

# THE IMPLEMENTATION OF KWL TEACHING TECHNIQUE TO IMPROVE STUDENTS' READING ACHIEVEMENT OF THE THIRD GRADERS OF MASA DEPAN CERAH ELEMENTARY SCHOOL

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## **Abstract.**

*Understanding a text employs the high level of reading comprehension technique. The reading achievement score of Masa Depan CERAH (MDC) elementary school students, especially those of the third graders were quite low, that is 65 (the average score), which is below the minimum passing mark (70). Among the problems that occur in the third graders' reading class, the innapropriate teaching technique was the main cause. To overcome the low reading achievement for the third graders of Masa Depan CERAH (MDC) elementary school, KWL (Know, Want and Learn) technique was selected to be applied to the teaching of reading. KWL helps the students to activate their schemata to comprehend the text enjoyably. Since it provides the students opportunity to comprehend the text through class discussion, games, pictures identification etc.. By doing so, the students would increase their reading comprehension achievement score. Nevertheless, the teaching reading is successfully done through the implementation of KWL.*

*Keywords: reading improvement, kwl (know, want and learn), achievement score, pretest, posttest, classroom action research.*

## **Introduction**

Masa Depan CERAH (MDC) elementary school is a national plus school which adopts two curriculums, the national and Singaporean curriculum. The reading achievement score of the third graders of MDC was quite low (65), below the minimum passing mark (70). This condition happened because there was no positive learning environment due to the application of the innapropriate teaching technique in reading. In order to change this condition by improving the reading achievement score, a certain reading technique needs to be implied through the classroom action research.

The appropriate reading technique that can be applied to the third graders of MDC was KWL (know, want and learn). Through this technique, the teacher activates the students' schemata through various activities such as pictures identification, games and class dicussion related to the text they are reading. Then, the process is continued through the

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building of metacognitive of new knowledge of the text that the students get. In this stage, the students comprehend the text thoroughly since they are able to compose their new knowledge of the reading text. In connection with its background and the title, the research is laid upon the the following statements of the problem:

1. How can the KWL reading technique improve the reading achievement of the third graders of MDC elementary school?
2. How the teacher activates the third graders of MDC elementary school's schemata by using KWL?

The following image is the example of KWL chart that was filled by third graders of MDC as a part of the research.

**K**

WHAT I KNOW ABOUT \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**W**

WHAT I WANT TO KNOW ABOUT \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**L**

WHAT I LEARN ABOUT \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

From the image of KWL chart above, the KWL is divided into three phases. The first phase is the K (know). In this phase, the students' schemata is activated through the picture identification, games or class discussion about the reading topic that they read. The students write every information or background knowledge they have upon the topic discussed. Then, in the next phase is W (want). In this phase students write what information they want to know more about the topic in the form of questions. Then the students are asked to read the text and find out the answer their formulated questions from the text. The students fill out the W chart as the next phase with the answers of their formulated questions and the new knowledge they get from the text.

In order to support the implementation of KWL to improve students' reading achievement score, the metacognitive and schemata, the underlying theories are presented in this research. As stated by Livingston (1997), metacognitive is the acquirement of new knowledge that builds the prior knowledge toward something. Therefore, the implementation of KWL helps to achieve these goals of activating schemata and developing the metacognitive ability of the students. As stated by Cherry (2013), a schemata is a cognitive framework or concept that involves the prior knowledge in order to understand something. Readers' schemata can be developed well by involving the use of metacognitive.

The implementation of the KWL reading technique was also used by some of the previous researchers, such as Priyono (2009) and Sulistyowati (2010). Their students' reading achievement scores were improved after the implementation of KWL technique. Thus, the KWL is proven to be able to improve the reading achievement score .

Since this study is a classroom action research (CAR) conducted in four stages: planning, acting, observing and reflecting. In the planning stage, the researcher identifies a problem that occurs in the classroom. Then, she develops a plan to overcome the problem and to improve the condition in the classroom.

The second stage is acting. In this stage, the researcher put the plan into action. The action conveys the implementation of the technique chosen. Besides, the alternative plan is also put into action.

The third stage is observing. In this stage, the researcher observes the students' response through the classroom activities. This stage is also the data collection stage which the researcher put her opinion or prespective.

The last stage is reflecting. In this stage, the researcher evaluates and describes the effects of action so the researcher can explore the issue deeply.

In order to get vivid data, the researcher divided categorized data not only into quantitative through the pre and posttest result and compared them using the students' T-test but also in qualitative through the observation of students' responses of the teaching activities in the classroom and also the certain teaching technique chosen to improve the classroom condition.

The CAR is conducted in three cycles. Each cycle contains four stages/activities: planning, acting, observing and reflecting. The first cycle was conducted in four meetings with the pretest on the first meeting and the posttest on the last meeting. The first cycle, especially the first meeting, was the introduction of the KWL reading technique. The inputs of the first cycle became the suggestions for the second cycle.

## **I. The Planning of the First Cycle.**

For the first cycle, the research conducted four meetings of teaching reading in semester 2. The four meetings of the first cycle was designed since the researcher needed to analyze the continual improvement of the students' reading achievement.

In the first meeting, the researcher gave some explanation to the students why the KWL reading technique was chosen for the third graders. On the second meeting, the researcher started the procedure of KWL reading technique with its exercises. The procedure of implementing the KWL reading technique was explained in the lesson plan. Before the researcher started the implementation of KWL exercises, the researcher distributed the pretest about the topic that the students were going to learn. After the students did their pretest,

the researcher continued with the KWL reading technique and it exercises. The topic of the first cycle conveyed the text type of informational and narrative text.

On the third and four meetings, the researcher implemented the use of KWL without distributing the pre test. The researcher focused on the activities of KWL with the new topics. In these meetings, the researcher made variation of the KWL by using visual aids followed by the questions and answer session to arise the students' participation in the classroom. To create some variations during KWL activities in the classroom, the researcher assigned the students work individually or in groups. In order to confirm the students' reading comprehension, the researcher distributed the posttest in the fourth meeting with the same format of questions such the pretest. The result of the posttest helped the researcher to conclude how the implementation of KWL helped the students to understand the text. By the end of the first cycle, the researcher examined all the reading journals, students' reading worksheet then, concluded the positive and negative inputs for the next cycle.

## **II. The Action of the First Cycle.**

In the first cycle, the researcher took four meetings to implement the KWL reading technique. She started the cycle by introducing the KWL reading technique and its activities that helped the students to improve their reading comprehension achievement. The introduction of the KWL reading technique and its chart was done on the first meeting. Before starting the first meeting, the researcher constructed the reading pretest and tried it out to the students of another parallel class. Then, she examined the result of the pretest and designed the suitable questions for the reading pretest for the objected class. After that, the researcher distributed the reading pretest toward the students of the subjects of this research (38). The reading pretest result was used to measure and to understand the students' background knowledge toward the text.

After the students did their reading pretest, the researcher examined the results. The researcher then distinguished the students based on their prior knowledge toward the text. The researcher also concluded the students' knowledge and understanding of the topic discussed through the text on the reading lesson later on. After the pre test, the researcher started the implementation of the KWL reading technique. She started it by giving some visual aids in order to help the students recall their prior knowledge about the topic. The researcher created a questions and answer session by involving all the third graders to actively participate in the class or at least to share their ideas. This was quite important since it helped to rise students' encouragements in recognizing the topic discussed. Then, the researcher distributed the KWL reading chart and asked the students to fill out the chart systematically. She asked them to fill the K (know) and W (want) charts then asked the students to read the text. Before filling out the L (learn) chart, the researcher had to confirm

the students' comprehension toward the text by doing the next question and answer sessions or asking some students to retell the text in their own language. When the students had good understanding of the text they read, the researcher then asked them to complete the KWL reading technique chart by filling out the L (learn) section which told about the new knowledge gained from the text. The KWL reading technique implementation was ended by the post test constructed by the researcher; it had the same questions and format as the reading pre test. The process of implementing the KWL reading technique in the second meeting was repeated in the third and fourth meetings. On the other hand, the pretest was no longer used by the researcher in the third and fourth meetings.

### **III. The Observation of the First Cycle.**

On the first cycle, the researcher was observed by her peer teacher in order to give inputs about the process of KWL reading technique which was done by the researcher. The researcher provided the peer observation sheet in every meeting. The observation sheet was used by the peer teacher in order to observe the students' responses toward the implementation of KWL reading technique. Besides peer teacher observation, the researcher also provided the post test sheet for the students. The posttest sheet was used to value and to conclude how the implementation of KWL reading technique helped the students to improve their reading comprehension achievement. The posttest was given at the end of each cycle. It is because the researcher needed to examine the results of the implementation of KWL that can improve the students' reading comprehension.

### **IV. The Reflection of the First Cycle.**

In the reflection stage, the researcher reflects all the inputs from the peer teacher's observation sheet, the researcher's journal that describes the process of the implementation of KWL reading technique and the students' posttest. The researcher formulates all the results and concludes the strength and weaknesses of the implementation of KWL reading technique then makes it as the inputs for the next cycle of implementing the KWL reading technique. Therefore, the results of first cycle are used to support the execution of cycle two. The researcher sorts all the strengths based on the observation sheets on the first cycle and maintains it for the next cycle whereas for the weaknesses, the researcher eliminates the weaknesses in order to create an improvement of the implementation of KWL reading technique for the third graders. The researcher examines whether the students' reading result is improved by comparing the result before the implementation of KWL reading technique. If the students' reading achievement is improved, therefore it can be concluded that the KWL reading technique is suitable to raise the students' reading achievement score.

## **V. The Planning of the Second Cycle.**

Before the researcher starting the second cycle, she prepared all the lesson plans for the second cycle. The second cycle was conducted in three meetings. The three meeting of executing the KWL reading was chosen because the researcher wants to assure the students reading achievement in class. On the second cycle, the pretest was no longer applied in the teaching reading. The introduction of KWL was also eliminated since students have already accustomed with the KWL reading technique on the first cycle. In this cycle the researcher reviewed the objectives of the KWL reading technique. The researcher uttered the results of the first cycle including the students' reading encouragement. The first cycle results and inputs also used in the second cycle to consider better design of executing the KWL reading. The researcher then gave explanation that she would be done as the continuation of KWL reading technique for the students in order to maintain the improved reading score of the students' reading achievement or even to improved it more. The researcher repeated the stages of KWL with its activities with some variations while recalling the students' prior knowledge toward the topic. The variations such as giving rewards and creating games were done. These variations were important to keep up the students' reading encouragement. On the second cycle, the researcher provided the posttest since she examined the results of posttest from the first cycle to conynice the improvement of the students' reading achievement by using the KWL reading technique. The use of peer teacher observation sheet was also used as well as the researcher journal. The text type used on the second cycle included the report text,;ecount text and the narrative text.

## **VI. The Action of the Second Cycle.**

On the action stage, the researcher did the same action as the first cycle. However, the researcher maintained the positive and eliminates all the negative inputs of the first cycle in order to get a better result of the process of implementation of KWL reading technique. In this cycle the researcher did not distribute the pretest. She directly continued the cyclei by applying the KWL reading activities.

On the first meeting the researcher recalled the students' prior knowledge toward the topic by showing more pictures that helped students to explore their ideas. The second and the third meetings followed the same procedure as the first meeting. During the second cycle activities, the researcher used the peer teaching observation sheet, the teaching reading journal and the KWL chart in every meeting whereas the posttest was distributed at the end of the second cycle.

## **VII. The Observation of the Second Cycle.**

In the second cycle, the researcher used teaching reading observation sheets in which done by her peer teacher. The reading

observation sheets helped the researcher to give input on how the researcher able to guide the students in implementing the KWL reading technique in class. The use of students posttests and the researcher's journal also helped the researcher to conclude how the process of the implementation of KWL reading technique help to imprgve the students' reading achievement. The researcher observed the students' behavior and responses toward the KWL reading technique and put all on her journals.

### **VIII. The Reflection of the Second Cycle.**

On the reflection stage, the researcher reflects all the results gained based on the students' post tests, peer teacher observation sheet and the students' post tesf. The researcher then reflects all the results and concludes the students' reading achievement. She also examines all the positive and negative inputs and responses from the students and from the peer teacher then she usbs the result for the next cycle. The researcher then compares the results of the first and second cycle to see the improvement of the students' reading achievement.

### **IX. The Planning of the Third Cycle.**

The third cycle was conducted on three meetings since the researcher wanted to implement the KWL reading and observe the continual improvement of the students' reading achievement. In this cycle the researcher did the same process of implementing KWL reading technique as in the first and second cycle. On the third cycle the researcher grouped the students to do the KWL reading technique. This gave a KWL reading variation for the students. On the first meeting, the researcher distributed some pictures to every group and asked them to guess what text that they were going to read about. She also did the question and answer session while recalling the students' prior knowledge. Then, she asked the students to read the passage and to fill.out the KWL reading chart. This process is repeated on the second and third meetings. On the last meeting of the third cycle, the researcher distributed the reading posttest.

### **X. The Action of the Third Cycle.**

On the third cycle, the researcher conducted the KWL reading technique in three meetings. In the first meeting the researcher divided the students into groups and held a question and answer session to recall the students' prior knowledge. The question and answer session was supported by visual aids or pictures that helped students to grasp what text that they read. The re.'bearcher then asked each group to fill out the KWL chart then asked them to read the passages of the text. The researcher assigned each group to retell the passage that they have read. In order to rise the students' encouragement in understanding the text by

retelling it, the researcher gave a reward for the group who can precisely retell the main idea or the storyline of the text. The process of implementing the KWL reading technique was repeated on the second and third cycle. In each meeting, the researcher provided the peer teacher observation sheet, KWL charts and the students' posttest as the evaluation tools that helped her to examine the process of implementation of KWL reading technique.

At the end of the third cycle, the researcher distributed the reading posttest to the students. The reading posttest was distributed individually since the researcher wanted to examine the students' reading achievement individually.

#### **XI. The Observation of the Third Cycle.**

In the observation stage, the researcher used the peer teacher reading observation sheet and her teaching reading journal that would be completed in each meeting. The researcher journal be a field note for the researcher to observe the responses of the students both in positive and negative responses toward the implementation of KWL reading technique. The results of the students' posttest be the inputs for the researcher to determine how the process of KWL reading technique helped the students to improve their reading comprehension.

#### **XII. The Reflection of the Third Cycle.**

After the third cycle and its KWL reading technique were done, the researcher reflected all the results from the observations. She would also compare the first, second cycle and third cycle then examined the increase of the students' reading comprehension achievements. The researcher then concluded that the implementation of KWL reading technique is appropriate for the third graders students to improve their reading comprehension achievement.

After the execution of the three cycles using the KWL reading technique for the third graders of MDC, the findings of the research were depicted both quantitatively and qualitatively. In the first cycle, the implementation of KWL was done in four meetings. In the first meeting, spent more time since the researcher had to introduce the new reading technique (KWL) to the third graders. Besides, the researcher had to make sure that each student fill the KWL chart correctly and accurately. The reading passages of the first cycle conveyed the narrative and report texts.



The quantitative data of the first cycle is presented in the following table:

FIRST CYCLE	
Pretest (before the KWL)	Class Average of students' pretest: <b>65.0</b>
	Standard deviation: <b>11.7</b>
	Students' T-Test: <b>-4.3</b>
Reading exercises class average	Meeting 1: <b>69.2</b>
	Meeting 2: <b>71</b>
	Meeting 3: <b>76.9</b>
	Meeting 4: <b>78.1</b>
Posttest	Class Average of students' post test: <b>73.4</b>
	Standard Deviation: <b>11.8</b>
	Students' T-test: <b>-3</b>

From the table, there is an improvement of the reading score before and after the implementation of KWL reading technique. Before the implementation of KWL, as it is shown in the pretest column, the reading test achievement score was 65. After the implementation of KWL as shown in the posttest column, the reading score was 73. Therefore the reading achievement score range from 65 to 73 is 8 points.

Besides the quantitative data, the qualitative data from the first cycle is through the observation of the implementation of KWL in the reading classroom. Students experienced some difficulties in understanding the KWL reading technique. Thus, it took longer time for them to comprehend the KWL chart and to fill it out correctly. On the other hand, the students were more enthusiastic to read the text since they comprehend the text in fun ways.

By understanding the inputs from the first cycle, the researcher needs to consider the time allocation for each activity of KWL implementation. The second cycle was conducted on three meetings with the reading genre of narrative and recount texts. The reading pretest was no longer implied since the researcher only put the reading posttest score.

The following table depicts the implementation of the second cycle with its reading achievement score that is better than the first cycle.

SECOND CYCLE	
Reading exercises class average	Meeting 1: <b>74.2</b>
	Meeting 2: <b>84.2</b>
	Meeting 3: <b>87.3</b>

Posttest	Class Average of students' posttest: <b>84.1</b>
	Standard Deviation: <b>8.9</b>
	Students' T-Test: <b>2.7</b>

As seen in the table, the reading pretest was no longer employed. The reading achievement score increased (84) compared to the first cycle (73). Therefore, the difference of the reading achievement score is 11 points. This is even higher than the range of pretest and posttest of the first cycle. In the second cycle, students were accustomed more to the KWL reading technique. They even enjoyed the multiple activities done by the teacher of activating their schemata such as games and class discussion. The visual aids help the students to grasp the reading text and to comprehend it easily. Students were able to complete the KWL chart correctly even sometimes they still need to ask the teacher in order to organize their knowledge toward certain topic discussed on the reading text. The precise time allocation also helps the students to implement the KWL reading technique successfully. In order to create more fun and to create some variations in teaching reading, games and drawing were applied to the third cycle.

The third cycle was conducted in three meetings. In each meeting, the KWL reading technique was implemented. The reading posttest was also distributed on the last meeting of the third cycle. The table below shows the improvement of the reading achievement score on the third cycle.

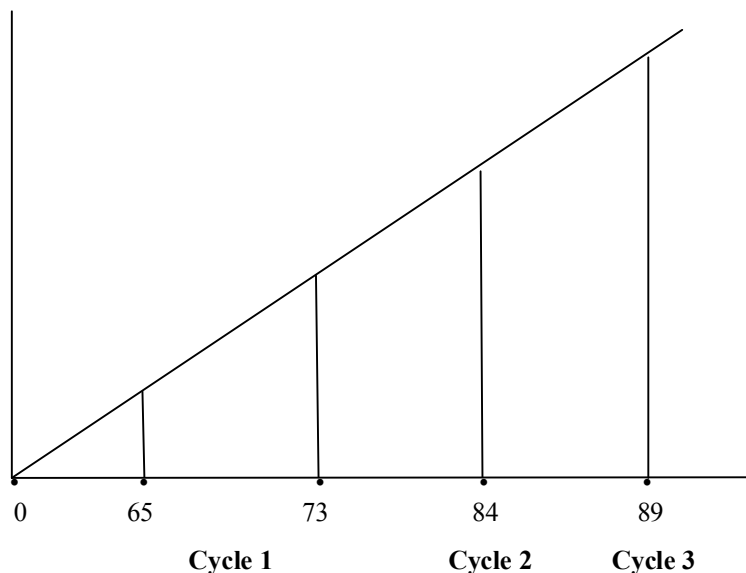
THIRD CYCLE	
Reading exercises class average	meeting 1: <b>81.2</b>
	meeting 2: <b>87.8</b>
	meeting 3: <b>90.3</b>
Posttest	class average : <b>89</b>
	standard deviation : <b>8.1</b>
	students' T-Test : <b>5.6</b>

This table shows that the reading achievement score became higher than the second cycle. On the second cycle, the reading achievement score was 84 while in the third cycle, the reading achievement score was 89. Therefore, the difference was 5 points.

In the third cycle, the variations of KWL implementation especially during the activation of schemata helped to encourage students to learn.

The students were very enthusiastic while learning and they experienced the positive learning environment in the reading classroom.

The reading achievement scores of the first, second and third cycles were presented in the following figure:



### **The results of the implementation of KWL**

From the image above, there is a significant reading achievement score before and after the implementation of KWL technique. The range of the reading pretest and posttest of the first cycle was 8 points. The range of the reading posttest of the first and second cycles was 11 points. The range of reading posttest of the second and third cycles was 5 points. Therefore, the students' reading achievement score is well improved after the implementation of KWL reading technique. Thus, the minimum passing mark (70) of reading was achieved. Besides, the positive reading teaching and learning in the classroom also occurred. The statement of the problems in this research were also answered.

As for the conclusion, the KWL reading technique is applicable for all level of students. It also helped students well in improving their reading achievement score in the classroom. They also enjoyed the reading lesson and had willingness to participate in every activity conducted in class. The precise time allocation in the reading class helps to support the implementation of KWL reading technique successfully. Therefore, the KWL reading shall be used as the variation for reading teachers to teach reading in an attractive way with the successfulness of reading improvement score and encourage students to learn reading.

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