



## Implementing KWL (Know-Want to know-Learned) Strategy to Improve The 7<sup>th</sup> Graders' Reading Achievement of SMP Negeri 12 Palembang

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Article Info	Abstract
<b>Article History</b> Received: 2023-07-12 Revised: 2023-08-22 Published: 2023-09-07  <b>Keywords:</b> <i>Reading Skill; KWL Strategy; Descriptive Text; Classroom Action Research.</i>	<p>Based on the initial observation and information obtained from the English teacher of VII.10 Class at SMP Negeri 12 Palembang, the students' reading ability is still low and needs improvement. This study is a type of classroom action research that aims to improve the reading achievement on descriptive texts by using the KWL (Know, Want to Know, Learned) strategy. The subjects of this research were 36 students of VII.10 Class at SMP Negeri 12 Palembang. The data were collected through observations, reading tests, and questionnaires. The quantitative data were analyzed using simple statistical methods, represented in percentages (%), while the qualitative data were analyzed descriptively. The results of this study indicated an improvement in both Cycle I and Cycle II. In the pre-action stage, out of thirty-six students, only fifteen students (42%) were able to meet the minimum criteria for mastery learning (Kriteria Ketuntasan Minimum/KKM), which was set at 75 by the school. In the first cycle, nineteen students (53%) achieved the KKM standard. Moreover, in Cycle II, thirty students (83%) reached the KKM, signifying that the reading test results in Cycle II met the targeted indicator of this classroom action research, which requires 75% of students to reach the KKM standard. Based on the results of the reading test, it can be concluded that the KWL Strategy effectively improves students' reading achievement. Besides that, the data obtained from observations and questionnaires also showed positive results regarding the implementation of the KWL strategy in improving students' reading skills. Several factors contribute to the successful implementation of the KWL strategy, including prior knowledge of the text, specific reading goals, and comprehension of acquired information.</p>
Artikel Info	Abstrak
<b>Sejarah Artikel</b> Diterima: 2023-07-12 Direvisi: 2023-08-22 Dipublikasi: 2023-09-07  <b>Kata kunci:</b> <i>Kemampuan Membaca; Strategi KWL; Teks Deskriptif; Penelitian Tindakan Kelas.</i>	<p>Berdasarkan observasi awal dan informasi yang diperoleh dari guru Bahasa Inggris Kelas VII.10 SMP Negeri 12 Palembang, kemampuan membaca siswa masih rendah dan perlu ditingkatkan. Penelitian ini merupakan jenis penelitian tindakan kelas yang bertujuan untuk meningkatkan prestasi membaca pada teks deskriptif dengan menggunakan strategi KWL (Know, Want to Know, Learned). Subyek penelitian ini adalah siswa Kelas VII.10 SMP Negeri 12 Palembang yang berjumlah 36 orang. Pengumpulan data dilakukan melalui observasi, tes membaca, dan angket. Data kuantitatif dianalisis dengan metode statistik sederhana yang dinyatakan dalam persentase (%), sedangkan data kualitatif dianalisis secara deskriptif. Hasil penelitian ini menunjukkan adanya peningkatan baik pada Siklus I maupun Siklus II. Pada tahap pratindakan, dari tiga puluh enam siswa, hanya lima belas siswa (42%) yang mampu memenuhi kriteria minimal ketuntasan belajar (KKM) yang ditetapkan sekolah sebesar 75. Pada siklus I, sembilan belas siswa (53%) mencapai standar KKM. Selain itu, pada Siklus II terdapat tiga puluh siswa (83%) yang mencapai KKM, yang berarti hasil tes membaca pada Siklus II telah memenuhi indikator yang ditargetkan dalam penelitian tindakan kelas ini, yaitu mengharuskan 75% siswa mencapai standar KKM. Berdasarkan hasil tes membaca dapat disimpulkan bahwa Strategi KWL efektif meningkatkan prestasi membaca siswa. Selain itu data yang diperoleh dari observasi dan angket juga menunjukkan hasil yang positif mengenai penerapan strategi KWL dalam meningkatkan keterampilan membaca siswa. Beberapa faktor berkontribusi terhadap keberhasilan penerapan strategi KWL, termasuk pengetahuan awal tentang teks, tujuan membaca tertentu, dan pemahaman informasi yang diperoleh.</p>

### I. INTRODUCTION

Reading ability plays a significant role in improving students' learning progress. However, it is evident that many students do not find

reading enjoyable. According to Rayner and Reichle (2010), although many children can read fluently, they struggle to comprehend the content they are reading. As a result, reading is often

perceived as a tedious task, leading to a lack of interest. In this circumstance, it is crucial to ensure that reading activities are accompanied by comprehension, thereby fostering reading comprehension skills.

Various reading learning strategies can be employed to improve students' reading ability, particularly in comprehension. Each strategy encompasses essential stages that should be implemented throughout the learning process. These stages include pre-reading, during reading, and post-reading. However, teachers have not consistently integrated specific reading learning strategies into the reading learning process to enhance students' comprehension of texts or readings (Limeranto & Subekti, 2021). Instead, the focus tends to be solely on assessing students' answers based on the given text.

Based on preliminary observations conducted in the VII.10 Class at SMP 12 Palembang, students encounter difficulties in their reading skills. Their struggles in understanding vocabulary and identifying main ideas in readings can be attributed to their relatively limited reading habits and inability to identify crucial aspects within a text. Similar findings were reported by Nanda and Azmy (2020), who identified several factors contributing to students' lack of reading skills, including difficulty in understanding vocabulary, specific terms within readings, grasping the main thoughts or ideas, drawing conclusions, and capturing implied meanings. In English language teaching, the development of reading skills holds significant importance. According to Schoenbach et al. (1999), reading entails the reader's response to a text and their ability to comprehend it by connecting it with their prior knowledge. It is a process through which readers seek information and knowledge from the text, establishing connections between written language and their existing understanding. Comprehending words, sentences, and the overall text is essential for making sense of the reading material. Thus, reading serves as a means to gather information, comprehend ideas, and interpret the text, facilitating students' understanding.

Reading skill, a crucial component of reading, empowers individuals to derive meaning from the texts they encounter. As explained by Banditvilai (2020), reading comprehension forms the foundation of meaningful learning from text, enabling us to comprehend the texts we read. It serves as the core objective behind

teaching and valuing reading. Through reading, students can understand texts, acquire new information, and expand their vocabulary. However, despite its effectiveness and practicality, many students still face challenges in reading. Students encounter various difficulties in reading comprehension. According to Li, et al. (2023), one of the primary issues is the inadequate instruction provided by teachers, who fail to foster a reading culture among students. Teachers often digress from the topic at hand, leading to confusion. The second problem is the lack of interest among students, as they are not accustomed to reading and have not been motivated by their teachers to engage in reading activities. The third factor is vocabulary difficulties, wherein students struggle to translate unfamiliar words in their reading but are reluctant to use a dictionary for clarification.

These challenges, including the lack of focus on student understanding, passive classroom environments, low motivation, and vocabulary difficulties, are common obstacles to reading comprehension faced by students daily, including at VII.10 Class of SMP Negeri 12 Palembang. To address these issues, the researcher aims to conduct a study implementing the KWL (Know, Want to Know, Learned) strategy to improve students' reading achievement. The research aims to investigate whether the implementation of the KWL strategy can enhance students' reading comprehension and gather insights into students' perceptions of its effectiveness. According to AlAdwani, et al. (2022), the KWL strategy is a reading comprehension strategy that involves three main processes in reading, namely the pre-reading, during reading, and post-reading processes. The implementation of the KWL strategy contains several stages of activity, namely digging up old information, setting specific reading goals, and making summaries. Through this strategy students are expected to understand the contents of the reading.

KWL strategy is flexible and suitable for students ranging from junior high school to university levels (Ardiyan, 2022). The researchers intend to implement and assess the outcomes of the KWL strategy in improving reading comprehension. By asking students what they know about the reading material, what they want to know, and what they have learned after reading, the KWL strategy provides a structured approach to comprehension. Through this research, the researcher seeks to explore the

benefits and effectiveness of the KWL strategy in enhancing students' reading comprehension skills.

The KWL strategy helps teachers bring students' background knowledge and interest in a reading topic to life. This strategy consists of three steps. The first step of Know (K) is carried out during pre-reading activities. The teacher explores the experience and knowledge that students have previously by asking questions about the topic. The second step is Want (W), students write down the reading goals they want to achieve. The third step is Learned (L), namely students read silently and write down the information they already know. Through the implementation of the KWL strategy, students find it easier to understand the contents of the reading and are able to conclude the contents of the reading correctly (Pratiwi, et al., 2022).

The advantage of this KWL strategy is that students write down the information they want to know themselves. Teachers need to take actions that can improve students' reading comprehension skills. According to Rahim (AlAdwani, 2022) the factors of the teacher's teaching methods, procedures, teacher's abilities also influence students' reading comprehension abilities. The main actor who is the key to teacher success in the learning process is the teacher. This is in line with what was conveyed by Auladiyah (2022) that the teacher's ability to plan and choose appropriate learning approaches and methods is a must. A teacher is required to be able to create a pleasant learning atmosphere, which can improve students' ability to think critically, creatively, innovatively and be able to solve the problems they face. Based on these conditions, the researcher is interested in conducting research using the Know, Want to Know and Learned (KWL) learning strategy to improve the reading comprehension skills of grade III students.

According to Ardiyan (2022), KWL is a learning strategy that emphasizes the importance of the reader's background knowledge. In the KWL method students are encouraged to play an active role before, during and after reading. In the KWL strategy, K stands for know which means what is known, W stands for want to know which reminds students of what they want to know, and L stands for Learned which means what I learned. This strategy is made in the form of a table called the KWL table. In the KWL table lay out the steps guided by teacher questions through worksheets, according to Nabila, et al.

(2022) this is an introductory strategy that provides a structure for remembering what students know, recording what students want to know, and in the end, students make a list of what they have learned. Before learning begins the teacher activates students' prior knowledge by showing what students know, then collaboratively in small groups setting goals and determining what they want to learn and after reading, students discuss what they have learned.

The purpose of the researchers using the KWL learning strategy is as an alternative to help improve students' reading skills so that the learning objectives that have been prepared can be achieved and can improve student learning outcomes. So, from this description, the researcher conducted a classroom action research entitled "Implementing KWL (Know-Want to know-Learned) Strategy to Improve Students' Reading Achievement at VII.10 Class of SMP Negeri 12 Palembang Academic Year 2022/2023".

## **II. METHOD**

This research was conducted in SMP Negeri 12 Palembang from May 2nd to February 25th, 2022, in the academic year 2022/2023. The subjects of study were 36 students of 7<sup>th</sup> Graders. The type of research used was classroom action research (CAR). According to Altrichter (2020), Classroom action research is a systematic and collaborative inquiry process conducted by teachers to improve their teaching practices and enhance student learning outcomes. The main goal of CAR is to improve the practice of teaching and learning in the classroom. The four steps of CAR, according Burns (1999) are planning, action, observation, and reflection. The data collection techniques in this research were the reading test, observation, and questionnaire.

This classroom action research (CAR) design with a pretest-posttest group design in Cycle I and Cycle II. Pre-test and post-test data were collected using test techniques, and the level of implementation of the KWL strategy was collected through observations, and the data regarding the students' responses toward the implementation of KWL strategy were obtained through questionnaire. Quantitative data were analyzed using simple statistical methods in the form of percentages (%), while qualitative data were analyzed using words. This research utilized a combination method, quantitative and qualitative. The combination method used was a

concurrent mixed-method design with a higher emphasis on the qualitative method than the quantitative method. In this research, there were primary and secondary methods. The primary method was used to obtain primary data, while the secondary method was used to obtain supporting data for the data obtained from the primary method (Sugiyono, 2017:412). In SMP Negeri 12 Palembang, the indicator of success in learning process is the improvement in students' reading achievement with a minimum score of 75, as well as a minimum 75% class mastery. This indicator also applied to know the success of the implementation of KWL strategy to improve reading achievement of students at VII.10 class.

### **III. RESULT AND DISCUSSION**

#### **A. The Implementation of KWL Strategy**

Based on initial observation, the findings revealed that the students had a low proficiency in reading. They encountered numerous difficulties when reading texts, primarily due to their limited vocabulary and inadequate reading ability. Meanwhile, when the KWL strategy was implemented, the students showed increased engagement and participation in reading texts. They demonstrated a higher level of interest and motivation compared to the traditional teaching method.

The implementation of the KWL strategy consists of three stages: (1) accessing what students already know, (2) determining what they want to know before reading, and (3) understanding what they have learned and recording it from the reading material. The learning steps using the KWL strategy in each cycle are as follows: First, the "What I Know" step includes three sub-steps: 1) guiding learners to explore their prior knowledge about the reading topic, 2) noting the reading topic, and 3) facilitating a discussion about the ideas proposed by learners. Second, the "What I Want to Know" step consists of two sub-steps: 1) directing learners to generate questions related to the reading topic, and 2) guiding learners to prioritize the questions they genuinely want to find answers to. Third, the "What I Learned" step involves the teacher guiding learners to rewrite what they have read using their own words.

The successful implementation of the KWL strategy in improving students' reading comprehension abilities greatly depends on the steps or factors of the KWL strategy, such

as prior knowledge, formulation of specific reading goals, and understanding of the information obtained from the text. These steps have been well executed by the students in Cycles I and II, which clearly indicate a change in their comprehension of the readings. This is also supported by the questionnaire results on the factors influencing the success of the KWL strategy implementation, given to the students. Most students responded positively to the factors influencing the success of the KWL strategy, namely prior knowledge related to the reading topic, discussions (brainstorming) about the reading topic.

The KWL strategy encouraged active involvement from the students as they actively shared their prior knowledge, expressed their curiosity about the text, and formulated questions to guide their reading. This active participation created a collaborative learning environment where students were more eager to explore and comprehend the text. The KWL strategy effectively stimulated their critical thinking skills and promoted a deeper understanding of the reading material. Additionally, the students displayed improved comprehension as they actively discussed and reflected on what they had learned through the strategy. Therefore, the implementation of the KWL strategy positively impacted the students' engagement, motivation, and reading comprehension abilities.

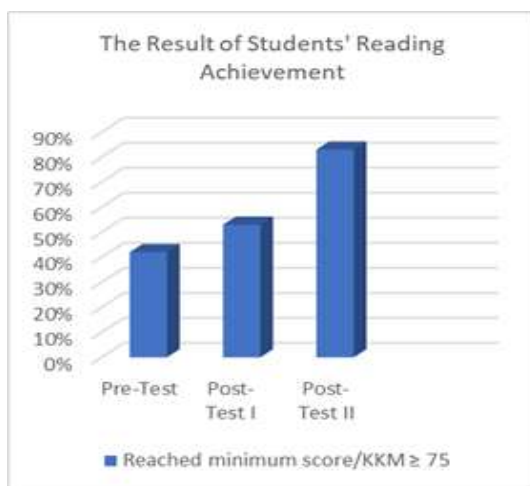
#### **B. Students' Reading Comprehension**

The tests administered to the students of VII.10 Class at SMP Negeri 12 Palembang, both before and after implementing the KWL strategy, were designed to assess various aspects or indicators of reading comprehension. These aspects evaluate the students' reading proficiency and comprehension skills. They encompass elements such as understanding main ideas, identifying supporting details, making inferences, analyzing vocabulary and context, drawing conclusions, and recognizing text structure and organization. These indicators provide a comprehensive assessment of the students' reading abilities and their overall understanding of the text. These aspects align with the definition of reading by Stahl (2019), which emphasizes an individual's ability to grasp the meaning and significance of the

material studied, demonstrated through summarizing the main content of a text.

Based on the pretest conducted in the pre-cycle phase, the average achievement of students in understanding the content of the text was 68, which did not meet the minimum passing score of 75. This can be attributed to the students' difficulties in mastering certain aspects or indicators of reading comprehension, such as identifying text structures, determining the main idea, and summarizing the text. Out of the students who took the reading pretest, only fifteen students (42%) reached the minimum passing grade (KKM) of 75 as set by the school, while the remaining 20 students scored below the KKM.

In Cycle I, there was an improvement in the average student's success in understanding the reading content, with the average score increasing to 73 and 53% of students reaching the KKM. In Cycle II, a significant improvement was observed, with the average student's success in understanding the reading content reaching 86. A total of 83% of students at SMP Negeri 12 Palembang met the minimum competency standards. The improvements seen in Cycle II are crucial in enhancing students' reading achievement. There were noticeable changes in their ability to grasp the meaning of the text, summarize its content, and understand implied meanings. Students became proficient in identifying the structure of descriptive texts with appropriate reasons, finding information within the text, determining topic sentences, and supporting sentences, and summarizing the text. Here is the graphic representation of the students' reading test results demonstrates the progress made:



**Graphics 1.** Student Reading Test Results

The KWL (Know, Want to Know, Learned) strategy proves to be an effective approach in improving students' reading comprehension abilities. This strategy involves pre-reading, during-reading, and post-reading stages, which enable readers to comprehend a text thoroughly. The KWL strategy is an innovative learning approach that actively engages students before, during, and after reading sessions.

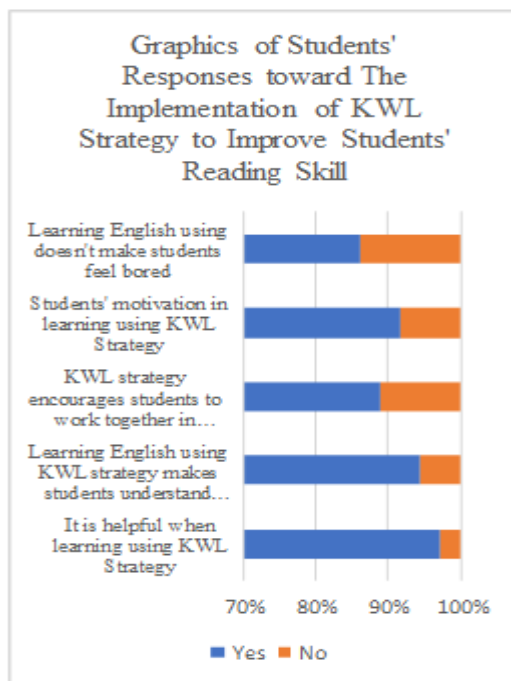
The key steps of the KWL strategy include eliciting students' background knowledge through brainstorming, determining what they want to know by formulating relevant questions about the text, and identifying what they have learned by answering the questions generated earlier (Apriliana, 2022). Additionally, Katemba and Sihombing (2023) highlight that the KWL strategy helps activate students' background knowledge and interest in a specific topic. It provides students with reading goals and actively engages them throughout the reading process. This strategy supports students in processing new information and strengthens their ability to generate questions about various topics.

### C. Students' Perceptions toward The Implementation of KWL Strategy

The questionnaires consisted of 5 items, multiple choice (yes or no), and were distributed to the students after they had completed their reading using the KWL strategy. The purpose of the questionnaires was to gather data on the students' perceptions and responses toward the implementation of the KWL strategy. The collected data provided valuable insights into the effectiveness and impact of the strategy on the student's learning experience.

The results of the questionnaires revealed that most students responded positively to the implementation of the KWL strategy. They expressed a high level of satisfaction and engagement with the approach, 97.20% of students agreed that KWL helps understand the reading text. Many students acknowledged that the KWL strategy helped them develop a clearer understanding of the reading material and enhanced their overall comprehension (94.40% of students agreed). Furthermore, the students reported that the KWL strategy encouraged active participation and collaboration among their peers (88.90 % of students agreed).





**Graphics 2.** Students Responses toward the Implementation of KWL

The students appreciated the opportunity to share their prior knowledge, ask questions, and engage in discussions related to the reading material. The students also recognized that the strategy facilitated their thinking skills and improved their ability to extract important information from the text. Similarly, the study conducted by Ratu, et al., (2023) that found KWL strategy effectively fostered a supportive and interactive classroom environment, where students were actively involved in the reading process and experienced improved comprehension outcomes. Thus, the students' responses indicated that the implementation of the KWL strategy had a positive impact on their learning experience.

#### IV. CONCLUSION AND RECOMMENDATION

##### A. Conclusion

In conclusion, the KWL strategy could increase the students' reading achievement. Based on the final scores in the pre-cycle phase, only fifteen students (42%) were declared to have achieved the minimum competency standard (KKM) of 75 applied at SMP Negeri 12 Palembang. After the action in Cycle I, there was an 11% improvement in reading comprehension abilities. Nineteen students (53%) reached the KKM standard. In Cycle II, thirty students (83%) have reached

the KKM which indicates that the implementation of KWL strategy is successfully improve students reading achievement on descriptive text.

Additionally, students also showed a positive response during the implementation of the KWL strategy. They expressed enthusiasm and active participation in the group discussions, demonstrating increased engagement with the reading material. Students reported feeling more confident in their ability to comprehend and analyze texts, as the KWL strategy provided them with a structured approach to understand reading tasks. They appreciated the opportunity to share their prior knowledge, ask questions, and collaborate with their peers, which fostered a supportive and interactive learning environment. Overall, the students' positive response indicates that the KWL strategy effectively enhanced their reading experience and contributed to their overall learning outcomes. The success of implementing the KWL strategy is influenced by several factors and implementation steps, including prior knowledge related to the reading topic, discussions about the topic, formulating questions to be answered through the text, highlighting important points in the reading, and summarizing or retelling the content of the read text.

##### B. Recommendation

The strategy could be properly applied in reading class skills since it helped the teachers to engage students in group work. However, it is suggested that the teachers choose topics suitable for their lesson material so that the KWL strategy can work properly, allowing the students to discuss familiar issues. The teachers should avoid giving topics without prescreening and checking the background of knowledge of the students because the KWL strategy involves activating the students' prior knowledge on a given topic. Teachers can implement the KWL strategy to improve students' reading achievement. The implementation of reading strategies needs to be appropriate to the students' needs. Additionally, students must have the courage to express opinions, ask questions, and summarize the reading content using their own words. Furthermore, students should prioritize self-motivation to develop an interest in learning, particularly in studying vocabulary.

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