IMPROVING STUDENTS' READING COMPREHENSION OF RECOUNT TEXTS THROUGH KWL STRATEGY AT GRADE X.10 OF SMA NEGERI 4 MANDAU, BENGKALIS

THESIS

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ABSTRAK

Yusniati, 2012. Meningkatkan Kemampuan siswa dalam Memahami teks recount melalui Strategi KWL di kelas X.10 SMA Negeri 4 Mandau, Bengkalis. Tesis. Program Pascasarjana. Universitas Negeri Padang.

Berdasarkan permasalahan yang ditemukan di kelas, siswa memiliki masalah untuk memahami teks recount yang di pengaruhi oleh beberapa factor, seperti; kesulitan untuk memahami makna kata didalam teks, rendahnya motivasi, dan kurangnya strategi dalam membaca memahami teks yang dibaca dianggap faktor utama yang mempengaruhi kesulitan siswa dalam memahami teks. Dalam hal ini, peneliti memutuskan untuk menyelesaikan permasalahan tersebut dengan melakukan penelitian tindakan kelas yang diharapkan mampu untuk meningkatkan kemampuan siswa dalam memahami teks dan menemukan faktor faktor yang mempengaruhi perubahan tersebut.

Penelitian ini dilakukan dalam 2 siklus dengan 4 pertemuan pada setiap siklusnya melalui Strategi KWL yang mengarahkan siswa untuk memahami teks dengan melakukan prosedur yang ada dalam Strategi KWL. Untuk mengumpulkan data data penelitian ini, peneliti menggunakan instrument,seperti: tes, lembar observasi, dan interview.

Hasil dari kemampuan siswa dalam memahami teks recount pada akhir siklus 1 adalah 69,4. Hal ini menunjukkan peningkatan kemampuan siswa dalam memahami teks recount, karena KKM (nilai standar minimum) siswa SMA Negeri 4 Mandau untuk mata pelajaran bahasa Inggris hanya 65. Dan pada akhir siklus 2, nilai rata rata siswa meningkat mencapai 75, ini membuktikan bahwa kemampuan siswa dapat meningkat dengan pembelajaran melalui Strategi KWL, selanjutnya perubahan nilai rata rata siswa tersebut dipengaruhi oleh beberapa faktor: (1) partisipasi siswa, (2) penggunaan media, dan (3) peranan guru. Berdasarkan temuan tersebut maka KWL Strategi dapat meningkatkan kemampuan siswa dalam memahami teks recount pada kelas X.10 SMA Negeri 4 Mandau, Bengkalis.

ABSRACT

Yusniati, 2012. Improving Students' Reading Comprehension of Recount Texts through KWL Strategy at grade X.10 of SMA Negeri 4 Mandau, Bengkalis. Thesis. Graduate Program. State University of Padang.

Based on the problem found in the class, the students faced problems to comprehend recount texts which were influenced by several factors, such as; difficulties to understand the meaning of words in the texts, low motivation, lack of reading strategies, and inappropriate strategies applied in the class. However, lack of students' reading strategies was considered as the main factor influenced students' problems to comprehend the text. In this case, the researcher decided to solve the students' problems in reading by conducting a classroom action research. It was expected to improve the students' reading comprehension and find out the factors influenced the changes.

The research was done it in two cycles with four meetings in each cycle. It was run through KWL Strategy that guided the students to comprehend the texts by completing the procedures of KWL Strategy. To collect the data in this research, the researcher used some instruments, such as: test, observation sheets, and interview.

The result of the students' reading comprehension of recount texts at the end of cycle 1 showed that their average score is 69.4. It was proved that the students' reading comprehension of recount texts improved because the students' standard achievement was 65. At the end of cycle 2, the average score of students' reading comprehension improved until 75, it proved that the students' reading comprehension of recount texts could be improved through KWL Strategy. Furthermore, the changes of students' average scores were influenced by some factors; (1) students' participation, (2) the use of media, and (3) teacher's roles. In short, KWL Strategy better improves the students' reading comprehension of recount texts at grade X.10 of SMA Negeri 4 Mandau, Bengkalis.

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Padang, April 27th, 2012

Saya yang menyatakan

Yusniati

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Finally, the researcher fully realizes that this thesis is far from perfect. So, suggestion is expected for the improvement of this thesis.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the English language skills that have to be mastered by all of students in learning language beside listening, speaking, and writing. Having good reading English skill is very important for the students. It can help the students to enlarge their knowledge because they can get a lot of information through reading. In reading texts, the students also have the opportunity to study language components; vocabulary, grammar, punctuation, and etc. Then, the students can also improve their language skills through reading because they can practice their speaking, writing and listening after reading. In this case, the students are supposed to have reading skill because it is crucial skill that needs to be mastered.

Due to the importance of reading, the teacher has to take some actions to improve students' reading comprehension. One of the actions is the teacher has to teach genre of texts to the students in order to help them to improve their reading comprehension, such as teaching narrative, descriptive, report, procedure, recount texts. The teacher also gives treatment to the students in order to help them improve their quality in reading comprehension. To get the objectives above, teacher should facilitate the students with reading activities in order to make them enjoy reading. In addition, teacher should provide a condition in which students find a lot of advantages from reading.

There are some principles of teaching reading that should be considered. First, reading is not a passive skill. In reading activities, the students are supposed to understand what the words mean, see the picture the words are printing, and comprehend the arguments. Second, students need to engage to what they are reading. When they are fired up by the topic or the task, they will get much more from what is in front of them. Third, students should be encouraged to respond to the content of a reading text, not just to the language. The message from the text is important and teacher has to give chance to the students to respond to the message in some ways. Fourth, prediction is a major factor in reading. Fifth, task should match the topic. At last, good teacher exploits reading text fully. It means that good teacher integrates the reading text into interesting class sequence, using the topic for discussion and further tasks.

However, a number of senior high school students of SMA Negeri 4 Mandau, Bengkalis had problems in reading comprehension skill. There were evidences about this condition, such as the result of the test given to them indicated that they could not understand well the materials given to them. Based on the result of students' reading comprehension in daily test, it showed that the students who got 25 up to 64 were 70 %, and then the students who got 65 up to 74 were 22%, while the students who got 75 up to 84 were 6% and the students who got 85 up to 94 were 3%. Explicitly, this result informed that students' reading comprehension ability was low, especially in comprehending reading of recount texts. Then, based on the result of direct interview, the researcher found that there were some factors influenced why the students got difficulties in

comprehending reading texts such as, lack of vocabulary mastery, motivation, and reading strategies. Firstly, the students said that they had lack of vocabulary mastery, so it influenced their skill in reading. They sometimes did not know the meaning of the words in the text, so they did not know what they read. The difficulty of understanding the meaning of words in the passage also influenced students' motivation to read. They thought that reading was difficult. They did not understand what they read so it made them get bored in reading eventhough the teacher had tried to motivate them to read and also applied some reading strategies. The last problem of students was lack of reading strategy. Most of them stated that they did not apply any reading strategies when they had problems in reading eventhough the teacher had taught the strategies to them because the students still got difficulties to understand the texts. In addition, the students still had lack of interest to read.

The information above showed that the students had serious problem in reading. In this case, the teacher's roles were needed to help the students to develop their reading comprehension. Actually, there had been some strategies applied by the researcher to help the students to improve their reading comprehension such as discussion, and cooperative learning strategies. However, the strategies could not give great contribution to help the students to improve reading comprehension. In discussion, the students did not participate actively in delivering their idea about the texts that they read. Then, in corporative learning strategies the students could not work together with their partner to discuss about

the texts, they just chatted each other. So, the researcher decided to apply KWL Strategy in the class.

There were many ways that could be done by the researcher to improve students' reading comprehension ability, because the researcher considered that it would be suitable to improve students' reading comprehension ability. In addition, it was simple strategy that could be applied by the students and teacher in the class. In this strategy, teacher facilitated the students' literacy success by helping them to build and activate their prior knowledge.

To meet the principles and solve the problem stated above, the researcher considered that KWL Strategy was used to help the students and teacher to solve their problems in reading class. Therefore, the researcher was interested in conducting classroom action research entitled improving students' reading comprehension of recount texts of SMA Negeri 4 Mandau, Bengkalis. The recount texts were used in this study because the students were also required to understand the texts well. In addition, this type of text was also found by the students in their daily life so that they had to have good understanding of recount texts.

Finally, the researcher conducted a study," Improving Students' Reading Comprehension of recount texts through KWL Strategy at grade X.10 of SMA Negeri 4 Mandau, Bengkalis." KWL was used in this study because the procedures of strategy guide the students to comprehend the texts well by completing "K","W", and "L" columns that could help them to comprehend the texts.

B. Identification of the problem

In reading comprehension, there were several problems that found in the classroom such as followed; (1) the students found difficulties to understand the meaning of words in the texts. (2) the students had low motivation in reading comprehension, (3) the students had lack of reading strategies to solve their problems in reading.

C. Focus of the Problem

Based on the identification of the problems above, the focus of the problem was limited. Lack of reading strategies had by the students were the main factor influence the students' reading comprehension problem. The researcher wanted to help the students to improve their comprehension ability through KWL Strategy because this strategy was considered to be able to improve students' reading comprehension ability and it could be applied in the classroom action research. Then, the recount text was chosen in this study because it was one of the text types that learned by the students at grade X in Senior High School and it was one of the text types that was students' problem. In addition, it could be found easily in students' daily life so they have to have good reading comprehension skill.

D. Formulation of the Research Questions

The problems of this research can be formulated in the following questions:

1. To what extend KWL Strategy can improve students' reading comprehension of recount texts at grade X.10 of SMA. Negeri 4 Mandau, Bengkalis?

2. What factors that influence the changes of the students' reading comprehension of recount texts through KWL Strategy at Grade X.10 of SMA. Negeri 4 Mandau, Bengkalis?

E. Purpose of the Research

The purposes of the research are:

1. To find out whether the KWL Strategy can improves students' reading comprehension of recount texts at grade X.10 of SMA. Negeri 4 Mandau, Bengkalis.

2. To identify the factors that influence the changes of the students' reading comprehension of recount texts at grade X.10 of SMA. Negeri 4 Mandau, Bengkalis.

F. Significance of the Research

It is expected that this research can give contribution and consideration theoretically and practically. Theoretically, this research is expected to be one of theories that can give contribution to the theory of teaching reading strategy. Practically, this theory will be applied to help the students and teacher to develop

their teaching learning process through various strategies and techniques in reading comprehension.

G. Definition of the Key Terms

The following of the key terms are as follow:

Reading Comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. In addition, the reading comprehension in this study also relates to the ability of students to comprehend the main idea from all of the indicators of the texts that they read.

Recount text is one of the text types that is to retell events with purpose of informing or entertaining to the readers. The text was also constructed by three important components; Orientation, Series of events and Re-orientation.

KWL (Know, Want, and Learned) Strategy is an instructional reading strategy that is used to guide the students to understand the reading texts by completing the "K", "W" and "L" columns. It is begun by brainstorming everything they *Know* about a topic, generating a list of questions about what they *Want* to know and getting the new information after they have read from the text- *Learned*.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the findings of the research, there are two conclusions that can be drawn: First, KWL Strategy improves students' reading comprehension of recount texts at Grade X.10 of SMA. Negeri 4 Mandau, Bengkalis. The score at the end of cycles 1 is 69, 4, and a better improvement can be found at the end of cycles 2 until 75. In this case, the students' average score of reading comprehension of recount texts have better improved after teaching and learning activities through KWL Strategy. The students' achievement is higher than the standard minimum of achievement (65).

Second, there are some factors that influence the changes of students' reading comprehension of recount text through KWL Strategy: The first is the students' participation in the class that help the students to improve their reading comprehension because all of the procedures in KWL Strategy are designed to help the students to have good reading comprehension ability. So, the students' participation in doing all of the procedures of KWL Strategy during the teaching and learning activities through KWL Strategy guided the students to have good reading comprehension ability. The second, the use of media during the teaching and learning process through KWL Strategy. It happens because the pictures which are used in the class can help the students to activate their background

knowledge easily. So, the students had their modal to comprehend the texts well. The last, the teacher's roles in the class in order to guide, monitor, and observe the students' activities in class, because the teacher helps the students to do all of the procedures of KWL Strategy well.

B. Implication

This research implies that applying KWL Strategy can be used as a technique to solve some learning problems, especially to improve students' reading comprehension of recount texts. The result of this research can be considered as guidance or reference to improve the students' reading comprehension ability.

C. Suggestions

1. The researcher as English teacher should continue teaching students in an interesting way by implementing KWL Strategy since it has been proved that this strategy can improve students' reading comprehension especially of recount texts.

2. The researcher as English teacher should be more creative in implementing materials or techniques that can improve the teaching and learning processes by applying KWL Strategy with other kinds of genre in order to make the students improve their reading comprehension.

3. The other researchers can use this research as their references to conduct other research which relate to this study which have the same problem.

4. The future researcher can use this research on KWL Strategy for other aspects.

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