



## IMPROVING THE TENTH-GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT THROUGH KWL (KNOW-WANT LEARN) STRATEGY

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### Abstract

The objective of this research was to get empirical evidence of the improving the tenth-grade students' reading comprehension achievement through KWL (Know-Want-Learn) Strategy of narrative text. The population was the tenth-grade students at SMK Negeri 2 Palembang. There were 806 students and 60 students were taken as the sample purposively. They were divided into 2 groups. Namely, experimental group and control group. Each group consisted of 30 students. In collecting the data, the test was used (pretest and posttest). The writer used paired sample t-test (pretest-posttest) and independent sample t-test. In conclusion, there was improving using Know-Want-Learn strategy reading comprehension of narrative text, it could be seen from the results of pretest experimental group was 50.73 and the results of the posttest increased to be 78.60. The mean of score pretest and posttest experimental was 13.267. The results of pretest in control group were 48.07. The results posttest increased to be 61.53. The mean of score pretest and posttest control were 6.867. And also, there was significant mean difference between the students showed that pretest and posttest experimental group was 78.60 and pretest-posttest control group was 61.53.

**Keywords:** KWL (Know-Want-Learn), narrative text, reading comprehension achievement.

### INTRODUCTION

Reading is considered as one of prominent skills, by reading we will know many things and we will get much knowledge. If people just read the text without comprehending it will be a confusion and comprehension and reading is hand in hand. According to Harris and Smith (2016), in daily life, it is very important to get information from every reading passage, especially in learning English.

According to (Swalm and King, 2000). Reading is one of crucial language skills which is being used from past time until right now. (Harmer, 2007), asserts "reading is useful for language acquisition. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing". In another word, reading is beneficial activity because students not only get the information from the text but also can increase their English ability indirectly.

However, the reading activities in Indonesia are still pathetic because not many students are reading the books, they just attend and play games or social media, it also supported by the survey of PISA (2018) it revealed that the reading comprehension achievement of Indonesian students was below the standard. The rank of Indonesian was 74th out of 79th countries in terms of reading, science and mathematics.

The other problem also appeared from survey which was held by UNESCO, it showed that Indonesian reading interest was very miserable that was only 0.001%. This means that out of 1,000 Indonesians, only 1 person is avid reader. Indonesia students' reading interest is ranked 60<sup>th</sup>, only one level above Botswana, one of the countries in Africa which is ranked 61<sup>st</sup>.

The research conducted by Diem (2011) showed that the average score of fifth graders in Palembang for English reading was 51.18. The reading performance and reading habits of the students were still below the minimum score. For KKM, the minimum score was 75, (Diem, 2012).

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According to Maulidan and Gani (2016), teaching by using KWL gives good effect for students' reading comprehension. KWL strategy can guide students read a text or passage. It is also effective in improving students' reading comprehension skill.

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, Learn (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.

According to Grabe and Stoller (2002), reading is the ability to draw meaning from the printed page and interpret this information appropriately. The essential point in reading is to understand the information. Because people who read frequently will know more information or science than those who read infrequently. This show the importance of developing a reading habit on one's own.

Reading is a practice that utilizes the correct understanding to respond to written symbols. This implies that reading responds to the gestures of all authors in understanding the reading material well it is supported by Teixeira (2012), "Reading is a key language skill that plays an important role in foreign language teaching and learning." This skill helps students to have access to ideas shared by individuals in various places and locations, allowing them the opportunity to improve their knowledge.

To sum up reading comprehension implies that the reader can understand how the reading materials are structured; that is how ideas are interrelated and how certain ideas are attached to others to give meaning to the reader. The reader should have knowledge of the vocabulary related to the text to understand the text.

## RESULTS AND DISCUSSION

KWL strategy was created Ogle in 1986. The term KWL stands for what I Know, what I Want to find out, and what I have to Learn. KWL chart is especially helpful as a pre-reading strategy when reading text and also can help students reflect and evaluate their learning experience. Therefore, KWL can help students to be active thinkers while reading because they have specific things to look for and reflect on what they learned when they are finished reading. Maulida & Gani (2016, p. 55) revealed that 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. The K-W-L strategy serves several purposes; First, assess and connect text with prior knowledge. Second, reveal the purpose of reading to the student. Third, allow students to assess their comprehension on the topic. Last, KWL strategy will help student to organize thought before, during and after reading. KWL strategy is an instructional reading strategy that is used to guide students through a text. Through KWL strategy, they will become even more connected to class and the topics or subject matter.

KWL was an instructional scheme that develops active reading of expository texts by activating learners' background knowledge (Ogle, 1986). It provides a structure for recalling what learners know about a topic, noting what they want to know, and finally listing what has been learned and is yet to be learned. Learners begin by brainstorming everything they Know about the topic. The relevant information is recorded in the K column of the KWL scheme (Table 2.1). Learners then generate a list of questions about what they Want to know about the topic. These questions are listed in the W column. During or after reading, learners answer these questions. What they have learned is recorded in the L column.

Table 1. KWL Strategy

K (What I Know)	W (What I Want To Learn)	L (What I Learned)
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Know : Students list everything they think they know about the topic of study.

Want : Students tell what they want to know about the topic.

Learned : After students have finished reading or studying a topic, they list what they have learned. They can also check the W column to see which questions were answered and which were left unanswered.

In the implementation of K-W-L strategy, there are some advantages and disadvantages. The writer explained the advantages and disadvantages of K-W-L strategy based on Ibrahim (2012). There are six advantages of K- W-L strategy. The first one is it is appropriate for all education levels from beginners up to advanced. The second is it can be used for all skills but it is most suitable for reading skill.

The third is it helps students to monitor their comprehension and knowledge. The fourth is it encourages

students to do critical thinking. The fifth is it makes teacher and students become more interactive in the teaching and learning process. The sixth is it sets out a purpose for reading, and the last it means that readers have some ideas about the text before read the whole text and focus to find the important points while reading. On the other hand, the disadvantages of K-W-L strategy based on Ibrahim (2012) are it is difficult for students with prior knowledge, it takes time to complete, and it is not effective for reading fiction material.

The learning materials consisted of narrative texts. In this study, the writer taught the experimental group for 14 meetings including pre-test and post-test activity. To avoid misunderstanding some terms in this title would discuss. KWL was a reading strategy that can help the writer guide students through a text. In this strategy, the writer would give a handout of KWL chart to the students. After that, the writer gave a topic about the reading text that should be comprehended by the students.

To comprehend the text, firstly the writer asked the students about their prior knowledge and it would be written in the K column. Then, the writer allowed the students to ask about what they wanted to know related the topic, and it would be written in the W column. Next, the writer gave a full text of reading comprehension and let the students to find the answer about they want to know and the students should write their answer in the L column.

The writer also allows the students to found their answer in other books or internet. Last, the writer and the students had discussion related to students' questions and answers. KWL helps students become better readers and helps writer to be more interactive in their teaching. This strategy would be use in the treatment for experimental class to improve the students' reading comprehension achievement.

In collecting the data, the writer used a reading comprehension test. The instruments of reading comprehension test were in the form of multiple choice to get the result of the students' reading comprehension achievement. In this study, the writer would administer delivers fifty questions to the students. The pre-test was given before the students are exposed to the experimental teaching. On the other hand, the post-test was given at the end of the experiment. This is conducted was order to get the information whether or not the treatment improves students' reading comprehension achievement.

The data was analyzed by using t-test. T-test is used to compare the means of two groups. The writer conducted her study by using paired sample t-test and independent sample t-test. Paired sample t-test was used to see the improvement among the mean scores of reading comprehension scores of both groups before and after the treatment. While, the independent sample t-test was used to know whether or not there was any significant difference in reading comprehension achievement between experimental and control group after the treatment. Then, SPSS 22 was applied by the writer to compare and calculate the results of pre-test and post-test. The significance level or sig. (2-tailed) of t-test is  $<0.05$ . The writer used the following formula to find the individual pre-test and post-test.

Table 2. Results of Pre-Test and Post-Test

Score Range	Level of Ability	Experimental Group					
		Pre-Test			Post-Test		
		Frequency and Percentage (%)	SD	Mean Score	Frequency and Percentage (%)	SD	Mean Score
85-100	Excellent	-	9.270	50.73	9 (30%)	7.898	78.60
75-84	Very Good	-			11 (36,66%)		
65-74	Good	1 (3,33)			9 (30%)		
55-64	Poor	11 (36,66%)			1 (3,33)		
0-55	Very poor	18 (60%)			-		
<b>Total</b>		<b>30 (100%)</b>					
Score Range	Level of Ability	Control Group					
		Pre-Test			Post-Test		
		Frequency and Percentage (%)	SD	Mean Score	Frequency and Percentage (%)	SD	Mean Score
85-100	Excellent	-	12.730	48.07	-	8.784	61.53
75-84	Very Good	-			-		
65-74	Good	1 (3,33%)			10 (33,33%)		
55-64	Poor	10 (33,33%)			11 (36,66%)		
0-55	Very poor	19 (63,33%)			9 (30%)		
<b>Total</b>		<b>30 (100%)</b>					

Table shows the results of students' scores in the experimental group. In pretest, there were 18 students

with percentage 60% on very poor category, 11 students with percentage 36,66% on poor category and 1 with percentage 3,33% on good category. The pre-test's meanscore of experimental groups was 50.73. Meanwhile, there were 9 students with percentage 30% on excellent category, 11 students with percentage 30% on very good category, there were 9 students' percentage 30% on good category and 1 with percentage 3,33% on poor category. Based on explanation above it can be stated that the meanscore of the posttest in experimental group significantly improved from pretest (50.73) to the posttest (78.60).

Besides, in control group, there were 1 student got good category with 3.33% ,10 students on poor category with 33.33% and 19 students on very poor category with percentages 63,33%. Meanwhile, there were 9 students with percentage 30% on very poor category, 11 students with percentage 36.66% on poor category and 10 students with percentage 33,33 % on good category in posttest of control group. The mean score was 61.53. Thus, there was improvement but not really significant on control group. The writer had three hypotheses in this study there H<sub>01</sub> (Null hypotheses), H<sub>a1</sub> (alternative hypothesis), H<sub>02</sub> (Null hypothesis), H<sub>a2</sub> (alternative hypothesis) and H<sub>03</sub> (Null hypothesis), H<sub>a3</sub> (alternative hypothesis).

This hypothesis of this study is used to answer the research questions in this study: (1) Was there any significant the use of Know-Want-Learn (KWL) strategy in improving students' reading comprehension in narrative text, (2) Was there significant improvement on students' reading aspects after being taught by using Know-Want-Learn (KWL). (3) Was there any significant difference on reading achievement between the students who are taught by using Know-Want-Learn (KWL) strategy and those who were not taught by using KWL strategy. By using the paired and independent sample t- test of SPSS program, it could be said if there was significant difference. If it is the sig. (2-tailed) >0,05 it can be said there was significant and <0,05 it could be said there was significant difference.

According to Creswell (2014), there are five steps to find out the hypothesis testing: (a) identify a null and alternative hypothesis; (b) set the level of significance or alpha level; (c) collect data; (d) compute the sample statistic; and (e) make a decision about rejecting or failing to reject the null hypothesis.

Based on independent sample t-test, the results of the posttest score of experimental and control groups were .000 which was lower than .005 which means that the null hypothesis (H<sub>03</sub>) was rejected and the alternative hypothesis (H<sub>a3</sub>) was accepted because there was significant difference on reading comprehension between the students who were taught through KWL strategy (experimental group) and those who were not taught through KWL strategy (control group). This supported hypothesis that the application of KWL strategy improved students' reading comprehension achievement.

## CONCLUSION

The results of the study of the data analyses and interpretations in the previous chapter showed that the improvement students' reading comprehension was significant. It could be seen on the results of significant level was <0,5. The first null hypothesis was rejected and the first alternative hypothesis was accepted. There was mean score differences of the students' reading comprehension before and after being taught through K.W.L technique. The mean score of the students before being taught using K.W.L technique was 50.73 while the mean score after being taught using K.W.L technique was 78,60. It means that the score of the students after being taught using K.W.L technique is higher than the mean score before being taught using K.W.L technique. Moreover, there was significant difference between the students who were taught through K.W.L technique and those who were not. It could be shown by the result of score of both groups which was calculated by using paired and independent sample t-test.

The experimental group's mean score of posttests was 78,60 while the control group's mean score of posttest was 61.53. It could be said that the mean of experimental group was higher than control group. The writer concluded that by applying the K.W.L technique was useful and effective for students in improving their reading comprehension in narrative text. This technique enabled the students of experimental group to improve their ability to read and comprehend the content of the text.

Based on the conclusion above, the writer would like to suggest to the English teachers, the student, and future researchers related to this study. Firstly, for the English teacher after conducting the research and getting the result, the writer would like to suggest the teacher to use Know-Want-Learn strategy in teaching reading comprehension, because the strategy activate students' prior knowledge before, they read about the material. Therefore, this strategy can increase the students' ability in mastering reading comprehension. Know-Want-Learn strategy also has a pleasant learning condition, in order that the students feel more motivated and interested in learning reading comprehension.

And then secondly for students are suggested to read a lot in order to improve the student's reading comprehension and students are expected to practice their reading skill frequently through reading a lot. In addition to reading writing, speaking, and listening to these four skills it is very important for students not only to read but the four skills must be learned by students so that they understand that English is important in

learning. Therefore, the students can understand the contents of the text to be read and answered some questions on the text.

Lastly, for the future researchers, after knowing that Know-Want-Learn strategy can improve students reading comprehension in descriptive text, the writer hopes this study can be used as a source of the information for the future study.

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