

The Use of ‘Know What Learned’ Strategy (KWL) to Improve Student’s Reading Comprehension at the Second Grade of SMA Negeri 14 Maluku Barat Daya

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ABSTRACT

The research explores how the Know What Learned (KWL) strategy improves students' reading comprehension in the second grade of SMA Negeri 14 MBD. It also examines the students' responses to implementing the Know What Learned strategy in reading comprehension in the Second Grade of SMA Negeri 14 MBD. The research method was Classroom Action Research (CAR), which consisted of two cycles. The data was collected through tests, questionnaires, and observation checklists as instruments. The result of the first (1) cycle showed that all students played actively in class, but students' participation was only 65%, and students experienced an increase in cycle two (2) of 100%. Based on the explanation above, the Know What Learned strategy improved students' reading comprehension in the Second grade of SMA Negeri 14 MBD.

Keywords: *Know What Learned strategy, Reading comprehension, Reading Strategy*

INTRODUCTION

In the realm of learning the English language, some crucial skills offer distinct advantages to students and should be mastered by them. These skills encompass listening, speaking, writing, and reading. They are intricately connected, with reading being a particularly significant skill. Reading involves the ability to comprehend and process information from written texts, deriving meaning not only from words and sentences but also from the reader's memory, knowledge, and ideas. Thus, when students engage in reading, they not only understand the text but also expand their understanding and proficiency in reading comprehension.

Reading skill holds immense importance and benefits for students. According to Serravallo (2017), reading enables students to enhance their knowledge by enriching their vocabulary, rectifying pronunciation errors, and improving their grammar. According to, Patel and Jain (2008) argue that reading serves as more than just a source of information and a pleasurable activity; it also serves as a means of consolidating and expanding one's language proficiency. In essence, reading empowers readers to acquire information, engage in enjoyable activities, and extend their knowledge to comprehend reading passages.

Reading comprehension in English serves as a pivotal element in facilitating better learning for students. Through reading comprehension, students gain access to information pertaining to their ongoing and future studies. While comprehension is the ultimate goal of reading, it can prove to be the most challenging skill for students to master, especially for English learners (Breiseth, 2016). Hence, students should focus on developing their reading comprehension abilities to extract a wealth of information and overcome difficulties associated with reading comprehension.

As professional teachers, it is imperative to prepare engaging materials and employ effective strategies that encourage student involvement during the teaching and learning process. One excellent resource for enhancing students' reading comprehension is folklore. Ridwan et al. (2014) suggest that utilizing local legends in teaching can help learners understand the text more quickly due to its familiarity. Southwest Moluccas folklore, for example, can aid students in the learning process by leveraging their prior knowledge and familiarity with the story's background. Folklore also carries moral values and promotes interaction between teachers and students throughout the teaching and learning journey. Additionally, using local legends fosters a sense of relevance and connection to the student's own lives, as stated by Royani (2013) in her research on teaching English Reading.

A preliminary study conducted at SMA NEGERI 14 MBD revealed that students needed more interest in participating in reading classes, finding them dull and lacking seriousness. They struggled to comprehend the texts and answer questions and needed to improve in vocabulary, grammar, and pronunciation. Interviews with the students highlighted that the teacher's approach mainly involved providing texts and instructing students to discuss and answer questions. The lack of variation in teaching strategies resulted in student boredom, hindering their reading comprehension progress in class. Consequently, most students remained passive and needed help comprehending the reading material during class sessions.

Considering the significance of reading skills in learning the English language, teachers must employ effective strategies and utilize engaging materials to foster student involvement in reading comprehension classes. One such strategy is the Know-Want-Learned (KWL) technique, as mentioned by David C (1979; 11). KWL models active thinking when reading expository texts and can significantly improve students' reading comprehension. Teachers should carefully select the most suitable techniques to create a fun classroom atmosphere and enhance students' reading comprehension, with KWL being a recommended strategy. KWL also encourages student cooperation in solving problems and sharing ideas related to the text. The research questions are as follows:

1. How can the KWL strategy improve students' reading comprehension in the second grade of SMA Negeri 14 MBD?
2. What are students' responses to the implementation of the KWL strategy in reading comprehension in the second grade of SMA NEGERI 14 MBD?

LITERATURE REVIEW

The Nature of Reading

It involves a more complex cognitive process in which students understand the meaning of written language, link it to their prior knowledge, and build up a mental representation of the information that they have read (Keenan et al., 2008; Takaloo & Ahmadi, 2017). This indicates that reading comprehension can stimulate students to become aware of their thoughts while comprehending a text. It is widely recognized that the objective of reading is to understand the content. A crucial factor in comprehending the text we read is understanding the meanings of words. Thus, students must possess a firm grasp of vocabulary to comprehend the text effectively. *Comprehension monitoring* is a metacognitive skill that refers to readers' ability to reflect on their understanding of a written text (Language and Reading Research Consortium & Yeomans-Maldonado, 2017). To achieve reading comprehension, students need to comprehend the author's sentence structure and gain an understanding of the text's meaning.

Kusumawanti and Bharati (2018) explained that among English proficiencies, reading skills play the most important role in students' learning success since reading starts and develops overall learning activities. Through reading, ideas are exchanged, and new ideas are formed. Hence, when reading a text, students not only acquire new

vocabulary and a deeper understanding of grammar or the target language, but they also need to exercise their analytical skills. Reading comprehension, as a skill, enables students to decipher the meaning of a text. It is an invaluable and advantageous skill, alongside listening, writing, and speaking, as it dramatically aids students in the reading process and comprehension of texts.

Know Want Learned Strategy (KWL)

KWL is a strategy that can help students improve their reading. Gill & Irena (2020) mentioned that the KWL reading strategy has a value that enables reading to read comprehension better. According to Ogle and Abdulrab (2015), the stages of using KWL are:

Initially, students engage in a brainstorming session to recall all their existing knowledge about the topic. This information is recorded in the "K" column of a KWL chart. Subsequently, students generate a list of questions pertaining to what they want to know or learn about the topic. These questions are listed in the "W" column of the chart. During or after reading, students address the questions from the "W" column and record the newly acquired information in the "L" column of the chart. The KWL strategy serves multiple purposes: it elicits students' prior knowledge, establishes a reading purpose, and assists students in monitoring their comprehension.

The KWL strategy necessitates active student participation within the classroom. It prepares them to make predictions about the text and engages them in discussions with their peers. This approach primarily focuses on developing students' thinking skills, both individually and in groups. By utilizing this strategy, teachers not only play a guiding, motivating, and facilitating role in the classroom but also provide opportunities for students to actively participate by sharing ideas, working in small groups, exchanging opinions, and presenting their findings. Consequently, students gain confidence and enjoy the learning process while the teacher acts as a guide and facilitator.

Nergis (2013) concluded that reading strategies assist students in understanding the text they read better. It is represented by a chart with three columns: "K" (know), "W" (want), and "L" (learned). The "K" column encourages students to share their existing knowledge about the topic, the "W" column prompts them to consider what they want to learn, and the "L" column allows students to reflect on what they have learned. This approach enables all students to contribute actively within the classroom. The "K" column serves as a brainstorming activity to activate students' background knowledge before commencing the lesson. The topic could pertain to a person, place, or thing. Subsequently, students are given the opportunity to predict the forthcoming discussion.

METHOD

The research was conducted by using classroom action research (CAR) methodology. The primary aim of this study was to solve the problems faced by students in the classroom and improve their reading comprehension, especially in the reading comprehension classroom.

Data collection

The researcher also wants to know does this research is successful or not through students' data. Therefore, the data retrieved through several instruments in which each instrument has a function. Those are the test, questionnaire, and observation checklist. The test is to know student's comprehension in reading skills, the questionnaire is to know students' perception and the checklist is to know is to know the role of implementation of Know What Learned strategies as a technique to improve student's reading comprehension.

RESULT AND DISCUSSION

RESULT

Result of Pre-test

In this step, the researcher presented the student's comprehension of reading before giving the treatment. Many students were unable to answer all the questions in the first cycle test. It could be concluded that they still needed some help in the first meeting. Based on this explanation, of twenty students, only a small part could have done the test well, and many students still had poor scores. This means that the students still needed to reach the passing criteria. It can be seen in the chart below:

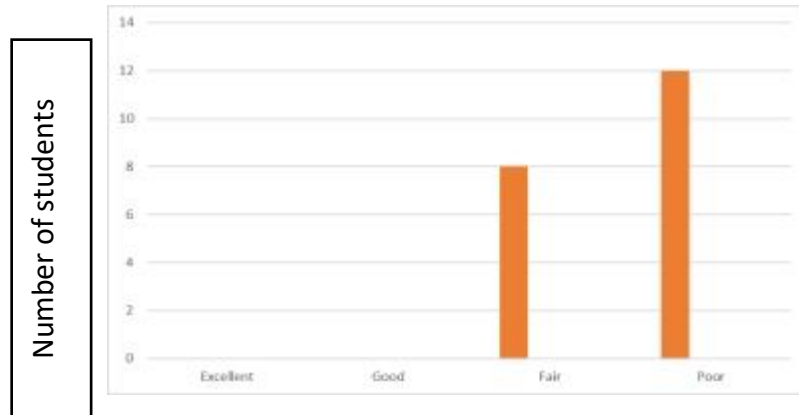


Figure 4. Graphic of students' test results in the first cycle

The table above showed that only a small (2) part of students could pass the test than others, which means the students did not reach the criteria minimum (75-100). The score above was a reason that many students faced trouble when answered the questions.

Result of Post-test

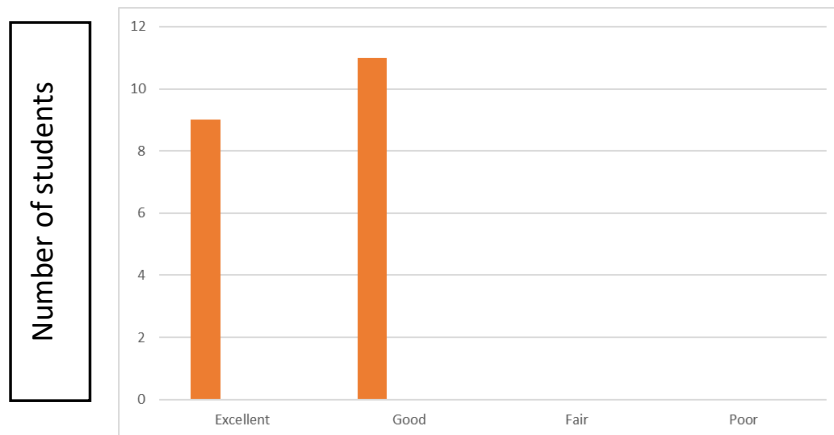


Figure 5. Graphic of students' test results in the second cycle

The graphic above shows the students' test results in the second cycle. Nine students got excellent levels and mastered 86-100, which means they achieved success criteria, while 11 students got good 75-85 levels, which means they improved, too. Based on the students' results above, all students had improved in teaching reading comprehension. In the second cycle, no student reached a poor level, which means the second cycle works by implementing the KWL strategy to improve the student's reading comprehension. So, the researcher ended the research.

DISCUSSION

This could compare students' reading comprehension between the Pre-test and Post-test after implementing the second cycle. Many students needed help answering the eight questions about the reading material in the pre-test because they needed help. Students undergo significant changes before and after the implementation of the KWL strategy. All of the students were motivated and enjoyed the teaching and learning process through the implementation of the KWL strategy. This strategy improves reading comprehension by allowing students to be more active in class. This strategy benefited students in improving their reading comprehension; during the teaching and learning process, all students participated and interacted well with their classmates. The students can present their work in English well in front of the class.

Hence, using the KWL strategy to improve the students' reading comprehension was very useful. Reading enriches students' knowledge. O'Shea et al. (2016) state that reading involves active thinking throughout the engagement with the text. The results of this research showed that students' improvement in reading comprehension was satisfactory. The KWL strategy could also improve the students' reading comprehension and arouse their reading spirit.

CONCLUSION

To sum up, this research focused on how the KWL strategy can improve students' reading comprehension in the second grade of SMA NEGERI 14 MBD?" and what are the students' responses to the implementation of the KWL strategy in reading comprehension in the second grade of SMA NEGERI 14 MBD?". The KWL strategy allowed students to be more active and enthusiastic and participate in the learning process in the class; in other words, working in groups and individually enhanced their capability in reading comprehension. Most students were also motivated to read the text after the teacher guided them. Prior knowledge is essential in reading comprehension of text, and implementing the KWL strategy improves students' reading comprehension in the second grade of SMA NEGERI 14 MBD, which is effective in

teaching reading comprehension of narrative text. Moreover, the KWL strategy has a good effect on improving students' reading comprehension.

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