The Use of K-W-L (Know-Want-Learn) Strategy To Improve Students' Reading Ability In Recount Text

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Abstract

The objective of this research was to determine the students' reading proficiency when taught with and without the KWL strategy, to determine the significance of the difference between the students' reading proficiency when taught with and without the K-W-L strategy, and to determine the students' perception following the use of the K-W-L strategy. This study relied on quantitative research, and its quasi-experimental research design. The entire eighth grade school population at SMP N 1 Jepara for the academic year 2022/2023 served as the population for this study. The VIII A experimental group, which had 32 students, and the VIII B control group, which also had 32 students, made up the sample for this study. To collect data, the instrument used were multiple choice and questionnaire. Both of classes got the same test, pre-test and post-test. The result of pre-test mean is 47.41 for experimental class and 49.47 for the control class with The post-test mean of experimental class is 78.50 and The post-test mean of control class is 67. The students' perspective about KWL strategy is most of them agree that KWL strategy is effective to improve their reading skill, helps them to add more the vocabulary of English, stimulates them to be more active. The researcher recommends the use of KWL strategy to be implemented to improve the students' reading skill, but it would be better the teacher combines the KWL strategy with another teaching method, so that the students' reading achievement will be more maximum.

Keywords: K-W-L Strategy, Teaching Reading, Recount Text.

1. Introduction

In Indonesian education curriculum, one of the foreign languages that must be included in compulsory subjects to be studied in school is English. The aim of learning English is improving the students' skills to communicate using English properly and correctly, both writing and orally. The skills that are needed to communicate is closely related to listening skill, speaking skill, reading skill, and writing skill. Therefore, the students should be mastered one of these skills.

Reading is one of the most important part of English skills. Reading relies heavily on English skill. We can get the information throughout reading. That's why students should be mastered the reading skill. Reading is the main asset for students in the learning process. Therefore, a mistake in reading skill will cause bad effect to the students.
To improve English reading skill, teacher should have the most appropriate strategy according to students' condition. One of the strategy that Ogle (1986) has been introduced is K-W-L (Know – Want – Learn) strategy. K-W-L strategy is an understanding of teaching strategy

which helps students to monitor their reading comprehension, that the students can comprehend the information that contained in the text. If students have a sufficient vocabulary, they will either be able to comprehend what they are hearing, talk clearly, and comprehend the text's content with ease. Contrarily, students will struggle with speaking, listening, reading, and writing if their vocabulary is comparatively small.

K-W-L strategy is reading strategy which examine the students about what they know (K), what they want to know (W), and what they learn (L) about the topic. K-W-L strategy provides the students an active role before, during, and after reading by giving them some tasks such as activate their personal background knowledge, guess the information that students' find in a text, and take notes about the information they received. K-W-L strategy could be an alternative to the students to improve their reading skill.

The study objectives concern how much reading skills are taught using the K-W-L strategy, how much reading skills are taught without using the K-W-L strategy, whether there is a considerable impact between the reading skills taught using the K-W-L strategy and taught without using the K-W-L strategy, and how learning happens using the K-W-L strategy.

2. Literature Review

Reading is a cerebral exercise that helps you comprehend what others are expressing in written form. Reading is a cognitive and visual activity, according to Harmer (1998). Reading is a technique that readers employ to comprehend the meaning that the writer seeks to express through the written words, according to Tarigan (1994). Moreover, Grabe & Stoller (2002) state the existence of specific purposes for reading, such as reading for general comprehension, reading to learn from texts, reading to integrate knowledge, write about texts, and skim for easy information.

As David (1979) stated at the time when reading expository text, the K-W-L approach is used to imitate active thinking. Ogle (1986) has developed K-W-L as one of her most well-known creations. The K-W-L strategy is a reading training method which improves in the language teaching. It is however using of a visual chart to assist students in expressing their thought process before, during, and after reading. Grabe (2010) said that there are three steps of teaching strategy to understand texts are represented by the letters K-W-L: what students know, what students want to know, students want to learn.

The objectives of using the K-W-L strategy, according to Sinambela et al. (2015), are to (1) stimulate students' background information of the text's topic, (2) provide a reading goal, (3) assist students in monitoring their level of understanding, (4) collect definition from what they have read, (5) assist students in evaluating their understanding of the text, and (6) enable students to expand on their ideas beyond the text.

According to Ogle (1986) the techniques for implementing the K-W-L strategy are (1) select one of the reading materials (2) make a chart (3) directly request the students to elaborate terms, words, or phrases, the teacher and students note these correlation in the K column (4) ask the students what they would like to learn or find about the topic, these questions are noted in the *W* column. (5) let students read the text and fill out the *L* column on their chart, students can look for the answers of the W column while reading or even after reading.

According to Wallen & Fraenkle (1991) the K-W-L strategy creates a structure for recalling what the students have already known about the topic, identifying about what they wanted to know, and ultimately stating what has been taught and is yet to be learned. The students are

expected simply by identifying what they know about the topic in a brainstorming process. According to Blachowicz & Ogle (2008) stated that K-W-L is a reading activity in which the teacher guides the students to be active readers through a text.

3. Method

The researcher applied quantitative research—more particularly, experimental research—in this work. In this circumstance, the researcher's sample consisted of two groups. These are both experimental and control groups. Pre-test, treatment, and post-test were employed by both groups.

The population of this study consists of all eighth-graders at SMPN 1 Jepara for the academic year 2018–2019. There are 288 students in total among the nine classes. The researcher used two groups of students from the population as the sample in this study. There are two groups: an experimental group with 32 students and a control group with 32 students..

Research instrument is a method used by the researcher to collect the data in a systematic and complete manner, which make the researcher work easier. To collect the data of this research, the researcher uses multiple choice completion in a test and questionnaire.

4. Finding and Discussion

The study's findings illustrate the information that the researcher discovered while conducting research at SMP N 1 Jepara. The results of the reading proficiency tests given to the children utilizing the KWL technique were 47, 41 on the pre-test, meaning that they had not yet received treatment, and 1517 on the final exam. The highest pre-test score is 76, while the lowest is 19. Once the students had treatment, a post-test was administered, and the researcher discovered that the mean post-test score, completed by 32 students, was 78.50, with a summary score of 2512. The post-test has a maximum score of 96 and a minimum score of 63. The researcher can conclude that there were significant improvement on students' reading skill from pre-test and post-test score.

The outcome of the students' ability to read when taught without the KWL approach, The average pre-test score prior to the students receiving treatment without the use of the KWL approach was 49.46, while the final result was 1583. The pre-test has a maximum score of 77 and a minimum score of 27. In addition, 32 students took the pre-test, which was followed by a post-test that the researchers assessed after the students had treatment. With a summary score of 2144, the post-test mean is 67. The top and bottom scores are 88 and 50, respectively.

Based on the aforementioned calculations, the Independent t-test of the students' post-test score yields significance (2-tailed) 0.000 0.05, indicating that there was a statistically significant difference between the post-test of the students' reading ability with and without the KWL technique.the Alternative Hypothesis (Ha) is accepted and the Null Hypothesis (Ho) is rejected.

Table 1: Table Independent Test

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
Hasil Belajar siswa	Equal variances assumed	4.403	.040	4.755	62	.000	11.500	2.418	6.666	16.334
	Equal variances not assumed			4.755	55.309	.000	11.500	2.418	6.654	16.346

Table 2: Table statistic

Test Statistics[a]

	Post-test Eksperimen - Pre-test Eksperimen	Post-test Control - Pre-test Control
Z	-4.942[b]	-4.793[b]
Asymp. Sig. (2-tailed)	.000	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The result of Wilcoxon test shows the Asymp.sig (2-tailed) of experiment group is 0.00 < 0.05 and control group is 0.00 < 0.05 which means there was a significant difference between the students' achievement in reading ability with and without using KWL strategy or Ha is accepted and Ho is rejected.

In addition, there are significance difference between the students who were taught with and without KWL strategy. The mean of post-test shows that using KWL strategy is more effective, KWL strategy also gives some effect to the students' vocabulary mastery, develops the ideas, and help the students to understand about the text.

To find out the students' perspective after they got treatment using KWL strategy, the researcher used questionnaire. The questionnaire number 1 shows that 56% or 18 students chose agree to the statement of the teacher's material is easy to understand and 28% or 5 students chose totally agree to the statement and the other students chose undecided to statement. The questionnaire number 2 shows about 44% students or 14 students agreed to the statement that they understand English more better using KWL strategy, 28% of 9 students chose totally agree to the statement, and the other 28% or 9 students chose undecided to the statement. The statement of question number 3 is about the students reading skill improvement using KWL strategy, there are 47% or 15 students chose agree to the statement, 22% or 7 students chose totally agree to the statement, and 31% or 10 students chose undecided to the statement. The statement of question number 4 is about the improvement of the reading interest using KWL strategy, 50% or 16 students chose agree, 22% or 7 students chose totally agree, 25% or 8 students chose undecided, and 3% or 1 student chose disagree. The statement of question number 4 is about the teacher's material was suitable to the KWL strategy, 59% or 19 students

3rd English Teaching, Literature, and Linguistics (ETERNAL) Conference   ISSN: 2828-7193
Universitas PGRI Semarang, Faculty of Language and Arts Education,
English Education Study Program
March 18, 2023

chose agree, 25% or 8 students chose totally agree, and the other 16% or 5 students chose undecided.

The statement on the 6th number is students could understand the test using KWL strategy, 50% or 16 students chose agree, 28% or 9 students chose totally agree, and 22% or 7 students chose undecided. The 7th statement of the questionnaire is about the students understanding about the text, 47% or 15 students chose agree, 19% or 6 students chose totally agree, and 34% or 11 students chose undecided. The 8th statement of the questionnaire is about KWL strategy was easy to understand, 59% or 19 students chose agree, 19% or 6 students chose totally agree, and 22% or 7 students chose undecided. The 9th statement of the questionnaire is about the vocabulary mastery improvement using KWL strategy, 47% or 15 students chose agree, 44% or 14 students chose totally agree, and 9% or 3 students chose undecided. The statement on 10th number is about the understanding of KWL strategy, 50% or 16 students chose agree, 16% or 5 students chose totally agree, and 34% or 11 students chose undecided.

The statement on 11th number is about the understanding of reading text using KWL strategy, 47% or 15 students chose agree, 22% or 7 students chose totally agree, and 31% or 11 students chose undecided. The statement on 12th number is about the excitement of English, 47% or 15 students chose undecided, 34% or 11 students chose agree, 16% or 5 students chose totally agree, and 3% or 1 students chose totally disagree. The statement on 13th number is about answering the English test because they understand the text, 41% or 13 student chose agree, 16% or 5 students chose totally agree, 40% or 13 students chose undecided, and 3% or 1 student chose totally disagree. The statement on the number 14th is about the understanding of text but still can't answer the test, 38% or 12 students chose agree, 28% or 9 students chose totally agree, 3% or 1 student chose totally disagree, 6% or 2 students chose disagree, and 25% or 8 students chose undecided. The statement on 15th number is about the understanding of text and answer the test, 56% or 18 students chose undecided, 25% or 8 students chose agree, 6% or 2 students chose disagree, 10% or 3 students chose totally disagree, and 3% or 1 students chose totally agree.

From the explanation above, the researcher assumes that most of the students understand about the text using KWL strategy, it can be seen through the question number 2, 3, 5, 6, 7, 8, 11. The KWL strategy also helps improving the students' vocabulary that can be seen through number 9. The reading interest of the students are improving that can be seen on the question number 4. The most students also agree that they understand the material of recount text that can be seen through question number 1 and 10. The half of 32 students agreed that they like more English after using KWL strategy, it can be seen through the question number 12. Most students are understand about the text and easily answer the test but still some of them whom disagree are lack on the vocabulary.

5. Conclusion

The Independent - samples t final outcome of the students' post-test score shows significance (2-tailed) 0.000 < 0.05, which implies there was a notable change between the post-test of students' reading ability with and without KWL strategy. Alternatively, it can be seen through the students' post-test scores, which also proved that the KWL strategy is more efficient in enhancing the students' reading ability.

In addition, the researcher recommends the use of KWL strategy to be implemented to improve the students' reading skill, but it would be better if the teacher combines the KWL strategy with another teaching method, so that the students' reading achievement will be more maximum.

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