

The Use of Know-Want-Learned (KWL) Strategy in Improving Students' Reading Comprehension of Tenth Grade at SMA Negeri 1 Luwu Timur

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Abstract

This study aims to determine the improvement of reading comprehension by the application of Know-Want-Learned (KWL) strategy of tenth grade students at SMA Negeri 1 Luwu Timur. KWL is one of strategy in teaching and learning that helps students organize their knowledge and enhance comprehension of a topic. The researcher used a quantitative method with pre-experimental research design, with the research subject being 30 students of class X.5. Data were collected by conducting pre-test and post-test. The result of this study shows that KWL strategy can improve the reading comprehension of tenth grade students of SMA Negeri 1 Luwu Timur. It can be seen from in the mean score of students in the pre-test and post-test. The mean score of students in the pre-test was 61.00 lower than students' score in post-test 93.67. In addition, asymp. Sig (2-tailed) = 0.000 < 0.05, so it is stated that H_0 is rejected and H_1 is accepted. The conclusion than can be obtained is that there is an average value of students learning outcomes from both the pre-test and post-test. Using Know-Want-Learned (KWL) strategy can improve reading comprehension of tenth grade students at SMA Negeri 1 Luwu Timur.

Keywords *Know-Want-Learned (KWL), Reading, Comprehension*

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Introduction

Reading is a creative endeavor that inherently combines learning with critical thought (Sampe, 2023). Sadly, the 2019 Program for International Student Assessment (PISA) data reveals that Indonesian students have notably weak reading abilities, placing the country 62nd out of 70 participating nations. The process of reading fundamentally involves two linked stages: recognizing words and understanding them. Word recognition is simply grasping how written words relate to spoken language, while reading comprehension is the method by which words, phrases, and entire texts are connected to extract their meaning.

Reading is an active process requiring students to infer meaning from the text, as noted by Tunmer and Hoover (2017). Strong reading comprehension is crucial for students; it not only shapes their future thinking but also enables them to extract knowledge and information from diverse sources. Unfortunately, many Indonesian students find it challenging to effectively understand and interpret texts. Developing these skills is essential to achieving educational goals and improving students' overall reading and comprehension abilities (Amir, 2023). Savage and Pace (2017) point out that difficulties in reading comprehension can arise from various linguistic factors, such as a student's understanding of sentence structure, paragraphs, and discourse, in addition to elements like intelligence, gender, reading interest, strategies used, and reading frequency.

Additionally, Barber and Klauda (2020) noted that reading comprehension difficulties can also stem from a lack of motivation or awareness. A student's reading motivation directly impacts their interest in reading. This suggests that highly motivated students tend to read more books, which in turn enhances their reading comprehension abilities. In the pre-research conducted by the researcher at SMA Negeri 1 Luwu Timur, especially in grade 10 (9) on Friday, November 15, 2024. The researcher met with a 10th grade English teacher, Mrs. Islamiyah, S.Pd.I. to conduct a class observation. The researcher made observations by interviewing students about their reading interests and analysis of students' interest in understanding reading.

After interviewing students about their interest in reading, the researcher found that 12 out of 32 who were present at that time had an interest in reading. Following the examination motivates students to understand the reading in a group setting, researchers found that there were 14 out of 32 students who were active in searching for meaning and understanding reading texts. There are also those who experience difficulties such as boredom, not knowing what to do in finding and understanding the meaning/message of the text, translating one word to another and the lack of use of strategies. From these cases, we can find out how important reading skills are for students, not only reading but also reading comprehension.

At the senior high school level, learners are expected to demonstrate strong comprehension and analytical skills when engaging with texts, according to Sihombing & Fitrawati (2023). This includes the ability to identify the main idea and supporting details, as well as to recognize arguments and engage in critical thinking about the material. Furthermore, under the Merdeka curriculum, students at this level are capable of analyzing six distinct text types: Narrative, Descriptive, Recount, Procedure, Reports, and Expository. Complementing this, Anggraeni (2023) observes that by Grade 10, students typically possess fairly good reading skills and can comprehend texts effectively. They also show a clear ability to extract and analyze information from what they encounter.

One effective method for enhancing children's reading comprehension is the KWL learning strategy. KWL, which stands for Know-Want-Learned, is a powerful tool designed to improve students' abilities and understanding. This strategy actively encourages students to leverage their

existing knowledge, clearly define their learning goals, and then reflect on what they've discovered. By implementing KWL, students can significantly improve their capacity to understand, comprehend, and grasp the meaning of the text they are engaging with.

KWL learning strategy consists of three steps; first, in the K (Know) section, the teacher provides opportunities for students to conduct activities, list ideas in K items, and determine what distinguishes the topic. Then, they give an assessment of the topic and consider what they need to know. Next, students list the elements in the W section of the chart; these should be written as question statements. Finally, while they are reading or after they have read, students enhance the facts they already know while reading. They list these in the L section of the chart.

Effectively, teachers can apply the KWL strategy to various subjects. They first identify what they know about a topic, then express what they want to know, and finally reflect on what they learned after the lesson. This structured learning can make complex topics more accessible and relevant. The research question is the use of Know-Want-Learned (KWL) strategy affective to improve the reading comprehension of tenth grade students of SMA Negeri 1 Luwu Timur in the 2025/2026 academic year. The objective of the research is the use of KWL strategies in the reading lesson process. Specifically, this study aims to find out what the extend of KWL's strategy is in improving students' reading comprehension ability to read texts.

Method

In this research, the writer used a pre-experimental research design. There was one class, for example: a Pre-test, Treatment, and Post-test. The population of this research was the tenth grade students of SMA Negeri 1 Luwu Timur in the Academic Year 2024/2025. The total number of the population was 321 students who were separated into 10 classes, with each class consisting of 30-34 students. The writer used simple random sampling techniques, and the writer choose 10.5 class with a total of 30 students as samples in this study.

During the data collection process, the writer used three procedures as follows:

1. Pre-test
In this study, the writer used a type of test as a data collection tool. This test consisted of questions about the text in multiple choice format to assess students' reading comprehension competency.
2. Treatment
After the writer administered the pre-test, the writer was conducted treatments for students. The treatment was conducted over six meetings.
3. Post-test
Students were given the same reading test as the one that was administered during the pretest. The following test was given to assess students' reading comprehension competence after learning the material covered.

In analyzing the data, the writer used the following techniques;

1. Scoring the students' answer from reading comprehension test on the pretest and Post-test by using the following formula:
 - a) Scoring the students correct answer = 1
 - b) The students wrong answer = 0
$$= \frac{\text{Student's correct answer}}{\text{Total test item}} \times 100$$
2. The writer classified student scores to determine their performance level, using the following criteria:
- 3.

Table 1. Grouping student grades based on student grades

No	Score	Classification
1	96-100	Excellent
2	86-95	Very good
3	76-85	Good
4	66-75	Fairly good
5	56-65	Fair
6	36-55	Poor
7	0-35	Very poor

(Gay, 2012)

4. Analyzing the data into percentages, the writer will apply the following formula:

$$P = \frac{F}{N} \times 100$$

Where:

P = Rate percentage

F = Frequency of respondents

N = Total sample

(Gay, 2012)

The writer tested the normality of the data using the Kolmogorov-Smirnov test in SPSS version 23.

Results

This chapter details the students' pre-test and post-test scores, including their classifications. It also highlights the significant differences observed between these tests after implementing the KWL (Know-Want-Learned) strategy in reading comprehension instruction.

1. The Student Score in Pre-test and Post-test

The following table shows students on reading comprehension before using KWL (Know-Want-Learned) strategy to teach reading comprehension.

Table 2. The result of the pre-test and post-test

No	Name of students'	Pre-test	Classification	Post-test	Classification
1	R1	60	Fair	95	Very Good
2	R2	60	Fair	95	Very Good
3	R3	65	Fair	100	Excellent
4	R4	95	Very Good	100	Excellent
5	R5	75	Fairly Good	95	Very Good
6	R6	65	Fair	75	Fairly Good
7	R7	50	Poor	100	Excellent
8	R8	60	Fair	95	Very Good
9	R9	65	Fair	100	Excellent
10	R10	55	Poor	100	Excellent
11	R11	75	Fairly Good	95	Very Good
12	R12	75	Fairly Good	100	Excellent
13	R13	75	Fairly Good	85	Good
14	R14	55	Poor	85	Good
15	R15	65	Fair	100	Excellent
16	R16	35	Very Poor	55	Poor
17	R17	70	Fairly Good	90	Very Good
18	R18	50	Poor	100	Excellent

19	R19	70	Fairly Good	100	Excellent
20	R20	55	Poor	100	Excellent
21	R21	70	Fairly Good	95	Very Good
22	R22	35	Very Poor	95	Very Good
23	R23	55	Poor	100	Excellent
24	R24	65	Fair	100	Excellent
25	R25	70	Fairly Good	90	Very Good
26	R26	35	Very Poor	85	Good
27	R27	60	Fair	85	Good
28	R28	45	Poor	95	Very Good
29	R29	45	Poor	100	Excellent
30	R30	75	Fairly Good	100	Excellent
Score		1.830		2.810	

Students' pre-test and post-test results are showed in the data in the above table. The writer found that the highest score of all students in this pre-test was 95, and the lowest was 35. This proves that students' vocabulary competence is still low before the treatment. Then, the writer found that the highest score obtained during the post-test was 100, and the lowest was 55. The total Score on the pre-test was 1.830, and the total score on the post-test was 2.810. This indicates that students' reading comprehension improved on both the pre-test and post-test following a treatment with KWL (Know-Want-Learned) strategy.

2. Percentage of The Students in The Pre-test and Post-test

Table 3. Students' scores in the pre-test

No	Classification	Score	Frequence	Percentage %
1	Excellent	96-100	0	0
2	Very good	86-95	1	3.33
3	Good	76-85	0	0
4	Fairly good	66-75	9	30
5	Fair	56-65	9	30
6	Poor	36-55	8	26.66
7	Very poor	0-35	3	10
Score			30	100%

The table above is a pre-test table. This table explains that 1 student get 3.33% very good data classification, 9 students get 30% fairly good data classification, 9 students get 30% fair data classification, 8 students get 26.66% poor data classification, and 3 students get 10% very poor data classification. There are no students who get scores below the data described above.

Table 4. Students' scores in the post-test

No	Classification	Score	Frequence	Percentage %
1	Excellent	96-100	14	46.66
2	Very good	86-95	10	33.33
3	Good	76-85	4	13.33
4	Fairly good	66-75	1	3.33
5	Fair	56-65	0	0
6	Poor	36-55	1	3.33
7	Very poor	0-35	0	0
			30	100%

In the table above, it can be explained that 14 students get 46.66% excellent data classification, 10 students get 33.33% very good data classification, 4 students get 13.33% good data

classification, 1 student get 3.33% fairly good data classification, and 1 student get 3.33% poor data classification. There are no students who get scores below the data described above.

3. The Mean Score and Standard Deviation of Students Pre-Test and Post-Test

Table 5. The mean score and standard deviation of the pre-test and post-test

Types of Test	N	Mean score	Standard Deviation
Pre-test	30	61.00	13.734
Post-test	30	93.67	9.732

Based on the table above, there is a mean score = 61.00 and standard deviation = 13.734 in the pre-test and a mean score = 93.67 and standard deviation = 9.732 in the post-test. So, from the table above it is stated that the learning outcomes of reading comprehension in students have increased.

a. Test of Normality

A normality test was carried out to check the data's distribution. The writer employed SPSS version 23 and the Kolmogorov-Smirnova formula for this analysis. The table below displays the results of the pre-test data's normality test.

Table 6. Test of Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.121	30	.200*	.953	30	.200
Posttest	.288	30	.000	.676	30	.000

Based on the normality test table above, the writer explains that in the pre-test table with a significant value of 0.200, where the significant value of the pre-test is more > than 0.05. So, the significant value of the pre-test and post-test in this normality test is 0.000 more < than 0.05. In conclusion, the data above is not normally distributed, or H0 is rejected, and H1 is accepted.

b. Wilcoxon Ranks

A Wilcoxon test was employed to assess whether a significant difference exists in the mean values of the pre-test and post-test scores. This particular non-parametric test was utilized due to the data's non-normal distribution, as indicated by a prior normality test.

Table 7. Wilcoxon Ranks

		Ranks		
		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	30 ^b	15.50	465.00
	Ties	0 ^c		
	Total	30		

Based on the table above, it can be explained that it can be seen from the result of the students' pre-test and post-test Wilcoxon test data, precisely on the results of negative ranks assessed mean rank and sum of ranks obtained a value of 0. This means that there is no decrease between the pre-test value to the post-test value. And in the positive rank results, 30 (N) data were obtained. Of the 30 positive data there are also mean ranks equal to 15.50, and the sum of ranks = 465.00 therefore, it is stated that there is an increase in student learning outcomes. While ties

(similarity) = 0, meaning that there is no similarity in students' pre-test and post-test scores. In conclusion, there is an increase in student learning outcomes regarding reading comprehension.

4. Statistic Test

Table 8. Statistic Test

Test Statistics ^a	
	Posttest - Pretest
Z	-4.795 ^b
Asymp. Sig. (2-tailed)	.000

Conditions:

1. If the Asymp. Sig value is more < than 0.05 then H1 is accepted and H0 is rejected.
2. If the Asymp. Sig value is more > than 0.05 then H0 is accepted and H1 is rejected.

As evidenced by the statistical test results, where the asymp. Sig (2-tailed) value is 0.000 ($p < 0.05$), the null hypothesis (H0) is rejected in favor of the alternative hypothesis (H1). Consequently, it can be concluded that the KWL (Know-Want-Learned) strategy effectively enhances students' reading comprehension, as demonstrated by the improved average learning outcomes observed from the pre-test to the post-test.

Discussion

After calculating and analyzing the data on the research results, the writer presents a discussion of student data. This section presents the results of data analysis on the use of Know-Want-Learned (KWL) strategy to improve students reading comprehension. The results of this research are also supported by previous research. First, the result of research from Murtini, N, N. (2022). In her research entitled "Meningkatkan Kemampuan Membaca Dengan Strategi Membaca KWL (Know, Want to Know, And Learned)" for tenth grade. In her research, she found that by using the KWL strategy, not only can it make it easier for students to analyze the text, but KWL strategy also has a positive impact on students' understanding of the text. And second, the results of research from Devi Zulyanti (2019). In her research entitled "Improving Students' Reading Comprehension of Descriptive Text through Know-Want-Learned (KWL) Strategy." In her research, she found that by using KWL strategy students become more excited and active in studying reading comprehension, and also students could analyze the main idea and schematic structure of a descriptive text and got many vocabularies.

Based on the theory, there are several benefits obtained by students, namely: 1. by using the KWL strategy, it can increase student activeness. Students are more active in the learning process. 2. This method does not require much preparation, so it can be easily applied to students in various learning contexts. In addition, there are also disadvantages of the KWL strategy, namely in applying the KWL strategy, it takes quite a long time to complete the KWL process, especially if students are not familiar with this method.

In this study, there were 8 meetings consisting of one meeting for pre-test, six meetings for treatment, and one meeting for post-test. Before the writer gave treatment to students, the writer first gave a pre-test using reading test of 20 questions. This aims to determine the ability of students before being given treatment. In the pre-test, the writer gave a test of 20 questions that students had to answer questions related to the benefits of fruits for eye and digestive health. After the pre-test, it can be seen that there are still many students who do not master reading comprehension or analyzing a text.

Furthermore, after conducting the pre-test, the writer applied the treatment. In the first meeting, the writer explained the material about KWL (Know-Want-Learned) strategy and its application, and also tells about the teaching materials that will be used (Expository text). In the second meeting, the writer explained the material about how to use Know-Want-Learned (KWL)

strategy focused on expository text. Then the writer shares a text which is an exposition text about the benefits of fruits, then the writer begins to explain how to analyze a text using the KWL strategy starting from K, W, to L section.

The writer makes a table with three columns, namely K, W, and L. Then the writer explains that in the K section, students are asked to express or write opinions about what comes to their mind when they hear or read the title of the reading text. And then the writer asks the students to make a table and then asks the students to write down what first comes to their mind when reading the title of the reading text in column K. The writer begins to explain the next part, W, in which students are asked to write down what they want to know after hearing the title or seeing the text. In this case, students write these things in the form of questions. After that, the writer then asks the students to think what they want to know after reading the title of the text, and then write it down in the W column. The writer starts explaining the L part, which is the result of what they got after reading and analyzing the text with the help of the W column. Then the writer asks the students to start analyzing the reading text and writing it in column L. After the tasks that have been given are completed, the writer and the students evaluate the results of the discussion. At the third, fourth, fifth, and sixth meetings the writer gave a same topic about the benefit of fruits for eye and digestive health.

After the writer gave treatment for six meetings, and on the eighth meeting, the writer gave a post-test in the form of the same reading comprehension test as the pre-test questions previously given by the writer as many of 20 questions.

Conclusion

Based on the findings and discussion in the previous chapter, the writer can conclude that the use of Know-Want-Learned (KWL) strategy could make it easier and improve students' in reading comprehension of tenth grade (10.5) at SMA Negeri 1 Luwu Timur. This is evidenced by the significant difference in average scores between the pre-test and post-test. In the pre-test, the average score obtained was 61.00, while in the post-test the average score obtained was 93.67. In addition, there is also a difference in the standard deviation value. The pre-test standard deviation is 13.734 and the post-test standard deviation is 9.732. The last is non-parametric results using the Wilcoxon test, that the value of Asymp. Sig. (2 tailed) is 0.000. Where $0.00 < 0.05$, so it is stated that H_0 is rejected and H_1 is accepted. The conclusion that can be obtained is that Know-Want-Learned (KWL) strategy can improve students reading comprehension in tenth grade students at SMA Negeri 1 Luwu timur that can be seen from pre-test and post-test.

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