

I. INTRODUCTION

A. Background of the Problem

Senior School Based Unit Curriculum (KTSP 2006) had been conducted in most of schools. The curriculum states that SMA/MA students should be able to use the language in informational level. The curriculum introduces the concepts of some type of English texts where students are expected to be able to develop their thoughts and idea into texts both in oral and written form; such as *descriptive, report, recount, procedure, anecdote, and narrative* (Depdiknas, 2006).

There are four skills of language that have to be taught by English teachers of SMA/MA, i.e. listening, speaking, reading, and writing. (Depdiknas, 2006: 307) Moreover, Christian and Mary (1976) mentioned that reading is the most important skill of all for the most students of English through the world. By reading, the students are able to access much information which might have otherwise been unavailable, especially English text book. Given that the students are expected to read information to access knowledge by their reading skill, reading materials dominate other teaching materials in almost English textbooks. Therefore, reading skill should be paid more attention to achieve the level.

This classroom action research is used to prove whether or not KWHL technique can help students improve their reading comprehension, student participation in the class and the quality of teacher's teaching performance.

One may have difficulties to comprehend a passage because of some problems like unfamiliar code in which the text is expressed, the amount of previous knowledge that the reader brings to the text, this complexity of the concept expressed, and vocabulary knowledge. (Nuttal, 1985:5-6).

How ever, the researcher identified many factors that can cause students' problem in reading comprehension, some of them are as follows:

1. The technique that the teacher used in teaching reading, the teacher focuses merely on translation done by herself.
2. Limited background knowledge of the students; most of them have insufficient prior knowledge related to the topic under discussion.
3. Students' limited vocabulary knowledge.

From those three factors, the researchers assumed that the most influential factor was the technique used by the teacher in teaching reading. In researcher's opinion the teaching technique focused merely on translation which was done mostly by the teacher. As a result, most of the students did many activities which are not suitable to the learning activity, such as, disturbing friends, reading other books, sleeping, chatting, and day dreaming. It can be said that the learning process becomes very boring and monotonous.

Besides, the reading sources in reading class are only taken from the students' text book. In contrary, English syllabus in KTSP for SMA/MA students stated that English reading material should be taken from many sources. So the students can access more information and knowledge. Therefore, it also can enrich students' vocabulary knowledge. Logically, the more students read the reading text from

many sources with the related topic, their vocabulary knowledge about the topic will improve.

Moreover, basically, reading is an active thinking activity. The students cannot be said as good readers if they cannot comprehend the text. However, with the conventional technique that the teacher used, it is possible to make reading activity as a passive and boring activity because the students were forced to be more active by thinking harder before and during reading.

Seeing this fact, it was necessary to do a classroom action research which implements four stages: (1) planning, (2) implementation, (3) observation, and (4) reflection (Arikunto, 2006:16) to overcome this problem. Besides, there was no research about this case before in the school.

As a way out to solve the problem, the students needed another effective teaching reading technique which can activate their prior knowledge before and during reading and can force them to be more active and can enrich students' vocabulary knowledge.

Therefore, the researcher presented *KWHL* technique developed by Debbie Blaskowski (1995); *K* stands for what the students *KNOW* about the topic, *W* stand for what they *WANT* to know, *H* stands for *HOW* they learn, and *L* stands for what they have *LEARNED*. This technique is slightly modified technique from the technique which is developed by researcher Donna Ogle (1986), which was originally called the *KWL (Know-Want-Learn)*- shorthand for three questions designed to engage readers in nonfiction texts. What do I *KNOW*? What do I *WANT* to know? What have I *LEARNED*?

(<http://www.pwcs.edu/curriculum/sol/kwl.htm>. retrieved at October 5th, 2010)

In her research using KWL technique, Donna Ogle (1986:564) in Barker et al (2000:77) designed for nonfiction text at any grade level. She implemented the technique to children in New York to engage their reading comprehension. By helping the students through the three steps in reading comprehension, they thought critically about what they knew and did not know. So that, this technique helped students become active processors of information text. Besides, she also found that this technique improved comprehension of text content because readers made connection between their prior knowledge and what they were reading (Ogle: 1986 in Block and Pressley, 2002:29)

In her findings, it indicates that the KWL technique increase the retention of read material and improves students' ability to make connections among different categories of information as well as their enthusiasm for reading professionals, but it has not been rigorously tested.

Considering the findings about KWL technique and combining it by KWHL technique developed by Debbie Blawkoski (1995), the researcher decided to follow the implementation of KWHL done by Debbie Blawkoski to modify the technique by adding the *H* part. So, the technique become KWHL where *H* (HOW they learned) part is put before the *L* (WHAT they learned). Therefore, the chances of students to find out their answers or learned about the topic is classified in *H* part.

Meanwhile, the text that was used in this research is non fiction text, based on the curriculum, *report* text was chosen because it was taught at the second year

students and most the students felt hard to comprehend this type of text compared to the other texts.

Seeing that KWLH technique served systematic activities which can activate was assumed that KWLH technique was appropriate to be implemented in teaching reading of *report* text. This technique also will lead the students to read more about certain topic under discussion. So, with many reading sources that the students read, their vocabulary knowledge will improve.

However, good technique cannot work properly if the teacher cannot show her best performance in teaching using the technique. That is why; teacher plays important role for the success of the learning process and its product. Therefore, teacher's performance in teaching reading comprehension of *report* texts using KWLH technique will also observe in the research.

B. Formulation of the Problem

Based on the background of the research above, the problems formulated in this research are:

1. How can KWLH technique improve reading comprehension of the second year students' of MAN 1 Bandar Lampung?
2. How can KWLH technique improve the quality of teacher's teaching performance?

3. How can KWHL technique improve the number of the students who are active in the reading of report text activity?

C. Objectives of the Research

Based on the research problems, there are three objectives of this Classroom action Research.

1. To find out whether KWHL technique can be used to improve the number of the students who are active in the reading of report text activity.
2. To find out whether the students' reading comprehension achievement can be improved when the KWHL technique is implemented.
3. To find out whether teacher's performance in teaching reading comprehension using *report* texts improved when she implements KWHL technique.

D. Uses of the Research

The uses of the research are as follow:

1. Practically

This research can be useful for English teacher, students, and also school.

- a. The teacher

Through this research, the teacher can apply *KWHL* technique as one of reading comprehension technique that can improve her students' reading

comprehension achievement and also improve her performance in teaching.

b. The students

The implementation of *KWHL* technique in this research may make the students actively involving in the reading of *report text* activity by activating their prior knowledge before and during reading so that it can improve the students' reading comprehension achievement.

c. The school

The results of this research can be used as a consideration whether the school will implement *KWHL* technique for all grades of senior high school students so as to improve their reading comprehension achievement and make the students actively involve in the reading class.

2. Theoretically

The results of this research are expected to confirm and clarify the previous theories about teaching reading through *KWHL* technique.

E. Scope of the Research

The researcher used a classroom action research method which involves two observers. The first observer was the researcher herself as the teacher and the second observer was the researcher's partner who is also the English teacher of the school.

The research was done in two cycles. The first cycle was done based on the problem of the research then the second cycle was done based on the result of the analysis from the first cycle.

In teaching and learning process, the teacher used *KWHL* technique and focus on improving of students' reading comprehension achievement of *report texts*. In addition, to know the improvement of students' reading comprehension achievement, there was a reading test for them. Besides, the researcher also focus on teacher's performance when she implements *KWHL* technique and the students' activities when the technique was being implemented to get more accurate that application of *KWHL* technique in the reading of *report texts* activity that will support the result of this research.