words: *KWL, Students, and Reading Comprehension*

MOTTO

God gives us ease in everything we do, today, tomorrow, always, everyday
if we try so never give up because there is a will, there is a way.

(John Dryden, 1990: 18)



DEDICATION

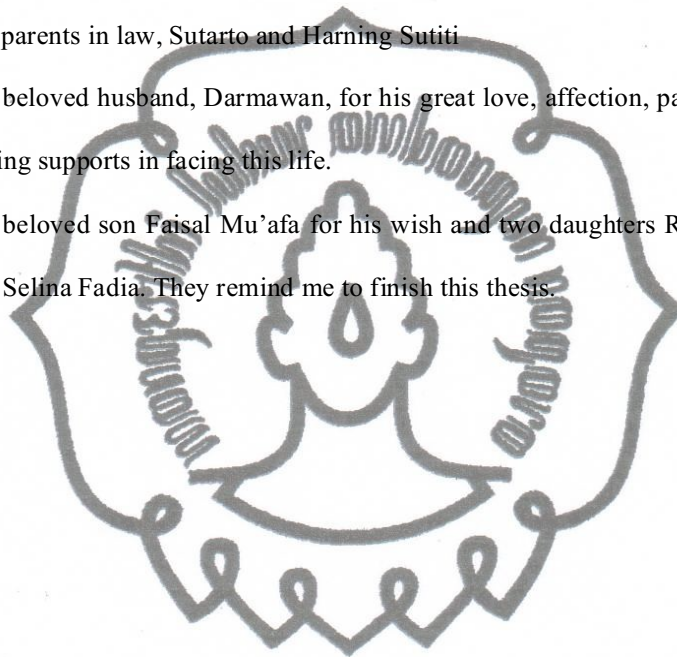
This thesis is humbly dedicated to:

My parents in my loving memory, Rukani Priyono and Wahyuni Yuni Istuti

My parents in law, Sutarto and Harning Sutiti

My beloved husband, Darmawan, for his great love, affection, patience, never ending supports in facing this life.

My beloved son Faisal Mu'afa for his wish and two daughters Rehana Safitri and Selina Fadia. They remind me to finish this thesis.



ACKNOWLEDGEMENT

The researcher praises to Allah SWT, for all the blesses, strengths, and opportunities given so that this thesis can be well completed. So many people have also given great contribution to help the researcher in conducting this research while it is impossible to mention all. She is very grateful and she would express her deep gratitude to the following people:

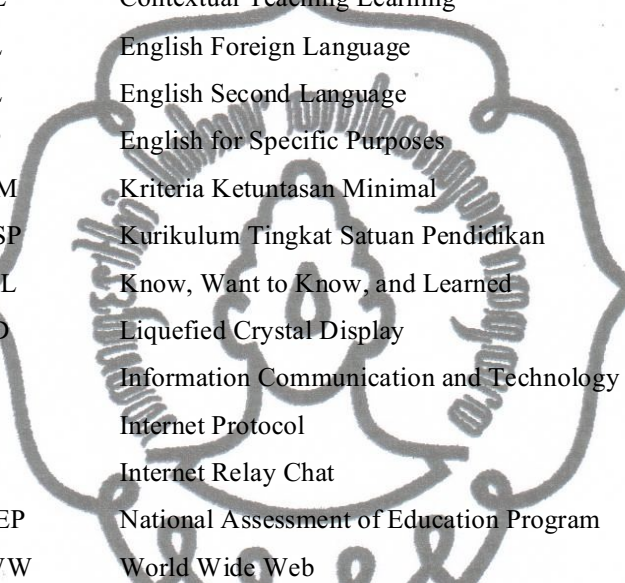
1. Prof. Dr. Ir. Ahmad Yunus, MS., Director of Graduate School of Sebelas Maret University Surakarta for the chance and facilities, so that the writer is able to finish the study well.
2. Dr. Abdul Asib, M.Pd, the Head of English Education Department of Graduate School of Sebelas Maret University Surakarta and the researcher's lecturer and first consultant for the chance, guidance, advice, suggestion, motivation, and criticism so that the writer is able to finish the research well.
3. Drs. Martono, M.A., the reseacher's lecturer and second consultant, for all guidance, advice, suggestion, motivation, and criticism. He has spent not only his time but also his energy to help the researcher finish this thesis.
4. Dra. Dewi Rochsantiningasih, M.Ed, PhD and Dr. Sujoko, M.A as chairperson and secretary of thesis examination.
5. Bambang Margono, S.Pd., M.Si., the Headmaster of SMAN 3 Sragen who has given me the permission as well as support to conduct the classroom action research in this school.
6. My collaborator, Sugiyati, S.Pd., who participates in this research and always gives some suggestions.
7. All my beloved students, especially X-A for giving valuable research data.

Finally, I would like to express my gratitude to those whom I cannot mention them one by one for their contribution so that I can accomplish my thesis well. I do hope that this thesis would be able to give contribution to anyone to improve ELT.

Sragen, Oktober 21st, 2012

Pancarini Dyah Rahayuningsih

ABBREVIATION



1. ACT	Action
2. CAR	Classroom Action Research
3. CCM	Constant Comparative Method
4. CTL	Contextual Teaching Learning
5. EFL	English Foreign Language
6. ESL	English Second Language
7. ESP	English for Specific Purposes
8. KKM	Kriteria Ketuntasan Minimal
9. KTSP	Kurikulum Tingkat Satuan Pendidikan
10. KWL	Know, Want to Know, and Learned
11. LCD	Liquefied Crystal Display
12. ICT	Information Communication and Technology
13. IP	Internet Protocol
14. IRC	Internet Relay Chat
15. NAEP	National Assessment of Education Program
16. WWW	World Wide Web

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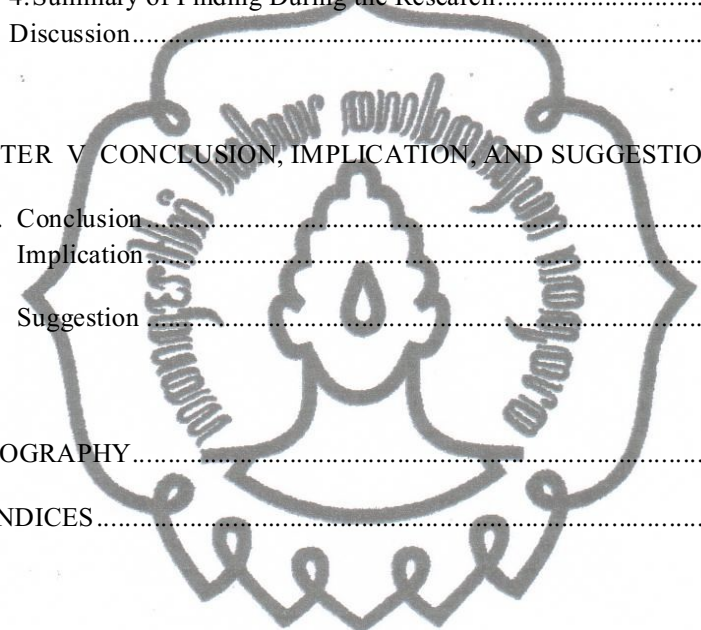
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CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, English as one of the foreign languages is taught from junior and senior high schools as a compulsory subject. In addition, English plays an important role as one of the subjects included in the national examination. The objective of English teaching and learning is to enable students to do English communication in both oral and written forms. Therefore, the emphasis of English teaching and learning is on developing students' four language skills, they are listening, speaking, reading, and writing. These language skills are closely related to one another. Since 1995, English has become one of the school subjects, which is taught at elementary schools. The purpose of the English lesson in the early stage of education is to introduce English as the first foreign language to the students. The main objective of the English lesson is to motivate and to support students in order to be ready and to be confident in learning English in higher level.

Reading is one of the important skills in English. Reading skill acquisition is the process of acquiring the basic skills necessary for learning to read; that is the ability to acquire meaning from print. In reading the students are asked turn writing into meaning and achieve the goals of independence, comprehension, and fluency. In other words, reading skills are specific abilities which enable a student: (1) to read the written form as meaningful language; (2) to read anything written with independence, comprehension and fluency; (3) to mentally interact with the message.

Reading in the senior high school is one of the skills that should be learnt by the students. The curriculum of SMA N 3 Sragen as mentioned in *Model KTSP SMA* (2007: 49) intends to obtain the achievement of competence standard in students' reading ability: (1) to understand the meaning in transactional and interpersonal conversation formally and sustainably; (2) to understand the meaning in the short functional and monologue texts in the form of recount, descriptive, procedure and news item; (3) to express the meaning in the transactional and interpersonal conversation text formally and sustainably; (4) to express the meaning in the short functional and monologue text in the form of recount, descriptive, procedure and news item; accurately, fluently and acceptably in the daily life context and to access the science; and (6) to express the meaning in the written monologue text/essay in the form of narrative in the daily life context. The target of the achievement in English competence is hoped more than 70 as *kriteria ketuntasan minimal (KKM)*. In the reading class students must master how to find the main idea, vocabulary, detail, and inference to comprehend the reading text.

As a matter of fact, there are some problems faced by the students of SMA N 3 Sragen in reading competence as follows: (1) They get obstacles to understand word meaning; (2) they get obstacles in finding main idea of the text; (3) most students have obstacles to identify detail information of the text; (4) they have obstacles to state the implicit information of text; and (5) they get obstacles to deduce the meaning. The condition is influenced by many factors. One of them is students did not have the courage to explain/to ask their obstacles to the teacher. They could not solve the problem given by their teacher.

In accordance with the result of pre-test, the researcher finds the score of the students' reading achievement. There are 32 students in the class, 4 students get the score > 70 , and 28 others get < 60 in daily test. So, the result of the students' English test is less than 30% achieving *KKM* 70.

Those problem occur because of some aspects, such as the inappropriate method used by the teacher in teaching and learning process that leads to some results such as student's boredom and inactivity which makes their marks low as worse as their reading proficiency that hasn't been fully improved. As a matter of fact, the methods used by the teachers in teaching reading in SMA Negeri 3 Sragen is still conventional ones. Most of teachers in this school believe that reading is so common and easy and no interaction used. The students must read and that is all that really matters. Commonly, the students are given a written text, then they are asked to answer several questions and sometimes to retell the text. This method has been applied for years. The parameter of their understanding is the correct responses they can give. In this method the teacher even does not realize whether the students really understand or not. What the teacher wants is merely the students' correct answers.

In real situation, the researcher does not find the ideal of reading teaching in SMA Negeri 3 Sragen because most English teachers still teach using conventional method in reading comprehension. Therefore, it is very important to provide an alternative technique to improve students' reading ability. To improve the students' reading comprehension, the researcher uses KWL technique in teaching reading as an implementasion for improving the students' reading ability.

According to Ogle (2006) KWL technique is an instructional reading technique that is used to guide students through a text. Students begin by brainstorming everything they *Know* about topic. This information is recorded in the K column of KWL chart. Students then generate a list of questions about what they *Want to Know* about the topic. These question are listed in the W column of the chart. During or after reading, students answer the questions that are in the *W* column. This new information that they have Learned is recorded in the L column of KWL chart. KWL is a teaching method that helps pupils develop tactical ways to learn new material with the use of questioning and accessing information from reliable sources. This method can be effective in promoting independence in learning. The ages and stages of development will determine the role the teacher plays in guiding pupils through the KWL proses

Based on the statement above the researcher wants to give solution to solve the problems through KWL, (Know, Want to know, Learned) technique. It, theoretically, can improve the students' reading comprehension (Ogle, 2006). Students learn together with friends by using KWL technique in solving their problem first, and finally they can solve their problem individually. By doing this, they feel comfortable. They feel "Together we can do it". This feeling becomes a motivation, which has a positive impact on their success. Beside that students who work together with friends attend the class more often and involved more in any kind of activity. Owing to the fact that the use of KWL technique in the teaching-learning process has a high contribution to the learning quality.

The researcher chooses KWL technique because it has some strengths.

They are:

1. It helps students understand what they have read.
2. Students are trained to have high self-confidence in their reading ability.

Those are the factors that motivate the researcher to use KWL technique to improve the students' reading comprehension.

B. Statement of the Problem

From the background of the study, the researcher has the research questions that should be answered:

1. Can KWL technique improve the students' reading comprehension in the Tenth Grade of SMAN 3 Sragen in the academic year of 2011/2012? If yes, to what extent is its improvement?
2. What happens with situation when the KWL technique is used in the reading class?

C. Objectives of the Study

Based on the formulation of the problem, the objectives of this research are:

1. To improve the students' reading comprehension in term of raising students' achievement the tenth grade of SMAN 3 Sragen in the academic year of 2011/2012.
2. To describe KWL technique applied in reading class in the tenth grade of SMAN 3 Sragen in the academic year of 2011/2012.

D. The Benefit of The Study

The findings of this class action research will give benefits to:

1. The students

The students' reading competence will be better and their motivation to read will enhance. Learning English by using the KWL technique is so exciting for them for the reason that it offers many things which are different from others. Besides, they can explore their knowledge through the technique. The technique helps them become better learner and have a better understanding to the reading comprehension.

2. The teachers

The result of this research can be useful input in teaching reading comprehension by using the KWL technique. The teachers can use the technique as one of the ways to improve the students' reading comprehension.

3. The researcher

The researcher will have more knowledge in selecting and using good technique, especially for teaching reading comprehension. The KWL technique has inspired the researcher to create the other technique for speaking, writing, and listening comprehensions.

4. The other researchers

The result is expected to be able to provide information for the other researchers, especially who want to explore more about the way to teach reading by KWL reading technique. The researchers can develop the KWL technique for not only reading comprehension, but also for speaking, writing, and listening comprehension.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theories of Reading

Searfoss and Readence (1994:9) state that Reading is receiving ideas, experiences, feelings, emotions, and concepts. It is an activity that permits one to gain vast knowledge. According to Braunger and Lewis (2001:3) reading is a complex, interactive process, using a basic skills and advanced strategies to make meaning. It is obvious that in reading activities, we make a communication with the writer by activating our prior knowledge and paraphrasing or drawing conclusion the writer's ideas into our own so that it will help us understand what the writer meant. Meanwhile, Davies (1995: 1) states that reading is private. It is a mental, or cognitive, process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time. Because of this privacy, the process of reading and responding to a writer is not directly observable. Grabe and Stoller (2002: 9) express a similar view of reading, stating that reading is the ability to draw meaning from the printed page and interpret this information appropriately. Futhermore, they also state that reading for general comprehension is the ability to understand information in a text and interpret it

From the ideas above, it can be concluded that reading is an activity of understanding information and interpreting meaning from written text as a piece of communication. Reading comprehension is the primary purpose for reading. Snow (2002:11) defines reading comprehension as the process of simultaneously

extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements: the reader who is doing the comprehending, the text that is to be comprehended, and the activity in which comprehension is a part.

According to Wainwright (2007:35) reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities. When we read, we should be able to recall information afterwards. What we can recall and how much we can recall depends on many factors. We should be able to select the important points from what we have read and be able to draw general conclusions. We should look for key words and phrases. We should be able to differentiate between fact and opinion. We should be able to make deductions, draw inferences, be aware of implications and interpret information. That is to say, we should be able to distinguish between denotative, or surface or literal, meaning and connotative, or hidden or unstated, meaning. In other words, we should be able to read both along and between the lines. We need to relate what we have read to our prior knowledge and experience to see it in context. That is why the wide and varied reading we discussed in the last chapter is so important. We should evaluate and discuss what we read with others.

From definitions above, it can be concluded that reading comprehension is a person's competence in reading. Someone can be said as a comprehensive reader if she/ he can: identify the meaning of words in the text, identify the forms of words in the text, search certain information from a text, identify characteristic of

thing/ person described in the text, identify the rhetorical steps of the text, identify the main idea of the text, and finally, identify the communicative purpose or the social function of the text.

1. Purposes of Reading

According to Revers and Temperly in Nunan (1992: 33), purposes of reading are as follows:

- a. To obtain information for some purpose or because we are curious about some topics
- b. To obtain instructions on how to perform some tasks for our work or daily life (e.g. knowing how an appliance works)
- c. To act in a play, play a game, do a puzzle
- d. To keep in touch with friends by correspondence or to understand business letters
- e. To know when or where something will take place or what is available
- f. To know what is happening or has happened (as reported in newspapers, magazines, reports)
- g. For enjoyment or excitement

2. Aspects of Reading

Some aspects of reading based on normal reading situation consist of three kinds. They are word recognition, comprehension and reflections.

- a. Word recognition

The degree of excellence in reading is determined, to a large extent, by the ability to recognize and pronounce words. The core of view that reading is

chiefly skill in recognizing words can be accuated by the form of the word itself. Decoding the printed page is one of examples of recognizing the oral equivalent of the written symbol.

b. Comprehension

Reading is not just transferring the symbol printed from page to the brain but the readers have to comprehend the content of what they read. Comprehension in reading becomes important because it makes the readers meaningful in their reading. In other word, their reading is not useless.

c. Reflection

The process of reading needs capability to hold ideas and to conceptualize meaningful interpretation through reflection. Globally, this aspect involves comprehension and word recognition.

3. Elements of Reading

There are several elements of reading, those are as follows:

a. Phonemic Awareness

Phonemic awareness is the ability to notice, think about, and work with the discrete sounds in spoken words. Reading research has consistently found that the ability to hear discrete sounds is important for reading. The ability to hear sounds in language is referred to as phonological awareness

b. Phonics

Phonics involves the relationships between letters and individual sounds, (also called Phonemes), and helping children to recognize that there are systematic and predictable relationships between written letters and spoken words.

The alphabet is considered to be a basic tool of the reader and writer, and many children have incomplete knowledge of lettersound relationships.

c. Fluency

Fluency is the ability to read a text quickly and accurately. Fluent readers recognize words automatically and group words as they read, creating a flow of words rather than pauses between words.

d. Vocabulary

Vocabulary refers to words and their meanings. Research has shown that vocabulary knowledge is an important predictor of reading comprehension ability. Children must have good vocabulary skills in order to communicate effectively; these skills apply to speaking, listening, reading, and writing.

e. Comprehension

Comprehension refers to the ability to understand what one is reading. Comprehension is more than just reading (or decoding) the words aloud. Children with strong comprehension skills are able to relate the text they are reading to what they already know, while constructing new knowledge and understanding. Two important types of comprehension for parents to know about are:

- 1) Literal Comprehension: understanding the factual information within the text
- 2) Inferential Comprehension: understanding one has of the relationship between text and personal experiences.

4. Strategies of Reading Comprehension

According to Adler (1998: 76), there are seven strategies in teaching students to comprehend the text:

1) Monitoring comprehension

Students who are good at monitoring their comprehension know when they understand what they read and when they do not. They have strategies to "fix" problems in their understanding as the problems arise. Research shows that instruction, even in the early grades, can help students become better at monitoring their comprehension.

2) Metacognition

Metacognition can be defined as "thinking about thinking." Good readers use metacognitive strategies to think about and have control over their reading. Before reading, they might clarify their purpose for reading and preview the text. During reading, they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and "fixing" any comprehension problems they have. After reading, they check their understanding of what they read.

3) Graphic and semantic organizers

Regardless of the label, graphic organizers can help readers focus on concepts and how they are related to other concepts. Graphic organizers help students read and understand textbooks and picture books.

4) Answering questions

Questions can be effective because they give students a purpose for reading, focus students' attention on what they are to learn, help students to think actively as they read, encourage students to monitor their comprehension, help students to review content and relate what they have learned to what they already know.

5) Generating questions

By generating questions, students become aware of whether they can answer the questions and if they understand what they are reading. Students learn to ask themselves questions that require them to combine information from different segments of text. For example, students can be taught to ask main idea questions that relate to important information in a text.

6) Recognizing story structure

In story structure instruction, students learn to identify the categories of content (characters, setting, events, problem, resolution). Often, students learn to recognize story structure through the use of story maps. Instruction in story structure improves students' comprehension.

7) Summarizing

Summarizing requires students to determine what is important in what they are reading and to put it into their own words. Instruction in summarizing helps students identify or generate main ideas, connect the main or central ideas, eliminate unnecessary information, remember what they read.

Moreover, Zimmerman and Hutchin (2001:46) state that there are several steps to make the reader comprehend the text, they are as follows:

- 1) Create mental images: Good readers create a wide range of visual, auditory, and other sensory images as they read, and they become emotionally involved with what they read.
- 2) Use background knowledge: Good readers use their relevant prior knowledge before, during, and after reading to enhance their understanding of what they're reading.

- 3) Ask questions: Good readers generate questions before, during, and after reading to clarify meaning, make predictions, and focus their attention on what's important.
- 4) Make inferences: Good readers use their prior knowledge and information from what they read to make predictions, seek answers to questions, draw conclusions, and create interpretations that deepen their understanding of the text.
- 5) Determine the most important ideas or themes: Good readers identify key ideas or themes as they read, and they can distinguish between important and unimportant information.
- 6) Synthesize information: Good readers track their thinking as it evolves during reading, to get the overall meaning.

5. The Techniques of Reading

Grellet (1981: 4) mentions the main ways of reading as follows:

a. Skimming

Skimming is quickly running one's eyes over a text to get the gist of it. Skimming is used to gather information quickly. According to Williams, the purpose of skimming is simply to see what a text is about (1999: 96). The reader skims in order to satisfy a very general curiosity about a text. It also helps the reader to recognize their thought and specify what information they can get from a book, so that their subsequent reading is more efficient, for example, reading a newspaper (quickly to get general news of the day), business and travel brochures (quickly to get the information).

b. Scanning

Scanning is quickly going through a text to find a particular piece of information. Scanning occurs when a reader goes through a text very quickly in order to find a particular point of information (Williams, 1999: 100). For example, a conference guide, airplane schedule. Scanning involves these steps:

- 1) Determine what key word to look for
- 2) Look quickly through the text for those words
- 3) When you find each word, read the sentence around it to see if they provide the information being sought.
- 4) If they do, not read further. If they do not continue scanning.

c. Extensive reading

Extensive reading is reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding. The text is always to be read for comprehension of main ideas, not for every detail word, for example, reading business books.

d. Intensive reading

Intensive reading is reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail. In this way, each text is read carefully and thoroughly for maximum comprehension, for example, a contract, a book keeping report.

6. Micro and Macroskill of Reading

Brown (2004: 187) states that there are macro and microskills in reading.

a. Microskills of reading are as follows:

- 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, systems patterns, 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 clauses.

b. Macroskills of reading are as follows:

- 1) Recognize the rhetorical forms of written discourse and their significance for interpretation
- 2) Recognize the communicative functions of written text, according to form and purpose
- 3) Infer context that is not explicit by using background knowledge
- 4) From events, ideas, etc. infer links, and connections between events, deduce causes and effects, and detect such relation as main idea, supporting idea, new information, given information, generalization, and exemplification

- 5) Distinguish between literal and implied meaning
- 6) Detect culturally specific references and interpret them in a context of the appropriate culture schemata
- 7) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for interpretation of text.

7. Construct and Indicators of Reading Skill

Based on the explanation above, it can be concluded that reading is a complex cognitive process of interpreting symbols for the intention of deriving meaning and/or constructing meaning in a social process, understanding the information, understanding the topic and the structure of the text, and understanding the communicative function.

The indicators of reading are:

- a. Word meaning
- b. Main idea
- c. Explicit/ detail information
- d. Implicit information
- e. Reference

B. Teaching Reading

1. Principles of Teaching Reading

Nation (2009: 8) states the principles for teaching reading. The following principles can guide the design and practice of a reading programme.

a. Meaning-focused Input

- 1) Practice and training in reading should be done for a range of reading purposes. A reading course should cover these purposes—reading to search for information (including skimming and scanning), reading to learn, reading for fun, reading to integrate information, reading to critique texts, and reading to write.
- 2) Learners should be doing reading that is appropriate to their language proficiency level. The course should include reading simplified material at a range of levels, particularly extensive reading of graded readers.
- 3) Reading should be used as a way of developing language proficiency. Learners should read with 98 percent coverage of the vocabulary in the text so that they can learn the remaining 2 percent through guessing from context.

b. Meaning-focused Output

Reading should be related to other language skills. The course should involve listening, speaking and writing activities related to the reading.

c. Language-focused Learning

- 1) Learners should be helped to develop the skills and knowledge needed for effective reading. The course should work on the subskills of reading and the language features needed to read, including phonemic awareness activities, phonics, spelling practice, vocabulary learning using word cards, and grammar study. Some of this can be done through intensive reading.
- 2) Learners should be given training and practice in a range of reading strategies. These strategies could include—previewing, setting a purpose, predicting, posing questions, connecting to background knowledge, paying attention to

text structure, guessing words from context, critiquing, and reflecting on the text. Janzen and Stoller (1998) describe a similar list of strategies.

- 3) Learners should be given training and practice in integrating a range of strategies. Learners should be familiar with a strategy package procedure like reciprocal teaching or concept-oriented reading (CORI).
- 4) Learners should become familiar with a range of text structures, such as those used in newspaper reports, stories, recounts and information reports.

d. Fluency Development

- 1) Learners should be helped and pushed to develop fluency in reading. They need to read material that is very familiar and contains no unknown language features. There should also be speed reading practice in word recognition and in reading for understanding. These can include activities like speed reading, repeated reading, paired reading, scanning, and skimming.
- 2) Learners should enjoy reading and feel motivated to read. Learners should have access to interesting texts and be involved in activities like listening to stories, independent reading, and shared reading (blown-up books). Native-speaking children like to read scary books, comics and cartoons, books about sports and magazines about popular culture (Worthy, Moorman and Turner, 1999). These are not usually found at school.
- 3) Learners should read a lot. This can be monitored and encouraged through the use of extensive reading and issue logs.

2. The Phases of Teaching Reading

According to Williams (1999: 37-39) there are three main phases needed to be followed in reading activity, namely:

a. Pre-reading

This phase is aimed to introduce and arouse learners' involvement, interest, and motivation in the topic. In this phase, teachers present activities that activate and build up background knowledge, while at the same time helping with vocabulary development, and trying to arouse learners' interest.

b. Whilst-reading

The main goals of whilst-reading phase are strategy and skill practice, and linguistic development, as well as helping learners to understand the writer's purpose, and the text structure and context. Some activities like answering comprehension question, completing diagrams or maps, making lists and taking notes are whilst-reading works.

c. Post-reading

This last phase is aimed to consolidate what has been read with learners' own knowledge, interest, or ideas. To achieve this objective, the teacher should give activities that contribute to the integration of reading with other language skills, for example, listing facts, summarizing, describing or providing information, discussion, et cetera.

C. KWL (Know, Want To Know, Learned)

1. KWL technique

In this session, the researcher discusses about the description of KWL technique, the advantages, and the strengths and weaknesses of KWL technique.

According to Ogle (2006: 49), KWL technique is an instructional reading technique that is used to guide students through a text. Students begin by

brainstorming everything they *Know* about topic. This information is recorded in the K column of KWL chart. Students then generate a list of questions about what they *Want to Know* about the topic. These question are listed in the W column of the chart. During or after reading, students answer the questions that are in the *W* column. This new information that they have Learned is recorded in the L column of KWL chart.

According Michael Susan in her journal (2008:5) KWL, comprehension strategy can be used at all grade levels. It works well with all types of text, but she has found that it is especially useful for understanding expository text. Based on the theories above the researcher would like to help students understanding what they are reading, students will be taught a reading comprehension strategy call KWL. K stands for what they know, W stands for what they want to know, and L stands for what they want to learn.

2. Advantage of Using KWL technique.

KWL technique benefit in many ways. Ogle (2006) stated that this technique can be used for brainstorming at the beginning of the lesson or unit to find out what students already know. KWL Technique can help students to monitor their comprehension. Finally KWL is intended to be an exercise, for a study group or class, which can guide students in reading and understanding a text. It can be adapted by students to work alone, but discussions definitely help. KWL technique provides an opportunity for the students to expand their ideas beyond the text.

3. Strengths and Weaknesses of KWL Technique.

Table 2.1. Strengths and Weaknesses of KWL Technique

No	Strengths	Weaknesses
1.	Elicits students prior knowledge. <ul style="list-style-type: none"> ▪ Students have to brainstorm their ideas and try to listing listing everything they know about the topic 	Difficult for students with no prior knowledge <ul style="list-style-type: none"> ▪ Students have a problem to listing in “K” column and hard for them to have a general idea of the topic
2.	Easy to use and organize. <ul style="list-style-type: none"> ▪ Students could divide the important and not so important points by dividing them into the appropriate column ▪ They could see clearly the points in order to answer the points in order to answer the comprehension questions 	Take time to complete. <ul style="list-style-type: none"> ▪ Students have to draw the framework and use a lot of time to think about what to list in each column. ▪ Not appropriate to use in exams because the time is limited.
3.	Set a purpose for reading. <ul style="list-style-type: none"> ▪ Readers have the idea about the text before reading the whole text. ▪ Readers be more focus to find the important points while reading. 	Not effective for reading fiction material. <ul style="list-style-type: none"> ▪ Readers do not have any ideas about the story or novel. So, this technique is not suitable.
4.	Encourage students to make a critical thinking. <ul style="list-style-type: none"> ▪ Students need to fill in the “L” column by thinking what they had learnt after reading the text. ▪ Students think hard want to know more about the topic by questioning in the column “W” 	Not proper for readers who has non active thinking. <ul style="list-style-type: none"> ▪ This technique serves as a model for active thinking during reading. ▪ So. It is not suitable for readers who has low thinking level and poor memory skills because they will not be able to expend their ideas beyond the text
5.	Helps students to monitor their comprehension and knowledge. <ul style="list-style-type: none"> ▪ Students know their vocabulary level and understanding ability. ▪ Students learn new topic and put an effort to study more about the topic in order to update their knowledge. 	Students will give up and get bored easily. When students fail to make a critical thinking by filling in the three column, they would give up and refuse to complete the framework.

4. KWL Technique in Classroom Activities.

Three steps in teaching reading are pre-reading activity, whilst-reading activity, and post-reading activity. In each step, the writer would like to explain the role of KWL Technique in the classroom activities:

a. Pre-reading Activity.

According to Boyton (Questia.com), how to use KWL Technique is as follow:

- Choose a text.
- Create KWL chart.
- Ask students to brainstorm words, term, or phrases they with a topic.
- Ask students what they know about the topic.
- Ask students to write what they know about the topic in the K column.

The researcher will follow Boyton's idea as the following: the researcher choose a text that be used in the teaching-learning process in the class first. Then the teacher creates a chart on the blackboard or on overhead transparency or on the piece of paper. The teacher asks the students to copy it to record information. The KWL chart can also be used in reading instruction at the beginning of a new unit.

Table 2.2. KWL Instruction

K (What I Know)	W (What I Want to Learn)	L (What I Learnt)
Write the information about what the students know in this space	Write the information about what the students want to know in this space	After the completion of the lesson or unit, write the information that the students learned in this space.

The teacher asks the students to brainstorm words, terms, or phrases that they associate with a topic. They record these associations in the K column of their charts. This is done until their ideas run out. The teacher engages student in a discussion about what they wrote in the K column. Not only has students like that but also tracher has questions to help students brainstorm their ideas. Sometimes students need more prompting like, "Tell me everything you know about.....," to get them started the teacher encourages students to explain associations.

b. Whilst-Reading Activity.

The teacher has students make a series of questions of what they want to know more of topic base upon what they list in the K column. First, they write sentences on the paper. Next, they turn all sentences into questions before writing them down. The questions helps them focus on their attention during reading the text. The questions are written in the W column.

c. Post-Reading Activity.

In this stage students answer to the questions in the W column during or after reading the text. In addition, they write the answers in the L column. After that the teacher discusses the information recorded in the L column in the reading class, and encourages students to search any questions in the W column that are not answered by them or the answers are not found in the text. Students must look for other resources to find out the answers to questions that were not answered in the text.

D. Review of Related Research

The first previous research has a relation to this thesis is written by Angkat Priyono in 2010. He is a Graduate Degree in English Education of UNS. He applies KWL Strategy in improving students' reading comprehension at class XI in SMA Negeri 1 Karangjati. In his research, he also observes the obstacles found by teacher, students-teacher in implimenting lessons plans and doing activities in teaching and learning process in KWL Strategy with the observation sheet provided. The obctacles occurs in previous cycle are as implements for the

next cycle. Finally, he concludes that KWL Strategy can improve students' reading comprehension for the second year of SMA Negeri 1 Karangjati.

The second research is Ferdinand Nicholas Boonde. He is also a Graduate Degree in English Education of UNS. His research is focused on improving the students' ability in comprehending English texts through the KWL Technique. Moreover, he finds that KWL Technique can improve students' ability in comprehending English texts. He recommended that 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. Finally, he concludes that there is a significant improvement of the students' ability in comprehending the text.

E. Rationale

Reading in SMA Negeri 3 Sragen, is one of the skills that should be learnt by the students. Based on the syllabus of School Level Curriculum, for example in grade X, it states that through reading students will be able to understand the meaning of short functional written text of simple essay in the form of procedure, recount, descriptive, and narrative in the daily life context and to access sciences. Furthermore, students are able to respond to the meaning of formal and informal short functional written text accurately, fluently, and acceptable in the daily life context. They are also demanded to fulfill the standard criteria of minimum requirement for their marks.

So far, students in class X-A have not shown a good result in their reading comprehension. Some student feel that reading is difficult. Some students perceive that reading is boring. They can not give their best performance and get involved in the activity that they do not like. On the other hand, they should face many requirements of competence in reading. It will be so difficult for students to fulfill them.

As the fact, the methods used by the teachers in teaching reading in SMA Negeri 3 Sragen are still conventional ones. The teacher gives written text and asks the students to read aloud or silently, and asks the students to answer several questions related to the text given. This method has been done year by year in teaching and learning process.

Knowing this condition, the researcher selected KWL Technique because it can be used to improve student' reading comprehension. KWL Technique also can be used to enhance their participation in the reading class. KWL technique is very helpful both individual and group work tasks. From the characteristics of KWL Technique above, it is believed that KWL Technique can improve students' reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A. Setting of the Research

1. Place

This action research is conducted at SMA Negeri 3 Sragen. It is located on jalan Dr. Sutomo no 2 phone number (0271 891021) Sragen, Central Java. This school has 27 classes. There are 9 classes of first grade, 9 classes of second grade, and 9 classes of third grade. Time allocation for English in the first grade is 4x45 minutes a week. There are 63 teachers, 6 of them are English teachers.

2. Time of Study

This research is conducted in the second semester, in January 2012 until July 2012 (2011/2012 academic year).

Table 3.1. The Time Table of the Research

No	ACTIVITIES	Month					
		Jan	Feb	March	April	June	July
1	Obsevation	x					
2	Writing proposal		x	x			
3	Revising proposal				x		
4	Seminar on proposal				x		
5	Conducting the research				x		
6	Collecting Data					x	
7	Analyzing Data					x	
8	Report writing						x

B. The Subject of the Research

The subject of this classroom action research is the first grade students of SMA Negeri 3 Sragen. There are 9 classes of the first grade students in this school. The researcher chooses one of them (class x-A) as a subject of the study. This class consists of 32 students. 10 male students and 22 female students The condition of the class is noisy in every lesson, so teachers get difficulty in handling the class. They don't have high spirit in learning process. Chatting is their habitual activity in doing the assignments.

In teaching learning process, especially in reading comprehension they get difficulties in understanding the text. Some of them are always silent and waiting their friend in doing the task. They have low motivation to read and find the way have to solve their problem in their lesson. That's why it is very necessary to improve their spirit and to make high motivation in learning reading. From the condition above the researcher concludes that the students of class x-A really have problems in understanding reading and that is become the reason why the researcher chooses that class as a subject of the study.

C. Research Method

The research is categorized as collaborative action research that becomes increasingly significant in contemporary professional teaching practice. There have been numerous definitions of action research proposed by some experts. According to Kemmis and McTaggart in McNiff (1992: 24), action research is a form of self reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational

practice, as well as their understanding of these practices and the situations in which these practices are carried out.

Moreover, Burns (1999: 30) proposes action research is the application of fact findings to practical problem solving in a social situation with a view to improve the quality of action within a social situation, involving collaboration and co-operation of research, practitioners and laymen. McNiff (1992: 4) states that action research is an approach to improve education through change by encouraging teachers to be aware of their own practice, to be critical of that practice, and to be prepared to change it.

Meanwhile, Burns (1999: 30) suggests four characteristics of action research. First, action research is contextual, small-scale and localized as it identifies and investigates problems within a specific situation. Second, it is aimed to bring about change and improvement in practice. Third, it provides collaborative work among teams of colleagues, practitioners and researchers. Forth or the last, it is based on the collection of the information or data to evaluate the changes in practices.

Collaboration in the action research is very essential. It is potentially more empowering than action research conducted individually as it offers a strong framework for whole-school change. The problems would be solved have to discuss with all related members. In collaboration, all related members active and contribute their knowledge and skill to the process of planning, implementation, actions, and analysis of the research. The findings will be implemented to improve both the process and products of action research.

Based on the explanations above, it can be concluded that action research is collaborative efforts to resolve crucial problems in a particular school in which all members; including teacher, students, and headmaster are responsible to change what is going on in school. So, collaboration in action research is very important.

In this research, the writer uses four steps: planning, action or implementation, observation, and reflection, as stated by Kemmis and Mc Taggart in Burn (1999: 32) “Action reseach occurs through a dynamic and complementary process which consist of four essential moments of planning, action, observation, and reflection”.

1. Planning; in planning, the writer (a) designs the syllabus; (b) design the lesson plan; (c) prepares the instrument; (d) prepares the material and the media; and (e) prepares some criteria for the success.
2. Action; in action, the write conducts: (a) pre-reading activity, where the teacher explains the objectives of the lesson; (b) while-reading activity, where the teacher has students make a series of questions of what they want to know more of topic base upon what they list in the K column. First, they write sentences on the paper. Next, they turn all sentences into questions before writing them down. The questions helps them focus on their attention during reading the text. The questions are written in the W column; (c) post reading activity, In this stage students answer to the questions in the W column during or after reading the text. In addition, they write the answers in the L column. After that the teacher discusses the information recorded in the L column in the reading class, and encourages students to search any questions in the W column that are not answered by them or the answers are not found in the text.

Students must look for other resources to find out the answers to questions that were not answered in the text.

3. Observation; in this step the activities in teaching and learning process are observed systematically by the teacher and the collaborator. The teacher observation list and checklist. In conducting the action plan, she asks the collaborator to observe and give some suggestion to make up and revise the plan.
4. Reflection; the result of the observation is evaluated by the researcher and collaborator. The result of the observation are analyzed and whether the students' reading comprehension improves or not. The writer's reflection is discussed with her collaborator. First reflection is done soon after the lesson, to give a feedback of the method used. Second reflection is done at the end of cycle. It is done to see whether the result of implementation of an action cycle has met the set up criteria. If the result matches with the criteria of success, the action will be stopped. If the action doesn't meet the set of criteria, some improvement are needed by revising the plan.

D. Technique of Collecting Data

There are many techniques which are used to collect data accurately. Such as (1) Observation; (2) Interview; (3) Questionnaire; and (4) Test.

1. Observation

The real observation is observation and analysis as the teaching learning actually happen by using any electronic means of recalling the data and will be done by making checklist or simply taking notes (Wallace, 1998: 106).

Observation is done to collect the data. This technique can be done by closely watching and noticing classroom events, interaction, activities, either as a participant in the classroom or as an observer of another teacher's observation. In this study, the researcher is teacher who teaches English using KWL technique. She observes the students activities while teaching learning process occurs. She also makes collaborative efforts with her collaborator to explore teaching possibilities by observing all the students' activities and situation during teaching-learning process using KWL technique

2. Interview

The writer interviews the students about their personal perceptions, experiences, opinion, and ideas related to all classroom action research.

3. Questionnaire

According to Burns (1999: 129) questionnaire is easier and less time consuming to administer the interview and the responses of a large number of informations can be gathered. Related to this statement questionnaire will be given by the researcher before and after treatment to the students to get information from them about their activities, opinions, expectations, and attitudes and oerceptions. The researcher asked the students to fill the questionnaire by reading the questionnaire and put \checkmark to one of the responses.

4. Test

According to Brown (2004: 3) a test is a method of measuring a person's ability; knowledge, or performance in a given domain. The goal in giving test was to measure the students' achievement in reading comprehension. Tests were pre-test and post-test. Pre-Test was given to the students before being taught using

KWL technique and Post-Test was given to the students after being taught using KWL technique. It's aim to know whether the students' reading comprehension improves or not, before and after taught using KWL technique.

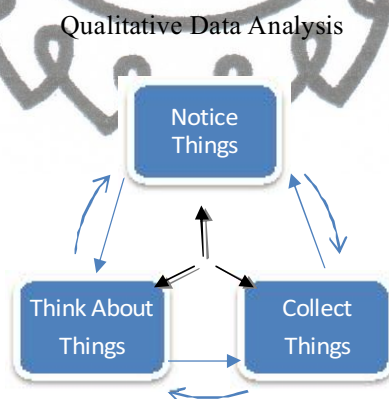
E. Technique of Analyzing Data

There are two techniques in analyzing the data quantitatively and qualitatively.

1. Qualitative data

Qualitative data are described by using words and sentences to get the conclusion. It consists of three parts: Noticing, Collecting, and Thinking about interesting things. Figure 2 represents the process and the relationships among its parts.

Figure 3.1. The Data Analysis Process



As **Figure 2** suggests, the QDA process is not linear. When you do QDA you do not simply Notice, Collect, and then Think about things, and then write a report. (Seidel, 1991: 107). In short, after collecting the data, the researcher analyzes the data using related analysis, as it isn't linear as stated in the theory above. It is used to draw conclusion in form of word or sentences. It is started

from reducing the data, presenting them, and finally drawing conclusion. The conclusion drawn can lead into the next notification to the next research.

2. Quantitative Data

The researcher applies students' previous marks (pre-test) and in the end, the students are given post-test to know whether KWL technique can improve the students' reading comprehension. The result of the test are analysed by using descriptive statistics. It analyzes the result of teaching and learning process to know the difference between before and after the cycle. To measure students' understanding of the text, the researcher uses the percentage correlation formula as follows:

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

Where:

S = the student's mastery in %

R = the student's right answer

N = the maximum number of the whole answer

SM = Standard Mark (100)

To determine the students' reading comprehension level, the researcher uses five categories, as stated in Suharsimi's (1998: 38) category system as follows:

Tabel 3.2. Reading Comprehension Level

PERCENTAGE	INTERPRETATION
81-100	Very good
61-80	Good
41-60	Fair
21-40	Poor
0-20	Very poor

To know the results of this research, the reseacher compares the mean score of pre-test and post-test using a formula proposed by Purwanto (1985: 38)

$$M = \frac{\Sigma}{N}$$

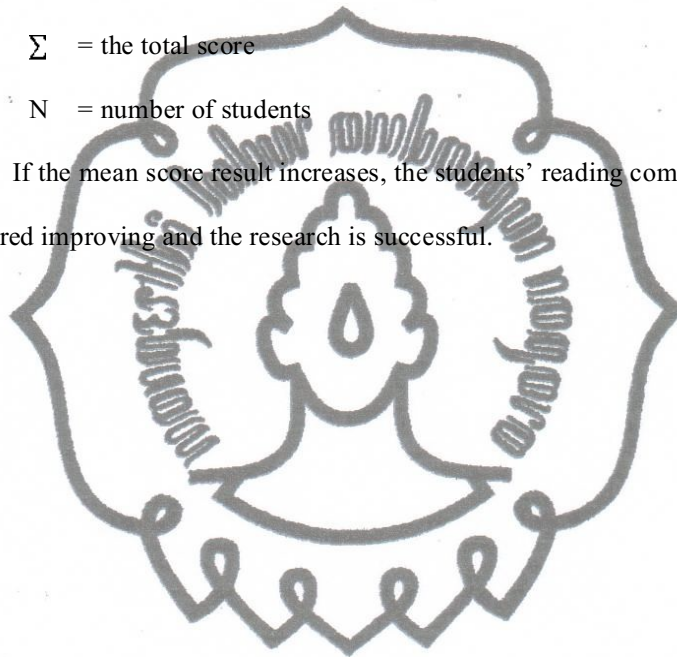
Where:

M = mean (the score)

Σ = the total score

N = number of students

If the mean score result increases, the students' reading comprehension is considered improving and the research is successful.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter has two sections. Section A relates to the research finding in which it describes the condition before research, the process of the research, and the implementation of the research. Finally, section B describes the discussion.

A. Research Findings

This research aims at finding out whether the use of KWL technique can enhance students' reading competence and identifying to what extent the enhancement is. Furthermore, the research describes the teaching learning situation when the multimedia is implemented in reading class. The research is carried out at SMA N 3 Sragen, Central Java. This school is one of the favorite school in Sragen, regency. This condition is proven by the numbers of students who are from many regents in Sragen, Ngawi, and Karanganyar.

1. The Description of the Previous Situation

The situation before the research was identified in pre-research stage. Based on the preliminary observation of the students X-A, it was shown that they lacked of reading competence. This difficulty was identified when the teacher asked questions especially for finding out main ideas and words' meaning in the text. Besides, they also got difficulties to identify explicit information, implicit information, and reference of pronouns in the text. The lacks of reading competence were shown through the following indicators: first, the students got difficulty to answer questions about main idea; second, the students got difficult to answer questions about reference indicated when they were asked about

reference, they could not relate between one clue to another; third, the students got difficulty in identifying words' meaning in the text. Most of students still identified the words' meaning uncontextually. Fourth, they got problem in answering questions dealing with explicit information written in the text. The last one was that they were all lost in finding out the implicit information in the text.

Another problem faced by the students was class situation. These problems made the situation worse. The students were passive during the teaching and learning process. They even showed no interest toward the subject. Then, their low cooperation completed their negative response to reading class. The students' passivity in the class was indicated as students kept silent during teaching and learning process and they also had no response when they were asked question. In addition to their passivity, the students also showed no interest toward reading class, many of them came late to the class, and some often went out during the class. In addition, their low cooperation was identified as they had no courage to share ideas with friends, tended to work individually, and talked about topics out of the discussion.

There were some causes of the problems mentioned above. The first cause was from the students. It was identified that the students' vocabulary mastery was poor. Then, students had no contributive model during work group activity and independent activity. Besides, they got less chances to present their work, and often looked at the friends' work during the exam. From the teacher's point of view, the teaching learning process showed that it was monotonous. Teachers less monitored the students' activity, and showed the teacher-center in the teaching and learning process. The teacher was also less in implementing

media to support the teaching and learning process. The technique which was applied during teaching learning process made the students in such passive situation as they often got broad oral explanation from their teacher. The teacher's broad oral explanation was even considered fast to the students. Furthermore, the class situation made students got bored and uninterested to follow the class. They lacked of motivation and were afraid of getting some mistakes while expressing their ideas. The participation of them in teaching and learning process was low, and tend to be passive. They did not give attention to the lesson, ignored and avoided the chances to understand the material given. The longer texts given to them and their different background of knowledge made the class become difficult to be handled. Moreover, the techniques and references also made the students get bored, and have difficult to access the material.

The main problems that could be identified are: students' problem in comprehending the text and reading class situation. Furthermore, the researcher found out the causes of the problem. They are also written in the table below. The result of pre-research is summarized in table 4.1.

Table 4.1. The Result of Previous Condition

Condition	Indicators
1. Students' Reading Competence	<ul style="list-style-type: none"> • Finding out main idea in a paragraph. • Finding out implicit information. • Finding out explicit information. • Finding out word's meaning in the text. • Finding out reference of pronouns in the text.
2. Reading Class Situation	<ul style="list-style-type: none"> • Being passive during the teaching and learning process. • No interest toward the subject. • No response while being asked questions. • Coming late to the class. • Going out during the class. • Keeping silent during lecturing. • Having no courage to share ideas with friends. • Tending to work individually. • Talking about their own topics out of the discussion.
3. The Causes of the	Teacher :

Problem	<ul style="list-style-type: none"> • Monotonous technique in teaching and learning process. • Less monitoring in the students' activity. • Dominating class with broad oral explanation. • Presenting the material too fast. • Teacher-center in teaching and learning process. • Less in implementing media to support the teaching and learning process. <p><u>Student:</u></p> <ul style="list-style-type: none"> • Having poor of vocabulary mastery. • Getting less model of work group and independent activities. • Less practicing in the reading competences' exercises. • Getting less chances to present their work. • Often looking at the friends' work during the exam. <p><u>Class Situation:</u></p> <ul style="list-style-type: none"> • Having low motivation to follow the class • Being afraid of expressing their ideas and making some mistakes • Getting long texts from printed media • Having different background of knowledge • Limited media and references supporting students to enhance their reading competence
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The condition before the research is described in more detail in the following section:

a. Students' Reading Competence

The reading competence of students X-A of SMA N 3 Sragen, Central Java, was poor. This condition was identified as they incorrectly interpreted main idea and implicit information. When they had those types of questions, the answers of the questions often tended to lead to the specific details rather than to their ideas. Another important skill to notice is in finding explicit information written in the text. When they are asked to find out it, they often failed in determining the key concept of the selection. The low skill in scanning a certain word or phrase become the students difficulty in reading competence. The lack of skimming skill made them difficult to find out the main idea of the paragraph. Overall, this condition was identified as their pre-test score which was gained in preliminary research was mostly unsatisfying. The complete distribution of the

students' score in pre-test is listed in the Graphic 4.1. , in the Table 4.2. and Table 4.3.

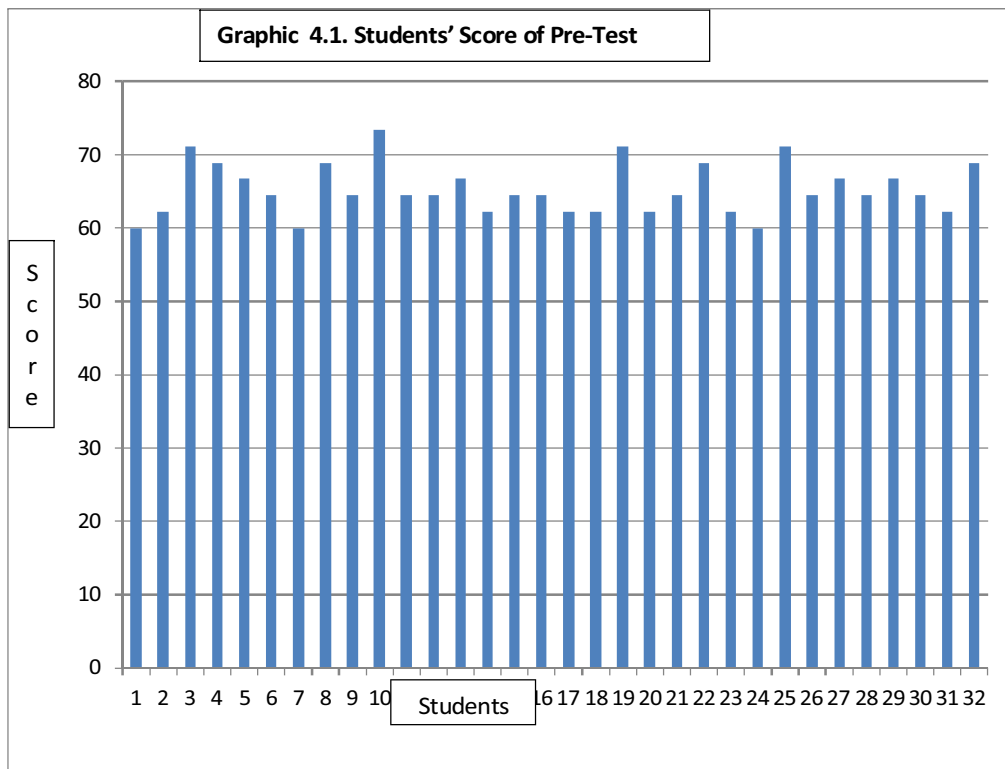


Table 4.2. Students's Score of Pre-Test

No.	Explanation	Students' Score of Pre-Test
1.	Highest	73.33
2.	Lowest	60.00
3.	Average	66.46

Table 4.3. Students's Indicator Score of Pre-Test

No.	Indicators	Students' Score of Pre-Test
1	Explicit Information (10 items)	62.19
2	Main Idea (9 items)	64.58
3	Word Meaning (10 items)	65.94
4	Reference (8 items)	76.17
5	Implicit Information (8 items)	64.84

The graphic 4.1. and the table 4.2. of students' score in pre-test above indicates that students' reading competence is still poor. The proof is that the total 32 students; three students get 60.00, twenty five students get between 60.00 and 70.00, and four students get above 70.00. The highest score is 73.33 and the lowest score is 60.00. Those result 66.46 for the average score in this test. It means that there are only four students who passes the criteria of minimum requirement, 70.00.

Moreover, the table 4.3. of students' indicator score in pre-test above clearly showed that there was no indicator which passed the criteria of minimum requirement, 70.00. It means that the enhancement is needed. In this case, the researcher will use the interactive reading multimedia to enhance students' reading competence.

b. Class Situation

Before conducting the research, the teaching and learning process was not inspiring. In teaching reading, the writer usually explained a lot to her students with broad oral explanation using English. In reading class, basically, the researcher had applied the three stages of teaching reading that is pre reading, during reading, and post reading. However, it did not work very well since there were a lot of missing parts which students should get from my explanation.

Based on the result of the observation, the situation of the reading class was monotonous. The reading class usually stayed silent when the researcher began to explain the material. They seemed paying attention to her explanation. Surprisingly, when she asked them what she had already explained, they often responded differently. Some students kept silent; some other smiled, and the other

said that they still did not understand. In contrast to this, the situation switched differently when the teacher set them into some groups. The class began so crowded. Some students began to talk to friends next to them. Some other students were keeping silent enjoying their seat and seemed pretending to be serious with the task.

Knowing that case, the writer tried to turn herself into certain action to get the students' attention to answer the question from the given material. Then, they said that they still did not understand. Then the writer explained again the material with the way she presented the material in her regular speech. Doing so, the researcher often enjoyed herself explaining them the material they had.

In short, instead of having made crowded in the classroom, students stayed silent when they are in independent task. Badly, when the writer asked them, most students would be "*keeping silent*", "*smiling*", and "*I don't understand*". It did not mean the writer negated some students who could answer her questions. The revealed fact showed that they were not more than six students out of thirty four students in the class who could actively participated in the reading class. In fact, that was not satisfying for the writer.

c. Causes of Reading Competence Problems

Knowing that reading was still difficult for students, the writer tried to know what caused their difficulties. The difficulties of reading competence were based on the three important aspects. They were from the teacher, the students, and class situation.

From the teacher's point of view, as it was identified, the causes from the teacher were the monotonous teaching learning process; less monitoring, dominating the class with broad oral explanation, and the fast explanation. These causes were in line with the students' result from questionnaire. It showed that 37.25%, after being graded, students felt bored with the teaching technique. Furthermore, 62.50% stated that the way teacher conducted the class was dominating. 75% from 34 students stated that the teacher presentation was very fast. 65% students agreed that teacher seldom monitored during the group discussion. In accordance to interview result, student YW said that boring technique to be his first impression during the last reading class. The other two students, YT and WR, mention their uniformity for the source of problems as the boring, from the teacher to be number 1. They added that the teacher spoke very fast during explaining the material. In short, the teacher had caused the difficulties in reading competence in term of monotonous teaching learning process; less monitoring, dominating class with broad oral explanation, and the fast presentation.

The other cause was from the students, it was identified that the students' vocabulary mastery was poor. The, students have no contributive model during work group activity and independent activity. These two causes were supported by the result of questionnaire and interview. From the result of the students' questionnaire, vocabulary mastery took position number 2 below the teacher's boring technique. Furthermore, students agreed that they had lacked of model in guided session during workgroup activities and independent activities. 75% showed this condition. Interviewing students, it was found that student YW

got difficulties in reading competence due to the boring technique from the teacher and his low vocabulary mastery. The other two students, YT and WR, mentioned their uniformity for the source of problems as the boring technique from the teacher to be number 1, in turn, YT and WR differed to each other. YT stated that the next source was vocabulary mastery, material, and lack of practice. The detail about the result of questionnaire can be seen in the appendix.

The class condition got worse because it was not conducive for the teaching learning process. It was known from the results of the researcher's and the collaborator's field notes of the observation and the students questionnaires and interviews. First, the students completed their tasks in time. If they had difficulty in understanding texts or exercises' instruction, they did not ask the teacher's or their friends' help. It was because they were too shy and afraid to do that. There was no response for the questions asked by the teacher. They just kept silent and did nothing until the teacher came to help them.

Second, the class situation was so noisy. The active students tried to finish their task as soon as possible. They tried to discuss it together. On the other hand, the passive students only chatted with their friends with the topic that was out of the material being discussed. What they did in class was only waiting for their smart friends completed the exercises, then just copied the answers. This fact triggered the noise in the class. The third fact was the students' participation toward the lesson was low. They did not pay attention on the lecture. Some students often chatted with their friends while the teacher was explaining the lesson. It was because they lacked of motivation to follow the class well. In addition, the longer reading text made them get bored and become passive.

The researcher observed that there were many problems which had to be solved immediately. The students lacked of motivation in reading. Some students often came late to the class. Some other often asked permission to go outside for many reasons. In addition, the workgroup activity often failed to its direction. Furthermore, the students' reading competence still very low and many of them were not aware the importance of reading. Moreover, the teacher presented the material using broad oral explanation that resulted on the confusion of the students. For these reasons, students felt that the teacher is dominating the class and the students had less chance to practice.

There is a way to overcome those problems that make students unable to understand the text and have low motivation. According to the researcher, the first thing to do was to change technique of teaching reading from teacher-centered into student-centered; the technique that can enhance students' competence and put them as active ones. Furthermore, the technique should fulfill the need of the teaching reading competence. In this case the researcher used KWL (Know, Want to Know, and Learned).

2. Research Implementation

Having identified the problem found in the preliminary research, the researcher tried to overcome those problems by implementing the KWL technique in teaching reading competence. The research implementation was divided into two cycles; Cycle 1 and Cycle 2. The overview of the implementation of the research is shown in Table 4.4.

Table 4.4. The Overview of the Implementation of the Research

Pre-Research	
<ul style="list-style-type: none"> ○ Gaining Baseline Data ○ Interviewing Students ○ Giving Questionnaire ○ Conducting Pre-Test 	
I. Research Implementation	
Cycle I	
<u>Meeting I</u>	
May 8, 2012	: Using KWL as technique to teach main idea, explicit information, implicit information, word's meaning, and reference of pronouns. <i>Pangeran Diponegoro</i>
<u>Meeting II</u>	
May 16, 2012	: <i>The Well-Known City</i>
<u>Meeting III</u>	
May 23, 2012	: <i>RSBI School of Central Java</i>
May 30, 2012	: Post Test 1
Cycle 2	
<u>Meeting I</u>	
June 6, 2012	: Using KWL as technique to teach main idea, explicit information, implicit information, word's meaning, and reference of pronouns that more focuses on main idea and implicit information. <i>The Expensive Cars</i>
<u>Meeting II</u>	
June 12, 2012	: <i>Students in Lombok</i>
<u>Meeting III</u>	
June 18, 2012	: <i>Lebaran Day</i>
June 25, 2012	: Post Test 2

Based on the table above, it can be described that the first cycle used KWL to teach all of indicators such as: main idea, explicit information, implicit information, word's meaning, and reference of pronouns. The materials were descriptive text. Meanwhile, the second cycle used KWL to teach the same indicators stated, but it more focuses on finding out main idea and implicit information. The materials for this cycle were descriptive texts. The result of the first cycle became the consideration of the planning of the second cycle. Each cycle considered four steps. The steps were: (1) planning the action; (2) implementation the action; (3) observing the action; and (4) reflecting of the

observation result. The whole of the research implementation is provided in the table 4.5.

Table 4.5. Description of the Research Implementation

Problem	Students had low reading competence and motivation
Solution	Teaching reading using KWL technique
Students	The tenth students of SMA N 3 Sragen, Central Java in the academic year of 2011/2012
Cycle	2 Cycles
Cycle 1	Using KWL to teach the indicators of main idea, explicit information, implicit information, words' meaning, and reference of pronouns.
Planning	Dividing the main teaching activities into three phases: pre-reading, whilst reading, and post-reading
Action	<p>M1 : The explanation of main idea, explicit information, implicit information, words' meaning, and reference of pronouns. (Session for modelling the use of KWL) <i>Pangeran Diponegoro</i></p> <p>M2 : <i>The Well-Known City</i> (Session for group activity);</p> <p>M3 : <i>RSBI School of Central Java</i></p>
Observation	<p><u>Students :</u> More interested in text, understanding toward the text is better especially in main idea and reference, vocabulary improved, fewer students came late, and fewer students asked permission to go out from the class</p> <p><u>Teacher :</u> Prepared the material well, gave modelling, provided students more</p> <p><u>Class situation :</u> Students ever still needed special care, group had broken down the ice.</p>
Reflection	<p><i>Teaching and Learning Situation</i></p> <p><u>Strengths:</u> Fewer students came late, fewer students asked permission to go out from the class, divided the main teaching activities into three phases, divided students into small groups</p> <p><u>Weaknesses:</u> Teacher could not assist the students equally because some groups needed longer assistance. Teachers' presentation was still considered fast. Group work still needed spacial care. Students still had no bravery to ask questions. Many students complained about the difficult material.</p> <p><i>Students' Reading Competence</i></p> <p><u>Strengths:</u> Vocabulary improved, understanding toward text was better. There were four indicators passing the standard of minimum requirement, 70.00, such as finding out words' meaning based on the context, explicit information, and reference of pronouns. The average score increased from 65.27 to 71.18 in post test 1.</p> <p><u>Weaknesses:</u> There were two indicators that have not passed for the criteria of minimum requirement, such as finding main idea of the paragraph and implicit information in the text. Almost all of students lacked of practicing reading competence exercises.</p>
Post-Test 1	The post-test was conducted
Cycle 2	Using KWL to teach the indicators of main idea, explicit information, implicit information, words' meaning, and reference of pronouns. The lecture emphasizes on main idea and implicit information that have scores lower than the criteria of minimum requirement, 70.00.

Planning	Sharing idea with the Collaborator, making lesson plan, preparing handout for descriptive texts, dividing the main teaching activities into three phases: e.g. pre-reading, whilst reading, and post-reading
Action	M1 : <i>The Expensive Cars</i> (Session for group Activity) M2 : <i>Students in Lombok</i> (Session for individual activity) M3 : <i>Lebaran day</i>
Observation	<u>Students</u> : Enjoyed the class with the text, had bravery to ask questions, deeper understanding toward the text for main idea and improvement of implicit information, deeper understanding toward the text for main idea and improvement for implicit information, vocabulary improved, group work ran smoothly, no complaint about the material anymore, no students came late, and no students asked permission to go out from class except for special need, the text was easier than the selection before. <u>Teacher</u> : Prepared the material well, gave modelling, divided the main teaching activities into three phases, divided students into small groups, provided students more time to practice and question, assisted the low students better, the presentation was clear than before. <u>Class Situation</u> : There was no student coming late. They were very active to follow the lecture, and more interesting. The discussion among them ran well.
Post-Test 2	The post test was conducted
Final Reflection	<i>Students' Reading Competence</i> : The students' reading competence has improved significantly such as in finding out main idea, explicit information, implicit information, words' meaning, and reference of pronouns. All of students X-A have passed the standard of minimum requirement, 70,00, and there were significant improvements in term of score for the five indicators stated previously. Students have been able to solve their problems in finding out main idea and implicit information. The average score increased from 71.18 in post-test 1 to 74.79 in post-test 2. <i>Teaching and Learning Situation</i> : The materials were more interesting than the previous ones. The class situation was very active and enthusiastic to follow the class. The students came to class on time. Students actively made interaction with the teacher for their difficulties. The discussion about the topic always occurred well. The teacher's presentation was better and could be controlled.

The implementation of the research in each cycle is described in the following section.

a. Description of Cycle 1

In the description of cycle 1, it involves four important stages. They are planning, action, observation, and reflection. The detail about those stages is explained as follows:

1) Planning

Researcher had planned some activities to do before carrying the research. This was done in order to get the maximum result in the research. Those activities were sharing ideas with collaborator about the situation before implementing the KWL, selecting the appropriate material for the cycle 1, selecting the text for cycle 1, making lesson plan, preparing the hand out and dividing the main teaching activities into three phases.

a) Sharing ideas with collaborator

Before conducting the cycle 1, in order that the research could run optimally, the researcher asked an English teacher, AS, as a collaborator. She is a professional and experienced English teacher. She has been teaching English for 12 years. She is responsible for many different grades each year in SMA N 3 Sragen. When the researcher asked her to be his collaborator, she was responsible for the tenth year students. Being a teacher at the same school cased the researcher to have coordination with her. Therefore, the researcher was sure that she is the one that could assist her in doing the research.

There were many things that researcher shared with her collaborator. There were about the designing the lesson plan that reflected what would be applied by the research in the class, selecting the material and the suitable texts, how to observe what happened in the class when KWL was implemented in

teaching reading competence, and how to score students' performance in the classroom. Furthermore, the researcher also asked her to give suggestions for the better practices for next meeting.

The researcher and the collaborator discussed many things. First, the collaborator agreed that the researcher would like to implement interactive reading multimedia in class practices to improve students' reading competence. She suggested that to implement the KWL technique in class practices, the researcher should present the stages very clearly to avoid misunderstanding among the students. In grouping the students, she added, the researcher should carefully select the students who would be in a group. She added that good modelling would maximize the result of the students's progress.

Second, both collaborator and the researcher agreed that in the evaluation of students' progress during treatments or class process, there should be at least ten open ended questions that consisted of five different competences that would be enhanced; they were main idea, explicit information, implicit information, words' meaning, and reference of pronouns. To score the open ended questions, there would be score 1 for each right answer. Therefore, the total score would be 10. Although the first meeting was aimed to give a model to the students, in the end of the meeting, there would be evaluation for students. Moreover, the evaluation was also applied in each meeting of the class.

Third, the collaborator reminded the researcher to observe some other points during the implementation of KWL technique. The points were about students' presence and attention to the class, students' response to the teaching

and learning process, participation in a discussion, willingness to ask questions, and unexpected things in the classroom.

b) Making Lesson Plan

Having discussed for the preparation of what should be done during the teaching and learning in the reading class, the next step was the researcher made the lesson plan together with the collaborator. The lesson plan is a proposal for actions in teaching activities. Knowing that case, in agreement with collaborator the researcher designed the lesson plan that can be seen on the appendix.

c) Preparing the Handout

Having made the consideration that the last text taught to the students was about descriptive texts, the researcher in agreement with the collaborator decided the material. The researcher selected some descriptive texts, and gave them to students. As the researcher got the material, she then proposed the material to the collaborator to get her agreement about them. The materials were listed as follows: for the first meeting in which researcher would give modeling session and sharing session would be for main idea, explicit information, implicit information, words' meaning, and reference of pronouns. All the material was provided by the researcher. The second meeting in which the researcher would provide students with group work activities would be "*Pangeran Diponegoro*". Finally, for the last meeting in cycle 1, the researcher would give independent activity for students with the text entitled "*Unbalanced Fertilized Use*, and "*Bringing Light to Homes in Poor Countries*".

d) Dividing the main teaching activities into three phases

To precede the successful teaching and learning process, the researcher and the collaborator made agreement activities about the phases in teaching reading competence. They were pre-reading activities, whilst reading activities, and post-reading activities. Between these three stages, there would be opening and closing. The activities for main teaching reading competence can be seen in the table 4.6.

Table 4.6. The activities for main teaching reading activities

Session	Activities
Opening	<ul style="list-style-type: none"> • Greeting and Checking students' attendance. • Motivating students to read more text and enjoy the chosen text. • Previewing what is going to learn. • Identifying the purpose of the meeting. • Introducing the today's topic.
Pre-reading	<ul style="list-style-type: none"> • Introducing the new vocabularies taken from the passage. • Explaining what KWL technique is and how to apply the technique.
During Reading	<ul style="list-style-type: none"> • Distributing the handout. • Modeling how to implement KWL in teaching reading competence in the class. • Asking students to work in groups. • Monitoring students' activities. • Asking students to retell the text given. • Giving assistance to the students both in groups and independent. • Noticing students' achievement. • Discussing the result of the students' work.
Post Reading	<ul style="list-style-type: none"> • Reviewing their performance during the class • Giving chance for the group presentation, and the other group gave the feedback. • Giving some confirmations for the works done by them through other sources.
Closing	<ul style="list-style-type: none"> • Summarizing the material that had been discussed at the moment. • Inviting students' questions and suggestions, especially for their difficulties during the class • Reflecting the teaching and learning process that have been done in the class. • Motivating students for better usage of KWL technique in reading competence. • Giving homework to the students for practicing reading competence using KWL. • Giving overview about the material for next meeting • Leave taking.

2) Action

Researcher carried out the activities based on the designed plan for implementing KWL technique in Cycle 1. In all meetings of the first cycle, the selection of KWL was intended to find out main idea, explicit information, implicit information, words' meaning, and reference of pronouns. The materials given in cycle 1 were about descriptive texts. They were *Pangeran Diponegoro*, *The Well-Known City*, and *RSBI School of Central Java*.

Table 4.7. The Overall Implementation of Cycle 1

Planning	The Use of KWL technique to enhance Students' Reading Competence
Action	Texts entitled "Pangeran Diponegoro"
Meeting 1	<ul style="list-style-type: none"> ○ Explaining the concept of KWL technique ○ Group work for main idea, explicit information, implicit information, words' meaning, and reference of pronouns. ○ Sharing time between teacher and students aiming at giving guidance and simulating communicative condition. ○ Improving students' vocabulary with descriptive text ○ "Pangeran Diponegoro" text
Meeting 2	<p>Text entitled "<i>The Well-Known City</i></p> <ul style="list-style-type: none"> ○ Improving students' vocabulary with descriptive text. ○ Giving students group work activities for main idea, explicit information, implicit information, words' meaning, communicative purpose, and reference of pronouns. ○ Presenting the students' result of group work activities. ○ Discussing the result of students' work group activities. ○ Working in groups for main idea, explicit information, implicit information, words' meaning, and reference of pronouns.
Meeting 3	<p>Text entitled "<i>RSBI School of Central Java</i></p> <ul style="list-style-type: none"> ○ Improving students' vocabulary with descriptive text. ○ Giving students independent activities for main idea, explicit information, implicit information, words' meaning, and reference of pronouns. ○ Presenting the students' result of group activity. ○ Working individually for main idea, explicit information, implicit information, words' meaning, and reference of pronouns. <p>Post-Test 1 Doing the same test with pre-test measuring the students' competence on main idea, explicit information, implicit information, words' meaning, and reference of pronouns.</p>
Observation	
Students	<ul style="list-style-type: none"> ○ Finding the meaning of the words taken from the passage. ○ Answering questions related to the given task more on written way. ○ More interested in text; but still had to bravery to ask questions. ○ Competence on explicit information, and reference enhanced better. ○ Vocabulary improved. ○ Group work still needed special care. ○ Many students complained about the difficult material. ○ Fewer students came late.

	<ul style="list-style-type: none"> ○ Fewer students asked permission to go out.
Teacher	<ul style="list-style-type: none"> ○ Distributing the handout. ○ Explaining the new vocabularies taken from the text. ○ Explaining the meaning and the use of vocabularies in the text. ○ Helping some group longer; the rest of them did not get the equal assistance. ○ Dividing students into small groups. ○ Assigning students to work in group and independent ○ Presenting in some ways slower; however students still complained about it.
Class Situation	Group work improved better even still needed special care.
Reflection Strengths	<p><i>Reading Competence :</i></p> <ul style="list-style-type: none"> ○ There were three indicators passing the criteria of minimum requirement, 70.00. <ol style="list-style-type: none"> 1. Explicit information, 72.50 (10 items). 2. Reference of pronouns, 73.83 (8 items). 3. Words' meaning in the text, 70.00 (10 items). ○ Using interactive reading multimedia enhances students' vocabularies. ○ Student's understanding toward the text was better. <p><i>Class Situation :</i></p> <ul style="list-style-type: none"> ○ Fewer students came late, and fewer of them asked permission to go out from class. ○ Students' motivation was enhanced and they were more attentive to follow the class. ○ The students were braver to ask question. ○ The dominancy of teacher decreased because KWL technique could be implemented independently.
Weaknesses	<p><i>Reading Competence :</i></p> <ul style="list-style-type: none"> ○ There were two indicators that have not passed the criteria of minimum requirement, 70.00. <ol style="list-style-type: none"> 1. Implicit information, 69.92 (8 items). 2. Main idea of the paragraph, 69.79 (9 items). ○ The exercises related to the two indicators stated were still less. <p><i>Class Situation :</i></p> <p>The class was still noisy. It was because the students were confused with the way the KWL worked. It was not surprising because it was their first time; first experience studying using the new technique. They did not know what to do when they made a mistake in responding or answering the questions related to the topic. That was why they kept calling the teacher or collaborator for their helps. It triggered noise in the class.</p> <p>Second, in completing exercises, especially essay tasks, the students could not manage their time effectively. The time allotment for this task was not sufficient.</p>

a) First Meeting

○ Opening

The first meeting was done on May 8, 2012, Tuesday at 07.00 A.M. The researcher and the collaborator entered the class X-A. It was started by praying together. After that, the researcher greeted the students by saying “ *Good morning*

everyone, how are you today?” for opening the lesson and the students replied, “*Good morning, Mam, Excellent, thank you*”. Then, the researcher checked the attendance list by calling each student’s name. No one was absent at that day. Next, the researcher explained the today’s topic, that was about “Pangeran Diponegoro”, and the instructional objective of the meeting, that was implementing the KWL technique in teaching and learning process for main idea, explicit information, implicit information, reference of pronouns, and words’ meaning. Besides, the researcher also stated the benefits of the today’s lesson, so that the students knew and became enthusiastic to follow the class.

○ **Main Activity**

1) Pre-Reading

In this session, the researcher divided the class into 8 groups, each group consisted of 4 students. Then, the researcher explained the instructional objective of the lesson. She showed the KWL technique in term of the chart on the slide. She 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 procedures very carefully to make sure that all students understood. The students seemed enthusiastically listening to the explanation.

Having been sure that all the students understood the technique, the researcher then showed the picture of “Pangeran Diponegoro” on the slide as the topic for that day. The researcher asked the students, “Who is he?” The researcher got no answer. The students did not know the children on the picture. The researcher then showed another slide to make clear the picture of “Pangeran

Diponegoro”. Some students said, “Oooo, I see..” It indicated that they knew the person.

The researcher then asked the students, “ What do you know about him?” She 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 picture on the slide. In this case, the researcher did a role as a resource. She helped the students by listing some information in the K column. After filling the K column, the students were asked to filled the W column with the things they wanted to know about “Pangeran Diponegoro”. Since they knew little about the picture, the students made a lot of questions in W column. The students also asked about the text organization of the text.

2) Whilst Reading

In this session of whilst reading activities, the researcher asked the students to read a text entitled “ *Pangeran Diponegoro*”, and find the answers of some question they have 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, she explained the text to a group. After all the columns were filled, the researcher and the students discussed the reading text and all 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. She also forced the students to find additional information

from other sources so that they would get completed information about the street children. Explaining the sentence meaning, the researcher took sentences from L column that written by the students.

The next activity was that the researcher distributed the handout to the students. The handout was about the explanation about main idea, explicit information, implicit information, words' meaning, and reference of pronouns. To evaluate their understanding, the researcher gave an essay test for the students at the end of the activities. The test material was related to the material and explanation given by the researcher previously. They did the test individually about 25 minutes. Moreover, the students did it well and did not look at their friends' work .

3) Post Reading

In the post activities, the researcher invited the groups to retell what the text was about in front of the class. After that, he gave questions related to the text to each of the group presentation that one group consisted of four students. They had to answer the questions. Finally, the researcher gave confirmations to the students for their works.

o Closing

In the closing activity, the researcher asked the students to make a summary related to the material given. Moreover, the researcher invited the students to ask some questions dealing with the material. Then, he answered the students' questions clearly. Next, the researcher gave a reflection about the teaching and learning process at that day. The researcher also motivated students to better usage of KWL technique in reading competence to solve their problem.

Furthermore, she gave the students homework to practice the reading competence using the KWL technique, and an overview dealing with the material used for the next meeting. When she watched the clock in the opposite direction, the time showed 8.30 am. It meant that time for reading class was over. So, she closed the meeting and told the students to practice the reading competence with the KWL technique at home.

b) Second Meeting

o Opening

The second meeting was conducted on Wednesday, May 16, 2012 at 09.30 am. The class started on time, and was begun with praying together. The researcher guessed that some students were not patient enough to start to the lesson. It can be seen from the way they accepted the teacher. She immediately greeted the students and checked the students' presence. No one was absent. As the previous meeting, the researcher prepared the material and learning sources while the students were ready to get the lesson. Next, the researcher explained the today's topic, that was about "*The Well-Known City*", and the instructional objective of the meeting, that was in the end of the lesson, students could solve their problems by implementing the KWL technique in teaching and learning process for main idea, explicit information, implicit information, reference of pronouns, and words' meaning. Besides, the researcher also stated the benefits of the lesson, so that the students were interested and became active to follow class.

To warm the students up, the researcher asked, "*Do you like eating fruit?*" Some of them answered, "*Yes, we do*", but some answered "*Not too much*". The researcher said, "*Well, I think it depends on what fruit you eat*".

Then, the researcher gave another question, “*Have ever known what kind of vitamin containing on the fruit?*”. The students answered, “*just a little*”. After giving the brainstorming to the students, the researcher informed them the material that would be discussed.

○ **Main Activity**

1) Pre-Reading

In this session, the researcher introduced the new vocabularies taken from the text, “*The Well-Known City*”. The researcher asked them to implement the KWL technique as what they had done in the first meeting. Then, she made sure that all of them had the right steps given. The students were so interested to follow the class since all of them learnt using the new technique being easy to be implemented.

2) Whilst Reading

In this session, the researcher explained the procedures again to make sure that all students understood. Having been sure that all the students remembered and understood the technique, the researcher then showed the topic of “*The Well-Known City*” on the slide as the topic for that day. The researcher asked the students, “*What are they?*” Some of them gave different answers. The researcher then showed another slide to make clear the picture of the topic. Some students said, “*Vitamin*” It indicated that they knew what the researcher meant.

The researcher then asked the students, “*What do you know about them?*” She 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 picture on the slide. In this case, the researcher did a role as a resource. She helped the students by listing some information in the K column. After filling the K column, the students were asked to filled the W column with the things they wanted to know about “The Well-Known City”. Since they knew little about the picture, the students made a lot of questions in W column. The students also asked about the text organization of the text.

3) Whilst Reading

In this session of whilst reading activities, the researcher asked the students to read a text entitled “ *The Well-Known City*”, and find the answers of some question they have 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, she explained the text to a agroup. After all the columns were filled, the reseracher and the students discussed the reading text and all 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. She also forced the students to find additional information from other sources so that they would get completed information about the topic being discussed. Explaining the sentence meaning, the researcher took sentences form L column that written by the students.

The next activity was that the researcher distributed the handout to the students. The handout was about the explanation about main idea, explicit information, implicit information, words’ meaning, and reference of pronouns. To

evaluate their understanding, the researcher gave an essay test for the students at the end of the activities. The test material was related to the material and explanation given by the researcher previously. They did the test individually about 25 minutes. Moreover, the students did it well and did not look at their friends' work .

4) Post Reading

In the post activities, the researcher invited the groups to retell what the text was about in front of the class. After that, she gave questions related to the text to each of the group presentation that one group consisted of four students. They had to answer the questions. Finally, the researcher gave confirmations to the students for their works.

o Closing

In this stage, the researcher asked the students about the test they had done, whether it was easy or difficult for them. Some of them answered "*It's difficult, mam.*", but some of them answered "*Yaa, lumayan*". Then, as the first meeting in the cycle 1, the researcher asked the students to make a summary of the material given, and also invited the students to ask some questions dealing with the material at that day. In addition, the researcher gave a reflection about what they had learnt in the meeting. The researcher also motivated students to better usage of KWL technique in reading competence to solve their problem. Furthermore, she gave the students homework to practice the reading competence using the KWL technique, and an overview dealing with the material used for the next meeting. When she watched the clock in the opposite direction, the time showed 8.30 am. It meant that time for reading class was over. So, she closed the

meeting and told the students to practice the reading competence with the KWL technique at home.

c) Third Meeting

o Opening

The third meeting was held on Wednesday, May 23, 2012. As usual, the class was started with praying together. Then, the researcher greeted and checked students' attendance by calling their names one by one. No one was absent. As the previous meeting, the researcher prepared the material and learning sources while the students were ready in front of their computer to get the lesson. She sometimes gave extra attention and assistance to some students having low motivation. Next, the researcher informed the activity that would be done that day. The researcher explained the instructional objectives of the lesson. In this meeting, she just gave a short explanation about the steps as a reminder for the students. The topic for that day was *RSBI School of Central Java*.

To warm the students up, the researcher gave them the brainstorming by giving question, “*Do you ever know how to study Grammar?*”. They answered, “*Not yet, Mam*”. Then, the researcher said, “*Okay, our discussion today is about RSBI School*”. If you want to know more about it just follow my instructions”. They answered, “*Allright*” together. The students looked interested. Some students said, “*Hmm..., asyik nie.*”

o Main Activity

1) Pre-Reading

In the pre-reading activity, the researcher reviewed the last material and asked the students to share their ideas about the previous material. Then, she introduced the new vocabularies taken from the texts, “RSBI School in Central Java”. After that, the researcher asked them to write what they have known related to the topic on the K column, and what they wanted to know in the W column as what they had done in the previous meeting. Then, she made sure that all of them had the right steps given. The students were so enthusiastic to follow the class since they were in a group so that they could discuss the material. The researcher walked around the class while the students were doing the steps to use the KWL technique.

2) Whilst Reading

The researcher gave the students the reading text about “*RSBI School in Central Java*” and asked to read the texts. After all the students had finished reading, they were asked to find out the answers of the questions they had made. Then, they had to write the answers on the L column. After several minutes, the researcher asked the students whether they had any questions or not, and the students said “Yes”. Most of the questions were about the difficult words in the text. The researcher then asked them to guess the meaning based on the context. One of word being asked is ‘bank’ from the sentence “*They throw industrial and chemical wastes through the river bank*”. The researcher asked them to guess the meaning of the word based on the context. Then, they gave several predictions of the meaning. At the end of guessing section, students could get the right meaning by using their own prediction. Moreover, to know whether the students had understood about the material given, the researcher gave an essay and multiple

choices tests as evaluation. Having finished the questions in the text seriously, the students, then, were asked to watch the short movie entitled “RSBI School”. This took seven minutes. This step factly could give refreshment for them.

3) Post Reading

As in the previous meeting that in the post-reading activity, the researcher asked the students to retell what they had got during the lecture by presenting the material in front of the class. Then, they had to answer the questions, and wrote it on the L column. Next, the researcher gave a review about the students’ performance in the class. Finally, the researcher gave confirmations to the students for their works.

o Closing

At the end of the first cycle, the researcher asked the students to summarize the material that had been discussed at the moment. The researcher also asked them about the test they had done, whether it was easy or difficult for them. Besides, the researcher gave a reflection about what they had learnt in the meeting. The researcher also motivated students to better usage of KWL technique in reading competence to solve their problem. Furthermore, she gave the students homework to practice the reading competence using the KWL technique, and an overview dealing with the material used for the next meeting. When she watched the clock in the opposite direction, the time showed 8.30 am. It meant that time for reading class was over. So, she closed the meeting and told the students to practice the reading competence with the KWL technique at home.

d. Post Test 1

The first post test was done on May 30th, 2012. All the students were present. In the post test, there were four indicators that had passed for the standard of minimum requirement, 70.00. Those indicators were explicit information (72.50), reference of pronouns (73.83), and words' meaning based on the context (70.00). Meanwhile, the highest score in the post test 1 was 77.78. There was only one student that got the score. There were nine students who got scores above the passing grade, 70.00. The students' reading competence had enhanced, but the average was still below the criteria of minimum requirement. From the data, it could be said that the students still had the low competence in reading. Some of them had more than the passing grade, 70.00. It means their reading competence still needed to be enhanced because most of their marks were still below the grade.

e. Interview to the students after treatment

After treatment, students were interviewed by the researcher and from the result of the interview, it could be concluded that the students had understood the aim of KWL technique in their teaching and learning process. By using the technique, they could easily understand the text independently; not always depended on the teacher explanation, since they were given a text provided by the researcher, and got explanation related to the text they read, such as language features, meaning of words, and communicative purpose in the text.

Furthermore, they students were motivated using KWL technique. It could be seen from their enthusiasm to follow the reading class. They became active students for read, meaning that they were ready when the researcher came to give next material.

However, the different characteristics of students in class was the cause for a problem, because when one had finished following the researcher's instruction, the other one had not done yet. In the first cycle, most students said that the role of the researcher was good enough in checking whether the students had followed all the instruction given well or not.

Most of students hoped to use KWL again for the next material to solve their problems related to the five indicators that had been stated previously. The students felt comfortable to read the text, and were not afraid when giving the answers to the researcher. Even for the passive students, if they were asked by the teacher, they would answer the question without being shy or unconfident.

3) Observation

There were two things that the researcher and the collaborator observed. There were the teaching and learning process in the classroom and the learning progress that the students achieved. Based on the observation of the researcher and the collaborator, and interview, the researcher could describe what really happened during teaching learning process.

a) Teaching and Learning Process

The teaching and learning process was good enough. When the researcher clearly explained the use of KWL technique, the students got their understanding better. The reading comprehension also enhanced better.

Vocabulary building was very significant. When students were asked to guess the meaning of individual words, they failed quite often.

What bothered a lot was the longer time used in pre-reading activity. The students were given material to be presented in term of writing what they knew, and giving questions about what they wanted to know in the column. During whilst reading, KWL technique was used as the technique to share opinion about the certain material so that the low student got a help from their friends within the group. Some other important notification was about the students' participation in questioning and answering. Cooperation in work group activities should also be taken consideration. Material selection has also been in the case. The material in descriptive text especially for "*Vitamins D and the Diet*" was considered interesting to be read.

b) Learning Progress

KWL technique stimulated students in learning to read. Occasionally, a dominant student talked too much or tried to control the group. Some students were poor readers or slow thinkers and had trouble creating a good report for their group. At the other end of the talent continuum, some students were so gifted that they got bored working with slower students. The technique was effective with them. In some cases, students might never have experienced cooperative learning before. The technique worked with older students who had been trained to compete with one another.

Previously oral broad explanation dominated the reading class. It was tiring moment for the students. So, by having KWL technique, they actively

engaged with the text. For the assisted group during workgroup activity, they could have deeper understanding on word's meaning and explicit information.

The post test was conducted on May 30, 2012. The all thirty four students could participate in the post test since the researcher informed in the meeting before. The students' competence in post test enhanced compared with that in the pre-test. The process of the research during the three meetings had assisted them in finding out more in the explicit information, words' meaning, and reference of pronouns. As the work in post test being scored, the researcher then could report that there was enhancement on students' reading competence. There was increasing in the achievement of the score. The highest score gained by the students increase from 73.33 in pre test into 77.78 in post test 1. In addition, the lowest score improved from 60.00 in pre test into 66.67 in post test 1. The average score between pre test and post test also improved from 65.28 into 71.18. In brief, the post-test score of cycle 1 could be showed in table 4.8., and could also be seen on the graphic 4.2.

Table 4.8. Students's Score of Post-Test 1

No.	Explanation	Students' Score of Post Test Cycle 1
1.	Highest Score	73.33
2.	Lowest Score	66.67
3.	Average	71.18

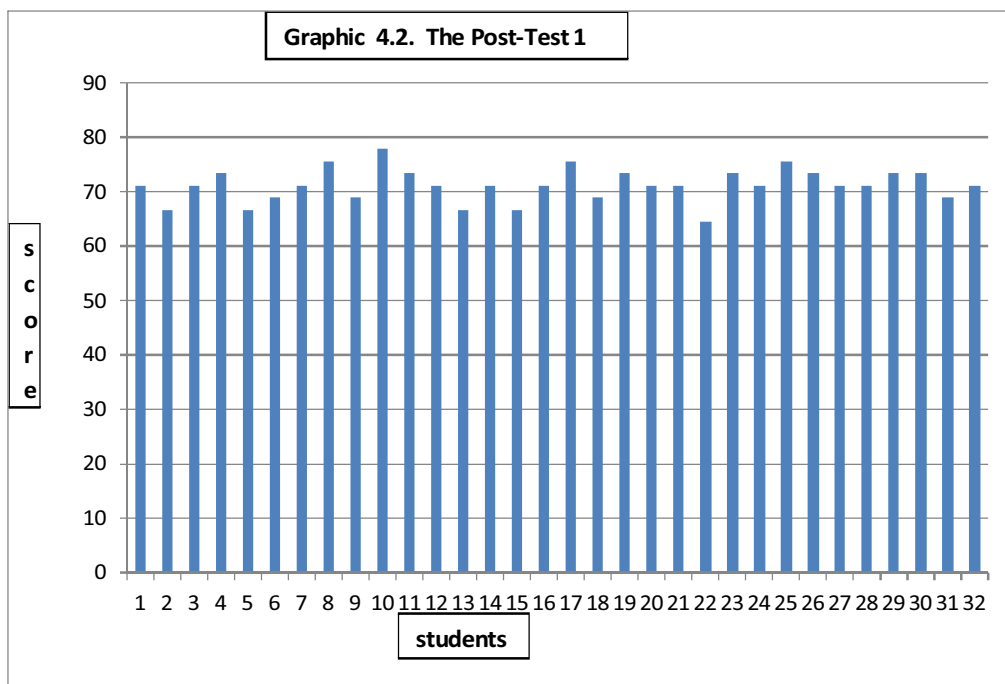


Table 4.9. Students’s Indicator Score of Post-Test 1

No.	Indicators	Students’ Score of Post-Test 1
1	Explicit Information (10 items)	72.50
2	Main Idea (9 items)	69.79
3	Word Meaning (10 items)	70.00
4	Reference (8 items)	73.83
5	Implicit Information (8 items)	69.92

Table 4.10. The Comparison between the Score of Pre-Test and Post-Test 1

No.	Explanation	Students’ Score	
		Pre-Test	Post Test
1.	Highest Score	73.33	77.78
2.	Lowest Score	60.00	66.67
3.	Average Score	65.28	71.18

It was clear that students’ reading competence enhanced in cycle 1. However, the researcher still felt that it was not satisfying. There were some weaknesses during the implementation of KWL technique. The pre-reading activities using KWL technique should put as an emphasis. Furthermore, group

work activities and students' bravery in asking and responding questions were such problems that should be placed as important consideration. The enhancement of students' reading competence could be showed in Table 4.10. The Comparison between the Score of Pre-Test and Post-Test 1

4) Reflection

The analysis about the strengths and weaknesses in using KWL technique in learning was done by the researcher and the collaborator. Based on the observation in the first cycle, it could be concluded that there were three indicators that had passed the minimum requirement, 70.00. Those were explicit information (72.50), words' meaning (70.00), and reference of pronouns (73.83). Looking from the teaching and learning process, it showed that the class became alive, and interesting.

The students' participation was high, and they had gave attentive to the lesson. In addition, they became braver to present their work. It was for the reason of the technique gave a deep image to the students' mind after learning and would lock the information that the students just read in their mind longer. It was very interesting for the students to read the text because the language used for the instruction was simple and easy to understand.

In relation to pictures used in KWL technique, the reading activity would take less time, because the text was presented in an interasting feature completed with some pictures that could help them memorize the content of the text easily. The easily remembered what the text was about, since the also remembered the pictures on their screen. As the result, the students were motivated as their eyes were attracted with something fun for them.

However, there were two indicators that had not been passed for the minimum requirement yet, 70.00. Those indicators were the main idea in a paragraph (69.79), and the implicit information in a text (69.92). It would be for the reason that the students lacked in practicing, and still tended to look at their friends' work. Viewed from the teaching and learning process in the class, the KWL technique spent much time at the first period, and they were more curious about the content of the technique instead of the text that was supposed to be discussed. As the consequence, the role of the researcher to check the students' works continuously was very important to avoid unfocused material being discussed.

In addition, KWL technique requires a lot more careful planning and execution than the normal classroom based teaching. If the learning material was not well organized and structured, the students would get more difficulties when they implemented it. The students' improvement was also measured by the scores of tasks, not merely judged from the teaching and learning process. The researcher always gave the tasks in the end of each meeting. The tasks given were suitable with the indicators in the lesson plan, they were :

1. to search the main idea of the text: what the text is about,
2. to search explicit information from the text that is read
3. to search implicit information from the text
4. to identify the meaning of word in the text
5. to identify the reference of pronouns in the text

In each task, not all indicators above were stated. However, all the indicators had been applied in all meetings of the first cycle.

Table 4.11. The Comparison of Before and After the Research

Research Finding	Before Action Research	After Action Research in Cycle 1
<p>1. <i>Improvement of students' reading competence</i></p> <p>a. Ability to answer main idea questions</p> <p>b. Ability to find explicit information</p> <p>c. Ability to find implicit information</p> <p>d. Ability to identify word meaning of the text</p> <p>e. Ability to identify reference in the text</p>	<p>Mean of Pre-Test : 65.28</p> <p>a. Having difficulty to answer main idea questions</p> <p>b. Having difficulty to find explicit information</p> <p>c. Having difficulty to find implicit information</p> <p>d. Having difficulty to identify word meaning of the text</p> <p>e. Having difficulty to identify reference in the text</p>	<p>Mean of Cycle 1 : 71.18</p> <p>a. Still having less difficulty to answer main idea questions</p> <p>- The students were more curious about the content of the text that was supposed to be discussed.</p> <p>b. Being able to find explicit information of the text</p> <p>c. Still having difficulty to find implicit information of the text</p> <p>d. Being able to identify word meaning of the text</p> <p>e. Being able to identify reference of pronoun better in the text</p>
<p>2. <i>Improvement of Class Situation</i></p> <p>a. Atmosphere</p> <p>b. Participation in reading class</p> <p>c. Domination in class</p> <p>d. Reading presentation</p>	<p>a. Students were not interested in reading class</p> <p>b. Low, students did not give attention to the lesson, ignored and avoided the chances to understand</p> <p>c. Students were passive, teacher dominated the activities</p> <p>d. Students were passive in reading activity</p>	<p>a. Live, interesting activities</p> <p>b. High, students gave attention to the lesson, used the chance to understand</p> <p>c. Students were active, and dominated the activities</p> <p>d. Students were active in reading presentation</p>
<p>3. <i>Teacher</i></p>	<p>Monotonous, the teacher uses many hand books, not creative, talk a lot</p>	<p>Students actively asked questions and responded well to teacher's questions</p>

To measure students' improvement in reading competence, the researcher also compared the students' score in pretest and post-test. In the pre-test, there

were only four students who got scores more than 70.00, as the minimum requirement mark. There were three students got 71.11, and only one student got 73.33 in pre-test. So, the highest score was 73.33 in the pre-test and 28 students still got poor score in the pre-test with 65.28 as the average. Moreover, there was a significant improvement in the post-test 1. There were 19 students who changed from the poor category to the higher one, that was fair and good categories. Unfortunately, the lowest score was in poor category that is 66.67. The highest score, however, increased to 77.78 and the average was 71.18 in the post-test 1.

The target of the next cycle would be emphasized on improving students' ability in finding the implicit information, the main idea of paragraph in the text, and gaining students' confident to be active readers. Based on the unsolved problems above, the researcher and the collaborator planned to revise the technique in order to solve the problems, so that the weaknesses would not occur anymore.

1. The Strengths of Cycle 1

a. Reading

First, some students were able to identify the meaning of words in the text they read. They stated that the pictures displayed in each text facilitated them to grasp the meaning of the text more easily. It helped them to predict the vocabulary of the text. Second, the students' capability to find explicit information was improving. The mean score of this indicator showed improvement. This showed the students' enhancement, as well as, reference of pronouns for the students. They asserted that it was difficult to identify the implicit information correctly in limited time because they had to read the text

more and more in order to understand not explicitly stated information in it. Third, the students could find out the reference of pronouns in the text. Fourth, the students' vocabulary was increasing. It could be seen from their performance inside the English classes. They could answer the teacher's questions in complete sentences in English. They were more confident to state their questions or opinions in English, even in simple sentences. They were capable to determine the meaning of certain word based on the context correctly. The reading score were increasing. The implementation of cycle 1 showed improvement towards the students' reading competence, although not all of them had achieved the passing grade of English subject. The highest score in post test cycle 1 was 77.78; the lowest score was 66.67, and the average score was 71.18.

b. Class Situation

In this cycle, almost all of the students were able to manage their time well. When they were asked to complete a task, most of them could accomplish their task on time. Second, the students' participation toward the lesson was increasing. At the beginning, the students were passive during the class. When the teacher asked questions, only 2 or 3 students responded to it. Some of them even laid their head on the table or daydreaming. But, when the KWL technique was introduced to teach reading, all of them were very excited. Their learning motivation was developing. They became active and active during the teaching and learning process in the classroom. When the teacher asked questions, they tried to answer it directly. Third, the students had courage to read more, especially reading long texts. Learning English via KWL technique was attractive and easy, so that the students enjoyed the class. They never felt bored and mumbled when

they were asked to read some long texts. When they did not understand the content of the text yet, they would read it twice or three times. Finally, the classroom situation in the classroom was more alive and conducive for the teaching and learning process to take place. There were no more students who chatted with their friends on topics unrelated to the discussion. When they were asked to do the exercises, most of them did not do it. They just waited for their clever and diligent friends who had finished the tasks and copied the answers. After the KWL technique was applied to teach reading, the classroom situation was more alive. All students participated actively in the teaching and learning process. Even, there was discussion but there was no more noise. The classroom situation stayed in control.

2. The Weaknesses of Cycle 1

a. Reading

Some students still have difficulties to overcome their problems dealing with main idea and implicit information in the text. Many of them did not pass the passing grade of both indicators yet. It was still far from the expectation, achieving the passing grade 70.00. The result of cycle 1 needed to be improved in the next cycle in order to achieve the passing grade of English subject.

b. Class Situation

First, the class was still noisy. It was because the students were confused with the way the KWL technique works. It was not surprising because it was their first time; first experience studying using the new technique. They did not know what to do when they made a mistake in writing what they knew in completing

their task in the available column. That was why they kept calling the teacher or collaborator for their helps. It triggered noise in the class. Second, the preparation of the material and other references took at least 7 minutes for each meeting. It means that the time allotment for the lesson declined. In completing exercises, especially essay tasks, the students could not manage their time effectively. The time allotment for this task was not sufficient. The last, the different characteristics and background of knowledge also made the researcher had to explore and build, so that the students motivated and enjoyed to follow the class of reading.

Moreover, to encourage the students to study reading is not easy to do, especially for the students who were low. These low students were active but they liked keep silence when the teacher asked them to answer the questions. When the teacher gave the chance to the students to present in front of the class, this activities still dominated by the clever students. Furthermore, the low students still lacked of understanding although the teacher explained maximally.

Table 4.12. The unsolved problem and the proposed solving technique

The unsolved problem	The proposed solving technique
a. They were not able to find out the main idea in a paragraph.	a. Giving more reading texts and also exercises to the students would solve the problem. Applying skimming skill to solve the problem related to the main idea of a paragraph.
b. They were not able to find out the implicit information in the text well.	b. Giving more reading texts and also exercises to train their skimming skill, so that they would be accustomed to find out implicit information in a text faster.
c. The students' intencity looking at the key word had made them rather bit lazy to predict the word meaning form the context.	c. Always encouraging the students to predict the meaning of difficult words by guessing them from the context of the text.
d. The students' curiosity about the text to be discussed was still low	d. The researcher would check the students' works continuously to avoid unfocused material being discussed.
e. KWL technique required a lot of more careful planning so that the	e. The researcher would explain more on the

students would not get more difficulties when they implemented it at the first period.	way how implement the technique. The students would get more practices using the technique so that they would be accustomed to use it. Moreover, the researcher would prepare the better lecturing
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3. Description of Cycle 2

In the discription of cycle 2, it involves four important stages. They are planning, action, observation and reflection. The detail about those four stages is explained as follows:

1. Planning

In order to get the maximum result in the research, researcher had planned some activities to do before carrying the research. Those activities were sharing ideas with collaborator, making lesson plan, preparing the handout and dividing the main teaching activities into three phases.

a) Sharing ideas with collaborator

The researcher shared many things with his collaborator. The collaborator contributed a lot by giving the researcher the idea to revise the plan. As the students complained too much on the material, the collaborator suggested changing the material into the easier and more familiar genre to them. Finally, after some discussion, the researcher and the collaborator agreed to give the descriptive text with different topic for the student in Cycle 2. There was a simple argument about this selection. The students had already learned this type of text many times during their previous level of education. It was assumed that they would not get difficulty anymore with the material. Again, the providence of KWL technique to this type text is theoretically helpful for the needed of main idea, explicit information, implicit information, words' meaning, and reference of

pronouns. The collaborator also added that when the students were familiar to the text, they would feel comfortable anytime they had to ask and respond the questions. The familiarity created the feeling of comfort that eased the students to express their ideas.

The collaborator also suggested the researcher to reduce the speed of her presentation during the class. This was in purpose to strengthen the concept extraction to students' understanding about the use of KWL technique in teaching reading competence.

Second, both collaborator and researcher agreed that to evaluate students' progress or class process, there should be ten open-ended questions that consisted the reading competence that would be improved, especially dealing with main idea and implicit information.

Third, the collaborator reminded the researcher to observe some other points during the implementation of KWL technique. The points were about students' presence and attention to the class, students' response to the teaching and learning and unexpected things in the classroom.

b) Making Lesson Plan

The result of sharing with collaborator was the format of the lesson plan for cycle 2. The material in the lesson plan were "*The Expensive Cars*".

c) Preparing the Handout

As the researcher got the material, he did the same process in preparing the handout as in cycle 1. She then proposed the material to the collaborator to get his agreement about them. The materials were listed as follows: (1) the first meeting in which the researcher would give group work activity and sharing

session would be a text entitled “*The Expensive Cars*”; (2) the second meeting in which the researcher would provide students with individual activities would be a text entitled “*Students in Lombok*”; (3) finally, for the last meeting in cycle 2, the researcher gave a text entitled “*Lebaran Day*” to the students.

d) Dividing the main teaching activities into three phases

The division of main teaching reading competence into three phases was proved useful and beneficial for both teacher and students. Therefore, the researcher still applied this in cycle 2. The phases of teaching reading competence were pre-reading activities, whilst reading activities, and post reading activities. Between these three stages, there would be opening and closing.

2. Acting

In all meetings of the cycle 2, the material was in term of descriptive text. The materials were “*The Expensive Cars*”. The overall implementation of cycle 2 can be seen in Table 4.13.

Table 4.13. The Overall Implementation of Cycle 2

Cycle 2	Using descriptive text especially emphasizing on finding out main idea and implicit information
Planning	<ul style="list-style-type: none"> ○ Sharing idea with the collaborator, ○ Making lesson plan, ○ Preparing handout for descriptive texts, ○ Dividing the main teaching activities into three phases: Pre-reading, Whilst reading, and Post reading.
Action	<p>M1: “<i>The Expensive Cars</i>”. (session for group activity)</p> <ul style="list-style-type: none"> a. KWL technique for main idea, explicit information, implicit information, words’ meaning, and reference of pronouns. b. Sharing time between teacher and students aiming at giving guidance and stimulating communicative condition. c. Improving students’ competence of main idea and implicit information with descriptive text. <p>M2: “<i>Students in Lombok</i>” (session for individual activity)</p> <ul style="list-style-type: none"> a. Improving students’ vocabulary with descriptive text b. Giving students’ individual work activities for main idea, explicit information, implicit information, words’ meaning, and reference of pronouns. c. Presenting the students’ result of individual work activities d. Discussing the result of students’ work activities emphasizing

	<p>on main idea and implicit information.</p> <p>M3: “Lebaran Day”</p> <ol style="list-style-type: none"> Improving students’ vocabulary with descriptive text Giving students independent activities for main idea, explicit information, implicit information, words’ meaning, and reference of pronouns. Presenting the students’ result of the activity Working individually for main idea, explicit information, implicit information, words’ meaning, and reference of pronouns. <p>Post-Test 2 Doing the same test with the first post-test measuring the students’ competence on main idea, explicit information, implicit information, words’ meaning, and reference of pronouns.</p>
Observation	<p><u>Students</u></p> <ul style="list-style-type: none"> ○ Enjoying the class and the descriptive text, ○ Having braver to ask questions, ○ Deeper understanding toward the text for main idea and improvement of implicit information, ○ Vocabulary improved, ○ Group work ran even smoothly, ○ No complaint about the material anymore, ○ No students came late, ○ No students asked permission to go out from class except for special need ○ The text was easier that the selection before. <p><u>Teacher</u></p> <ul style="list-style-type: none"> ○ Preparing the material well, ○ Giving modeling, ○ Dividing the main teaching activities into three phases, ○ Dividing students into small groups, ○ Providing students more time to practice and question, ○ Assisting the low students better <p><u>Teaching and Learning Situation</u></p> <ul style="list-style-type: none"> ○ The group worked eased students to share the content concept, ○ The class activities were more alive and more fun
Reflection	<p><u>Teaching and Learning Situation</u></p> <p><i>Strengths:</i></p> <ul style="list-style-type: none"> ○ No students came late. ○ No students asked permission to go out from class except for special need. ○ The students made their participation actively in modeling session, group work activities, and independent activities. ○ Students asked not only to the teacher but also to their friends. ○ The material was more interesting than before. <p><u>Students’ Reading Competence</u></p> <p><i>Strengths:</i></p> <ul style="list-style-type: none"> ○ Being able to find out the main idea of the paragraph. ○ Being able to find out the implicit information in the text. ○ Understanding toward the text was increasing. ○ The mean score of main idea and implicit information indicators was improved. ○ The five indicators has passed the criteria of minimum requirement, 70.00. ○ The average score increased form 71.18 in post-test 1 into 74.79 in post test 2.

Final Reflection	<ul style="list-style-type: none"> ✓ Students' reading competence has enhanced significantly such as in finding out main idea, explicit information, implicit information, words' meaning, and reference of pronouns. ✓ Students actively formed communicative interaction with the teacher. ✓ The class situation was very interesting and active, the students came to class on time, the discussion about the topic always occurred. ✓ The teacher could improve her ways of teaching English using KWL technique.
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a) First Meeting

o Opening

The first meeting of the cycle 2 was done on June 6, 2012, Wednesday, at 07.00 A.M. Having got a prayer together, the researcher greeted the students for opening the lesson and checked the attendant list by calling the student's name one by one. No student was absent that day. Then, he gave motivation to all of the students for using the interactive reading multimedia to solve their problems related to find out the main idea and implicit information in the text. Furthermore, the researcher informed the activity that would be done that day, and explained the instructional objectives of the lesson that was more focusing on how to find out the main idea and implicit information. In this meeting, he just gave a short explanation about the steps as a reminder for the students. The topic for that day was "*The Expensive Cars*".

o Main Activity

1) Pre-Reading

In this session, the researcher showed the picture of a beautiful garden in Bogor related to the topic, "*The Expensive Cars*". The researcher asked the students, "What do you think of the picture on your screen?". Some students said, "*Beautiful...beautiful... beautiful...*". The other said, "*Excellent*". Since the collaborator was 25 minutes late, the reseracher tried to cover the collaborators'

job in observing the process of teaching and learning. The researcher then asked questions whether they liked the garden or not. This questions stimulated students' interest. They replied the same time that they like the garden. The researcher then asked them what made them like a garden. Student YW answered that it made her be comfort and fresh. What the researcher did actually could freshen up the students' mind when they were dizzy from many difficult subjects in her classroom. Moreover, the students were asked to write what they knew on the K column, and as the previous meeting wrote their questions on the W column.

2) Whilst Reading

The researcher gave the students two reading texts, "*The Expensive Cars*". The students were asked to read the texts. The researcher was monitoring the students' activity while the students were discussing in a group. Then, they were asked to discussed the texts together with their own group, consisting of four students. Then, each group retold what the text was about. After that, they were asked to answer the questions provided on their monitors.

Moreover, the researcher asked the students whether they had any questions or not, or whether they want to share their idea and comment. The students said "*Yes*". Most of them wanted to be given more questions related to the main idea in a paragraph and the implicit information in a text. Then, the researcher asked them to read the text and tried to answer the questions related to the main idea independently. "*Now, please read the text on your monitor, and understand it well*", the researcher said. "*Yes, mam*", the students implied. Next, they were asked to answer some questions made by themselves, and the

researcher emphasizing on the main idea and implicit information questions. Finally, to know whether the students had understood about the material given, the researcher gave an essay and multiple choices tests as evaluation.

3) Post Reading

As the post activities, the researcher invited the groups to retell the text in front of the class. They also had to answer the questions related to the text given in the column L. The group one, consisting of AY, EN, SH, SM, NG, was asked to retell a text, *“The Expensive Cars”*. At the beginning, they presented the text with nervousness. However, it was successful. The other group was also able to present the text about the text. The group consisted of PWT, HR, SP, and SB, was in turn doing the same thing was more confident than the previous group did. They seemed no nervous anymore. Finally, the researcher together with the students did a confirmation related to all of the groups’ performance. Finally, the class ended at 8.30 A.M.

o Closing

In the closing session, the researcher asked the students to summarize the material that had been discussed at the moment. The researcher also asked them about the test they had done, whether it was easy or difficult for them. In addition, the researcher did a reflection about what they had learnt in the meeting. She gave comments and suggestions for all of groups presented the two texts. In addition, the researcher also motivated students to better usage of KWL technique in reading competence to solve their problem. Moreover, she gave the students homework to practice the reading competence using the KWL technique, and an overview dealing with the material used for the next meeting. When she watched

the clock in the opposite direction, the time showed 8.30 am. It meant that time for reading class was over. So, she closed the meeting and told the students to practice the reading competence with the KWL technique at home.

b) Second Meeting

o Opening

The second meeting was conducted on Tuesday, June 12, 2012. The class was then started officially at about 07.00 A.M. Having got a prayer together, the researcher immediately greeted the students and checked the students' presence by calling the students' name one by one. As usual, all the students were present at that meeting. The students actually were not patient to follow the class at the day. The researcher explained the instructional objectives of lesson. Then, he reviewed for a while about how to find out main idea and implicit information. The researcher believed that the students needed the kind of review much since there were some students having difficulties to find them in the first cycle. Therefore, the researcher emphasized the lesson more on those two indicators. In addition, the researcher invited the students to asked him after giving explanation. Student WR asked, "*Could we find out the main idea by skimming the paragraph, mam?*". "*Absolutely*", the researcher replied.

o Main Activity

1) Pre-Reading

In the pre-reading activity, the researcher introduced the new vocabularies taken from the text that would be used in the lecture, "*Students in Lombok*" using the KWL technique. The students were so enthusiastic to follow

the class although they were not in a group as the previous meeting. The researcher walked around the class while the students were doing the steps to write what they had known about the text given on the K column. Then, the W column must be filled with the questions that they wanted to know.

2) Whilst Reading

The topic for that day was “*Students in Lombok*”. From the text provided, the students were asked to read the text and try to understand what the text was about, followed by its language features. Having finished reading, they were asked to answer the questions provided on their monitors by typing on the column.

After reading the text, the researcher and the students discussed the reading text. In fact, they were very interested and enthusiastic to express their mind related to the text. The class became alive and students’ participation finally increased.

Moreover, the researcher asked the students whether they had any questions or not, or whether they wanted to share their idea and comment. The students said “*Yes*”. Most of them wanted to be given more questions related to the implicit information in the text. Then, the researcher asked them to read the text and tried to answer the questions related to the implicit information by discussing it with their friends. By doing this activity, they could share the information they had got each other one. They were in fact very interested to find out the implicit information then.

3) Post-Reading

In the post-reading activity, the researcher invited five students, such as AY, SM, NG, JH, UL, to retell what the text told us about. Student AY was so happy to be the first candidate explaining the text in front of his thirty three friends. Moreover, the students had to answer the questions related to the material given and wrote the answer on the column L. Then, the researcher evaluated students' performance during their presentation. He did not forget to please the students to share their idea. Finally, the researcher did a confirmation to the students' performance in the class so that they were able to enhance their ability in the next meeting.

o Closing

In this session, the students were asked to summarize the material given during the lecture. The researcher also invited all of students to ask some questions, especially related to the main idea in the paragraph and implicit information in the text. After some minutes, there was a question from student IL. She asked, “ Bu *untuk implicit information masih sulit. Bisa ndak kalau kita diberi soal implicit agak banyak?*” The researcher replied, “*Good question. I would give you more, and used the skimming skill to answer the implicit information in the text.*” Finally, the researcher together with the students did a reflection from the teaching and learning process. The class ended as the clock showed 8.30 am.

c) Third Meeting

o Opening

The third meeting was held on Wednesday, June 18, 2012. It was the last meeting of cycle 2. The researcher and the collaborator entered the class at 07.00 A.M. The class was started by getting a prayer together. Then, they greeted and checked students' attendance. The researcher called students' name one by one. No one absent that day. After that the researcher and the collaborator prepared the KWL technique and learning sources. The students were ready to get the material. The students were explained the activity that would be done at the day. The researcher also explained the instructional objective of the lesson, and delivered the today's topic, "*Lebaran Day*", to all of students in X-A.

o Main Activity

1) Pre-Reading

In this session, the researcher introduced the new vocabulary taken from the text entitled, "*Lebaran Day*". Then, he showed the video of grasslands in Java. The students were looked very interested to watch it. Some students said, "*Oouh...menarik sekali.*" The researcher walked around the class while the students were watching the video. He sometimes gave extra attention and assistance to some students having lacked of motivation. After watching the movie, they were asked to write what they had known on the K column, and also wrote their own questions on the W column related to what they wanted to know.

2) Whilst Reading

The researcher gave the text entitled "*Lebaran Day*" to the students. Then, students were asked to read and understand what the text was about,

followed by its language features. Furthermore, they retold it in front of their friends. All of students enjoyed the class. After all the students had finished presenting the text, the researcher and the students discussed the texts presented. In this meeting, the number of the main idea and implicit information questions was more than the other indicators. The researcher emphasized the lesson more on those two indicators since some students did not pass the minimum requirement in the first cycle. They could discussed the text with their friends. The researcher gave an essay and multiple choices tests as evaluation to know whether the students had understood about the material given.

3) Post Reading

At the end of the lecture, the researcher discussed the test they had done, and asked whether it was easy or difficult for them. The discussion was mainly focusing on the main idea of the paragraph and the implicit information in the text. The students had to write the answers on the L column. Before closing the class, the researcher, then, gave motivation to all of the students, and suggested that they should practice more in term of finding main idea of the paragraph and implicit information in the text. Then, the researcher evaluated students' work, and also invited the students to share their idea. Finally, the researcher did a confirmation to the students' performance in class so that they were able to enhance their ability in the class during the lecture.

o Closing

In the closing activity, the researcher asked students to summarize the material that had given during the teaching and learning process. Then, she invited all of students X-A to ask questions, especially related to the main idea and

implicit information. After waiting a moment, in fact there was no question from them. The researcher together with the students also did a reflection from the teaching and learning process that had been done. Finally, the class was over when the clock showed 08.30 A.M. The researcher, then, closed the class.

d) Post Test 2

The second post test was held on June 25, 2012. All the students were presence that day. In the second post-test, all of the indicators had been passed for the criteria of minimum requirement, 70.00. Those indicators were explicit information (76.87), reference of pronouns (77.34), words' meaning based on the context (73.75), main idea (73.26), and implicit information (72.66). Meanwhile, the highest score in the post test 2 was 82.22. There were three students that got the score. There were eight students who got the minimum scores, 71.11 eventhough the score had passed for the requirement asked. The students' reading competence had enhanced, and the average had increased. It meant that there was significant improvement when the researcher used the interactive reading multimedia during the teaching and learning process in the class.

3) Observation

There were two things that the researcher and the collaborator observed. They were process of teaching and learning in the classroom and learning progress that the students achieved. Based on the observation of the researcher and collaborator, and the interview to the students, the researcher could decribe what really happened during teaching learning process.

a) Teaching and Learning Process

In the cycle 2, the use of KWL technique had many contributions to the students during the teaching and learning process since the students had understood how to implement the technique and how to give responses to the stimulus given both from the researcher or questions written on the W column.

Moreover, the students had answered the questions better than the first cycle. It could be seen from the improvement of the speed in understanding the text and responding the questions from first meeting to the last meeting. It meant that they had gained their self-confidence in sharing their mind, and the direct questions from the researcher. Students' interaction was more alive. The researcher's presentation was clear for the students. The researcher learned best from his experience in cycle 1 to have always been checked to students whether his speed was acceptable or not.

In the first meeting of cycle 2, the students were braver to express their mind. They could respond the question well. Besides, the students were able to discuss the text given, and then presented it in front of the others. Students had learned from their previous experience in cycle 1 using KWL technique in the learning.

The second meeting of cycle 2 showed that in the pre-reading phase the students' answers were satisfying. The workgroup activities used eased the teacher in managing the class as the students participated actively in discussion. The understandable content made students interact each other. They worked cooperatively to support the missing part from others' works. They could retell the reading content better.

In the third meeting, the researcher could respond the questions better. The motivation given by the researcher made them be ready for any kind of questions asked. They were very interested to follow the class since the KWL technique was applied in the teaching and learning process.

b) Learning Progress

Group work discussion ran very smoothly, as in turn, students exchanged ideas from the given text easily. Their bravery to speak English is also dominant. The post test was conducted on June 18, 2012. All thirty four students could participate in the post test since the researcher informed in the meeting before. The students' competence in post test improved compared with that in the pre test and post test 1. The process of the research during the last two meetings in cycle 2 had assisted them in finding more in main idea and implicit information. As the work in post test being scored, the researcher then could report that there was improvement on students' reading competence. The highest score was improved from 77.78 in the cycle 1 to 82.22. The lowest score also improved from 66.67 to 71.11 and the average was 74.79 from 71.18 in the post test of cycle 1. The result of post- test of cycle 2 could be showed in graphic 4.3. and in the table 4.14.

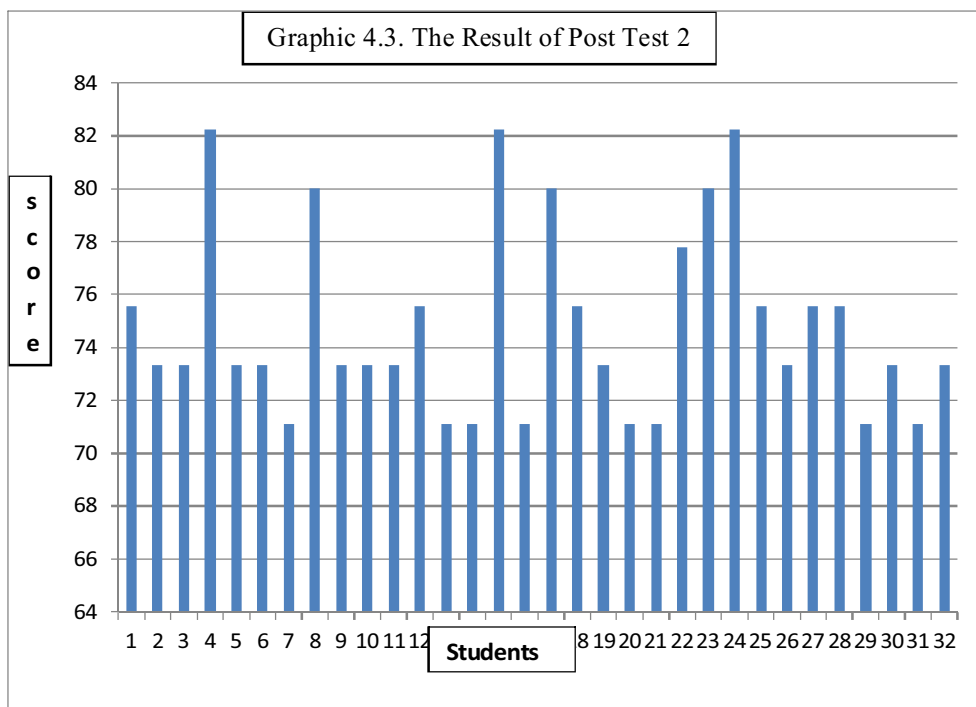


Table 4.14. Students’s Indicator Score of Post-Test 2

No.	Indicators	Students’ Score of Post-Test 2
1	Explicit Information (10 items)	76.87
2	Main Idea (9 items)	73.26
3	Word Meaning (10 items)	73.75
4	Reference (8 items)	77.34
5	Implicit Information (8 items)	72.66

Table 4.15. Students ‘ Score of Post Test Cycle 2

No.	Explanation	Students’ Score of Post Test Cycle 2
1.	Highest Score	82.22
2.	Lowest Score	71.11
3.	Average Score	74.79

It was clear that students’ reading competence enhances in cycle 2. However, the students’ ability to find out main idea and implicit information had to be strengthened for the future; since this skill needs a lot of practices.

5) Reflection

Based on the result of the observation, field note, and interview the research could identify some strengths of the implementation of KWL technique for teaching reading competence. The interest of students in learning improved as the selection of the text. The group activity eased the students to recall the idea on the answering the questions given.

In accordance to the purpose of the research, the students' competence in finding out main idea, explicit information, implicit information, words' meaning, and reference also enhanced. Words' meaning, and reference were still stronger than that of implicit information and main idea since it needed the activation of personal background knowledge.

As the material was selected into descriptive, the students were more attentive. The significance of this condition was determined by the absence of students going out during the class process and coming late to the class. Group work activities provided students more chance to interact with their friend; as a result, they could build the good atmosphere in the class by exchanging ideas actively. They did not ask the question only for the teacher, but also to their friend that could help them. Furthermore, the students' independent activity worked better than that of in cycle 1. Students were able to apply the steps of finding out main idea and implicit information.

4. Summary of Finding During the Research

To know the enhancement of the research, the researcher compared between the previous condition of students's competence, class situation, and the condition after the research. The result of comparison can be seen in table 4.2.6.

Table 4.16. The Comparison between previous condition and condition after the Research

No.	Research Finding	Before Action Research	Cycle 1	Cycle 2
1.	<p><i>Improvement of students' reading competence</i></p> <p>a. Main idea b. Implicit information c. Explicit information d. Words' meaning e. Reference</p>	<p>Mean of Pre-Test: 65.28</p> <p>a. Having difficulty to answer main idea question b. Having difficulty to answer implicit question c. Having difficulty to find out words' meaning in the text d. Having difficulty to refer a word from the sentence previously</p>	<p>Mean : 71.18</p> <p>a. Still having difficulty to differentiate between the main idea and the topic, as well as the supporting ideas b. Still having problem on implicit information c. Able to get the meaning in the text d. Able to understand pronouns better</p>	<p>Mean : 74.79</p> <p>a. Able to differentiate between the main idea and the topic, more perfect the supporting idea b. Able to find out the implicit information c. Able to get the meaning based on the context d. Able to understand pronouns more perfectly</p>
2.	<p><i>Improvement of Class Situation</i></p> <p>a. Atmosphere b. Participation in reading class c. Domination in Class d. Reading presentation e. Teacher</p>	<p>a. Students were not interested in reading class b. Low, students didn't give attention to the lesson, ignored and avoided the chances to understand c. Students were passive, teacher dominated the activities d. Students were passive in reading group and in reading presentation e. Monotonous, the teacher uses many hand books, not creative, talks a lot</p>	<p>a. Live, interesting activities b. High, students gave attention to the lesson, used the chance to understand c. Students were active, and dominated the activities d. Students were active in reading group in reading presentation e. Students actively asked questions and responded well to teacher's questions</p>	<p>a. More live, more interesting activities b. Higher than before, students increased in giving attention to the lesson, used the chance to understand seriously c. Students were very active. SS dominated the activities d. Students were active in reading group, more innovative e. Students more actively asked questions and responded well the teacher's questions</p>

Afer implementing the research and collecting the data, there were many things, which the researcher would like to summarize. They were condition of each cycle and the teaching learning result.

1) Summary of Finding in Cycle 1 and in Cycle 2

The researcher applied the teaching reading competence using the KWL technique to overcome students' problems on finding out the main idea, explicit information, implicit information, words' meaning, and reference.

a. The Strength (Cycle 1)

Based on the observation in the first cycle, it could be concluded that there were four indicators that had passed the minimum requirement, 70.00. Those were explicit information (72.50), words' meaning (69.79), and reference of pronouns (73.83). Meanwhile, the highest score in the post test 1 was 77.78. There was only one student that got the score. There were twenty-three students who got scores above the passing grade, 70.00.

Looking from the teaching and learning process in the first cycle, it showed that the class became alive, and interesting. The students' participation was high, and they had gave attentive to the lesson. When the researcher clearly explained the use of KWL technique, the students got their understanding better. The reading comprehension also enhanced better. Vocabulary building was very significant.

b. The Weaknesses (Cycle 1)

There were the indicators of main idea (69.79), and implicit information (69.92). From the previous data, it could be said that the students still had the low competence in reading. Although some of them had more than the passing grade,

70.00, the average was still less than it. It meant their reading competence still needed to be enhanced because most of their marks were still below the grade.

Viewed from the teaching and learning process in the class, what bothered a lot was the longer time used to implement the KWL technique. At the first time, the class was still noisy. It was because the students were confused with the way the technique works. It was not surprising because it was their first time; first experience studying using the KWL technique. They did not know what to do when they made a mistake in writing to complete their task whether in the column K for the what the students knew, column W for what the students wanted to know, and column L for the answer of the questions. That was why they kept calling the teacher or collaborator for their helps. It triggered noise in the class. Secondly, the preparation to implement the teaching and learning process took at least 7 minutes for each meeting, especially in the first period. It meant that the time allotment for the lesson declined. In completing exercises, especially essay tasks, the students could not manage their time effectively. The time allotment for this task was not sufficient.

Furthermore, the researcher would like to overcome the problems of class situation; the passivity of the students in the classroom, the students' motivation in reading competence, and students' role in collaborative work.

Having implemented the KWL technique, the researcher divided the class phase into three. They were pre-reading activities, during reading activities, and the post reading activities. From three meetings, the researcher conducted in sequence of giving model of the use of the technique in reading competence and time sharing, giving group work activities, and giving independent activities. The

researcher found out that there were enhancements in both students' attitude toward reading comprehension and students' competence. During modelling session, students paid attention to the teacher's explanation. Interactive reading multimedia was something new for them, therefore, it was challenging for them. Therefore, they were motivated to follow the class. Few students came late and few students went during class. The KWL technique had put them into more active situation to the students. The group activities still needed long assistance; therefore the researcher could give equal guidance to the other groups. Furthermore, the material was difficult for students. This showed when they got group work activity. Another important thing to mention was about the speed of the reseacher in presenting. Finally, the bravery of the students to ask and respond questions was still low, in somewhat should be improved. From those weaknesses, the reseacher revised the plan to make in Cycle 2 based on the consideration from them.

In Cycle 2, the researcher implemented the use of KWL technique focusing on finding out main idea and implicit information.

The Strength (Cycle 2)

The two indicators, main idea and implicit information, had passed the criteria for minimum requirement, 70.00. The score for main idea was 73.26, and 72.66 for implicit information. It meant that all of five indicators had significant improvement when the researcher applied the KWL technique in the class. The highest score gained by the students was 82.22 The lowest score was 71.11. The average was 74.79.

During the teaching and learning process in the first meeting of Cycle 2, the situation changed significantly compared with that of Cycle 1. No students came late and no students went out during the class process. Students' participation in groups' activities improved significantly. Group work activities provided students more chance to have interaction with their friends; as a result they could build the good atmosphere in the class by exchanging ideas actively. They not only asked the questions for the teacher, but also for any friend that could help them.

The text taken into this cycle was descriptive text with different topic with the previous cycle. During implementing the KWL technique, the researcher could find out solution from the weaknesses in Cycle 1. Therefore, there were improvements both in students' attitude toward reading comprehension and the achievement of students in reading competence.

The vocabulary mastery also improved as the students encountered with the text. It meant that the students improved their reading competence. The students were really motivated to get involved in reading activity using the KWL technique, and they wanted to use it for other genres.

2) The Teaching Learning Result

To know the students enhancement, the researcher gave the students post test after each cycle and compares the score of the previous condition, post test cycle 1, and post test cycle 2. There were two sets of scores that the researcher would like to compare among of the previous condition, post test cycle 1, and post test cycle 2. The complete comparison of reading competence score could be described in Table 4.2.7.

Table 4.17. The Comparison among Students' Comparison Scores in Preliminary Research, Post Test of Cycle 1, and Post Test of Cycle 2.

No.	Explanation	Preliminary Research Score	Post Test Cycle 1	Post Test Cycle 2
1.	The Highest Score	73.33	77.78	82.22
2.	The Lowest Score	60.00	66.67	71.11
3.	The Average Score	65.28	71.18	74.79

Based on the table, it can be concluded that there were enhancements among students' scores in preliminary research, post test of cycle 1, and post test of cycle 2. The highest score increased from 73.33 in preliminary research, 77.78 in post test of cycle 1, and 82.22 in post test of cycle 2. The lowest score increased from 60.00 in preliminary research, 66.67 in post test of cycle 1, and 71.11 in post test of cycle 2. The average score increased from 65.28 in preliminary research, 71.18 in post test of cycle 1, and 74.79 in post test of cycle 2.

6) Final Reflection

Having implemented the researcher in two cycles, researcher and the collaborator discussed final reflection. Based on the result of observation and post test of cycle, it showed that there were some improvements in students' reading competence between condition of the preliminary research and after the implementation of the research. The students' competence in reading comprehension improved.

Besides the improvement on students' competence in reading comprehension, class situation also improved. The indicators were the students' activity in doing group work. The independent activities were maximized by

individuals in applying interactive reading multimedia in finding main idea, explicit information, implicit information, words' meaning, and reference.

The KWL technique helps students more change to enhance their understanding toward text. The technique also demolished students' passivity and the dominance of the teacher in the classroom.

B. Discussion

This research is an action research, which is implementing the KWL technique to enhance students' reading competence. The results of this research are satisfying in term of: (1) the enhancement of students' reading competence; (2) the enhancement of teaching learning process in the class. Each point is described more details as follows:

1. The KWL can improve students' reading competence

Based on the findings, it can be theorized that the use of the KWL technique can enhance the students' reading competence. The enhancement is identified from scores to scores in each cycle.

a. The KWL technique is helpful to find out the words' meaning in the text.

This can be seen from how they guess the meaning of difficult words by relating the words to the rest of the sentence. In the KWL technique, the students are asked to write what they want to know in the W column. They can write the words that they do not know the meaning in the column provided on the white board, and then discussed with friends and the researcher. As a result, the technique will show many various meanings of words asked based on the context. In addition, the W column actually can be used to train their vocabularies. They

can practice to guess the meaning of non-specific words more often. Students eventually improve their reading vocabulary as they encountered the different texts. Henry (2009: 1-3) in *Effective Vocabulary Instruction* states that the students can use context clue to overcome their problem related to the difficult words they have. Besides, they can also use dictionary, and discuss the meaning with their friends. Moreover, Willis (1996: 75-76) states that by predicting the meaning of words in the text, the students attempt to reconstruct the content on the basis of given clues from the part of the text.

b. The KWL technique can be used to find out the explicit information in the text.

The KWL can be used to identify explicit information in the text. The students are trained with more reading texts and also exercises. After reading the texts, they can know the explicit information, and write the information on the L column as instructed by the teacher. Besides, they are given the explanation on how to find out the problem, that is by scanning. They will be accustomed to finding out the explicit information in the text faster. They will get better understanding of the texts given, as the result, their performance is better. Good understanding of text can be trained by reading, and completing its comprehension questions as many as possible. Furthermore, Grellet (1981: 3) in *Developing Reading Skill* states that understanding an explicit information of a reading text means that the reader extracts the required information from it as efficiently as possible.

c. The KWL technique is helpful to find out the reference of pronouns in the text.

The KWL technique can be used to solve the problem about identifying reference of pronouns in a text. The students are given more reading texts and also

exercises related to the reference' problem. The W column can be used to train the students to identify the reference of pronouns in the text. In addition, the students are also trained to scan the reference of the pronouns being asked in the text. Moreover, Richards (2001: 240) states that since the students have read more than once and been familiar with the meaning of words in the text, the students can find the reference of pronouns easily. After knowing the answer of reference of pronoun, they are asked to write the answer on the L column.

d. The KWL technique is helpful to find out the main idea in the paragraph.

Through the KWL technique applied in the teaching and learning process, it can enhance the students' reading competence, especially in finding out the main idea of the paragraph. They are able to get the main idea in the certain paragraph since it has provided with illustrations or pictures, and exercises related to the problem. By seeing the illustrations, it will be easy for them to identify the point of it. In addition, the W column allowed the students to find out the answer of the questions by reading the text. The students, then, can check their own answers whether it is correct or not by writing them on the L column. By doing the activity, the students are trained to use skimming more intensively so that the problem can be solved. As many as they practice for finding out the main idea of the certain paragraph, it become easy to overcome the problem. Furthermore, Willis (1996: 80) states that the main idea can be found out by show each paragraph of the text, then asking the students to read and write the main idea or the content of the paragraph based on their memory. By giving this activity, the students will read the paragraph carefully and memorize it, so that they can find out the main idea of the certain paragraph easily. This is in a line with Harvey and

Goudvis (2000: 32) that determining main idea is crucial when reading text. The reader must decide what is important and remember that information if anything is to be taught. Almost every paragraph in the text has a key concept or main idea. The main idea is the most important piece of information the author wants the reader to know. Sometimes, the author states the main idea explicitly somewhere in the paragraph either at beginning of the paragraph, in the middle, or at the end. The sentence in which the main idea is stated is topic sentence of that paragraph. However, an author, often will not state his or her main idea explicitly, leaving the reader to infer what the author intended.

e. The KWL can be used to solve the students' problem related to finding out the implicit information in the text

The use of KWL technique can solve the problem for implicit information. The students are asked to read the text to find out the implicit information from the idea of the text. This can be done by looking at subtleties of verbal expression, reasoning, making involvement of the reader experience to determine how the character in the text might feel. After reading the text given, the L column can be used to identify the implicit information in the text by using skimming skill. Hennings (1991: 21) states that to identify the implicit information of the text, the students relates what is in the text to what is already known about the topic, then making connections between significant details of the text.

2. Implementing the KWL (Know, Want to Know, and Learn) can improve students' class situation.

There is a significant improvement achieved through the KWL technique to overcome the students' problems in the class.

a. The KWL technique can attract the students' attention that make them concentrate on the lesson.

The KWL technique is one of the technique that could be used to attract the students' attention so that they concentrated on the lesson given. Getting the students' attention is the key to meet the learning objectives. Therefore, it is important for the teacher to put a big attention on it. Baker in Abdullah (2004:14) states that attention is a key factor in learning, and one of the ways to attract students' attention is by using interesting multimedia. The L column which is supported with pictures has attracted the students' attention so that they are interested to get involved and be active in reading activity. Students will concentrate and fully involve in reading activity when the technique is used. It had attracted the students' attention so that they were interested to get involved and be active in reading activity. As they are interested, their motivation increases, and their performance is better. Finally, their competence in reading enhances.

b. The KWL technique can motivate the student in the class.

The activities done in the teaching and learning process using the KWL technique are supported with the interesting steps. In fact, it can help students to motivate themselves to learn reading. Guthrie (2004: 56) states that the technique which is fun, engaging, and interesting usually motivates students to learn and take

part in the process of teaching and learning. Since they are interested, their motivation increases.

c. The KWL technique can enhance the students' participation in the class.

When the students realize how the KWL technique works to enhance their reading competence, they become more enthusiastic and feel more comfortable to follow the class, and to participate along the teaching and learning process in the class. Through the technique, communication and interaction between teacher and students are more effective and interesting. It actually gives their reading competence enhanced. Dorney (2001: 77) states that another way of making learning stimulating and enjoyable is creating learning situation where learners are required to become more active participants. Moreover, the KWL technique has increased the students' participation in the ways of providing students with many opportunities, giving a comfortable and encouraging environment, and providing a discussion rubric that includes good students' participation. These shape the students to be active and creative. In addition, they join the class attentively. It can be seen on how they filled each column of K, W, and L as what have been instructed by the researcher.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

After the researcher did the action research by using the KWL technique to enhance students' reading competence in SMA N 3 Sragen, it can be concluded that:

1. *The KWL technique improved students' reading competence.*

The implementation of KWL (Know, Want to Know, and Learn) could enhance the students' competence in the five indicators: the explicit information, reference of pronouns, words' meaning, main idea, and implicit information in the text.

2. *The class situation is more interesting when the KWL technique is applied in reading class.*

When the KWL technique was applied in the class, all of students were very enthusiastic to follow the class. In fact, the technique could enhance class situation, in term of attracting the students' attention that make them concentrate on the lesson, motivating the students in the teaching and learning process, and enhancing the students' participation in the class. Besides, the KWL technique also made teacher teach their students easily. The dominance of the teacher had been eliminated. They demolished their barriers to ask and respond the questions given.

B. Implication

Based on the result and the fact, there is a significant enhancement in reading competence achieved by the students through the KWL technique. It implies that the new technique which was interesting and different from the common reading technique. The KWL technique is very beneficial to be applied in teaching and learning process. The technique which is supported with pictures had attracted the students' attention so that they are interested to get involved and be active in reading activity. As they are interested, their motivation to follow the reading activity increases. They get better understanding of the text given, as the result, their performance is better. Finally, their competence in reading enhances.

Moreover, the teaching and learning process are supported with the effective steps, as follows:

Step 1: Drawing a chart of KWL;

Step 2: Explaining students what they should do in every column;

Step 3: Giving students a topic;

Step 4: Asking students what they know about the topic and write the things in K column;

Step 5: Asking students things they want to know about the topic;

Step 6: *The students read.* Finally, the students read! Be sure to allow enough time for the students to read the entire passage. You'll have to watch the students

to see how they are doing and when they're done. If one student is taking a particularly long time, you may not need to wait until he or she finishes.

Step 7: Asking students to fill the L column with the answer of questions and also new information they got from reading the text;

Step 8: Making conclusion

C. Suggestion

Based on the previous experiences that the researcher got during the action research, the research could give suggestions for the betterment of students' reading competence as follows.

1. For English Teachers

For the sake of enhancement of students' reading competence, English teachers are suggested to:

- a. Use the KWL technique to enhance the students' motivation and competence in the reading class
- b. Use the KWL technique continuously in the teaching and learning process in class, so that the students are accustomed to applying this multimedia, and they can learn texts independently.
- c. Encourage the students to keep on trying to understand the texts while using the technique.
- d. Select and present material in according to the students' level and need.
- e. Encourage students to learn reading competence with the KWL technique not only in class but also outside to make them more familiar with different English texts.

2. For the Students

For the sake of the successful learning reading competence, students are suggested to:

- a. Learn with the teacher in the class with the KWL technique to develop their reading competence through forming reading habit to enrich the vocabulary mastery in consistent ways.
- b. Always pay attention and follow to the teacher's instruction while being taught.
- c. Train a lot reading texts with different genres by applying the KWL.
- d. Not to be shy to ask or consult to the teacher or other related experts while getting difficulty in reading using the KWL technique.

3. For the School

For the effectiveness of the teaching and learning process, the institution is suggested to:

- a. Implement the KWL technique to teach English especially reading competence
- b. Provide adequate facilities to support the success of the teaching and learning process.
- c. Always motivate the school practitioners to develop their talent and profession in order that they can keep up with the growing education and technology for facing the global era.

4. For Other Researchers

At last, the researcher shared the suggestion to other researchers to conduct classroom action research related to the attempts to enhance students' reading competence using different technique, method, and media. The researcher

positively expects that this this research can be beneficial as the references for the other researchers to conduct a better research form different perspective.

