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## **KWL: Strategy on Improving Reading Comprehension**

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### **Abstract**

This study is about the implementation of Know, Want, Learned (KWL) strategy to enhance students' reading comprehension. The desire to conduct the research toward this study is to investigate how the proper implementation of KWL helps the students' increasing their ability in terms of reading skill. This study was approached quantitatively, specifically through an experimental method using the design of one group pretest-posttest. The population of this study was the first grade students at SMPN 3 Banda Aceh, while the sample of this study was VII-9 class which consisted of 30 students which was chosen randomly. The data for this study were obtained by using test as the instrument for collecting the data. Also, the data were analyzed using repeated measures T-test in order to prove the hypothesis. The calculation result showed that null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted, because the result of t-test calculated was 5.07, higher than t-table 2.04. Therefore, the writer concludes that teaching reading by using KWL gives good effect for students' reading comprehension at SMPN 3 Banda Aceh.

*Keywords: Reading comprehension, know want learned (KWL), reading strategy*

### **1. INTRODUCTION**

English is a language that massively learnt by many people in different country. It is an international language that is used to communicate in almost every aspect of life. Some students learn English as second language, while others study it as a foreign language. As a skill in language learning, reading offers many people in the world to know others idea about several things as a way to communicate indirectly with some distances (Nunan & Linse, 2015). Nunan & Linse further said that reading basically means pronouncing the word loudly and understanding the idea conveyed in the text. It means that reading not only tells about how to recognize some codes and know how to pronounce it, but also emphasizes about how to comprehend the meaning of the text.

Those statements above prove that comprehending the text is essential to master reading. It is an essential in reading whereas the reader should understand what they read. Knowing how to read yet have no idea about what they are reading is not synchronized with the idea of the language that is used to communicate. It means, without the ability of comprehending the text, the purpose of reading which transfers knowledge to the readers cannot be fulfilled (Nation, 2009).

Depdiknas states on curriculum of 2013, students in Junior High Schools should be taught reading comprehension embedded with other elements of reading skill. Not only they able to pronounce and remember the vocabularies in English, but also have to know the ideas conveyed in the text both explicit and implicit. Curriculum of 2013 also requires the junior high students to achieve the minimum passing score (KKM) which has been set by the school. The writer proposed a learning strategy, Know Want Learned (KWL), to be applied in order to increase students' reading achievement. This strategy is assumed can improve students reading comprehension ability by focusing to the process of reading itself.

Ogle (1986) stated that in the KWL, the students are trained how to learn from the texts that involves three cognitive steps: assessing what student's know, what student's want to find out, and what student's learned. Fengjuan (2010) said that the Know-Want-Learned (KWL) strategy is an instructional reading strategy that widely used to teach reading classes in the USA. Thus, this strategy brings the expectation to increase students' achievement also in Indonesia. Youniss (2013) explained that KWL strategy helps the students become good readers by getting them to do many things that good readers do. He further said that this strategy gets the students to read silently with comprehension, focusing to the learning process where the students are supposed to explore their reading process by thinking about what they know, what they want to know, and what they have learnt. Based on the discussion above, the writer intends to conduct a research related to KWL strategy in order to know its influence toward students' reading ability in SMPN 3 Banda Aceh and to figure out the students' achievement in reading after learning with KWL strategy.

## **2. LITERATURE REVIEW**

### **2.1 Definition of Reading**

According to Fengjuan (2010), reading is a process which involves the interaction between the reader and the text. In reading a text, the reader needs to precede the information that he or she gets from the text into his or her brain. Students are constantly upgrade themselves with new information, particularly once they have a progress from novice up to elementary, and transition from learning to read into reading to learn.

Shamla (2009) considered reading as a window whereas foreign or second language learners could see other cultures and gain more specific knowledge. It means that by reading, the reader who for instance has distinctive culture understanding with the author, could possibly study another culture indirectly through the way the writer conveys his or her ideas. Bolain (2008), defined reading as a subtle and a complex processes which involves sensation, perception, comprehension, application and integration. All necessary processes are bound together in order to draw information from a passage properly through this activity.

## 2.2 Reading Comprehension

Sousa (2005) stated that comprehension of reading material occurs when readers are able to place the meaning of individual words into the structure and context of the entire sentence. Furthermore, the reader's ability to remember the sentences' structure (syntax) relies on working memory. It means that placing and arranging the meaning from a text depends on the ability of the reader memory to keep each summary from the text in order to understand the message stating by the author.

Reading comprehension is the process of making meaning from text (Woolley, 2011). In reading comprehension, someone must know the meaning of the text, get important idea, and take information from the passage has been read.

Comprehension improves when the teacher implements activities that support the understanding of the text that students will read in their class. As asserted by Brown (2000), reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategy. The capability to comprehend printed or written material is a complex process that involves reading word by word, be familiar with words and recognizes the appropriate meaning.

In teaching reading, strategy is important to help students to construct meaning from text. Farrell (2009) mentioned that reading strategies show how students make sense of what they read and what they have to do when they do not understand a passage. Reading strategy allows students to organize, elaborate and understand information from a text or passage (Natsir & Anisati, 2016). Therefore, the students must be trained to use the appropriate reading strategy.

## 2.3 Know, Want, Learned (KWL) strategy

Ogle (1986) stated that students activate their own personal background knowledge, predict about the information they expect to find in the reading material, and take notes related to the information gained. Know, Want, Learned (KWL) strategy gives students the purpose of reading and provide an active role of students before, during, and after reading. It also helps the students to activate their background knowledge to set their own learning objectives. It provides a structure for activating and building prior knowledge, establishing a purpose for reading and for summarizing what was learned.

The procedure of KWL strategy includes three steps. First, provide students with the opportunity to brainstorm and list the ideas in the K items and details that they already know about a topic. Second, they review the topic again and consider what they still want to know. Third, students add details that they have learned while reading. They list these items in the L section of the chart.

## 3. METHODS

In this research, the writer considered an experimental design which is belonged to pre-experimental design. Nunan (1992) stated that experiment is not only aimed to find out the relationship between two variables, but also to look at the strength between two variables. This study was focused on the implementation of KWL (Know, Want, Learned) strategy in teaching reading skill to SMP Negeri 3 Banda Aceh students which was aimed to find out whether students who were taught by using KWL got better performance in comprehending the text or not. In order to achieve this objective, the writer considered an experimental design which is belonged to pre-experimental design. The writer implemented *one-group pretest-*

*posttest design* as the design for her experiment. Creswell (2003) briefly defines it as a design which includes a pretest measurement then following with a treatment and later on giving a posttest for a single group.

There is only one instrument using to collecting the data in this research. It is test. Postlethwaite (2005) defines test as an instrument or procedure that proposes a sequence of tasks to elicit students' response. The test should be valid and reliable in order to get accurate data. The data was collected quantitatively which was acquired from pre-test and post-test of students' reading ability. The student was given two kind of test; pre-test and post-test. The test was adapted from student worksheet. Pre-test was given to see students' competence before KWL strategy was applied. Meanwhile, the post-test was given to measure the progress of the students after the strategy was used.

This kind of data analysis is used to compare two kinds of data which are derived from the equal samples. For this study, the writer detected the significance of data between the pretest and post-test score based on the students' achievement before and after the treatment was conducted.

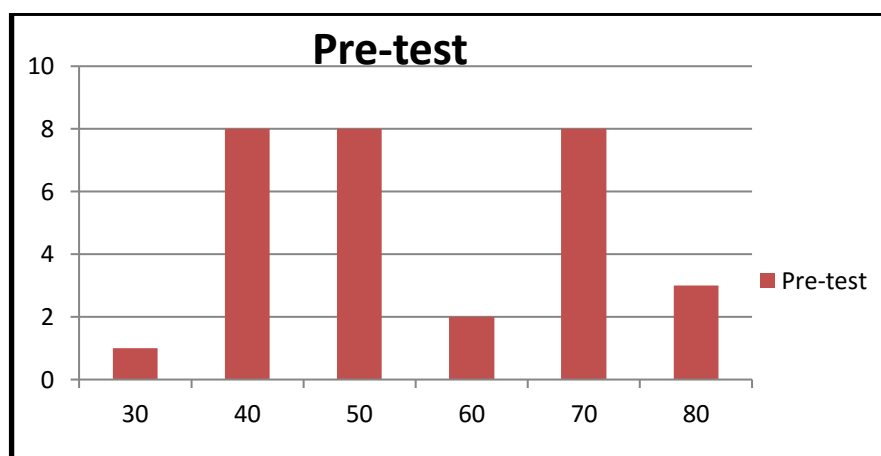
Moreover, in order to analyze the test result, the writer used some formulas. First, to evaluate the score of reading comprehension test, the writer used a scoring system. The next step was the calculation of the students' correct answers for each question in score percentage. In order to find out the significance between the pretest and posttest, the writer analyzed the data by using stactical formula by Arikunto (2010).

#### **4. FINDINGS AND DISCUSSION**

##### **4.1 Findings**

This research was conducted for the first grade students at SMPN 3 Banda Aceh, There were five meetings conducted for this study (including pre-test and post-test). Pre-test is the test that was given to students in the first meeting before the implementation of Know Want Learned (KWL) strategy. This test is conducted to find out the students' initial ability in reading comprehension.

The chart below illustrates about scores of experimental class in pretest.



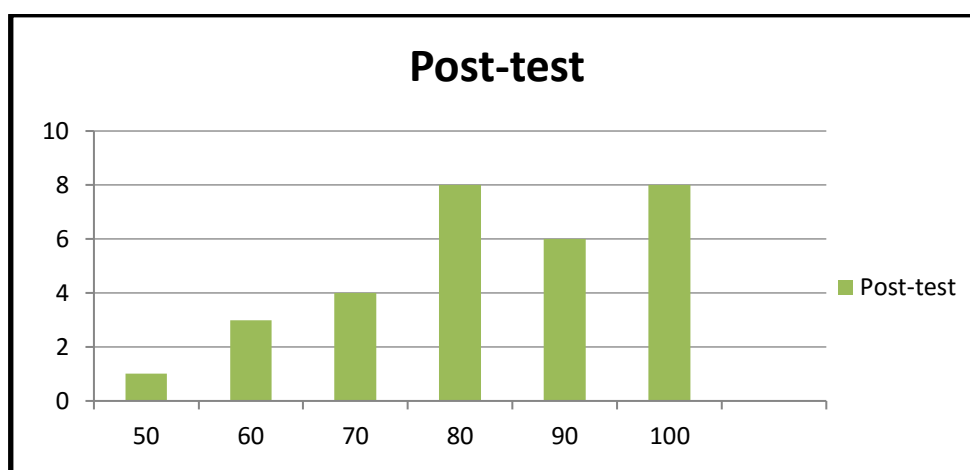
**Figure 1.** The students' Pre-test Score.

Based on the chart above, it showed that the students had low ability in reading comprehension. The X axis represents the total number of students, whereas the Y

axis represents the score of each student. From the chart above, the highest score was 80 and the lowest score was 30.

The highest score is obtained by three students, while only one student who obtained the lowest score. According to the chart, it can be seen that only three students out of 30 students achieve the minimum passing grade (KKM) required by their school; 75. Therefore, it can be concluded that the students' reading comprehension was still low.

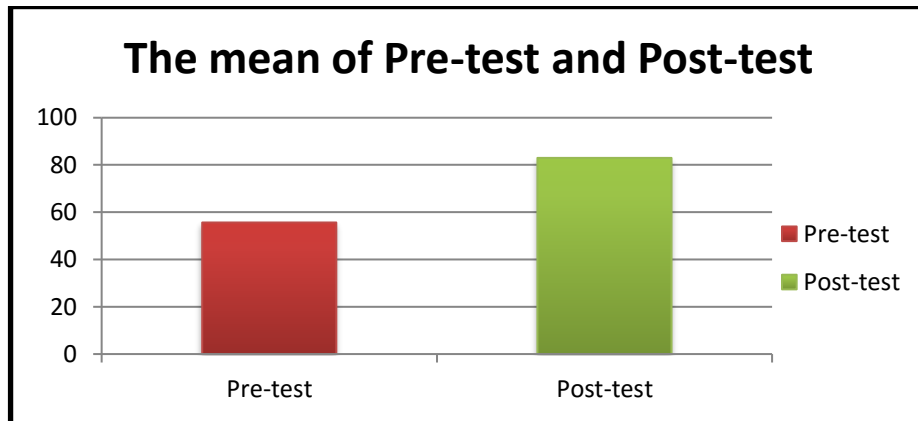
Post-test is a final test that has the function to measure students' ability in reading skill in order to find out the improvement of students' reading ability after the implementation of know want learned strategy. The following chart describes the score of posttest.



**Figure 2.** The Students' Post-test Score.

In the figure 4.2, the X axis represents the total number of students, whereas the Y axis represents the scores each student. The figure describes the score of students in the post-test where 100 was the highest score and 50 was the lowest score. The highest score is obtained by eight students and the lowest score is obtained by only one student. It means that the students achieved the minimum passing grade (KKM) required by their school; 75. From the result, the writer concluded that there were many students who had different score between pretest and posttest. It means that their scores in posttest were increased, and the implementation of know want learned strategy improves their ability toward reading comprehension.

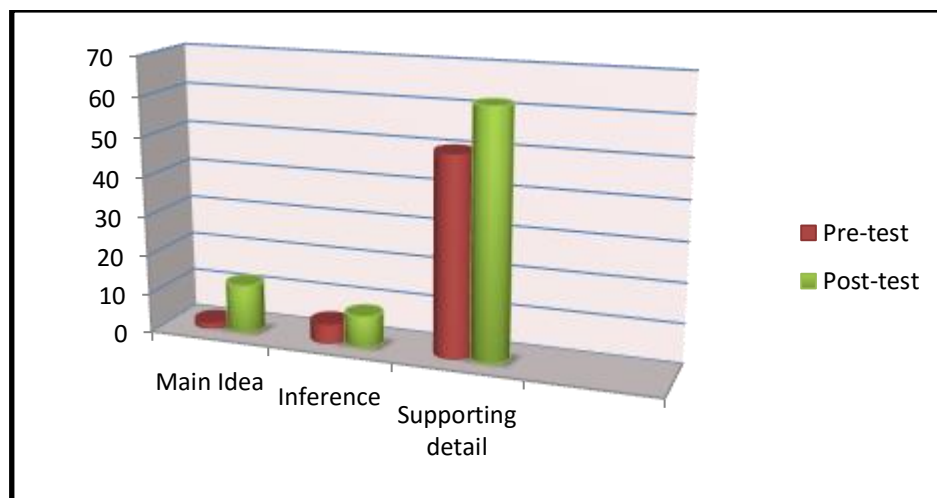
Mean score is an average score of the students. This score was obtained by counting the total score of students and divided it with the total number of the students. The following chart described the mean score of pretest and posttest. The Y axis represents the mean score, while the X axis represents the group.



**Figure 3.** The Mean Score of Pre-test and Post-test.

From the chart, the mean score of pre-test was 55.67 and the mean score of post-test was 83. It can be seen that the students' score enhances significantly from the pre-test to post-test. The difference between both points test is 27.33. In brief, there is an improvement of the students' ability in comprehending reading text by using KWL strategy.

There are many aspects in reading comprehension, but here, the writer focused on three reading comprehension skills which were observed in this research. They were main idea, inference, and supporting details. The following figure presents the result of each reading comprehension skill of the students' pre-test and post-test. The following chart describes about the students' score of each reading aspect.



**Figure 4.** Students' Average Score of Reading Comprehension Skill.

The figure showed that the posttest average score of each aspect is higher than pre-test average score. It can be described that the average score of students in main idea skill of pretest was 1.67, while the average score of post-test was 12.33. It means that this skill increased 10.66 point. For the average score of inference in pre-test was 5 and enhanced 8 in the post-test. It was raised by three points.

Finally, the average score of supporting detail in the pre-test was 50.33 and it enhanced 11.67 points after the treatments, the average score of post-test was 62. In proving the hypothesis, the writer proceeded two procedures. Firstly, the writer counted the mean score of pretest and posttest. Second, the mean score was

substituted into the t-test formula which resulted in choosing one of the two hypotheses provided.

From the formula, it was found that the t-score is 5.07. The hypothesis was analyzed by using t-score formula. It was referred to the t-table at level significant  $\alpha$  0.05. According to Sudjono (2005), the testing criteria used for the result of hypothesis is: if  $t < t_t$  (the result of t-score is lower than t-table), it means that the null hypothesis ( $H_0$ ) is rejected.

The writer used the certain degree of freedom failure in a particular significant ( $\alpha$ ) which is 0.05. The degree of freedom (df) here is 29 (2.04). It was obtained by using the formula  $(n-1)$  which is  $30-1= 29$ . From the result of study, the t-test calculated is 5.07. It must be compared with t-table score (2.04). Thus, t-score value is higher than the critical value t-table ( $5.07 > 2.04$ ). It means that the alternative hypothesis ( $H_a$ ) was accepted while the null hypothesis ( $H_0$ ) was rejected. So, the data indicates that the implementation of Know Want Learned can improve students' ability in reading comprehension. It can be concluded that there is an escalation toward the student scores after the implementation of KWL.

## **4.2 Discussion**

After collecting and processing all data taken from the test, it was found that the score of students increased significantly after the implementation of Know Want Learned strategy. The purpose of this research is to find out whether the implementation of this strategy improves students' reading comprehension or not in ways of finding the main idea, inference, and supporting detail.

The score of pre-test and post-test could be an evidence of students' improvement. The mean score of pre-test was 55.67 and the mean score of post-test was 83.00. It means that the score of post-test was higher than score of pre-test. In addition, there was a significant improvement for mean score of each reading comprehension skill. In the pre-test, score for each aspect were; main idea (1.67), inference (5), and supporting detail (50.3). Meanwhile, in the post-test the score were; main idea (12.33), inference (8), and supporting detail (62). After the writer conducted the experimental study on Know Want Learned strategy at SMPN 3 Banda Aceh, it was found that the result of the students' reading comprehension had shown significant improvement, particularly in comprehending descriptive text. The students were expected to understand how to find the main idea, supporting details, and inferences of a reading text.

Besides, it is also necessary to explain the process of implementation of Know Want Learned strategy. As it has been explained before, there are three stages in applying this strategy in the classroom. They are; what I know, what I want to know, and what I learned. All these stages were applied within three treatments.

In the first treatment, the writer started the teaching learning process by greeting the students. At the beginning of teaching and learning process of KWL, she explained about descriptive text and gave an example of the text to students. After that, the writer asked the students some questions that related to the topic for brainstorming. Based on students' responses, the writer added some explanation about the text such as the communicative purpose, generic structures, and language features of descriptive text to the students.

In the second treatment, the writer asked the students to sit in group. There were six groups; each group consisted of 5 students. Next, the writer gave one text to each group about descriptive text after that, the students discussed the text within their groups and answered the question of the text by using KWL strategy.

In the last treatment, the writer asked the students to sit in their groups as in previous meeting. After that, the writer distributed the text to all group. The students asked to answer the questions based on the text and write their answer on KWL chart on whiteboard. Furthermore, when the students presented their work in front of the class, all students in each group get involved and reached a broad perspective on the topic. Each student in group had responsibility toward their work. It can be concluded that KWL strategy is an appropriate strategy that can be implemented by teacher to help learners comprehending a reading text or passage.

## **5. CONCLUSION AND SUGGESTIONS**

The writer concluded that the implementation of know want learned strategy provided positive effects on students' reading comprehension. This was proven by the students' score that increased from pretest to posttest. The writer had discussed there was a progress on the students' tests. It is proved by the mean score of pretest and posttest. The mean value of students' pretest was 55.67 and 83.00 for students' posttest. In addition, t-test was applied to find out the result of this research. After all of data from the test were collected, the  $t_{\text{count}}$  of this research was 5.07 and the  $t_{\text{table}}$  at level of significant  $\alpha = 0.05$  stated at 2.04. It indicated that  $t_{\text{account}}$  was higher than  $t_{\text{table}}$ . It also proved that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis was rejected. Therefore, it can be concluded that teaching reading comprehension by implementation KWL strategy can improve students' achievement in reading comprehension.

As an education practitioner, the teachers should ensure themselves to be able to choose and implement an appropriate strategy in teaching reading in order to create a good learning process. One of the strategies that teacher can be used in teaching reading is KWL strategy. This strategy can help students to read a text or passage. It is also effective in improving students' reading comprehension skill. In addition, it enables students to be active in during teaching and learning process. KWL strategy also can be applied in groups or individually. When KWL strategy applied in groups, the teacher should be control each group accordingly. If KWL strategy applied individually, the teacher is suggested to set the time to reach the goal more effective and efficient.

The writer suggests to other for the studies to conduct similar study in different school and also various level of study. Therefore, the results may have positive contribution to the implementation of Know Want Learned strategy. It also suggested that for those who are interested in applying this strategy in teaching reading comprehension effective by considering students' need and level of ability.

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