

IMPROVING STUDENTS' READING COMPREHENSION THROUGH *KNOW, WANT TO KNOW, LEARNED AND HOW* STRATEGY

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Abstract

The result of preliminary study done by the researcher at STIKIJ Palu revealed that in most of the classroom activities, the teacher focused on testing the students' comprehension rather than in teaching the effective strategies of understanding an English text. Reading comprehension lessons had commonly centered on reading a passage of text followed by questions which was only intended to find out whether the students can answer or not, rather than to produce reading skill.

The objective of this research is to improve the students' reading comprehension ability through the *Know, Want to Know, Learned and How* (KWLH) strategy. The design of this research is collaborative classroom action research which is carried out in two cycles. The subjects of the study are 42 seventh semester students of Public Health study program at STIKIJ Palu gathered by using observation sheets, field notes, reading test and questionnaires.

The strategy was considered successful if 100% of the students achieved the scores equal to or more than 70 in the range 1-100 in their reading comprehension. Also, 100% of the students actively involved in the teaching and learning process. After conducting the implementation of KWLH strategy it can be concluded that this strategy has improved the reading comprehension ability of seventh semester students of Public Health study program at STIKIJ Palu

Keywords: Reading Comprehension, Know, Want to Know, Learned and How.

Abstrak

Hasil studi pendahuluan yang dilakukan oleh peneliti di STIKIJ Palu menunjukkan bahwa pada sebagian besar kegiatan di kelas, dosen lebih memfokuskan pada kegiatan mengetes kemampuan pemahaman mahasiswa dibandingkan mengajarkan strategi yang efektif dalam memahami bacaan. Pelajaran membaca hanya terpusat pada kegiatan membaca teks yang diikuti dengan pertanyaan bacaan yang hanya bertujuan untuk mengukur apakah mahasiswa mampu menjawab pertanyaan atau tidak dari pada menghasilkan kemampuan membaca pemahaman yang baik.

Penelitian ini bertujuan untuk meningkatkan kemampuan membaca pemahaman mahasiswa melalui strategi *Know, Want to Know, Learned and How* (KWLH). Penelitian ini menggunakan rancangan penelitian tindakan kelas kolaboratif. Penelitian ini dilaksanakan dalam 2 siklus. Subyek penelitian ini adalah mahasiswa semester Ketujuh Program Studi Kesmas STIKIJ Palu yang berjumlah 47 orang. Data penelitian dikumpulkan dengan menggunakan lembar observasi, catatan lapangan, tes Membaca pemahaman dan angket.

Strategi ini dinilai berhasil jika 100% dari mahasiswa memperoleh nilai ≥ 70 pada skala penilaian 1-100. Selain itu 100% dari mahasiswa terlibat secara aktif dalam proses belajar mengajar. Setelah melakukan Implementasi dari strategi KWLH ini terbukti strategi ini telah meningkatkan kemampuan membaca pemahaman mahasiswa semester Ketujuh Program Studi Kesmas STIKIJ Palu.

Kata kunci: Membaca Pemahaman, Know, Want to Know, Learned and How.

Introduction

Nunan (1991) defines reading comprehension as a process that involves actively constructing meaning among the parts of the text, and between the text and personal experience. He further states that the reader comprehends the text by actively constructing meaning internally from interacting with the material that is read. In short, the interaction between the reader and the text is the foundation of comprehension.

According to Bruder and Henderson (1998), the ability to read can be affected by some factors, such as linguistic aspects, prior knowledge, and reading strategy. Dealing with the linguistic aspect, mastering relevant vocabulary and structures becomes a basis for which a student decodes meaning from the text, and in turn, incorporates with what he or she already knows. Another factor is prior knowledge that students bring into reading. When students are reading a text, they are not passive; instead, they bring their prior knowledge to incorporate with new information within a text. Meanwhile, the use of a strategy in reading brings about some benefits for which the students might adjust their purpose for reading as well as become aware of what they were reading.

Reading for comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read difficult texts overly); raising students' awareness of main ideas of text and exploring the organization a text are essential for good comprehension (Richards & Renandya, 2002)

Pakhare (2007) defined reading comprehension as the level of understanding of a passage or text. Reading at the rate of 200 to 220 words per minute is considered a normal speed reading. For normal reading rates 75% is an acceptable level of comprehension. That means if a student can understand the meaning of at least 75% of the total text given, it is regarded as acceptable limits for reading comprehension.

In this research, the objective of the teaching of reading comprehension is to enable the students to understand or interpret many written materials such as passages of text, schedules form, menus and the like.

However, a study by Masduki (2011) revealed that reading was still a real problem for students since they assumed that the reading texts were difficult. So, the result, of students' reading test was still unsatisfactory. The main problem was that the students faced difficulties in gaining information written in English. It has led to the conclusion that the teaching of English, including

the teaching of reading at university and academy level did not yet give a satisfactory result to the students' achievement.

The result of preliminary study done by the researcher at the site of the study revealed that in most of the classroom activities, the teacher focused on assessing (testing) the students' comprehension rather than in teaching the effective strategies of understanding an English text. Accordingly, reading comprehension lessons had commonly centered on reading a passage of text followed by questions which was only intended to find out whether the students can answer or not, rather than to produce reading skill. In order to verify the data obtained from the observation, the researcher gave a reading test, distributed questionnaire to the students, and conducted an interview to the students of Public health study program at STIKIJ Palu. The result of the preliminary study in a form of reading test indicated that only 7 of 42 students (16.7%) passed the minimum passing grade which is 70. Meanwhile, the result from questionnaire indicated that 83.3 % of the students stated that they found difficulty in doing the technique (jigsaw reading) employed by the English lecturer during the teaching and learning process. Besides, they (88.1%) stated that they have problem due to lack of vocabulary. In addition, the result of the interview with the lecturer revealed that the teacher employed the same technique all the time during teaching reading, so that the students were not enthusiastic toward teaching and learning process. As a result, the students' ability in reading was still very low since they were not encouraged in effective technique.

One of the reading strategies that can be used for bringing about an improvement in the students' ability in comprehending a text is KWLH strategy. Students learn more efficiently when they know the goals of a module and/or lesson. If students are aware of an intended outcome, they know what to focus on. Critical thinking and production are enhanced when students have clear goals or targets as reference for their efforts. In order to engage in problem-solving or analyzing issues that will assist them in accomplishing their goals, students need to gather new information and link it to what they have already known. This process is referred to as "*Constructing meaning*." Finding out what prior information students have about a topic/subject helps them bring meaning to any new information acquired. It can be done in a strategy called the KWLH strategy.

Although, the origin of this strategy was KWL strategy but Wuryanto (2008:2) argued, that exercise can be expanded beyond KWL. H, stand

for "How" can be added to learn more. This H can be done by posing new question about the topic. It includes other sources of information, including organization, expert, tutors, websites, or librarians. A little bit different from Wuryanto, Ruddel (2005: 242) proposed *KWL Plus* that is a combination of the original KWL with mapping. Therefore, in this study, the researcher added H to the former technique, KWL, for varying the task as follow up activities.

Vacca and Vacca (1999:232) described the KWLH strategy as meaning making strategy that engages students in active text learning. In addition, Ruddel (2005: 243) mentioned that KWLH strategy is clearly designed to assist students throughout the learning event (before, during, and after reading). Sasson (2008:1) stated that this strategy helps students keep interested as they think about what they want to know and what they have learned. It assists the students to build meaning from what they read and help them examine their progress toward their goals. Based on Vacca and Vacca (1999:232), this strategy is aimed to become an exercise for a class discussion, a group discussion, or individual work that can direct the students in reading and understanding the text.

According to Ogle (1986) The KWLH teaching strategy is a good method to help students activate and link prior knowledge to the new information gotten, explore students' curiosity by posing question about what they want to get from reading text, and extending information on the topic by searching for another resources. It is a group instruction activity that serves as a model for active thinking during reading. *K* stands for helping students recall what they "*KNOW*" about the subject. *W* stands for helping students determine what they "*WANT*" to learn. *L* stands for helping students identify what they "*LEARN*" as they read. *H* stands for "*HOW*" we can learn more (other sources where additional information on the topic can be found). Thus, students complete the "categories" section at the bottom of the graphic organizer by asking themselves what each statement in the *L*"section (What we learned) describes. They use these categories and the information in the *H*"section (How can we learn more) to learn more about the topic. Students also can use the categories to create additional graphic organizers. They can use the organizers to review and write about what they have learned.

Carr & Ogle (1987) asserted the benefits of KWLH strategy. First, it can promote active learning. Active learning has become an important

factor of education success and it involves other activities that learners do together in class apart from simply listening to lectures. Comprehend the topics better and also retain them for long if they can actively react to course material or lecture. KWLH fosters active learning through enabling instructors to better assess their students' learning levels during the course. Second, encourages academic success because learners learn actively using the KWLH, it is likely that they will become even more connected to class and the topics or subject matter. Third, enhances learning. The prior knowledge that a student has usually has a huge effect on learner performance. There is also a well-recognized relationship between learning comprehension and prior knowledge. Regardless of the ability of a student to read, high prior understanding of a certain subject area normally means better scores. Moreover, high prior understanding is also associated with enhanced learner interest in specific topics.

To sum up, as a teaching strategy, KWLH is expected to solve the students' problem in reading. This strategy will help the students to be familiar with the content of the material as this strategy elicits students' prior knowledge about the topic of the reading text. It also benefits the students in monitoring their comprehension because it leads the students to do more before reading the text such as making prediction. Moreover, this strategy encourages the students to be active learners since they are involved in many activities and it can set the atmosphere of learning become more students centered.

This study was expected to give some benefits for English lecturers in STIKIJ Palu. It was expected to develop and enrich the teaching techniques of English in general, and the teaching of reading in specific. Besides, since the study was classroom action research, it was also expected that it would be helpful as a teaching strategy in effort to overcome the lecturer's practical problem on teaching reading and as well as improve it. Meanwhile, based on the condition of the students at STIKIJ Palu, especially the seventh semester of Public health study program who still got many problems dealing with reading comprehension, this study was expected to motivate the students learn harder, learn attentively and interestingly. For students, it would be helpful for bringing about an improvement in their ability and achievement in reading comprehension.

Method

A. Research Design

The design of the research was collaborative classroom action research. The research was carried out in two cycles adapting the procedure developed by Kemmis and MC Taggart (1988), which included: planning, implementing, observing, and reflecting.

B. Setting and Subjects of the Research

This research was conducted STIKIJ Palu. The subjects of the study were 42 seventh semester students of public health study program at STIKIJ Palu who belong to class VII A. These subjects were chosen because in most of the classroom activities, the previous lecturer only focused on testing students' reading comprehension rather than teaching them the reading strategy of how to comprehend a text.

C. Action Research Procedure

According to Suparno and Kamidi (2008:15) pre-assessment can help to measure the prior knowledge of the students. So, a test as a kind of pre-assessment was administered to identify the students' real competence and problems in comprehending a reading text. All data from preliminary study was employed as the basic consideration in planning the action to be applied. Before implementing the strategy of teaching reading comprehension by using KWLH, the researcher and his collaborator designed a lesson plan so that the implementation of the strategy ran well. It covered: (a) Teaching and Learning Objectives, (b) Instructional Materials, (c) Teaching and Learning Activities, and (d) Assessment.

The next procedure to do was preparing the Criteria of Success. The criteria were set up in order to judge whether the implementation of the action was effective or not. In this case there were two criteria of success used in this research: first, the students were able to improve their grades or scores. The expected improvement was 100% of the students achieved the scores equal to or more than 70 in the range 1-100 in their reading comprehension. Also, 100% of the students actively involved in the teaching and learning process.

The next was the implementation stage. Implementation was the stage in which the lesson plan or the strategy was applied. In this sense, the researcher as the practitioner implemented that lesson plan, and the collaborator, at the same time, took a seat on

the back of the class to observe and gather data about the teaching and learning process.

Steps for implementing the action plan can be described as follows. Firstly, the researcher as the practitioner handled the teaching process of reading comprehension through the KWLH strategy on the class being investigated. The researcher was assisted by his collaborator by making an observation toward the students' and the teacher's activities during the teaching and learning process. The observation was carried out simultaneously with the implementation of the strategy. To be accurate, the observer used the observation checklist in observing the students' performance during the teaching and learning process. Second, it was also planned that in implementing the strategy a cycle of the action covered one lesson unit, and thus, there was one instructional theme that was taught in this research. Third, both the researcher and his collaborator made a reflection. It was done soon after one meeting was carried out and after the cycle was completely done. In the former, the reflection intended to improve the teaching and learning process when the following meetings were conducted. In the latter, it was directed to see whether the criteria of success had been reached or not, and therefore, the decision of carrying out the next cycle could be made.

The next was the observation stage. Observation was the stage in which the process of recording and gathering all relevant data about any aspects during the teaching and learning process was carried out. This observation was carried out simultaneously with the implementation of the action. In this case, the researcher as the practitioner implemented the lesson plan and observed the students' activities in the teaching process of reading comprehension by using KWLH strategy. At the same time the collaborative teacher also took a seat at the back of the class observing or making notes on how teaching and learning process proceeded. The following are the descriptions of the kinds of data and the research instruments.

The data of the research included both process and product data that were collected in reference to the criteria of success defined in this research. The data of the process dealt with the students' involvement in the teaching and learning of reading comprehension through KWLH strategy. The data of the product referred to the students' score on reading comprehension test after the teaching and learning of reading comprehension through KWLH strategy was done.

For data gathering, there were some research instruments employed in this research such as observation sheet, field notes, reading comprehension test and an additional instrument in a form of questionnaire. The observation sheets were used for gathering the data about the students' involvement during the teaching and learning process. Thus, these observation sheets contained the list of the students' activities and scale. The scale was in range of 0 to 4. The activity was given scale 4 and categorized as 'very good' if 31 to all students (47 students) can do the activity, scale 3 as 'good' if 21 to 30 of the students can do the activity, scale 2 as 'fair' if 11 to 20 of students can do the activity, scale 1 as 'poor' if only 1 to 10 students can do the activity, and scale 0 as 'very poor' if none of students can do it. The observation was made to see the students' involvement in carrying out those expected activities during the implementation stage.

The second instrument was field notes. It was employed to jot down some aspects of the teaching and learning activities which were not covered in the observation sheets. The aspects included the appropriateness of the practically and ease of the strategy, and the students' attitudes and problems during the implementation of the strategy. The next instrument was reading comprehension tests. The tests were used for gathering the data about the students' learning result. Related to this research these tests were developed to check the students' reading comprehension after one cycle was done. They were in the form of multiple choices question test and were administered at the end of the cycle.

The last and additional instrument was the questionnaire was used to adopt the information about the attitude of the students toward the implementation of KWLH strategy.

The data collected in this research were those taken from the process and result of the action. Those data were analyzed using a descriptive analysis. In terms of process, an observation sheets were used. The aspects that were observed were the students' activities included in the three phases of reading activity.

In terms of product, a reading test was used. It was developed to check the students' reading comprehension after one cycle was carried out. The following is the procedure used for analyzing the students' test result. First, the students' answer sheets were examined using an answer key in order to get their obtained score and it was done soon after the test was administered. Second, the students' obtained scores were converted to obtain their final score (the student's obtained score was

divided by the maximum score of the test X 100). Finally, an investigation was made in order to see how many students can obtain the score of greater than or equal to the minimum passing grade. The aim of the reflection was to find out whether the criteria of success had been achieved or not. If the criteria of success had been reached, the study will be stopped. However, a revision was made to the lesson plan/strategy if the criteria of success had not been achieved yet, and therefore this research needed to be continued to the next cycle.

Research Findings

A. Research Findings of Cycle 1

1. The Students' Involvement in the Teaching and Learning Process

To identify the students' involvement in the implementation of KWLH strategy, two instruments, observation sheets and field notes, were used by the observer. The students' activities during the teaching and learning process using KWLH strategy of the first cycle had not occurred as expected.

In the first meeting, the emphasis of the lesson was on the explanation of generic structure of descriptive text and the introduction of KWLH strategy since this strategy was totally new for the students, followed by model on how to use KWLH chart in the process of teaching and learning reading comprehension appropriately. In this meeting, there were 12 activities had been completed by the students. The observer had scored the students' involvement in meeting 1 ranging from *fair* to *very good* categories. If 31 to 42 of students did the activities, the scale was 4, which was considered as *very good* category. If 21 to 30 of students did the activities, the scale was 3, which was considered as *good* category. Meanwhile if 11 to 20 of students did the activities, the scale was 2, which was considered as *fair* category. Next, if only 1 to 10 of students did the activities, the scale was 1, which was considered as *poor* category. Lastly, if there was no student did the activities (0 students), the scale was 0, which was considered as *very poor* category.

The obtained total scale for the students' involvement in meeting 1 was 36 and then divided by the maximum total scale then multiplied 100%. As a result, the percentage of students' involvement during the teaching and learning activities in meeting 1 was 75%. Then the second meeting focused on the implementation of KWLH in which the students were working in pairs.

the acquired total scale for the students' involvement in meeting 2 was 77.1%. Next, the third meeting covered 12 main activities. The acquired total scale for the students' involvement in meeting 3 was 85.4%. To sum up, the percentage of the students' involvement in each meeting were 75%, 77.1%, 85.4%. Thus, the percentage for the students' involvement during the teaching and learning activities in the last meeting of Cycle 1 was 85.4%. It means that the second criteria of success in terms of students' involvement obtained from the observation sheet had not been achieved.

In addition, the observer also supported the findings by writing some points in the field notes. The field notes covered a brief explanation about the strengths, the weakness, and the suggestion given by the observer.

In meeting 1, there were four points which were considered as the strengths. They were (1) the students were very enthusiastic which the brainstorming activity in which the researcher showed colorful picture related to the topic that will be discussed in the process of teaching and learning; (2) Most of the students actively practicing filling the KWLH chart in terms of what they have already known and what they want to know about the topic given by researcher; (3) all of the students actively answered the comprehension question of the text; (4) most of the students were enthusiastic when they were assigned to write the information they have recorded in KWLH chart. Meanwhile the weaknesses of this meeting were that the researcher explained how to use the KWLH chart too fast. Also, he spoke English all of the time, so it might cause some of the students to keep silent because they did not understand the researcher' explanation in English. Therefore, the observer suggested the researcher needed to explain how the information got by the students recorded in KWLH chart more slowly, and to mix the language with Indonesian as needed during the explanation in order to make the explanation more understandable.

In meeting 2, there was a great point considered as main strengths in this meeting. First, the students were greatly enthusiastic when they were assigned to work in pair to complete KWLH chart while reading the text given by the researcher. Their enthusiasm could be seen from their active involvement in the class which includes pre-reading, whilst-reading, and post-reading phase. In other words, cooperative learning was implemented well during the meeting. However, there was a weakness in this meeting. It was mainly about time management. Some of pairs that wanted to have researcher's conference did

not get the chance because of limited time. Therefore, the researcher should be more careful in setting the time for the conference so that all pairs could get the chance if they wanted to have consultation to the researcher as their lecturer. The other weakness still deals with the time management in which the students used too much time in recording information about what they had already known and what they want to know about the topic. It took too much time and it caused the other stages lack of time. Again, the observer suggested to the researcher to be more careful in setting and using the time.

Then in the third meeting, the point that clearly became the strength was that the students were, again, excited to work in pairs. They were excited to think together and share what they had already known and share opinion in terms of what they expected to know from the topic. Having experience working in pairs during the completion of KWLH chart, all of the students could do it on time. All pairs also have got the chance to have teacher conference in this meeting. All the students answered the comprehension question. Thus, it could be said that there was no weakness in this meeting.

2. The Students' Responses on the Implementation of KWLH Strategy in Teaching Reading Comprehension

In relation to the students' responses on the implementation of KWLH strategy in teaching reading comprehension, the students expressed their opinion through questionnaires. The questionnaire contained 8 items covered the students' impression toward the implementation of the strategy. The result of questionnaire showed the positive response of the students. Most of the students (64.3%) felt motivated in reading using KWLH strategy. Moreover, most of the students (66.7%) strongly agree that KWLH strategy help them to be efficient reader, there were 71.4% of the students strongly agree that learning English reading using KWLH strategy helps them to overcome the difficulties of reading.

The higher percentage was on the fourth items in which 83.3% of the students strongly agree that the activities in KWLH strategy helps them to activate their prior knowledge followed by 80.9% of the students strongly agree that this strategy helps them to integrate their prior

knowledge into new topics that were going to be learned. The last three items showed that most of the students (64.3%) strongly agree that KWLH strategy helped them to formulate their goals in reading, 71.4% strongly agree that the activities in this strategy helped them to seek more information about the topic they had read, and lastly, 69.1% of them strongly agree that this strategy can help them to improve their reading comprehension ability.

3. The students' Reading Comprehension Achievement

Reading comprehension test (Test 1) was administered at the fourth meeting of the first cycle. This test was intended to know the progress of the strategy applied, to know how well the students' reading comprehension was. The test consisted of 20 items of multiple-choice questions.

Table 1 The Result of Reading Comprehension Test in Cycle 1 Compare to Preliminary Test

No	Description	Preliminary test score	Test 1 Cycle 1
1.	The highest score	75	100
2.	The lowest score	40	50
3.	The mean score	58.45	76.31
4.	Standard deviation	9.53	12.05

Table 1 shows that there was an increase of the students' score in the preliminary study and the test 1. The average score in the preliminary study was 58.45 while the average score in the reading test in cycle 1 was 76.31. It means that there was an increase on the average score that was increased 17.86 point greater than their previous score in preliminary study.

There was also an improvement in students' scores. There was 1 (2.38%) students got 100. There were 4 (9.52%) students got 95. 3 (7.14%) students got 90. 4 (9.52%) students got 85. 6 (14.28%) students got 80. 9 (21.43%) students got 75. 7 (16.67%) students got 70. While 8 (19.04%) students got score under the minimum passing grade. It means that there was an improvement in the students' achievement. But however, the score obtained by the students had not met the

first criteria of success in which 100% of the students had to get score ≥ 70 .

B. Reflection on Cycle 1

Based on the result of the test 1, the second cycle was still needed to conduct. It was done under the consideration that the students' reading comprehension achievement and the students' involvement had not met the criteria of success since there were many students who had not pass the minimum passing grade yet.

There were some aspects needed to be improved in cycle 2. They were the lesson plans, the activities and the instruction including the length of the text and the vocabulary buildings. The researcher needed to choose short texts and gave new vocabulary items related to the text in the very beginning of reading activity. The classroom management was also improved by the researcher including monitoring the students' activities.

C. Research Findings in Cycle 2

1. The Students' Involvement during the Teaching and Learning Activities

In the first meeting of the second cycle, there were 15 main activities that had been done by the students. The obtained total scale for the students' involvement in meeting 1 was 55 and then divided by the maximum total scale then multiplied 100%. As a result, the percentage of students' involvement during the teaching and learning activities in meeting 1 was 91.7%. Then in the second meeting, the obtained total scale for the students' involvement in meeting 2 was 58 and then divided by the maximum total scale then multiplied 100%. As a result, the percentage of students' involvement during the teaching and learning activities in meeting 2 was 96.7%. Next, the third meeting, the obtained total scale for the students' involvement in meeting 3 was 60 and then divided by the maximum total scale then multiplied 100%. As a result, the percentage of students' involvement during the teaching and learning activities in meeting 3 was 100%.

To sum up, the percentage of the students' involvement in each meeting were 91.7%, 96.7%, 100%. Since the last percentage for the students' involvement

during the teaching and learning activities in Cycle 2 was 100%, it means that the first criteria of success obtained from the observation sheet have been achieved.

The data from the field notes supported the findings. In meeting 1, there were four points which were considered as the strengths. They were (1) the students were very enthusiastic which the pairing activity in which the teacher distributed *UNO cards*. The students who got the same card number would be pairs. It was done to avoid monotonous situation if the students work with the same pairs all the time. (2) Most of the students enthusiastic in paying attention to the video shown through LCD projector. (3) all of the students actively raising hands to mention the possible vocabulary and made a list of vocabulary that could be learned based on the video shown; (4) most of the students were enthusiastic when they were assigned to write the information they have recorded in KWLH chart.

In meeting 2, there were two points considered as main strengths in this meeting. First, the students were greatly enthusiastic when they were asked about the meaning of difficult and unfamiliar words found in the text. Second, most of the students were actively involved when they were assigned to come in front of the class to record their pair works on the whiteboard. However, there was a weakness in this meeting. It was mainly about time management. Some of pairs did not get the chance because of limited time. Therefore, the researcher should be more careful in setting the time so that all pairs could get the chance if they wanted to report their pairs' works. Again, the observer suggested to the researcher to be more careful in setting and using the time.

Then in the third meeting, the point that clearly become the strength was that the students were, again, excited to work in pairs. They were excited to think together and share what they had already known and share opinion in terms of what they expected to know from the topic. Having experience working in pairs during the completion of KWLH chart, all of the students could do it on time. All pairs also have got the chance to report their pair works in terms of recording their works in KWLH chart on the whiteboard. All the students answered the comprehension

question. Thus, it could be said that there was no weakness in this meeting.

2. The Students' Responses on the Implementation of KWLH Strategy in Teaching Reading Comprehension

The students' responses on the implementation of KWLH strategy in teaching reading comprehension in Cycle 2 was gathered from the questionnaire. The students expressed their opinion through questionnaire which showed that they had positive responses to the process of teaching and learning reading using KWLH strategy. Their responses varied from strongly agree to agree. There were 78.6% of the students strongly agree that they feel motivated in learning English reading by using KWLH strategy. There were 83.3% of the students strongly agree that KWLH strategy helped them to be efficient reader. The next, there were 80.9% of the students strongly agree that KWLH strategy helped them to overcome the difficulties of reading.

In terms of brainstorming activity, there were 83.3% of the students strongly agree that KWLH strategy helped them to activate their prior knowledge and there were 85.7% of them strongly agree that this strategy helped them to integrate their prior knowledge into new topics that were going to be learned. Related to the goal in reading, 80.9% of the students strongly agree that KWLH strategy helped them in formulating the goals in reading.

3. The Students Reading Comprehension Achievement

Based on the result of reading comprehension test 2, there was an improvement of the students' average score from the preliminary study, test 1 and test 2. The average score in the preliminary study was 58.45; the average score in test 1 was 76.31, while the average score in test 2 was 89.17. It means that there was an improvement on the average score that was increased 12.86 Points greater than their previous score in Cycle 1. There was also improvement in the standard deviation. The standard deviation of the test 2 decreased to 4.41 point from the test 1. The following table (Table 2) shows the improvement of the student's achievement. It shows the analysis of the reading comprehension test result from test 1 to test 2.

Table 2 the Analysis of Reading Comprehension Test from Test 1 to Test 2

No	Description	Test1 Cycle 1	Test 2 Cycle 2
1	The highest score	100	100
2	The lowest score	50	70
3	The average score	76.31	89.17
4	Standard deviation	12.05	7.64

Table 2 shows that in Cycle 2, there was an improvement in students' achievement. The lowest score increased to 70 and the mean score increased 89.17. Meanwhile, the standard deviation in Cycle I decreased to 7.64.

It is known that in test 2 all of the students passed the test, there were 24 Students (57.14%) got above the average score in test 2 and 18 Students (42.86%) got below the average. It means that the students' achievement in Cycle 2 increased.

After analyzed the result of Cycle 2, the researcher and his collaborator considered that the result of Cycle 2 had reached the criteria of success and did not need to continue to the next cycle.

4. Overall Findings The students' reading Comprehension Achievement

From the data presented, it was known that the students' achievement from the preliminary study to cycle 2 had improved. The following table shows the result of the reading comprehension test from the preliminary to test 2.

Table 3 The Result of Preliminary Test to Test 2

No	Description	Preliminary test	Test 1 cycle 1	Test 2 cycle 2
1.	The highest score	75	100	100
2.	The lowest score	40	50	70
3.	The mean score	58.45	76.31	89.17
4.	Standard deviation	9.53	12.05	7.64

Table 3 shows that among the 42 students, the higher score of preliminary test is 75, test 1 is 100, and test 2 is 100, meanwhile the lowest score of preliminary test is 40, test1 is 50, and test 2 is 70. It shows the improvement of the students' achievement in reading comprehension. Table 12 also indicates the improvement of the students' mean score from preliminary test 58.45 (under the minimum passing grade) increase to 76.31 (pass the minimum

passing grade) in test 1 and up to 89.17 in test 2. The standar deviation which decreased from 12.05 in test 1 to 7.64 in test 2 indicates that the students' score close around the mean score which have passed the minimum passing grade.

The following table (Table 4) shows the number of students who passed and failed the test started from preliminary study to test 2

Table 4 The Analysis of Preliminary Test to Test2

The number of students: 42

No	Description	Preliminary test Number of students	Test 1 number of students	Test 2 number of students
1	Pass	7	34	42
2	Fail	36	8	0
3	Score above the average	19	18	24
4	Score below the average	23	24	18

The data presented above shows that the criteria of success had not been achieved in Cycle 1. Therefore, the researcher and his collaborator decided to continue to Cycle 2. Meanwhile, the result of the Cycle 2 had reached the criteria of success and the researcher and his collaborator stopped the action.

D. The Teaching and Learning Process on Cycle 1 and 2

From the data presented in Cycle 1 and 2 can be concluded that the teaching and learning process during the two-cycle implementation of KWLH strategy was good. In the second Cycle showed that the students had been accustomed to KWLH activities. Moreover, based on the data presented in the questionnaires, the students have good response toward the implementation of KWLH strategy to help them comprehend the descriptive text in terms its practicality and its influence to the students reading ability. Thus, the criteria of success related to the students' responses toward the implementation of the strategy has already been achieved. Therefore, the researcher and his collaborator decided to stop the action.

Discussion

A. The Implementation of KWLH Strategy

KWLH strategy is the learning strategy that promotes students motivation since it elicits students' background knowledge of the topic of the text, set a purpose for reading,

allows students to assess their comprehension of the text, helps the students to monitor their comprehension, and provides an opportunity for students to expand ideas beyond the text. It allows the students to obtain extended reading materials and continue to read more written material from other resources as a follow up activities. The following is the discussion of the implementation of KWLH strategy in improving reading comprehension ability of the students. The discussion are about designing the lesson plan, implementing the four stages of KWLH, and designing the appropriate media.

B. The Implementation of Four Stages of KWLH Strategy

As reading strategy, the KWLH consist of four main parts. The first part is "K" or "what students *know*" can be represented by a ten minute brainstorming about a particular subject connected with the reading text. As students brainstorm, record their ideas under the "Know" column of the chart (Sasson, 2008:1). Brainstorming is a great way to begin a reading lesson because it engages all students including the more silent ones who may not be talking, but are in fact listening to their peers (Conner, 2006:1). Sasson (2008:1) offers other great beginning, such as prediction exercises and anticipation guides. Beginning set the stage for main part of the lesson which should be an engaging middle. Vacca and Vacca (1999:234) added it is important to record everything that the students think they know about the topic, including their misconception. The teacher's role is to help the students recognize the differences that exist in what they think they know. These differences can be used to help students frame questions. Before looking at the text, students should think of keywords, terms, or phrases about topic. Students should record these in the "K" column of the chart.

The second part "what students *want to know*" is the what do the students want to find out prior to reading the text (Conner, 2006:2 ; Sasson, 2008:2). Having students write a list of questions in the "W" column of the KWLH chart before they start to read the text is the most effective way. As they begin to read, they will confirm or verify any of their questions (Sasson, 2008:1). They will try to find the answers to some of their questions as they read the text. They can take notes of any new information they acquire as they read that is directly or indirectly related to their questions

(Conner, 2006:1; Wuryanto, 2008:1). Whenever the teacher assigns students to fill "W" column in the chart, the teacher may give some examples of questions that may be used to help students to express curiosity so that students who may be at risk in academic situation may refer to this to decide what to record in the second column (Vacca and Vacca, 1999: 234). As part of preparation of reading, the teacher should have students use their knowledge and their questions to make predictions about the organization of the text. Students may predict possible major categories of information which the author is likely to use to organize his or her ideas.

The third part "What students *learned*" can be represented by twenty minutes activity to help the students become aware of what they have just learned as they reflect on their reading in a fun and engaging way (Conner, 2006:2) As the students engage in interaction with the text, the students write answers to their questions and make notes for new information in the column "L" of the charts. Vacca and Vacca (1999: 235) suggest that the teacher's modeling is crucial to the success of this phase of KWLH. Students may need a demonstration to understand how to record information in the "L" column. Ruddel (2005:243) adds that "L" column can lead students through organization, reorganization, and development of information after reading.

The fourth part "*how to learn more*" can be represented by asking the students to answer their question, as well as list what new information they have learned. Students should list out what they learn as they read, either by section or after the whole work whichever is comfortable for them. Students should check the answer against the "W" column, what they wanted to learn. Next, students create symbols to indicate main ideas. This "H" can also be done by posing new questions about the topic. It includes other resources of information, including experts, tutors, internets, or librarian. Sasson (2008: 1) says students can also give short presentation of what they have just learned.

C. Designing Appropriate Media

Media used in this study were KWLH chart, picture, video, laptop and LCD projector. The pictures and videos used were displayed by using laptop and LCD projector in the pre-reading activities. They were used to stimulate

The students' prior knowledge and to do brainstorming. Those media were used to motivate the students in reading activities. And the result was satisfying, the students were motivated in reading class since they were provided with attractive and colorful pictures and videos related to the topic that were going to be learned and the result was their achievement in reading increase. Meanwhile, the KWLH charts were used in the process of reading activities in pre-reading, whilst-reading and post-reading stage.

D. The Improvement of Students' Reading Comprehension Ability

The finding of this study found that the use of KWLH strategy had improved the students' reading comprehension ability. It was proven by the result of the students' reading comprehension score in each test at the end of each cycle and also the process of teaching and learning throughout the study. The result of the preliminary study showed that the average score was 58.45 while the average score in the reading comprehension test in cycle 1 was 76.31. It means that there was an improvement on the average score that was increased 17.86 points greater than their previous score in the preliminary study. In cycle 2 the average score was 89.17. It means that the average score increased 30.72 Point greater than the previous score in preliminary study.

The number of the students who passed the test also increased. In the preliminary study there were 35 students who failed the test but in the first cycle the number of students who failed the test decreased to 8 students and in the second cycle all of the students passed the test. It means that the result of Learning had met the criteria of success. It can be concluded that KWLH strategy had improved the students' reading comprehension ability in two cycles.

E. The Students' Attitude towards The Reading Activities during the Implementation of KWLH Strategy

From the data presented in the post questionnaire, it is known that the students' attitude toward the strategy was good. There were 85.7% of the students strongly agree that KWLH strategy can help them to improve reading comprehension ability. There were 76.2% of the students strongly agree that they felt motivated in reading class by using KWLH strategy and there were 83.3% of the students

strongly agree that KWLH strategy helped them to be efficient reader.

Moreover, the data presented in the field notes showed that the students were interested in the media used by the teacher that was video and they were enthusiastic with the reading activities.

Overall, the students' attitude toward the reading activities and KWLH strategy was very good. The students who were involved in this study become familiar to work cooperatively and share ideas and opinion to their desk mates since they are assigned to accomplish the activities in KWLH chart while sharing ideas with their pair.

Conclusion And Suggestion

A. Conclusion

After the KWLH strategy was applied through two cycles, it can be concluded that the implementation of KWLH strategy has improved the reading comprehension ability of the seventh semester students of public health study program of STIKIJ Palu. This strategy helps the students to comprehend the descriptive texts. In other words, this strategy has improved the students' reading comprehension skill. It can be described as follows.

First, KWLH strategy helps the students become self-directed learner since this strategy provides a framework that was relevant to their purpose of reading. It allows the students to seek and select information that was relevant to their purpose of reading. In this process of searching, the students anticipates content and make predictions about upcoming reading texts. When the students become self-directed learners, it can ease them in following the series of learning process especially in reading like organizing and integrating new information, elaborating information that evolved deeper levels of understanding, judgment and evaluation.

Second, KWLH strategy is believed to make the students be active and motivated learners. The KWLH strategy makes the students become actively involved in the reading process. By the theoretical point of view, active learning is important because it promotes independent, critical, and creative thinking, and collaboration.

Third, The KWLH strategy is emphasized on improving the students' reading skills. These reading skills are used in each part

of KWLH strategy. By applying KWLH strategy the students experiences and practices to do skimming, scanning, previewing and predicting. In pre-reading activities, the students predict the text besides they built their schemata. Predicting skill helps the students to create questions to be recorded on the "W" column. In whilst-reading activity, the students skim and scan information to answer their questions or curiosity before. Previewing is used in the part of "How". The students previews the organization of the text and the information got to be grouped into several categories. Briefly, the KWLH strategy is clearly designed to assist students throughout the learning event (before, during and after reading).

The improvement of students' reading comprehension ability is shown by the increase number of students who get score higher or equal to 70. In preliminary study there were only 7 students (16.67%). But, it could be increased to become 34 students (80,95%) in the cycle 1. Additionally, All students (100%) obtained score ≥ 70 in cycle 2. There is also an improvement in students' average score, from 58.45 in preliminary study, 76.31 in the first cycle, and 89.17 in the second cycle. The improvement is also reflected in the gain of the students' achievement from preliminary test. The gain the students got in the test 1 and 2 from the preliminary test was 31.07 points in average. Moreover, the percentage of students' involvement achieved 100% in the third meeting of cycle 2. It means that the implementation of the strategy had reached the criteria of success.

This strategy does not only give good effect on the students' achievement but also their attitude including their motivation in learning. The result of the post questionnaire shows that students' attitude toward this strategy was positive. They are motivated in learning reading, and be efficient reader. By the helps of KWLH strategy the students can overcome the difficulties of reading, activate their prior knowledge through great brainstorming and integrate them to the new topic that are going to be learned. Furthermore, the implementation of this strategy can help the students in formulating goals in reading and expand their knowledge by seeking and finding more information about the topic they have read. Briefly, KWLH strategy helps the students to improve their reading comprehension ability. Moreover, this strategy gives equal participation to the students. Even

for silent students who were uncomfortable expressing their ideas to the whole class. It is because they were assigned to share and record what they have already known about the topic and what they expected to know about the topic before entering reading activities.

The success of the KWLH strategy in improving the students' reading comprehension is also supported by the creativity of the lecturer in designing appropriate media and material, designing the lesson plan, varying classroom activities and building the cooperation among the students.

B. Suggestion

This research is valuable in improving the students reading comprehension, so it is recommended to the English teachers who face the same problem to use this strategy in teaching reading comprehension. However, the teacher should be careful in selecting the reading material to be used in the teaching and learning activity. The main points to be considered are the familiarity and the level of difficulty of the reading texts as well as the students' interest. It is better for the teacher to provide various instructional media to facilitate students in understanding the text. Moreover, in terms of time allotment, it is advisable for the teacher to manage the time appropriately. It is suggested that the time allocation should be based on the difficulty of each activity since KWLH have four main parts integrated in three pedagogical phases (pre-reading, whilst-reading, and post-reading). The teacher has to be cautious in varying activities in a class with a large number of students and make sure that the time allotment can accommodate all the students' activities and all the students or pair of students get the opportunity to have teacher conference.

Due to the lack of vocabulary, it is better for the teacher to provide a glossary for the text. It can also be done by making glossary together with the students in the activity of reading especially in the pre-reading and whilst-reading stage to support the students' vocabulary building. In terms of pre-reading stage, it can be done by stimulating the students' prior knowledge to predict possible vocabulary related to the topic that will be learned, and in terms of whilst-reading stage, the teacher can assign the students to make a list of specific vocabulary related to the topic and then discuss the most appropriate meaning of the vocabulary according to the context of the text.

The second is addressed to further researchers. The development of appropriate procedure of KWLH strategy in another action research can be conducted with different level of proficiency and different reading microskill concerning main ideas (skimming), noticing specific details (scanning), making inferences (noticing contextual clues), making predictions (reading critically). Further researchers need to modify the strategy to find the best modification which can accommodate the students' need.

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