

THE USE OF KNOW, WANT TO KNOW, LEARNED (KWL) TECHNIQUE TO IMPROVE TEACHING AND LEARNING PROCESS

Pancarini Dyah Rahayuningsih¹, Eka Wulandari²

¹SMA Negeri 3 Sragen, Jl. Dr. Sutomo No.2 Sragen

²Poltekkes Kemenkes Malang

email: rini_dyahrn@yahoo.co.id

Abstract: The Use of Know, Want to Know, Learned (KWL) Technique to Improve Teaching and Learning Process. This research aims at finding out whether KWL technique can improve the class situation when it is used in the teaching and learning process the class. The subject of the research was the first grade of SMA N 3 Sragen, Central Java, in the academic year of 2011/2012. The research was conducted in two cycles: the first cycle consisted of three meetings, and so did the second cycle. The procedures of the research consisted of planning, acting, observing, and reflecting. To collect the data the writer used class observation and made the conclusion to analyze the qualitative data. The result of the research shows that KWL technique can enhance class situation, in terms of: (a) the students' attention that make them concentrate on the lesson; (b) their participation and interaction when having and responding teacher's questions; and (c) the motivation to join the teaching and learning process in the class. The research comes to the conclusion that there are some improvements of the students' participation in teaching and learning process when using the KWL technique.

Keywords: KWL technique, teaching learning process, class situation.

English is one of the compulsory subjects that must be taught in Senior High School. Students must learn all the skills to master this subject. The problem arises since until now the teaching methods used by the teachers are still the conventional ones. Most of the time, teachers just give reading texts to the students and ask them to do the exercises provided. This technique doesn't give much chance to the students to explore their knowledge, to train their language skills, and to express their own ideas. As a result, students become passive and reluctant to join the teaching and learning process. The class situation becomes monotonous and dull for the students.

One of the possible alternatives to solve this problem is by employing Know, Want to Know, Learned (KWL) teaching technique. This technique allow students to actively in-

volved in teaching learning process and lets them work together with their friends, so that they will not easily get bored during the teaching and learning process.

According to Ogle (2008: 49), KWL technique is an instructional reading technique that is used to guide students through a text. Students begin by brainstorming everything they *Know* about topic. This information is recorded in the K column of KWL chart. Students then generate a list of questions about what they *Want to Know* about the topic. These question are listed in the W column of the chart. During or after reading, students answer the questions that are in the *W* column. This new information that they have Learned is recorded in the L column of KWL chart.

According to Michael Susan (2008:5), KWL is a comprehensive strategy that can

be used at all grade levels. It works well with all types of English text, but she has found that it is especially useful for understanding expository text.

In this technique, a teacher can follow these steps: 1). Choose a text, 2). Create a KWL chart, 3). Ask students to brainstorm words, term, or phrases related to the topic, 4). Ask students what they know about the topic, 5). Ask students to write what they know about the topic in the K column, 6). Ask the students make questions of what they want to know more of topic base upon what they list in the K column. The questions are written in the W column, 7). Ask the students to answer the questions in the W column during or after reading the text and write the answers in the L column. It is okay for the students to make questions beyond the text, 8). Ask the students to exchange the chart and discuss the answers with their groups.

By using this technique, the teaching and learning process will be more interactive and the class situation will not be boring for the students. Students will be more active and motivated to participate in the teaching and learning process.

METHOD

This research was conducted at SMA Negeri 3 Sragen and it was held from January 2012 until July 2012 (2011/2012 academic year). The subject of this research was the first grade students of SMA Negeri 3 Sragen. Class X-A was chosen as the subject of the study.

In teaching learning process, the condition of this class is noisy in every lesson, which makes the teachers get difficulty

in handling the class. The students don't have high spirit in learning process. Chatting is their habitual activity in doing the assignments.

On the other hand, some of the students are always silent and waiting for their friends for doing the task. They have low motivation to study and find the way to solve their problems in their lesson. That's why it is very necessary to improve their spirit and to make high motivation in teaching and learning process. The conditions explained above become the reason why the writers chose that class as the subject of the study.

In this research, the writers used three steps for every cycle of the research, they are: planning, action or implementation, observation, and reflection. Meanwhile, to collect the data, the writers used observation, interview, and questionnaire. A brief explanation about each technique are explained below:

1. Obsevation

In this study, the students' activities and class situation were observed while teaching learning process using KWL technique occurred.

2. Interview

The students were interviewed about their personal perceptions, experiences, opinion, and ideas related to the technique.

3. Questionnaire

The questionnaires were given before and after treatment to the students to get information from them about their activities, opinions, expectations, and attitudes and perceptions.

RESULT AND DISSCUSION

Result

The findings of this research can be divided in two sections; they are the findings on cycle 1 of the study and on cycle 2.

a. Cycle 1

After treatment, students were interviewed by the writers and from the result of the interview, it could be concluded that the students had understood the aim of KWL technique in their teaching and learning process. By using the technique, they could easily understand the text independently; not always depended on the teacher explanation, since they were given a text provided by the researchers, and got explanation related to the text they read, such as language features, meaning of words, and communicative purpose in the text.

Furthermore, they students were motivated using KWL technique. It could be seen from their enthusiasm to follow the reading class, even though the different characteristics of students in class was the cause for a problem, because when one had finished following the researcher's instruction, the other one had not done yet.

Based on the observation, the teaching and learning process was good enough. When the writers explained the use of KWL technique, the students got their understanding better. The reading comprehension also enhanced better. Vocabulary building was very significant. When students were asked to guess the meaning of individual words, they failed quite often.

What bothered a lot was the longer time used in pre-reading activity. The stu-

dents were given material to be presented in term of writing what they knew, and giving questions about what they wanted to know in the column. During whilst reading, KWL technique was used as the technique to share opinion about the certain material so that the low student got a help from their friends within the group. Some other important notification was about the students' participation in questioning and answering. Cooperation in work group activities should also be taken consideration. Material selection has also been in the case. The material in descriptive text was considered interesting to be read.

KWL technique stimulated students in learning to read. Occasionally, a dominant student talked too much or tried to control the group. Some students were poor readers or slow thinkers and had trouble creating a good report for their group. At the other end of the talent continuum, some students were so gifted that they got bored working with slower students. The technique was effective with them. In some cases, students might never have experienced cooperative learning before. The technique worked with older students who had been trained to compete with one another.

b. Cycle 2

In the cycle 2, the use of KWL technique had many contributions to the students during the teaching and learning process since the students had understood how to implement the technique and how to give responses to the stimulus given both from the researcher or questions written on the W column.

Moreover, the students had answered

the questions better than the first cycle. It could be seen from the improvement of the speed in understanding the text and responding the questions from first meeting to the last meeting. It meant that they had gained their self-confidence in sharing their mind, and the direct questions from the researcher. Students' interaction was more alive. The researcher's presentation was clear for the students. The researcher learned best from his experience in cycle 1 to have always been checked to students whether his speed was acceptable or not.

The students were braver to express their mind. They could respond the question well. Besides, the students were able to discuss the text given, and then presented it in front of the others. The work-group activities used eased the teacher in managing the class as the students participated actively in discussion. They worked cooperatively to support the missing part

from others' works. They students were also very interested to follow the class since the KWL technique was applied in the teaching and learning process.

As the material was selected into descriptive, the students were more attentive. The significance of this condition was determined by the absence of students going out during the class process and coming late to the class. Group work activities provided students more chance to interact with their friend; as a result, they could build the good atmosphere in the class by exchanging ideas actively. They did not ask the question only for the teacher, but also to their friend that could help them. Furthermore, the students' independent activity worked better than that of in cycle 1.

As a summary, the comparison between class situation before and after treatment during teaching and learning process can be described in table 1 below:

Table 1. The Comparison between previous condition and condition after the Research

Research Finding	Before Action Research	Cycle 1	Cycle 2
<i>Improvement of Class Situation</i>			
a. Atmosphere	a. Students were not interested in reading class	a. Live, interesting activities	a. More live, more interesting activities
b. Participation in reading class	b. Low, students didn't give attention to the lesson, ignored and avoided the chances to understand	b. High, students gave attention to the lesson, used the chance to understand	b. Higher than before, students increased in giving attention to the lesson, used the chance to understand seriously
c. Domination in Class	c. Students were passive, teacher dominated the activities	c. Students were active, and dominated the activities	c. Students were very active. SS dominated the activities
		d. Students were	

d. Reading presentation	d. Students were passive in reading group and in reading presentation	e. Students actively asked questions and responded well to teacher's questions	d. Students were active in reading group, more innovative
e. Teacher	e. Monotonous, the teacher uses many hand books, not creative, talks a lot		e. Students more actively asked questions and responded well the teacher's questions

Discussion

There is a significant improvement achieved through the KWL technique to overcome the students' problems in the class. Some of the improvement can be described below:

a. *The KWL technique can attract the students' attention that make them concentrate on the lesson.*

The KWL technique is one of the technique that could be used to attract the students' attention so that they concentrated on the lesson given. Getting the students' attention is the key to meet the learning objectives. Therefore, it is important for the teacher to put a big attention on it. The L column which is supported with pictures has attracted the students' attention so that they are interested to get involved and be active in reading activity. Students will concentrate and fully involve in reading activity when the technique is used. It had attracted the students' attention so that they were interested to get involved and be active in reading activity. As they are interested, their motivation increases, and their performance is better.

b. *The KWL technique can motivate the student in the class.*

The activities done in the teaching and learning process using the KWL technique are supported with the interesting steps. In fact, it can help students to motivate themselves to learn reading. Guthrie (2004: 56) states that the technique which is fun, engaging, and interesting usually motivates students to learn and take part in the process of teaching and learning. Since they are interested, their motivation increases.

c. *The KWL technique can enhance the students' participation in the class.*

When the students realize how the KWL technique works to enhance their competence, they become more enthusiastic and feel more comfortable to follow the class, and to participate along the teaching and learning process in the class. Through the technique, communication and interaction between teacher and students are more effective and interesting. Dorney (2001: 77) states that another way of making learning stimulating and enjoyable is creating learning situation where learners are required to become more active participants. Moreover, the KWL technique has increased the students' participation in the ways of providing students with many opportunities, giving a comfortable and

encouraging environment, and providing a discussion rubric that includes good students' participation. These shape the students to be active and creative. In addition, they join the class attentively. It can be seen on how they filled each column of K, W, and L as what have been instructed by the researcher.

Based on the description above, it can be seen that the class situation is more interesting when the KWL technique is applied in reading class. When the KWL technique was applied in the class, all of students were very enthusiastic to follow the class. In fact, the technique could enhance class situation, in term of attracting the students' attention that make them concentrate on the lesson, motivating the students in the teaching and learning process, and enhancing the students' participation in the class. Besides, the KWL technique also made teacher teach their students easily. The dominance of the teacher had been eliminated. They demolished their barriers to ask and respond the questions given.

The technique which is supported with pictures had attracted the students' attention so that they are interested to get involved and be active in reading activity. As they are interested, their motivation increases. Moreover, the teaching and learning process are supported with the effective steps, as follows:

Step 1: *Drawing a chart of KWL;*

Step 2: *Explaining students what they should do in every column;*

Step 3: *Giving students a topic;*

Step 4: *Asking students what they know about the topic and write the things in K column;*

Step 5: *Asking students things they want to know about the topic;*

Step 6: *The students read.*

Step 7: *Asking students to fill the L column with the answer of questions and also new information they got from reading the text;*

Step 8: *Making conclusion*

When this technique was applied in teaching and learning process, the class situation became more interesting and enjoyable for the students. We can conclude that this technique is very beneficial to be applied in teaching and learning process.

CONCLUSION

The research comes to the conclusion that there are some improvements of the students' participation in teaching and learning process when using the KWL technique. It means that the KWL can improve the teaching and learning process when it is applied in the process

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