

The Role of the KWL (Know-Want-Learned) Strategy in Fostering Reading Comprehension: A Case Study at MAN 1 Parigi, Indonesia

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ABSTRACT

This research aims to prove how (KWL) Know-Want-Learn strategy can enhance the reading comprehension of MAN 1 Parigi students in the tenth grade. This research used a quantitative approach using a single pretest and posttest research design. The researcher conducted her research in two classes, one experimental and one control. In the experimental class, there were 28 students, while there were 27 in the control class. The researcher employed pretest and posttest to gather data. Paired sample t-test aided *SPSS application version 25 for Windows* was used to analyze the data. Based on the findings of this research, it is possible to conclude that (KWL) Know-Want-Learn strategy succeeded in improving the reading comprehension of tenth-grade students at MAN 1 Parigi. This is proven from the paired sample t-test analysis that the significance value (2-tailed) was $0.000 < 0.05$, meaning there is a significant distinction within the student learning outcomes for the pretest and post-test.

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1. INTRODUCTION

English is a worldwide language that practically everyone speaks. It is used to converse with people from various countries. It is critical to comprehend during this time when you can connect everyone with different languages, so it is essential to learn English. In Indonesia, English is a foreign language formally taught at the primary, secondary, higher, and university levels [1]. Learners must gain new knowledge by reading and interpreting written texts extensively and efficiently to function successfully in academic and professional settings [2]. Like any other language, English requires mastering four language skills: reading, writing, listening, and speaking.

Reading is a language skill that students must learn to obtain much information or knowledge from what they read. Reading integrates written symbols with the reader's comprehension to understand the text's content [3]. As a result, the text can teach readers something. Numerous advantages of reading for students include the capacity to learn more after reading, share the knowledge they have gained through reading with others, and expand their knowledge. Reading's primary objective is to comprehend the information provided in the text [4]. Because the purpose of reading is to comprehend the text's meaning, it is impossible to read for enjoyment or knowledge without understanding [5].

Additionally, understanding what you are reading is crucial for daily living. It enables individuals to learn more, broaden their knowledge, develop critical thinking abilities, and have fun [6]. As stated by Sutisna et al., the key reason some readers find reading easy and others find it difficult is understanding the content [7]. Widya Ningrum and Mubasyira added that reading comprehension is an ability that changes depending on the content being read and the goal of reading [8]. Reading is one of the most essential characteristics of modern cultures. Everyone needs to search the information through reading comprehension because so much material is available in textbooks, newspapers, magazines, and other publications that enrich readers' knowledge [9].

However, reading well-written literature, especially English text, is not always easy to understand. From the data gathered, the researcher concluded that several factors influence the tenth-grade students at MAN 1 Parigi who cannot read English. First, the students do not understand the meaning of words. Second, students struggle to recognize the primary idea of the text they read. Third, the students do not understand the information presented in the passage. As a result, they are unable to comprehend the reading content.

The causes to enhance students' reading comprehension, the researcher would employ the KWL (Know-Want-Learn) strategy. The KWL strategy makes it easier for students to understand what they are reading, stimulates readers' prior knowledge, identifies the reading's objective, monitors and assesses readers' knowledge, and broadens readers' ideas beyond the text [10]. Jayanti employed the (KWL) Know-Want-Learn strategy to enhance students' reading comprehension [11]. She found that KWL can assist students in recalling the central concept of the text. This technique may assist students who work in groups. Setiawan [12] also had done his reserach used KWL stratgey. According to his review, most students agree that the KWL technique is beneficial for reading and understanding the text. Teachers' and students' opinions about how the KWL technique may involve students in class topic planning generally remain positive, with few concerns about the strategy's implementation difficulties [13].

The researcher intends to conduct a research titled "The Role of the KWL (Know-Want-Learned) Strategy in Fostering Reading Comprehension: A Case Study at MAN 1 Parigi, Indonesia." The researcher expects this method will help students absorb what they read more quickly and solve their problems.

2. METHOD

The Quasi-Experimental Pretest-Posttest Group Design was employed in this research. According to Creswell, the quasi-experimental design includes group assignment but not random grouping of individuals [14]. The students in the tenth grade at MAN 1 Parigi were the main subject of this research. The researcher divided the participants into two groups: experimental and control. The research population was 55 students from grade tenth of natural sciences major at MAN 1 Parigi. It consisted of two parallel classes: the experimental class was X IPA 1, and the control class was X IPA 2.

Several research has found that the KWL strategy improves students' comprehension of reading [15],[16], and [17]. In this research, the KWL strategy gives an approach for developing and activating previous knowledge, setting reading goals, and summarizing what has been learned. The KWL strategy increased students' scores in reading comprehension. By explaining the KWL strategy to their students and providing examples of how to use it, teachers can use this strategy in their classrooms. The KWL strategy is a method that aids students in comprehending a topic. In this method, students begin by thinking about information at the level of knowledge listed in column K of the KWL table. The students then create several questions regarding what they are interested in regarding the information in column W of the KWL table. After holding discussions and gathering information from various sources, the students then respond to the questions in column W that are included in column L of the KWL table [18].

The KWL strategy provides numerous advantages when teaching reading comprehension [19]. The goal of reading is for readers to have some thoughts about the material before reading the whole text and to focus on finding the crucial points while reading [20]. The KWL strategy also aids in developing abilities to think critically by engaging students to create connections, ask questions, and evaluate what they have learned [21].

This research aimed to investigate the impact of the KWL strategy on increasing students' knowledge of the text. Two kinds of tests were employed in this research: Pretest and posttest. The researcher conducted a pretest and posttest, which included 15 items; 10 multiple-choice items and five essay items.

Table 1. Scoring Table

No	Number of Text	Score of Each Item	Total Score
1.	10 items	1	10
2.	5 items	4	20
Total			30

The researcher tested the student's reading comprehension before treatment to gather data. After implementing the treatment, the researcher conducted the posttest to gauge the students' reading comprehension. In order to evaluate whether there was a substantial difference between the pretest and post-test, the researcher examined the data. The results of the data are presented using *SPSS*. Data analysis was done after data collection. First, the researcher employed the normality test to determine whether the obtained data is normally distributed [22]. In the second step, the homogeneity test is used to ascertain

whether or not the samples utilized in this study have the same variance. For the final analysis, the researcher employed a Paired Sample t-test to compare the significant difference between students' Pretest and post-test learning results.

3. RESULTS AND DISCUSSION

3.1. The Students' Pretest and Posttest Scores of Experimental Class

3.1.1 Pretest of Experimental Class

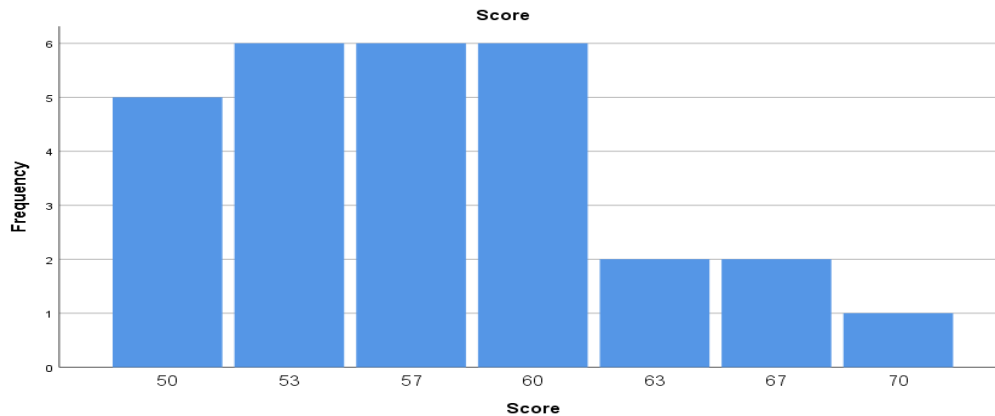


Figure 1. The Students' Score of Pretest

As shown in Figure 1 above, the student scores varied from 50 to 70 before the treatment. Five students had the lowest score of 50, while only one received the highest score of 70.

3.2.1 Posttest of Experimental Class

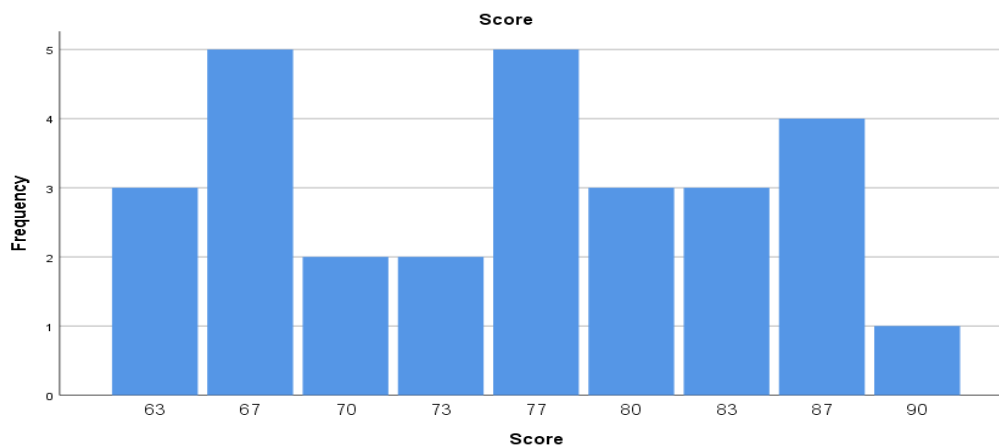


Figure 2. The Students' Scores on Posttest

Figure 2 shows students' post-test scores after treatment. The greatest score of students was 90, and the least was 63. The students' score is greater after treatment than before. It demonstrates that the KWL technique improves students' comprehension of reading.

3.2 Inferential Analysis

3.2.1 Normality Test

This test employs the Shapiro-Wilk method. It was chosen because the sample size for the study was 55 (<100). The Shapiro-Wilk test was initially limited to sample sizes of less than 50 [23]. The data are typically distributed if the Shapiro-Wilk significance value is greater than 0.05 and non-normally distributed if it is less than 0.05.

Table 2. Normality Test

Class		Shapiro-Wilk		
		Statistic	df	Sig.
Pretest	Experiment	.924	28	.044
	Control	.929	27	.066
Posttest	Experiment	.935	28	.082
	Control	.957	27	.312

The output above shows that the pretest value for the experimental class has abnormal residual values, so it is necessary to transform the result of the normality test on the data that has been transformed:

Table 3. Normality Test (Data Transformation)

Class		Shapiro-Wilk		
		Statistic	df	Sig.
Posttest	Experiment	.935	28	.082
	Control	.957	27	.312
Transformation	Experiment	.931	28	.066
	Control	.929	27	.066

Based on the results, it is clear that the value of the pretest for the experimental class fulfilled the normality assumption. It is demonstrated when the significance value exceeds 5%. The significance value on the Shapiro-Wilk test on the pre-test of the experimental class was $0.066 > 0.05$. Then on the post-test of the experimental class, it gained $0.082 > 0.05$. So it can be concluded that both class data in the research were normally distributed.

3.2.2 Homogeneity Test

The test used is the Levene test. The Levene test is an inferential statistic used to determine whether the variances in several samples are equal [24]. The following table presents the homogeneity test result.

According to the table below, the significance value was $0.267 > 0.05$ and $0.572 > 0.05$. So it can be concluded that each test's significance value is more than 5%. It shows that the data meets homogeneity assumptions.

Table 4. Variance Homogeneity Test

	Levene Statistic	df1	df2	Sig.
Posttest	1.259	1	53	.267
Pretest	.324	1	53	.572

3.2.3 Paired sample T-test

Table 5. 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 Pretest - Posttest	3.92702E1	36.73021	4.95270	-49.19974	-29.34060	-7.929	54	.000

To ascertain differences in the average of two samples in pairs, a test paired sample t-test is used [25]. The analysis results confirmed that the KWL strategy is one of the most suitable methods that help students who lack understanding of what they are reading, allowing them to figure out the primary concepts, surprising ideas, and important information after the reading [26]. The significance value (2-tailed) in the table above is $0.000 < 0.05$, indicating a significant difference between the pretest and posttest results regarding student learning outcomes.

3.3. Discussion

Applying classroom reading techniques helps students become selective and good readers, improving their academic achievement [27]. McKenna [28] argues that KWL is an approach that motivates students to create their goals for nonfiction reading. It also enables a teacher to actively engage background knowledge while assessing its sufficiency.

The researcher conducted her research at MAN 1 Parigi. She used two classes as samples (IPA 1 and IPA 2). Both have problems learning English, especially reading. The experimental class was IPA 1, while the control class was IPA 2. This research was carried out during the eight meetings. The researcher used descriptive text with different topics in each meeting in the teaching material.

The (KWL) Know-Want-Learn strategy of teaching reading to experimental class was the main focus of this research. Three primary cognitive phases comprise the KWL process; accessing what I currently know, deciding what I would like to learn, and recalling what I have previously learned as the outcome of reading [29]. The researcher administered only the pretest and posttest to the control class. On February 13th, 2023, the

experimental and control class received the pretest from the researcher. However, the pretest and posttest the researcher used had 15 items total; 10 multiple-choice and five essays.

In the treatment process, the researcher used the Know-Want-Learn (KWL) strategy to solve the problems. In the first meeting, the class of experimental and the class of control both received the pretest from the researcher. In the second meeting, the researcher provided the material about the descriptive text "Tanjung Putting National Park." After that, in the experimental class, she introduced the KWL strategy. The researcher then asks students to identify the topic's generic structure and linguistic elements of descriptive text. The student responded that they got confused. So, the researcher explains again about the KWL strategy. She tests their knowledge of this topic. With the students, talk about what they hope to learn from the text. The researcher asks them to write down the question they are more interested in. It aids students in independently defining why they are reading. The last, students discuss the lessons they took away from the text. In the third meeting, the researcher gave the topic title "Taj Mahal." She asks the students to identify the descriptive text's generic structure and linguistic elements about the topic. The researcher helps remind them by explaining the KWL strategy slowly. Finally, the students started to understand the use of the KWL strategy. The fourth meeting, the topic was still the same: "Taj Mahal."

The student's response was better than the third meeting before. Next, in the fifth meeting, the topic of descriptive text was "Visiting Niaraga Falss." In the control class, the students recognize the descriptive text's generic structure and linguistic elements without using the KWL strategy. At the sixth meeting, the topic remained: "Visiting Niaraga Falss." The students also identified the text without using the KWL strategy. In the seventh meeting, the topic of descriptive text was "Borobudur Temple." Lastly, the posttest was administered to both the class of experimental and the class of control of students by the researcher.

According to the findings, the KWL strategy significantly influences students' comprehension of reading the descriptive text. After comparing the post-test results for the experimental and control classes, the researchers discovered a significant distinction in the student learning result. The significance value (2-tailed) $0.000 < 0.05$ results indicate the significant distinction between the pretest and posttest scores for student learning results. Thus, the tenth-grade students at MAN 1 Parigi can enhance their reading comprehension using the KWL strategy.

4. CONCLUSION

According to the findings of this research, the KWL strategy effectively increases students' reading comprehension. The paired sample t-test results show a significant difference between the pretest and post-test learning results for students with the significance value of $0.000 < 0.05$. Therefore, the researcher can conclude that (KWL) Know-Want-Learn strategy can enhance the students of MAN 1 Parigi tenth-grade students' comprehension of reading.

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