

THE USE OF KWLQ (KNOW, WANT TO KNOW, LEARNED, QUESTION) STRATEGY IN COMPREHENDING REPORT TEXT FOR THE ELEVENTH GRADE STUDENTS

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Abstrak

Membaca merupakan salah satu keahlian yang harus dikuasai oleh pelajar dari semua tingkatan pendidikan. Itu dikarenakan, dalam sistem pendidikan kita, hampir dari semua materi pembelajaran dalam bentuk tulis; buku, jurnal, paper, dan masih banyak lagi. Untuk mengetahui pembahasan materi tersebut, memahami ide pokok dan informasi yang terdapat dalam materi tersebut adalah sebuah keharusan. Singkatnya, pemahan adalah inti dari membaca. Brown (2003) menyatakan pembaca non-natif harus meningkatkan schemata-latar belakang informasi dan pengalaman budaya- yang isinya sesuai dan formal untuk membuat interpretasi dengan efektif. Sementara itu terdapat sebuah strategi membaca yang memanfaatkan pentingnya latar belakang pengetahuan sebagai prinsip utama dalam penggunaannya yang disebut strategi KWLQ (Know, Want to know, Learned, Question) yang sesuai untuk diaplikasikan bagi pelajar non-natif seperti orang Indonesia. Strategi ini dimaksudkan untuk membantu memahai teks informasi. Penelitian ini merupakan penelitian deskriptif kualitatif. Meneliti penggunaan strategi KWLQ dalam memahami report teks, kemampuan membaca murid sehubungan dengan penggunaan strategi dan respons murid sehubungan dengan penggunaan strategi. Penelitian ini dilakukan kepada murid-murid kelas XI IBB di SMA WACHID HASYIM 2 TAMAN. Ada tiga macam data yang dikumpulkan dalam penelitian ini,. Pertama adalah hasil dari observasi yang dituliskan dalam field note selama proses belajar dan mengajar menggunakan strategi KWLQ. Kedua adalah hasil dari KWLQ chart murid-murid dan hasil dari soal latihan membaca mereka yang digunakan untuk mengukur kemampuan mereka dalam memahami text. dan yang terakhir adalah hasil dari wawancara terhadap beberapa murid. Semua data di deskripsikan secara kualitatif kemudian hasilnya dianalisis untuk membuat kesimpulan. Hasil menunjukkan bahwa strategi KWLQ di implementasikan dengan sukses di dalam kelas. Hampir dari seluruh murid mampu membuat chart KWLQ yang baik, dan strategi ini mampu membantu murid dalam memahami teks report yang dibuktikan dengan melihat dari hasil chart dan soal latihan membaca murid. Selain itu, murid-murid memiliki respon yang positif terhadap penggunaan strategi ini, ini dikarenakan mereka merasa bahwa strategi ini membantu mereka untuk mencatat informasi penting dalam teks yang membantu mereka memahami teks dengan baik.

Kata Kunci: Membaca, Pemahaman, Strategi KWLQ, Teks *Report*

Abstract

Reading is a very important skill that must be mastered by learners from all education level. It is simply because, in our education system, most of the materials are in the written form; Books, journal, paper and many others. In order to get what the materials are about, it is a must to comprehend the idea and also the information within. In short, comprehension is the core of reading. Brown (2003) stated second language readers must develop appropriate content and formal schemata—background information and cultural experience—to carry out the interpretations effectively. Meanwhile there is a reading strategy that uses the importance of background knowledge as its main principle which is called “KWLQ (Know, Want to know, Learned, Question) strategy which is very suitable to be applied for the second language learners like Indonesian. This strategy was intended to help comprehending information text. This study was qualitative descriptive research, observing the use of KWLQ strategy in comprehending report text, the students’ reading ability toward the use of the strategy, and their responses toward the use of it. This study was conducted to the eleventh grade students of IBB class in SMA WACHID HASYIM 2 TAMAN. There are three kinds of data which collected in this study. The first data is the result of the field note during the teaching and learning process using KWLQ strategy. The second data is the result of the student’s KWLQ chart and their reading exercises which are used to measure their ability in comprehending the text. And the last data is the result of interview which was conducted to several students. All of the data was described in a qualitative way, then, the result of the data was analyzed to draw the conclusion. The result shows that KWLQ strategy was successfully implemented in the classroom. Most of the students were able to make a good KWLQ chart, and it did help the students in comprehending report text which was proven

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by looking at the result of their charts and reading exercises. Moreover, the students have positive responses toward the use of this strategy since they felt that this strategy helped them to record any important information in the text which made them comprehend the text well.

Key Words: Reading, Comprehension, KWLQ Strategy, Report Text

INTRODUCTION

Reading is one of four English skills which is considered as a very important skill to be mastered by learners since mostly the process of gaining information is done by reading some information sources. Especially for the students, whether they are in elementary, middle, high until university level, almost all of the course materials are in the form of written text. That means in order to upgrade their knowledge and grasp any information from the material, the students should read and comprehend the material well. Even some studies show that students who have a lot of reading practices tend to acquire English better than students who do not (2009). Reading itself can be defined as a message getting, problem solving activity which increases in power and flexibility the more it is practiced (Clay's in Scharer. 2012:1). In this point, it can be concluded that students should be able to read well—be able to comprehend all of the information that the author wants to deliver—by having a lot of reading practices.

One thing that a teacher can do to help the students is by choosing appropriate teaching techniques, so that the students are able to read efficiently the material presented to them (Abbot, et al. 1981:82). But in fact, the task of teaching reading is not an easy one. It is because most of the times, reading ends up becoming a boring activity for the students since reading itself is a silent and individual activity (Abbot, et al.1981:81). Then in order to prevent the students from getting bored in reading activity, sometimes teachers ask them to read aloud along with the teachers. But this kind of activity is only effective to hold the students' attention not their comprehension since as soon as they finish, they have no idea what the text that they just read is about (1981). From those statements, it can be inferred that teaching reading in such boring way or technique is merely make the students fail to reach the goal of reading activity that is to comprehend the meaning of a text. Thus, it is necessary for the teacher to conduct a reading activity with a clear purpose.

But before doing so, it is better for the teacher to understand how the students' comprehending processes in reading activity in order to enable them to read and learn effectively. In reading a new material, the students need to integrate the new material into their existing knowledge base, construct new understanding, and adapt existing conceptions and beliefs as needed (Riswanto et al. 2014:2). A similar view is reported by Cook in

Harmer (2002:199) who argues that in order to make sense of any text we need to have 'pre-existent knowledge of the world'. Pre-existent knowledge is very useful to help the readers build an image of what the text that they are going to read is about by relating with the information that they have possessed. It is believed that by having a brainstorming activity about the reading material before will make the students easy to comprehend the text. Additionally, as Brown who states "Reading comprehension is primarily a matter of developing appropriate efficient, comprehension strategies" (2000:36), it shows that using an appropriate strategy gives a big impact to the success of understanding the text. One of the reading strategies that uses 'pre existence knowledge' principle is KWL strategy.

KWL stands for (what you Know, what you Want to know, and what you have Learned) is a strategy developed by Donna Ogle on 1986 for helping the students to gain information in reading information text. KWL strategy combines several different approaches, in the first two steps, the students and the teacher are having a discussion to engage and categorize the information that they have related to the topic of the text. Next, the teacher helps the students to highlight the gaps in their knowledge and ask them to write a list of questions about what they want to know related with the topic of the text. The last, after they read the text, the students write down all of the information they have gathered from the text. In fact, there are many variations of KWL chart that have been developed since its first appearance. One of them is KWLQ. Bernadowski (2011) introduced the modification of this KWL strategy in his journal about literacy strategies with newspaper. Both KWL and KWLQ basically use same principles, but in KWLQ there is one more stage after "Learned" that is "Question" stage. So, in "Question" column in the chart, the students are pleased to write questions that they still have in mind after read the text that may lead to additional research on the topic.

From the explanation above, the researcher believes that KWLQ (Know, Want to know, Learned, and Question) strategy is one of the appropriate ways that can be used by the students to comprehend a text well. Comprehension ability becomes the main focus of reading activity because in every written work, there must be information that the writer wants the reader to

get. Therefore, how well the reader understands the text will determine the success of the reader in receiving all of the information within the text. Meanwhile, one thing that will affect the success of comprehending the reading material is how well the readers relate their prior knowledge with the new information that they get from the text. KWLQ chart is in line with this theory since the main purpose of this strategy is to activate the students' existed knowledge before they start the reading activity. This strategy is also very suitable to be used for the student in comprehending information text because in KWLQ strategy there is a column which is provided to help the students access their important background information that will help them build an understanding related with the new information they get from the text. One of information texts that has mentioned before is report text. Report text is a text which describes something as it is. The aim of this text is to give explanation about something, someone, or phenomenon that happens around us after a kind of research.

Based on the explanation which has been stated above, the researcher is interested to conduct a study about the use of KWLQ (Know, Want to know, Learned, and Question) as a reading strategy for information text. This study is intended to describe the use of KWLQ strategy on eleventh grade students in comprehending report text, the students' reading ability toward the use of KWLQ strategy in comprehending report text, and the students' responses toward it. By using this strategy in teaching reading of report text, the students are able to monitor the information that they get before, whilst, and after reading activity. So that the students are hoped to comprehend the report text easily since they take a note about all the important information that they should know.

1. How is the use of KWLQ (Know, Want to know, Learned, and Question) strategy in comprehending report text for the eleventh grade students?
2. How is the students' of eleventh grade reading ability in comprehending report text toward the use of KWLQ (Know, Want to know, Learned, and Question) strategy?
3. How are the students' of eleventh grade responses toward the use of KWLQ (Know, Want to know, Learned, and Question) strategy in comprehending report text?

RESEARCH METHOD

Referring to the research questions that have stated before, about how the use of KWLQ strategy, the students reading ability toward the use of KWLQ strategy, and their responses toward the use of it, the research design

used in this study is descriptive qualitative. The ultimate goal of qualitative research according to Donald Ary (2006: 440) is "to portray the complex pattern of what is being studied in sufficient depth and detail so that someone who has not experienced it can understand it." Since this strategy may not be used by all of the English teachers, in this study, the researcher describes the detail information about how KWLQ strategy is be used in comprehending report text, the students reading ability toward the use of the strategy and their responses toward the use of it.

The subject of this study is the eleventh grade students in SMA WACHID HASYIM 2 TAMAN. But since there are many classes of the eleventh grade, besides, this study does not need a large sample, so the subject of this study will only focus on the reading activity in class XI IBB (Language class) which consists of 33 students, 8 boys and 25 girls. The XI IBB class was picked to be the subject of this study due to the teacher's suggestion that this class was very active during the teaching and learning activity. Besides, since this class is language class, the students' English proficiency is considered better than other classes. For the interview, the researcher picked nine students from three different level of English proficiency (High, medium, and low level). The level was decided based on the students' final test score of the first semester. Choosing students from different level of proficiency is needed to know whether they have different responses toward the use of the strategy or not because qualitative researchers provide maximum insight and understanding of what they are studying (Ary, 2006: 428).

In this study, there are three kinds of data that were collected. The first data was taken during the observation of the process teaching and learning report text using KWLQ chart as a reading strategy. Since the researcher was a passive observer so, she just sat on the back of the classroom and recorded all activities during the teaching and learning process and wrote down anything happened in the field notes. The second data was taken from the students' reading task. To obtain the data, the researcher collect the KWLQ chart and the result of reading exercises of some students from three different level (Excellent, acceptable, and need improvement) the level was decided according to the amount and the compatibility of the information that the students wrote on their KWLQ chart. The last data was taken during the interview session. There were ten questions in the interview which are asked in "Bahasa Indonesia" in order to enable the students to express their response and feeling toward the use of KWLQ chart as a reading strategy in comprehending report text easily. The questions were mainly about the implementation of KWLQ strategy and the students' responses toward the use of it.

The data of this study were analyzed qualitatively. There are five stages in analyzing the qualitative data based on Robert K. Yin in his book entitled *Qualitative Research from Start to Finish* (2010) : 1) Compiling 2) Disassembling 3) Reassembling 4) Interpreting 5) Concluding.

RESULT AND DISCUSSION

This research was aimed to describe the use of KWLQ strategy as reading strategy in comprehending report text by the XI IBB class students, their reading ability in comprehending report text toward the use of the strategy, and their responses toward the use of it. To answer those three research questions, the researcher analyzed three forms of data. Those were the result of observation which was recorded in field note, the students' reading exercises in the form of their KWLQ chart and their answer for the exercises related with text, and the result of interview which conducted to several students from three different level of English proficiency (High, medium, low).

THE USE KWLQ STRATEGY IN COMPREHENDING REPORT TEXT

The data was taken through observation focused on the teacher and students activity during the reading class in XI IBB class. The activity was consisted of pre-reading activity, whilst reading activity and post-reading activity. The implementation of KWLQ Strategy was conducted in two meetings. The teacher had implemented the strategy since the first meeting. The teacher applied all the steps of using KWLQ strategy according to the theory by Bernadowski (2011) those are explaining the chart's purpose, conducting a brainstorming related with the topic of the text, asking the students to fill the chart, and the last discussing the result of the chart and the questions that the students still have after reading. However, it is still combined with the steps of teaching and learning of curriculum 2013. The teacher prepared the material very well. He even used LCD and laptop to explain the material of that day.

At the very beginning the teacher introduced the text that they were going to discussed that day that was report text. The teacher also introduced the KWLQ strategy by showing the handout to the students slightly, and promised to the students that he would explain about the chart later. The way how the teacher explained about report text is by letting the students read the example of the text which was showed in the screen and stimulated the students' understanding by conducting a questioning section about the characteristic of report text. It was better than directly explaining the material because by doing that the students could activate their observation skill. This activity was also known as pre-reading activity. Brown

stated that in pre reading activity, the teacher spends sometime to introduce the topic that will be discussed, while the students are encouraged to do skimming, scanning, predicting, and activating their schemata (2000).

After the teacher made sure that the students had already understood what report text was, the teacher moved to whilst reading activity. He told the students that they would read another text and doing exercises but this time, while reading the text, they had to use KWLQ chart. The teacher explained the purpose of KWLQ chart and how to use it. He described every column, and what the students had to write on those columns. Before letting the students started to do the task, the teacher kept reminded the students that they should filled the first couple columns before they start reading the text. The teacher also motivated the students to share anything that they knew with their friends since it was a group work. For the first try the students seemed a little bit confused how to use the chart properly since they kept asking while the teacher monitoring their work around the class.

The discussion of the exercises and the text was conducted in the next meeting. After completing the KWLQ chart, starting a class discussion is an effective tool to make the KWLQ students sharing information (Bernadowski, 2011:20). Each group took turn to present the answer of the questions, while discussing the students were active to share the opinion related with the text. The teacher always asked the other student's opinion in every questions, the teacher led the students to be active well. When the discussion about the exercises ended, the teacher opened the questioning section related with the questions that the students wrote in the "Q" column. The answer of the questions were not come only from the teacher, the other students were also pleased to help their friends by sharing their knowledge. The teacher's role was not only as the source of the knowledge, but also as the facilitator by letting the students involved in the process of teaching and learning actively. When there was a different opinion, the teacher helped the students to find the conclusion that were agreed by both sides, which was very good. After that, in the end of the class the teacher asked the students to make another chart with different text and do the exercises individually as the homework. This was basically a post reading activity where the teacher confirmed and emphasizing the students understanding by letting the students asking questions and gave follow up writing exercise (2000).

From the description above, it could be concluded that the KWLQ strategy was successfully implemented in comprehending report text. The teacher did his role very well. the strategy worked to help the students elicit their prior knowledge, set a purpose for reading, monitor the students comprehension and the most important is

expands ideas beyond the text (Conner in Riswanto, et al, 2014:2). But there was one thing that was so unfortunate. The teacher did not introduce and explained the way how to use KWLQ chart from the beginning and just did it right before the students had to do the group work. It made the students got confused and some of them ended up wrote very limited information, even one of them wrote wrong information in their first chart. But the students had already understood how to use the chart well in the second try. It was proven by the fact that the students made less mistakes on their second chart.

THE STUDENTS' READING ABILITY IN COMPREHENDING REPORT TEXT TOWARD THE USE OF KWLQ STRATEGY

Reading comprehension is a complex process where comprises the successful or unsuccessful of using many abilities. The RAND Reading Study Group stated that comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (2002). From here, it could be concluded that after reading activity there must a follow up activity in the form of writing to emphasize the comprehension that the reader got after reading. But what kind of writing activity that we should pick to asses reading comprehension is different for each type of the reading.

Report text which became the selected topic of this study was included into Extensive reading. Extensive reading involves long texts included journal articles, technical reports, longer essays, short stories, and book (Brown, 2003:212). There are many ways to asses extensive reading, two of them are comprehension questions and note taking (2003). Therefore, in this study the researcher used KWLQ chart—which takes role as the note taking media—and reading exercises as the tool to describe the students' comprehension of report text.

For the KWLQ chart, in terms of procedure, most of the students had already understood how to use the chart well. In the first chart, there were indeed some students who placed wrong information but the others had no problem with the use of it. They did better job for the second chart, all of the students used the chart correctly but there were still some students who wrote a question which the answers had already stated in the text. In terms of content, most of the students wrote the information and the questions in good order. A little mistake about structure was existed, but the idea of the sentences still could be understood. There were only few students who wrote non-make sense sentences/phrase. The amount of the information and the questions were increasing from the first try, it showed that the students had understood better how to use KWLQ chart. Moreover, the result also

proved that KWLQ strategy helps students to elicit their prior knowledge, set a purpose for reading, and expand their ideas beyond the text like the theory stated by Conner in Riswanto (2014).

For the exercises, there were also two exercises that the students had to do while using this strategy. The first exercise was only one question for one group so the result was not showed here (the result has been described in the result of observation), but all of the groups did a great job. Every group got the correct answer and also was able to deliver their opinion well for the opinion questions. Meanwhile, for the second exercises, there were seven questions related with the text, and most all of the students got six questions correct and there was only a student who got five questions correct. It could be concluded that by reflect on what students learn through KWLQ chart, their ability to process and comprehend the reading material increases (Bernadowski, 2011).

THE STUDENTS' RESPONSES TOWARD THE USE OF KWLQ STRATEGY

After the implementation of KWLQ strategy, the researcher conducted an interview to find out the students' responses toward the use of this strategy. The sample was taken from several students from three different levels of ability. The questions were basically about what they think about KWLQ strategy, whether the procedure was complicated, simple, or easy, which part of the KWLQ chart (Knowing, Want to know, Learned and Question), and the last was whether the KWLQ strategy helps them comprehending report text or not.

For the first Questions, most of the students said that the strategy was kind of brand new thing for them, and it helped to motivate them reading actively. Few students from "Low" level ability said that the strategy was pretty complicated, while a student thought that the strategy was not special. Though, it still showed that mostly, the students had positive responses toward the use of "KWLQ" strategy. Next, for the second questions, more than half students said that it was simple/easy, and the rest said it was complicated (mostly from "Low" level). So, it meant that the procedure of KWLQ strategy was proper for the students from high and medium level, but a little bit difficult for the low level students. For the third questions, the most difficult part of KWLQ chart was "L" column and "Q" column since those columns got the most votes from the students. From here, it could be concluded that the students were not used to write a note and asking questions since they got difficulties to write what they have learned and what questions that they still had in mind after reading the text. And for the last questions, it could be concluded that KWLQ chart helps the students comprehending report text since almost all of

the students said the strategy was really helped them understanding the text. One of the students said that this strategy was very helpful because by using this strategy, they could pay attention to the detail information, and it makes them comprehend the text easily. That statement was basically in line with the aims of KWLQ chart that are: foster inquiry, active reading, setting a purpose for reading and research (Bernadowski, 2001:20).

CONCLUSION

Based on the result of study that was conducted by the researcher toward the use of KWLQ strategy in comprehending report text, there are three conclusions that can be drawn as follows 1) KWLQ strategy was successfully implemented by the teacher. The teacher followed all of the steps of how to use KWLQ strategy very well. He led the students to be active before, whilst, and after reading well. Most of the students were active in the process of filling the chart and in the discussion section after doing the chart. They also become more aware to pay attention to the information that they got while reading the text. From that description, it can be concluded that the teacher had succeed in implementing KWLQ strategy in reading report text. 2) The students' reading comprehension after the use of KWLQ strategy showed an impressive result. They made a good note and also did a great job with the exercises. By looking at their KWLQ chart and reading exercises, it could be concluded that most of the students are able to comprehend the report text very well after using KWLQ strategy. 3) Most of the students have positive responses toward the use of KWLQ strategy. It can be seen from the result of the interview. They said that the strategy helped them understanding the text, since by using this chart they could take a note about any important information within the text. There were only few students who still confused toward the use of this strategy, yet the result of their chart and reading exercises was great.

SUGGESTION

In relation with the result of the study, the teacher should not waste so many times only to explain about the characteristic of the text such as generic structure, language features, and so on. Besides, the teacher should explain the use and the procedure of the KWLQ strategy from the beginning of the class so that, the students have enough time to understand and get used to it. By doing that, there will be no students who get confused and make mistakes while using the chart. Moreover, the teacher should give the students enough time to read the material on the screen, before start to ask some questions related with the topic.

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