

The Effect of KWL Strategy on EFL Students' Reading Comprehension Achievement

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ABSTRACT

Keywords:

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Descriptive Text

This study sought to ascertain whether implementing KWL (Know, Want, Learned) has a significant effect on EFL students' success with reading comprehension of a public junior high school in Pangkalpinang, Bangka Belitung province. This research employed experimental research with quasi-experimental design. The sample of this study was the eight-graders. The sample consisted of 80 students' which belongs to two classes; 42 experimental class and 38 students' in control class. The test was analyzed by using t-test analysis of SPSS 22 (Statistical Package for the Social Sciences). The result of study showed it was effective to use KWL strategy by obtaining this result: the experimental class mean score was 79.45, which means it was higher than the control class' (mean=79.37). In conclusion, KWL strategy use significantly influences how well students understand what they read.



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Introduction

Reading is one quality of educational and interactive reading process: the reader constructs meaningful representation of the text using effective strategies. One of the most challenging between the text and the readers is reading. By reading, they can understand the material in order to achieve better result in learning process, that's means they get more information and knowledge in process of education. The students cannot get reading achievement which is the most important aspect in reading comprehension (Vaknin-Nusbaum et al., 2018). Reading comprehension is the capacity to read a text and interpret it appropriately. It is also a process to understand the meaning of what we read. By having a good reading comprehension, it means we are able to improve our vocabulary mastery and writing skill. In reading comprehension, there are five components and the students should understand how to practice them, those are: finding main ideas, making inferences, recognizing references, comprehending word meaning and finding specific information. (Alyousef, 2006)

In reading comprehension, students should understand what they read. However, many students found it difficult to understand the text they read. There are a few things that make it hard to understand the text, such as the level of difficulty in understanding the material, the students' lack of vocabulary mastery, lacking baseline knowledge and the students were lack of reading motivation. (Fielding & Pearson, 1994).

In the preliminary observation, it was found that the students' reading achievement at the school, especially from the two classes were low. The result of interview with the teacher showed that the students also had low motivation to do class activities during the learning process and to do reading tasks assigned by the teacher.

Therefore, KWL Strategy was applied in teaching reading at the school to determine whether or not the KWL Strategy might influence the students' success in reading comprehension. KWL Strategy is a tool used for teaching reading comprehension; with KWL strategy a teacher can organize the students to organizing the information before, during and after lesson. By activating prior knowledge and observing the students' progress, the teacher can use the KWL technique to get students interested in a new subject. (Maulida &

Gani, 2016). This study is aimed at finding whether implementing the KWL approach significantly improves students' reading comprehension. In addition, students and teacher are anticipated to benefit from this study in term of having an alternative way of learning and teaching, and it can also be a reference for further researchers.

KWL has been the focus of many studies, such as one by Zubaidah (Zubaidah et al., 2021). She conducted her study on KWL to improve students' writing skill. Another study by Sinambela (Sinambela et al., 2015), Farha and Rohani (Farha & Rohani, 2019), Utami (Desy Kurnia Eryanti Utami et al., n.d.), Usman (Usman et al., 2019), and Lismayanti (Lismayanti, 2014) targeted on students' reading skill by implementing KWL. All of these studies suggested the same result, that is the validity of KWL strategy in enhancing students' language skills.

KWL stands for 'what I Know, what I Want to learn, what I learned. This strategy helps the students engage actively when reading. Before reading, the students activate what they know and ask some questions about the text, then during their reading, the students make notes related to answering the question and new information that make them interest (David, 1979). There are three basic stages in KWL strategy those are:

1. Access the prior of knowledge
2. Determine what one wants to know
3. Recall what they learned

KWL strategy is designed in a form of KWL chart to organize instruments that can make the students successful and inspires their inquiry. There are three columns in the KWL chart: What I Know (K), What I Want to Know (W) and What I Learned? (L). KWL strategy is designed for teacher and the students in the classroom, that make it easy to transform into a method for the student's independent. Students return to the chart and add their new knowledge in the third column, paying particular attention to the facts that connect to their questions (Zouhor et al., 2016).

KWL techniques can draw students in and help them make connections between the subject and what they already know, which helps students develop higher order thinking abilities. KWL motivates the students to actively read through the learning activities on their own. They are instructed to use background knowledge related to the text, given the chance to learn about the subject of the text, given a purpose for reading, given the opportunity to gauge their understanding of the text, given the chance to keep track of their understanding, and given the chance to develop ideas outside of the text. Additionally, teachers may invite students to forecast or to elaborate on what they want to know about the subject. That can make the students active and motivate them to learn more for it allows them to acquire longer reading materials and to keep reading written works. The students are expected to draw a conclusion or provide an overview of what they learned from the reading. The students reflect what they have already learned from the text in this way. (Hana & Faridi, 2015). This approach can assist the students in eliciting their prior knowledge of the text's subject, establishing a reading goal, monitoring and evaluating their comprehension, and extending their thinking beyond the text. Teachers and students can use the KWL method as a tool for assessment (AlAdwani et al., 2022)

Ogle stated that KWL is a reading strategy that focuses on the students as a learner who asks the question and thinks of the ideas when they are reading (Ogle, 1992). Furthermore, there are three components of KWL: figuring out what the students want to learn, identifying what they have learned, mapping the text, and reiterating the information are all necessary. The mapping can help the students remember the information from the text that has been read by the students (Ogle, 1992). KWL can serve as a model for the learning process and active thinking on the issue as well as assisting the teacher in determining the students' level of understanding. (Nanda & Pratama, 2021).

KWL strategy uses three-column in every column to have some category. That can make it easy for the students to summarize what they have read. The information categories that the teacher anticipates using can be found by the students as explained by the chart of KWL below:

K (What I Know)	W (What I Want to learn)	L (What I Learned)
When the teacher brainstorms, they should list everything they know about the topic learned.	The questions raised by the students are answered. They then pose a few questions that are pertinent to the subject.	Then, if the students finish reading the topic, what they discover about the subject should be listed. They can look at the W column to discover which questions they should and shouldn't respond to.

When implementing KWL in a reading class, there is a process a teacher has to do. The process consists of three steps, according to Spratt (Spratt et al., 2011). Those are:

1. Pre-Reading

The teacher gathers background information, creates a schema, and decides on a goal for the students' reading of the book. The students have a discussion about the story, ask a question, set some expectations, and pick up on certain textual details. There are some procedures before reading, those are:

- a. Activating and build prior knowledge
- b. Finding and learning new vocabulary
- c. Discussing various text features
- d. Explaining important information and unfamiliar concepts in the pictures.

2. While-Reading

The students read the text independently within a group. As a student reads, the teacher asks their comprehension. There are some procedures below:

- a. Listening to individual students
- b. Supporting the individual student with vocabulary and strategies.
- c. Listening to the students read and observe, prompt and teach.
- d. Support by monitoring, decoding words and retelling.
- e. Introducing and practicing reading comprehension strategies.
- f. Observing. At this time the teacher could make some notes.

3. Post-Reading

- a. Assessing students' understanding from what they have read.
- b. Discussing successful reading strategies observed.
- c. Reviewing and discussing any challenges students experience.
- d. Retelling and reflecting on the book.
- e. Making some connection with the fiction and non-fiction texts.
- f. The students write the text on the book.
- g. Extending the story through activities such as art, drama, or further reading.
- h. Add some vocabulary to their personal dictionary .

Moreover, when teaching reading, a teacher can focus on certain aspects, among many, as in this study, such as:

1. Main idea

The statement that describes the purpose of the issue is known as the main idea. Understanding a paragraph or short selection depends on being able to identify its core concept.

2. Vocabulary

While reading a piece, the students might increase their vocabulary. For instance, looking up the definition of a new term in the dictionary and inferring its meaning from context. The setting can aid students in forming broad assumptions about the meaning. This enables the students to forecast a passage without pausing to look up each new word in the dictionary.

3. Making Inference

Making inference involves using what we don't know or reading by interpreting the context. In making inference, to help them decipher what is not explicitly stated, readers combine the text's hints with their own experiences. (Markovic, 2021).

The Implementation of KWL Strategy

There are some activities of KWL strategy (Ogle, 1992):

1. K (What I Know)

To assist students in coming up with ideas, prepare some questions in advance. Note down the students' knowledge of the subject. What similar material have they seen, heard, or experienced? What is the situation? Who wrote this? Who published the text, too?

2. W (What I Want to Learn)

In W column, the students can list some questions by themselves that they are curious about. For example, the text is about 'Couch Potatoes', then the students probably write 'What makes people become couch potatoes? Why a couch potato has an unhealthy life? If the students have do writing their big questions in their minds and then the teacher can give them the text to read.

3. L (What I Learned)

As the students fill out the L column, the teacher should remind them to try to answer their W questions. Then the students should be suggested to search in other sources for the answer to questions that were left

that were not answered in the text. Successful students make connections between previously learned material and new information, then rearrange it to produce new knowledge and understanding. KWL strategy can help the students do this. The teachers may easily adapt this literacy technique to fit the demands of every level of student and every subject area. (Sholeh et al., 2020).

If students were reading a text about whales, they could complete an example of a K-W-L chart as shown below:

Table 1. KWL Chart

Topic: Whale		
What I know	What I want to know	What I have learned
Whale is very big. Whales can keep they warm with the blubber	1. How much the weight of the whale? 2. How do whale breathe? 3. How many babies that the whale has in their pregnant?	1. Weight of the whale is up to 180 tons. 2. Whales have lungs, and in order to breathe, they must surface. 3. Whales only can get one baby in their pregnant.

Source: Julie Walton, San Francisco, CA, fall 2003

When students want to improve their reading comprehension, one of the best strategies they can use is KWL (Know, Want, and Learned) strategy. Ogle advises students to anticipate the information they anticipate reading about in the reading material and create notes on it using their own past knowledge. (Ogle, 1992) There are some steps that can be taken, those are:

- a. Choose a text to use (analytical exposition text)
- b. Create KWL chart. To record the data, the students should create or possess their own charts, and the teacher should build the chart on the whiteboard or blackboard.
- c. The teacher should invite the students to come up with as many words, terms, or phrases that they can think of that relate to the subject. The K column of the students' charts is then filled in by the teacher and the students. When they run out of options, they do it. The instructor queries the class on what they hope to learn about the subject. In the W column the teacher and the students recorded the questions.
- d. After reading the material, the students should complete the L column on their charts. When reading, they ought to pay attention to the solution in the L column. Then, either while or after reading, the students might fill out their L column.
- e. In the L column, the students should discuss the information in the class.
- f. Provide to encourage researching any inquiries in the W column that the text does not address (Dieu, 2015).

Method

This study is an experimental research with quasi-experimental design, which means it divides the sample into two groups that are not randomly chosen (Martella et al., 2013). One is a control group, and the other is an experimental group. Students from a public junior high school in Pangkalpinang, Bangka Belitung province make up the population of this study. The sample was drawn from two groups by the use of purposive sampling.

The instrument used in this study is reading comprehension test and there were two tests conducted, before the implementation of the strategy (pre-test) and after (post-test). The reading skills tested are finding main ideas, making inferences, and vocabulary knowledge. The t-test for statistical analysis was then used to examine the test results. However, earlier than the pre-test, a validity test was carried out., so only the valid test items were used in the test material.

Results and Discussions

The statistical analysis presented below is based on the results of pre-test and post-test.

a. The Statistical Analysis of Students' Pre-Test and Post-Test Score of Experimental Group

Table 2. Group Statistics

		N	Mean	Std. Deviation	Std. Error Mean
Pre-test	Experimental Group	42	56.71	9.549	1.473
	Control Group	38	53.08	15.104	2.450

Table 3. Statistic results of hypothesis testing

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre-test	56.71	42	9.549	1.473
	post-test	79.45	42	5.632	.869

Table 4

Paired Samples Test

		Paired Differences				T	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	pre-test - post-test	-22.738	9.978	1.540	-25.848	-19.629	14.768	41	.000

Table 5
Independent Samples t-test in Pre-test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	7.822	.007	1.55	74	.000	-26.289	2.815	-31.898	-20.681
Equal variances not assumed			-9.340	58.466	.000	-26.289	2.815	-31.923	-20.656

The Statistical Analysis of Students' Post-Test between Experimental and Control Group

Table 6. Group Statistics

		N	Mean	Std. Deviation	Std. Error Mean
Post-test	Experimental Group	42	79.45	5.632	.869
	Control Group	38	79.37	8.541	1.385

Table 7
Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	9.147	.003	13.292	82	.000	-22.738	1.711	26.141	-19.335
Equal variances not assumed			13.292	66.444	.000	-22.738	1.711	26.153	-19.323

Based on the research findings, the writer would like to give some interpretation about the strength and weaknesses of KWL (Know, Want, learned) teaching strategy. The strength of using KWL (Know, Want, Learned) strategy the writer could maximize the students' engagement in lesson and the writer got the attention of the students, and then, the writer organized class well. The writer found that some of the students got excited and happy. Meanwhile, for the weakness of suing KWL (Know, Want, Learned) in teaching

reading comprehension, the students got difficulties thinking of the word and answer to the question from the teacher.

However, the students found it a little bit hard when applying KWL (Know, Want, Learned) strategy. Some of the students improved their reading. Some of the students demonstrated good understanding when taking the teacher's tests. It is evident from the test's outcome. From the result of post-test in experimental group, most of students got correct answer.

The achievement of students in reading comprehension before and after treatment differed significantly, according to the results of paired sample t-test analysis. Furthermore, based on the findings of the independent sample test comparing the post-test results of the students in the experimental and control groups, the t-value obtained was 13.292, and The significant two-tailed difference was less than computation with level (0.0030.05) and higher than (13.22>1.99). As a result, in contrast to the null hypothesis (Ho), the alternative hypothesis (Ha) was approved. The author came to the conclusion that there was a substantial difference between students who learned using the KWL (Know, Want, Learned) technique and those who did not. In other words, the entire KWL (Know, Want, Learned) technique was successful in enhancing students' achievement in reading comprehension.

In the comparative analysis of independent sample t-test, the experimental class did better than the control class. The experimental group had a post-test score of 79.45, while the control group received a score of 79.37. In light of the findings, the null hypothesis was rejected. This indicates that there was a large gap between the two groups' students' reading comprehension exam scores. In other words, KWL (Know, Want, Learned) is a successful strategy for raising students' achievement in reading comprehension.

Conclusion

The findings of multiple earlier investigations are congruent with the study's conclusion. (Dieu, 2015; Ogle, 1992; Szabo, 2006) which suggested that implementing Word Square game is a practical teaching and learning activity toward students' language skill improvement, especially students' vocabulary mastery, in this case. However, this study surely has limitations in some aspects, therefore it is expected that further researchers can conduct a more comprehending study regarding KWL, and make this study as one of the references.

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