Using KWL (Know, Want, and Learned) Strategy to Improve Students' Reading Comprehension

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Article Info	ABSTRACT
	The Study uses using KWL (know, want, and learned) strategy to improve students' reading comprehension at SMA Ma'arif NU Assa'adah Bungah. The objective of this study is to describe the effectiveness of using KWL strategy to improve students' reading comprehension. In this study, the design was classroom action Research (CAR). This study used some instruments such as observation sheets to observe the implementation of using KWL straregy, and field notes to write everything that happened during the act of conducting study. It consisted of two cycles; each cycles consisted of two meetings. This study used test, observation sheets, questionnaire and field notes to collect the data. In the first cycle, 95% of students gained the perfect score and passing the criteria of success. Meanwhile, the mean score of the first cycle is 88. But, according to teacher observered comment in the fieldnote. The students could get good score because the evaluation test was easy for them. The analysis results on the student's ability to comprehend text in the second cycle informed that the mean score of their final assignment was 100%, or all of the students reached 90. So it passed of (MMC). It was also higher than previous score in the first cycle. Therefore, the students attained the criteria of the success after the implementation of the action on the second cycle which showed that KWL (know, want, and learned) straregy test is applicable in improving reading comprehension at SMA Ma'arif NU Assa'adah..

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1.   INTRODUCTION

English as a foreign language plays an extremely important role because it is used as a local and global language in nearly all countries (Bachtiar and Maya Puspitasari 2021). Based on this fact, it gets to be one foreign language that must be mastered by all individuals in the world. Therefore, English should be taught at all levels of education(Ahmadi 2017). Students, on the other hand, must master English because it is an international language that allows us to communicatewith people from other countries.

One of the most important language abilities is reading. For a specific reason, the kids must understand the reading, but a useful and appropriate approach is required. According to (Syafiq 2012), reading is another ability that teachers just assume their students would pick up while studying a foreign language. Reading helps students discover new concepts, gather information they need, find arguments for their positions, and broaden their horizons.

According to (Ahmadi 2017), the degree of comprehension of a language is known as "reading comprehension." It is the process of engaging and interacting with a written language in order to simultaneously extract and construct meaning. Reading comprehension is the outcome of an interaction between the reader and the text. Reading should help pupils develop a good knowledge and comprehension of the message. In general, the goal of teaching reading is to help pupils acquire the capacity to read, gather information, and comprehend the text. Students who lack sufficient English vocabulary struggle to understand new reading materials. It implies that reading comprehension is important, and many kids struggle with it.

Furthermore, Reading is one of four skills that every individual must master. Reading is an activity that increases the knowledge of students. It helps pupils become proficient English users. According to (Harmer 2004) reading isbeneficial for language acquisition. This indicates that reading is an essential aspect of language acquisition. It is a complicated interaction between the text and the reader that is shaped by the reader's prior knowledge, experiences, attitude, andculturally and socially positioned language community.

Based on the study experiences while doing pre-service training in X-9 SMAMa'arif NU Assa'adah on august 01 until September 03, 2022, the writer found outthat the students had low interests in reading. They were not interested reading any text given by the teacher. This, they got troubles in doing the reading test comprehension taskgiven by the teacher. Instead of trying to comprehending the reading test, student repeatedly tended to ask the teacher about difficult vocabulary they we found in the text. They did not want to try to understand the text by themselves.

Meanwhile, based on the statement form the English teacher, the mean problem ofstudents in reading were lack of motivation and vocabulary. In addition, the studentsare not interested in reading English text because they still have difficulty in memorizing the meaning of English vocabulary. Therefore, to improve students' reading comprehension, the writer is going to use KWL as a strategy to improve students reading comprehension.

The KWL (know—want—learned) technique is a teaching strategy that helps students build tactical strategies to learn new content by questioning and getting information from credible sources. This method can help promote learning independence (Syariah and Ilmu, n.d.). The KWL technique can potentially help pupils enhance their reading comprehension. It

demonstrates active thinking while reading. The teacher will help pupils activate past knowledge using the KWL technique. It is designed as a study group or class exercise, but it may also be used independently.

Besides, There are various advantages to employing the KWL method. (Syariah and Ilmu, n.d.) mentioned various benefits of KWL, such as: 1. It is suitable for all educational levels, from beginners to advanced. 2. It may be used for any skill, however it is most suited for reading skills. 3. It enables pupils to check their comprehension and knowledge. 4. It encourages pupils to engage in critical thinking. 5. It increases instructor and student engagement in the teaching and learning process. 6. It establishes a purpose for reading. This indicates that readers have certain thoughts about the material before reading it, and they focus on discovering the crucial aspects while reading.

Based on the discussions above, the writer tries to explain the use of the KWL *(know-want-Learned) strategy* to improve students' reading comprehension in the tenth gradeof SMA Ma'arif NU Assa'adah. The KWL strategy is expected to have a greater impact onstudents' reading comprehension skills in recount texts, and the study problem of this study is How is the implementation of the KWL *(Know-Want-Learned) strategy* to improve students' reading comprehension in the tenth grade of SMA Ma'arif NU Assa'adah?

2.   LITERATURE REVIEW

2.1 The Definition of Reading

Reading, as a linguistic skill, is extremely essential. The pupils should understand the reading for a specific goal, but this requires a practical and appropriate manner. According to Azzahara et al. (2024), reading is another ability that instructors simply expect students to develop while learning a foreign language. Reading allows students to generate new ideas, collect necessary knowledge, seek supporting ideas for their argument, and broaden their interests. Students must be able to comprehend while reading. Reading comprehension is more than just reading aloud; it is also about understanding the meaning of words, sentences, and paragraphs, as well as the link between ideas as they exist. If a student just reads aloud but does not grasp the substance of the text, they fail the comprehension passage.

Reading is an action for comprehending meaning. Reading is an activity that requires grasping the meaning of the text. Reading is useless if you don't comprehend the meaning of the material, because you'll miss out on key signals. (Richards and Renandya 2002)stated that one of very important reading is aim to get meaning from a content. The teacher give possibility to

student to express their opinion, make conclusion and resolve problem. Reading is beneficial for different cause which in any publicity to English is right component for language students.

Based on Aprilia (2018). Reading is not enough; students must understand the text as they read. When learning English, students will master one of four English skills. It is critical for students to learn English skills because they will be able to communicate with people from other countries.The tactics of reading activities in teaching are pre-reading, during reading, and post-reading activities, based on the sorts of activities provided for students who are learning English.

2.2 The Importance of Reading

Reading is one of the most crucial abilities in language learning, along with hearing, speaking, and writing. According to Damaian in Nisrocha (2022), reading is a more intense attention activity that provides the reader with conversational abilities. It received a great deal of information. Reading also helps kids improve their focus and comprehension abilities.

Reading comprehension refers to the capacity to interpret written content. It is the link between passive and active readers, as well as the critical link to effective reading, which is essential to a rich academic, professional, and personal life. It entails a variety of processes, including the ability to imagine what the words represent, understand the context of the book, and answer textual questions. Reading comprehension is the foundation of all topics, including history, mathematics, and science, thus without it, people struggle to advance intellectually. Reading fluency is also a crucial aspect of reading comprehension, since readers who spend their time parsing words frequently fail to grasp what they are reading.

2.3 **Reading Comparehension**

Reading comprehension is the act of creating meaning by coordinating a number of complex processes, including word reading, word and world knowledge, and fluency. Klinger (2007) is mentioned by Mahdi (2018:9). Reading aloud does not indicate understanding; he must first connect the concepts, words, phrases, and portions of the document. These skills allow students to use context and knowledge to derive meaning from what they read. Comprehension abilities include grammatical competence and grasp of morphology, syntax, and mechanics, using context to get meaning, using schemata as aids, using metacognitive knowledge, recognizing text structure, and predicting what will happen next in the text. Subki et al. (2014): 211.

Reading is a complex activity that includes a number of cognitive processes that work together to generate meaning (Bachtiar, Juhana, and Pratiwi 2024; Irasuti, Ruminda, and Bachtiar 2024). In this sense, reading is always an interaction between the author and the reader. It is a communication activity that starts in the writer's thoughts and is expressed by symbols on a printed page. Without readers, there is no communication through writing on printed pages. Reading requires intellectual and creative work. This activity requires knowledge and reading skills, which are crucial for readers. These abilities include the capacity to recognize words, understand their meaning, organize and retain reading information, associate knowledge, and read aloud. Reading requires the highest degree of thinking. Reading necessitates communication with the message and comprehension at many levels, ranging from the lowest to the greatest degree of comprehension, or from literal comprehension to applied reading comprehension.

2.4 Teaching Reading Comparehension

Teachers require ways for teaching reading comprehension to ensure that students grasp the reading content. According to Brown (2001: 306-311), the following tactics can be used in teaching reading comprehension: Identifying the purpose in reading. Using graphemic principles and patterns to help in bottom-up decoding. Using effective quiet reading strategies. Skimming the text for the major points, Scan the text for detailed details. Using semantic mapping or clustering Guessing when you're not sure.

2.5 Strategies for Reading Comparehension

Modeling, practice, and feedback are necessary for pupils to develop comprehension skills. The strategies presented are outlined below. According to Read Naturally (2018), as stated in Syamsu Tang (2019:80), kids must undergo three processes that might assist children in comprehending texts: using previous knowledge, predicting, identifying the main idea and summarizing, questioning, and drawing conclusions.

2.6 The Strategy of KWL (Know, Want, and Learned)

According to Lou et al. (2016), three basic cognitive measures are required: access to what I know, decision-making about what I want to study, and retention of what I learn from reading. To do these activities, teachers should properly instruct pupils and provide a worksheet for each one. According to (Ros, 2002), the Know, Want, and Learned (KWL) approach has three major stages. 1) Know: During the K stage (Know), students apply prior knowledge to

the text by listing what they already know about a certain topic. 2) Want: During the W stage, or Want, students figure out what they want to know by asking relevant questions about the issue. 3) Learn: Finally, examine what the kids learn in the L stage, or study, which implies the pupils begin to study the material assigned by the teacher.

2.7 Procedure of KWL

A teacher may employ a variety of tactics and processes while teaching children to read. Silvius and Schipper (2014) describe the approaches as follows: Create a K-W-L chart, then choose a topic and have students uncover what they already know about it. Students are requested to submit what they have previously worked out in the K (Know) part to become conscious of their prior knowledge of the subject. Students are also encouraged to question themselves over the things they desire to learn more about. They need to figure out the unfinished concepts around the issue of interest and write them down in the W (Want) area. The last is The teacher encourages pupils to seek answers to their own questions that may be found from numerous reading materials, from several different sources, such as Students write down the solution, as well as various concepts they have already discovered as a consequence of their reading and conversation, and all of the fascinating ideas on the L (Learned) field.

3. METHOD

This is classroom action Research. It helps students enhance their reading comprehension. This Classroom Action Research (CAR) uses a paradigm devised by Kemmis and McTaggart, which consists of four parts, including preparation, action, observation, and reflection (2014). This study will be based on a single cycle, with each cycle consisting of four phases as proposed by Kemmis and McTaggart. The cycle would be ended if it met the preset success criterion; else, it would be maintained.This study will focus on the classroom, including the teaching and learning processes.In this study, the writer would chose SMA Ma'arif NU Assa'adah as the place to collect data and information as needed. The writer found the problem after a small observation and a brief interview with the English teacher at SMA Ma'arif NU Assa'adah.

The target population for this study was all tenth-grade students at SMA Ma'arif NU Assa'adah. The tenth grade is divided into nine classrooms (X-1, X-2, X-3, X-4, X-5, X-6, X-7, X-8, and X-9), each having 26 to 37 students. There were 274 students in all. The writer employed the cluster sampling approach to choose a sample from the population. According to Gay and

Airasian (2012:135), cluster sampling picks groups rather than individuals since all members of the selected group share comparable traits.

Hadian et al. (2022) the sample was the small unit of population that was taken as representative of all population. In this case, purposive sampling wasused as the technique of choosing the sample. The sample of this study were26 students of tenth-9 grade. The main reason writer tooks the 26 students as the participants of this study was that their reading score was considerably low. The Writer used the classroom action study procedure based on (Kemmis, McTaggart, and Nixon 2014). However, before conducted this study, the writer conducted the preliminary study to find out the problem that is faced by the teacher in teaching vocabulary. This study conducted in cycles. Each cycle had same concept. These were planning, acting, observing, and reflecting.For supporting the data, the writer also used some instruments, those are Observation, questionare and also test.

4.   RESULTS AND DISCUSSION

The result of the first Cycle is Scoring the students' final worksheet the first cycle was needed to find out the students' improvement in the KWL (Know, Want, and Learned) Strategy. The result of the scoring described that 21 of the 21 total studentsgained score higher than 75 or school minimum mastery level (KKM). Two students' got score 95 as they had one incorrect answer. Twelve students got 90 as they had two incorrect answer. Four students got score 85 as they had three incorrect answer. Three students got score 80 as they had four incorrect answer. The list of students' score can be seen at table 1.

Table 1. List of student's score

Name	Cycle 1	Cycle 2	Description
AF	90	80	Passed
AZF	90	80	Passed
AMH	85	95	Passed
ANH	85	100	Passed
ASRW	90	95	Passed
BAM	85	85	Passed
CSA	90	95	Passed
EF	90	90	Passed
FKAM	95	95	Passed
FRA	90	95	Passed
FMS	-	-	-
HF	80	85	Passed
JRW	90	95	Passed
LSR	-	-	-
LA	90	85	Passed
MIBL	-	-	Passed

| MFQA Z	80	80	Passed
MBRR	90	95	Passed
MDA	90	95	Passed
MFN	-	-	-
MRKM	-	-	-
NIL	85	95	Passed
NUR	80	80	Passed
SNI	90	95	Passed
TAM	95	90	Passed
TNF	90	90	Passed
Mean Score	**88**	**90**	

The results of the second cycle include Scoring the students' final worksheet in the second cycle was required to determine the students' progress in the KWL (Know, Want, and Learn) Strategy. The students' final worksheet scores from the second cycle indicated that all of them scored higher than 75, the school's minimal mastery level (KKM). One student received a score of 100 for answering properly, eleven received a score of 95 for one erroneous response, and three received a score of 90 for two incorrect answers. Three students received a score of 85 due to three erroneous answers, while four students received a score of 80 for four incorrect answers. The list of student's score can be seen in table 1.

According to the description above, the use of the KWL (Know, Want, and Learned) Strategy is extremely beneficial to students' comprehension of reading materials and results in quite high test scores. However, according to the observer's remarks on the field notes, the final worksheets presented to students fall into the pretty tough category, despite the fact that some kids may grasp the material in the final worksheet. The final worksheet, which was used at each meeting, revealed that, while some students had high marks on the final test and could virtually answer the questions properly, writers and observers discovered that children still struggled with reading, such as comprehending the material.

According to the rationale provided above, the application of the KWL (Know, Want, and Learned) Strategy resulted in greater test scores for pupils. Even though the level of the exam was somewhat more challenging than the previous assessment test, the students were able to pass it with a satisfactory score.

According to Jamina (2016), three core cognitive measurements are required: access to what I know, decision-making about what I want to learn, and remembering what I learn as a consequence of reading. Based on the findings from the two cycles, it is possible to infer that the students' skill in reading comprehension improved overall by meeting the success criteria

following the second cycle of action implementation. In the first cycle, 95% of students achieved flawless scores and met the success requirements. Meanwhile, the average score for the first cycle is 88. However, the teacher saw a statement in the fieldnotes. The analysis result on the students' ability in comprehending text in the second cycle informed that the mean score of their final assignment 100% or all of the students reached 90. It was higher than previous score in the first cycle. The improvement of the students' ability in reading comprehension in the first cycle and second cycle can be seen in figure 1.
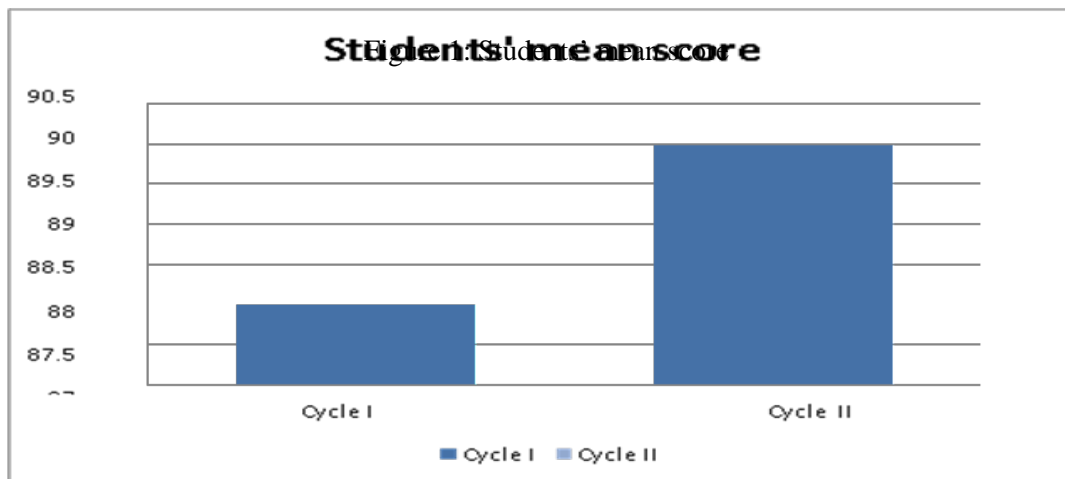
4. CONCLUSION

Based on the above discussion, it was concluded that one strategy for improving students' capacity to grasp the material is to use the KWL (know, desire, and learn) technique. In this study, the writer employed collaborative classroom action Research (CAR). The writer completed part of the processes required for doing the study, which included preliminary study, action planning, action implementation, action observation, and action reflection. As a consequence, the writer discovered that employing the KWL (know, desire, and learnt) technique was an effective way to teach tenth graders at SMA Ma'arif NU Assa'adah Bungah. After adopting it, the pupils' reading text (recount) improved by teaching the success criterion, which the collaborator and the writer had arranged in the second cycle. Based on the findings, it reported that 100% of total students passed the school minimum mastery level (KKM)in the first cycle. However, according to the observer's comment on the fieldnoted all ofstudents could get good score due to the final worksheet was too easy therefore the writer made some revisions on the final test. After the second cycle, it was found that one student of the total students got the highest score of 100 because they answered all the questions on the final test correctly, while the lowest score was 80. As a result, it was determined that the use of the KWL

(know, want, and, learned) strategy of tenth graders at SMA Ma'arif NU Assa'adah Bungah could improve their abilities in reading comprehension.

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