

**IMPROVING STUDENTS' READING COMPREHENSION OF  
DESCRIPTIVE TEXTS AT GRADE VIII 1 OF SMPN 9  
PEKANBARU BY USING KWL TECHNIQUE**

**THESIS**



**BY**  
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## ABSTRAK

MAIDA FITRI. 2015. "Peningkatan Pemahaman Membaca Teks Deskriptif Siswa Kelas VIII.1 SMPN 9 Pekanbaru dengan Menggunakan *KWL Technique*". Tesis. Program Pascasarjana Universitas Negeri Padang.

Siswa di kelas peneliti memiliki permasalahan ketikam emahami teks deskriptif. Pemahaman membaca mereka masih rendah. Mereka adalah 35 orang siswa yang duduk di kelas VIII.1 pada SMPN 9 Pekanbaru. Oleh karena itu, penelitian ini dilakukan untuk meningkatkan pemahaman membaca teks deskriptif mereka dengan menggunakan *KWL Technique*. Disamping itu penelitian ini juga dilakukan untuk menjelaskan faktor-faktor yang mempengaruhi peningkatan pemahaman membaca teks deskriptif. Penelitian ini dilaksanakan dengan desain penelitian tindakan kelas yang prosesnya bersiklus meliputi perencanaan, pemberian tindakan, pengamatan, dan refleksi. Pada setiap siklus, seorang mitra mengajar membantu peneliti dalam mengumpulkan dua jenis data, yakni data kualitatif dan kuantitatif. Data kualitatif dikumpulkan dengan menggunakan lembaran observasi, catatan lapangan dan wawancara. Kemudian, data kuantitatif dikumpulkan dengan memberikan uji pemahaman membaca deskriptif teks. Data kuantitatif dianalisis dengan mengkalkulasikan untuk mencari nilai rata-rata (mean) untuk menjelaskan peningkatan setiap indikator pemahaman membaca di setiap siklus. Kemudian, data dari hasil observasi, catatan lapangan dan interview dihubungkan dengan hasil data kuantitatif (tes pemahaman membaca) untuk menjelaskan faktor-faktor yang mempengaruhi peningkatan secara kualitatif. Hasil penelitian selama 2 siklus menunjukkan bahwa *KWL Technique* meningkatkan semua indikator pemahaman membaca teks deskriptif. Pada Siklus 1, dua dari lima indikator berhasil ditingkatkan, namun tiga indikator lagi masih perlu ditingkatkan. Setelah dilakukan perencanaan ulang dan perencanaan tersebut dilaksanakan pada Siklus 2; hasilnya semua indikator pemahaman siswa berhasil ditingkatkan secara memuaskan. Selain itu, faktor-faktor yang mempengaruhi peningkatan pemahaman membaca siswa selama proses penggunaan *KWL Technique* juga ditemukan, yakni teknik pengajaran, materi pengajaran, dan seringnya latihan menggunakan tabel KWL. Jadi, faktor-faktor tersebut harus dipertimbangkan ketika menggunakan *KWL Technique* dalam pengajaran membaca.

## ABSTRACT

MAIDA FITRI. 2015. "Improving Students' Reading Comprehension of Descriptive Texts at Grade VIII 1 of SMPN 9 Pekanbaru by Using KWL Technique". Thesis., Graduate Program of State University of Padang.

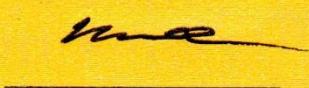
The students in the researcher's class had problems in comprehending descriptive texts. They had low reading comprehension of descriptive texts. They were 35 students at Grade VIII.1 of SMPN 9 Pekanbaru. For that reason, this research was carried out to improve their comprehension of descriptive texts by using KWL Technique. Besides, this research also explained the factors that influence their reading comprehension of descriptive texts. This research was carried out in the design of classroom action research, which was a cyclical process that involved planning, action, observation, and reflection. In every cycle, a collaborator helped the researcher to collect two types of data, namely qualitative and quantitative data. The qualitative data were collected by using observation sheets, field notes and interview. Then, the quantitative data were collected by administering reading comprehension test. The quantitative data were analyzed by calculating to find out the mean for describing improvement of each indicator of reading comprehension in each cycle. Then, the data from the result of observation, field notes, and interview (the qualitative data) were related to the result of quantitative data (reading comprehension test) in order to explain the factors that cause the improvement qualitatively. The results of the research for 2 cycles showed that KWL techniques improved all indicators of reading comprehension of descriptive texts. In Cycle 1, two of five indicators were improved, but three others needed to be improved. After re-planning and taking the plan into action in Cycle 2, it was found that the students' reading comprehension improved satisfactorily per indicator. Besides, it was also found that the factors influencing the changes of students' reading comprehension of descriptive texts in the process of using KWL Technique at were the teaching technique, the teaching materials, the amount of practice using KWL chart. So, the factors should be considered when using KWL Technique for teaching reading.

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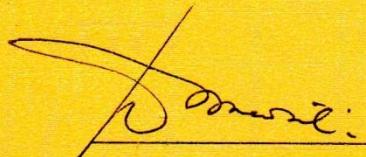
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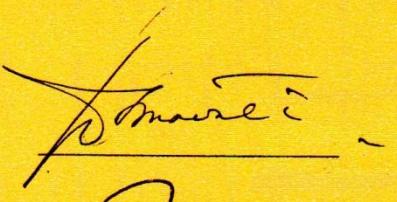
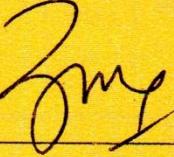
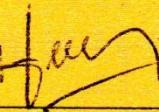
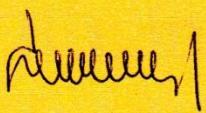
  
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Saya yang menyatakan,



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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

As we probably know, Reading is an important element in learning. In other words, reading ability plays an essential role in language acquisition. Therefore, in many parts of the world, ability to read in foreign languages is usually significant to academic studies, professional success and personal development. It is because reading is the most essential skill for success in all educational contexts. For that reason, reading is regarded as the most important part of the four necessary language skills for academic success. Consequently, for students who learn English, their ability to read should be developed.

Reading skill is important since it is helpful for students to comprehend texts or others references in English written forms. The students will catch the ideas of the writer when they are able to read the texts effectively and efficiently. Because of its importance, teaching reading in the national curriculum is targeted to make students comprehend various kinds of genre. School-Based Curriculum has emphasized that the second grade of junior high school students should be able to notice, differentiate, and comprehend five genres: Descriptive, Recount, Narrative, Report and Procedure.

However, during teaching at SMPN 9 Pekanbaru, the researcher found some facts that many students in grade VIII still had difficulties in reading and comprehending texts, especially in comprehending descriptive texts. Therefore,

the students' reading comprehension was measured through reading comprehension test of descriptive text to know their starting points before improving something.

Based on a test, it was found that most of students had some difficulties in comprehending descriptive text. The result of reading comprehension of descriptive text test showed that their average score was 56.85. The highest score was 85 and the lowest score was 40. Only eight students had scores around 65 to 85; and the rest just had scores below it. Thus, 77% had poor reading comprehension. Consequently, most of them did not reach the "KKM" score (it was 65 points). Then the results of the test were analyzed deeply for each indicators of reading comprehension of descriptive text. It was found that the students were still confused in identifying introduction and description of the text. Based on the writer's experiences in teaching learning process, when the writer asked them to answer the question about the text orally, there were just two or three students active in answering the questions.

Understanding text structure that contains important information in descriptive text was regarded as an essential factor that influenced how the students constructed meaning. Particularly, it was found that more than 75% of the students could not give correct answer to the comprehension questions that were intended to measure their ability in identifying the elements of descriptive text. such as "what is the topic of the text?", "what is.....?", "where is the.....located?", "the word "....." in paragraph....is closest meaning to....", and "the word "..." in line ..... paragraph..... refers to....". This fact indicated that

most of the students did not comprehend descriptive texts or low ability in reading comprehension of descriptive texts.

In addition, the result of interview also referred to a conclusion that the students had poor vocabulary knowledge. Some of them admitted that they always tend to use dictionary to find the meaning of the unfamiliar words they found in the text. They argued that, because of their limited vocabulary, they were not active in responding or answering the questions given. In addition, the students also had no brave to give comments. They were afraid to give their comments, so that they just keep silent and do nothing. Thus, it was concluded that their vocabulary knowledge should be increased in order to improve their reading comprehension.

The problems were not only from the students but also from the procedure of teaching reading. Some weaknesses in the procedure of teaching reading were identified. It was assumed that the teacher did not apply appropriate teaching techniques and strategies for teaching reading, especially for descriptive text. Usually, in the procedure of teaching reading, the students were asked read the text silently and individually. They were allowed to use their dictionary to find the meaning of the difficult or unfamiliar words that they found in the text. As a variation, each group of the students was asked to do reading game. They were asked to do reading competition that required them to re-arrange some paragraphs to make them became a complete descriptive text in a limited time. The first group who finished the task correctly was the winner. Then, the students were

asked to answer the comprehension questions related to what they had read. Finally, their answers were discussed.

After interviewing the students, regarding the teaching procedure above, it was concluded that the procedure was not appropriate for the most of the students, because the procedure was not help the students to comprehend the genre text of the descriptive texts. Mostly the texts that were given to them were difficult to comprehend. They argued that the texts were not at their level because they encountered many difficult words during their reading. As a result, their learning achievements were influenced negatively. It was because most of learning achievement tests contained reading comprehension test. Consequently only 22.85% of them success to reach the “KKM score” (it was 65 points). In conclusion, these findings implied that there was a need develop the researcher’s teaching in order to improve her students’ reading comprehension.

To develop the teacher’s teaching in order to improve the students’ reading comprehension, numerous strategies and techniques were reviewed. It focuses on finding some inspirations for teaching reading that could help students in improving their knowledge of text structure, because these were regarded as the factors that impede their reading comprehension.

Based on the problem stated above, the writer was interested to help the students in improving their understanding by using by using KWL technique. K-W-L is a reading technique developed by Donna Ogle in 1986. This technique focuses on taking students’ interest by activating their background knowledge of a topic. According to Ogle 1986 (in Westwood, 2008:47) this strategy activates

students' prior knowledge on a given topic, and then invites them to generate some questions they hope the text may answer, and finally they must summaries any new information they have learned from the reading.

To conclude, this research was carried out to improve students' comprehension of reading descriptive text by using K-W-L technique through classroom action research entitled "Improving Students' Reading Comprehension of Descriptive Texts at Grade VIII1 of SMPN 9 Pekanbaru by Using KWL Technique"

## **B. Identification of the Problems**

Based on the explanation in the background above, students' poor reading comprehension was regarded as the main problem to be improved. The problem was caused by some factors. It was found that the identified factors influencing their comprehension were low understanding of descriptive texts, understanding vocabulary in context and identifying references. Those factors were also regarded as problems that affected their ability in comprehending descriptive texts. In addition, most of students did not enjoy reading material; the procedure did not help the students to comprehend the text. If the problems could not be solved, the students would become struggling readers. Therefore, the identified problems were strived to be solved.

### **C. Focus of the Problem**

Considering the researcher's time, cost, ability, and energy, it was needed to limit the problem that was going to be solved during the research. Therefore, in carrying out this research, the problem was focused on improving the students' low reading comprehension of descriptive texts by using KWL technique at grade VIII of SMPN9 Pekanbaru. In addition, the factors influencing the changes of their reading comprehension of descriptive text during the use of KWL technique were also investigated.

### **D. Formulation of the Problem**

From the limitation of the problem above, the statement of the problem could be stated as follows:

1. To what extent can KWL improve students' reading comprehension of descriptive texts at grade VIII 1 SMPN 9 Pekanbaru?
2. What factors influence the changes of students' reading comprehension of descriptive texts in the process of KWL at grade VIII 1 SMPN 9 Pekanbaru?

### **E. Purpose of the Research**

The purposes of this research were as follows:

1. To explain to what extent KWL can improve students' reading comprehension of descriptive texts at grade VIII 1 SMPN 9 Pekanbaru
2. To explain what factors influence the changes of students' reading comprehension of descriptive texts in the process of KWL at grade VIII 1 SMPN 9 Pekanbaru

## **F. Significance of the Research**

It was believed that this classroom action research contributed something worthwhile to her professional development, her students, and English teachers.

1. Practically, the researcher herself had experience in conducting research on the implementation of KWL techniques in teaching reading of descriptive text at her own work place. Besides, the results of this research were useful for English teachers or other researchers related to TEFL fields especially for teaching reading using KWL techniques.
2. This research also helped the students at grade VIII 1 SMPN 9 Pekanbaru to improve their ability in comprehending descriptive texts.
3. Theoretically, the result of this research would add the data base of teaching especially teachers' technique in improving students reading comprehension of descriptive text concerning with identifying the topic of the text, identifying the introduction in the text, identifying the description in the text, identifying the vocabulary in context, and identifying the references.

## **G. Definition of the Terms**

The explanations of terminologies below were needed in understanding this research writing.

1. Reading Comprehension is defined as the interaction process between students at grade VIII 1 SMPN 9 Pekanbaru and descriptive text in order to understand and create meaning from what they had read.

2. K-W-L technique is an effective way to think about what the students know about the topic, what the students want to know and what the students have learned. The K stands for “Know” the information that the students have already known about the topic that is going to be discussed. The W comes from “Want to Know” to predict the information that might be found in the topic. The L stands for “Learned” to get information after reading the text.
3. A descriptive text is an essay, which describes a person, place, or thing a text that lists the characteristics of something.
4. Improving is the effort to make better by taking actions. In this research, improving means the effort to make students’ reading comprehension of descriptive text get better.

## **CHAPTER V**

### **CONCLUSION, IMPLICATION, AND SUGGESTION**

#### **A. Conclusions**

Based on the results of carrying out this research for two cycles, the answers to the research questions can be concluded as follows:

1. KWL techniques improved students' reading comprehension of descriptive texts at grade VIII 1 SMPN 9 Pekanbaru. Their ability in identifying topic improved from 82.85 to 83.57. Then, their ability in identifying introduction improved from 64.28 to 71.43. Furthermore, their ability in identifying description improved from 72.85 to 81.42. Moreover, their ability in identifying vocabulary improved from 60.71 to 75.71. In addition, their ability in identifying references improved from 62.58 to 79.28.
2. These are three factors that influenced the changes of students' reading comprehension of descriptive texts in the process of KWL at Grade VIII 1 SMPN 9 Pekanbaru, they were teaching technique, teaching material and the amount of practice. First factor is teaching technique, KWL technique helps the students to take note important information that is needed to comprehend the text and helps the students to interact with the text, before, during, and after reading, so that, the text is easy to comprehend; Second factor is teaching material, it provides the information to answer the questions and KWL chart helps the students to organize information before reading, and after reading the students can integrate the new information into their existing knowledge

base, also the use of KWL chart reading process is more practical because it helps the students to memorize the important information and comprehend the reading well. The third is amount of practice using KWL chart could influence the students reading comprehension because providing the students with extensive practice on using KWL technique assisted the students in developing their reading comprehension strategies. The developed strategies were previewing, predicting, and questioning to activate prior knowledge and making comparison, reasoning, clarifying and inferring to regulate comprehension.

## **B. Implications**

Regarding the conclusions, the decision of using KWL technique as for teaching reading as an action to solve the problem in the researcher's class will help the students becoming better readers in the future. When they were taught by using KWL technique, consequently they were taught pre-, during, and after reading strategies at the same time. Therefore, KWL is an integrated strategies technique in which the teacher who uses it can cultivate students' interest and advance their comprehension.

### **C. Suggestions**

Regarding the conclusions and implications of this research, some suggestions can be proposed related to the use of KWL techniques in improving students' reading comprehension of descriptive text at grade VIII 1 of SMPN 9 Pekanbaru. First, the students are supposed to continue using KWL technique when they read individually. Second, the teacher is supposed to continue using KWL technique for teaching reading and more creative in using it. Third, for the further research, it is worth studying KWL technique for teaching reading in different types of text such as expository, hortatory, procedure, recount, etc.

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