

## THE APPLYING OF KWL (KNOW - WANT TO KNOW - LEARNED) STRATEGY IN TEACHING READING COMPREHENSION AT IAIN TAKENGON

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### Abstract

This research is aimed to describe the applying of K-W-L (Know-Want-Learned) strategy in teaching reading comprehension at IAIN Takengon. The subjects of the study were 30 students of HTN (hukum Tata Negara) class which were at second semester. By using qualitative design, the data were collected through observation, and giving questionnaire. Moreover, the researcher administered pre-test and post-test to the students in the way measuring how the KWL strategy brings improvement in students reading comprehension. It was found that the mean score in cycle 1 was increasing, from 50,50 to 75,83 and in cycle II, the mean score was 85,67. Furthermore The result of observation and questionnaire given to students showed that students became more understand about the text read and more enthusiast and the class activity become more fun and enjoyable.

**Keywords:** KWL Strategy, teaching English, reading comprehension.

### Introduction

English is an international language which enables people to communicate with others from all over the world. By understanding English language; the idea, information, knowledge, concept of such a thing or research result can be gained and shared to other with different language. In Indonesia, Learning English is very important since students are at junior and senior high school until attending university level. Students should take English as one of compulsory subject even for the student of certain majors which is not English department such as: Mathematics, Science, Social, Islamic Studies, Economics, Law, etc. In short, Students need to pass English subject as one of the SKS taken besides English will brings much benefit for them in the future.

But it was ironic, although English has been taught at formal education in Indonesia since students attends primary, few students have had good skill of English. In other word, English is still regarded as a difficult subject. There are four skills in English that have to be mastered by students, they are listening, speaking, reading and writing. By mastering all those English skills, the students will not only be able to pass their degree but also will have the brighter future.

Based on Finochiarro (1973:119), reading is defined as a process of bringing meaning to and getting meaning from printed or written material. Thus Nuttal (as cited in Urquhart 1998:17), having considered definitions of reading in terms of reading aloud, or decoding, settles for the extraction of meaning from written messages. Byrnes (1998) stated that reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The reader uses knowledge, skills, and strategies to determine what that meaning is. Based on those definitions, Reading is the activity of gaining the meaning from the written text in order to get information, to amuse or entertain according to the kinds of book read.

In case of IAIN Takengon, Students who are not taking English department, having many difficulties in understanding English material especially for reading comprehension. They don't understand the English text meaning, they can't answer the test from reading text, and they don't have ability to retell about the text read. This condition happened for students in IAIN Takengon especially, for HTN which stands for Hukum Tata Negara (Constitutional law). Based on the observation and pre-test given, HTN students were at low capability in English text understanding. Most of HTN students cannot retell the English text they read and master only a few basic vocabularies. They were also having low score for English pre-test, which were categorized under passing grade (KKM: 70), the pre-test mean score is 50,50. There were many factors as the cause of HTN students' capability in English reading comprehension, there were such as the first, HTN students have no interest in learning English since the teaching strategy used were traditional and monotonous, the learning

activity become so boring and students don't have fun in class. The second, HTN students became passive in class and have no time to correct the mistakes made, it because students were not involved in class activity. Lecturer delivered material for the whole class time caused the class were at teacher-center. The third, the English text given mostly have difficult vocabularies and the students don't have strategy to understand text because of their lack of English vocabularies capability. Considering those kinds of causes, HTN students needed a learning strategy which could help them to improve their reading comprehension in English text and make the English learning activity become more fun and enjoyable. Therefore the researcher had chosen KWL strategy as the way to help HTN students to solve the problem.

KWL (know – want – learnt) strategy is one of the strategy in reading that can guide students to think deeper by regarding their existing knowledge from the topics of texts given and the text conclusion. Ogle (1986) states that KWL strategy is to provide students to express their opinions and arguments toward the text.

### **Definition of Reading**

Reading is one of the important skills that students had to master. By having good capability in reading, students would have competence to understand the text and get more information from reading books, journals, newspapers or any information from such articles. There are different views regarding the meaning of reading. Pintrich et.al. (1999) stated that reading is a crucial skill for professional successful and academic learning. Reading is the process of reader's mind or process of mind activity in trying to interpret the perception of symbols that present language. Besides, in this definition, there are two necessary entities for the process: the text and the reader. Burns (1984:10) stated that reading is one of the most important skills in learning a language besides listening, speaking and writing.

The fundamental goal for any reading activity is knowing enough science concepts and knowing the language. To Indonesian students this is a bridge to

understand scientific books that they read. As they lack knowledge of English they often encounter difficulties when reading their compulsory books written in that language. Meanwhile, Nuttal (1982: 14) defines reading as the meaningful interpretation of printed or written verbal symbol. Based on definitions above, it can be concluded that reading is an interactive and a thinking process of transferring printed letters into meaning in order to communicate certain message between the writer and the reader. In reading actively, a reader brings her or his background knowledge, emotion, and experience to construct his or her idea in understanding the meaning of the text. Aspect of reading According to Davenport as cited in Nikmaturrahmah (2016), covered six aspects of reading which help the students to comprehend the English text. Each of reading aspects are presented as follows: 1. Identifying main idea, main point, author's purpose or an alternative title for the passage. 2. Recognizing the tone of the passage or identifying the style. 3. Comprehending information directly stated in the passage (finding supporting detail). 4. Answering relational questions about the author's opinion or idea, even if not stated directly. 5. Recognizing the structural methodology employed to develop the passage, for example sequences, vocabulary, and represent pronoun (reference). 6. Extending limited information given by the author to a logical conclusion using inference (inference meaning).

### **Know-Want-Learn (K-W-L) Strategy**

KWL was developed by Donna Ogle in 1986. Since its origin, the K.W.L strategy has been used as an instructional reading strategy. K-W-L requires three basic cognitive steps: accessing what I Know, determining what I Want to learn, and recalling what I did learn as a result of reading. To facilitate both the group process and to instill in students the concreteness of the steps, is developed a worksheet that each child uses during the thinking reading process. Ogle (1986) stated that, as a reading strategy, it helps new teachers engage students from the beginning of a reading lesson by activating prior knowledge. K.W.L also helps teachers keep students interested as they

think about what they want to know and what they have learned. According to Ogle (1986), the process of KWL in reading can be explained as follow: 1). Step K-What I know. This opening step has two levels of accessing prior knowledge. The first step is a straight forward brainstorming of what the students knows about the topic for reading. 2). Step W-What do I want to learn. As students take time to think about what they already know about the topic and the general categories of information that should be anticipated. 3). Step L-What I learned. After completing the text, direct the students to write down what they learned from reading. Have them check their questions to determine if the text dealt with their concerns.

### **Method**

This research dealt with the applying of KWL strategy in reading comprehension at IAIN Takengon. The researcher chose HTN (hukum tata Negara) class at second semester which consisted of 30 students then was selected as the subjects of the research based on the result of the class observation. This study was conducted in action research and the data collected were not only from the observation but also from the questionnaire, pre-test and post-test. In applying KWL strategy, the researcher conducted in two cycles for two weeks. Each cycle consists of Planning, Action, Observation and Reflection.

### **Findings and Discussion**

This research was done concerning the urgency of English reading comprehension and teaching strategies by applying KWL for HTN students at IAIN Takengon . The collected data can be listed as follows:

#### **Pre-Cycle**

Pre-cycle was conducted at the beginning of this present study. In this part, the pre-test was conducted in order to find out the students' prior ability in reading comprehension. The result showed that HTN students had a crucial problem in reading comprehension. The problem found was subjects had difficulties in identifying general

information, specific information, textual meaning and textual reference. Besides, the subjects were less active during the question and answer session, they don't have fun following class activity and they even miss such information deliver by teacher since have no concentration in class.

### **Pre-test**

In pre-test, the subjects were asked to answer the question in the form of 20 short answers task. The questions of the pre-test were focused on identifying the general information, specific information, textual meaning and textual reference of the reading passage. The reading passage in pre-test was explanation text. The students had 40 minutes to answer the questions. It showed that the reading comprehension of the subjects were low and needed to be improved. Pre-test which was done by the subjects in 40 minutes had showed the mean score which was a figure of 50.52. There were only a few students who could achieve the minimum passing grade of English lesson. It showed that almost all subjects had difficulties in identifying general information, specific information, textual meaning and textual reference. These result indicated that their reading comprehension needed further improvement. As a result, the researcher subsequently started to conducted cycle I in order to improve the subjects' reading comprehension by implementing KWL strategy.

### **Cycle I**

Cycle I was carried out based on the result of the pre-test. Pre-test showed that the subjects had low ability in reading comprehension. They still had problems in identifying general information, specific information, textual meaning and textual reference. Therefore, cycle I was conducted by the researcher. In this cycle, the researcher administered 2 sessions where each session consisted of planning, action, observation and reflection. These activities were explained as follows:

At the first step, the researcher came with a planning which was an important step to be concerned in order to make the action. In this step, the researcher prepared

the instrument such as materials, lesson plan, presented power point and worksheet. The material prepared was about explanation text entitle: our world in one place. In lesson plan, it was described that the material will be taught for 2x50 minutes which covered introducing KWL technique and filling the KWL chart. Besides, the material delivered through ppt application to make the students more enthusiast and happy in class activity. The worksheet was also given to students in order to measure their understanding toward material delivered.

At the action step, the researcher had conducted the plan made before. The class was started with opening and introducing KWL strategy and the steps consisted of the following:

Table 1. The activities of students and lecturer during the implementation of KWL

#### Strategy

<b>Lecturer activities</b>	<b>Students activities</b>
Explain about KWL Strategy and the step how to fill the chart/ column	Listen to the lecturer explanation
Introduce the students with the topic entitle: our world in one place	listen to the lecturer explanation
give the chart/worksheet (KWL column) to the students	Get and read the sheet
Guide the students to activate their prior knowledge and ask them to fill in the K column.	Fill the K column based on what they know before related to the topic discussed.
Question the student by some questions they want to know about the topics and ask them to fill W column	Think about some question relate to the topic and fill W column.
Ask the students to read the text and fill the L column after they tried to understand what the text told them about. Ignore the grammar mistakes students might made, the point was students were be able to express what they understand about text.	Read the text given, and filling the information gotten in the L column.
Ask the students to present their paper and discuss what they wrote in front of the class	Present KWL chart in front of the class and discuss it with lecturer and others students.
Evaluate some misinformation students might made or grammar mistake in their paper and encourage students to read more article related to text discussed	Listen to teacher feedback and have intention to read more related articles.
Invite students to ask question if they still have and do the closing	Make sure have good understanding about the material delivered before the class closed.



In observation, the researcher observed the subjects situations during the teaching and learning process in the classroom. The researcher acted as observer to know the subjects' response toward the implementation of the KWL strategy as well as the subjects' improvement in reading comprehension. Before the in implementation of KWL strategy, the researcher found that some students did not totally pay attention to lecturer' explanation and had little conversation on chairs. They did not focus on learning and seemed have little interest in material. That situation changed after lecturer applied KWL strategy in teaching reading comprehension. The students became enthusiast, happy and enjoyed the learning process. They actively questioned and answered related topics, they listened lecturer carefully and smiled happily along the learning process. It can be concluded that students respond toward the implementation of KWL strategy was positive.

In the last step of cycle I was reflection. In this phase, the researcher tried to evaluate if the implementation of KWL strategy has increased the student understanding in reading comprehension. After applying all the steps and gave the post-test toward students, it was found that the mean score of HTN students was 75,56. It means there was an increasing means score which is from 50,52 to 75,56 but that score was still need to be improved even they were categorized as passed the grade. Based on that result, the researcher realized that the students needed more time to be more familiar with the KWL strategy and that's way the researcher decided to continue to the cycle II to get the best result.

## **Cycle II**

Cycle II was conducted based on the result of post-test 1 in cycle I. Cycle II also consisted of four interconnected activities including planning, action, observation and reflection. In planning phase, the researcher prepared the instrument such as material, worksheet, lesson plan and ppt to be displayed and a chosen explanation text entitle:



wash disposal in Asia. Furthermore in the action phase, the plan that consisted of teacher and students activity were conducted for 2x50 minutes same as in action phase at cycle I. The students were also invited in identifying the main idea, specific information, textual meaning and textual reference of the text because the subjects were still low in those aspects. The at the end of the class, the researcher administered post-test as the final measurement if the KWL strategy has increasing students understanding toward reading article given. The researcher also observed the situation of class during learning process in observation phase. It was found that the students become more familiar with the steps of KWL strategy and more understand about the KWL strategy and also the text given. In the reflection phase, it was found that the total score obtained by the subjects in post-test II was 2275 with the mean score was 85,67. Based on the data resulted in the post-test of cycle II, it showed that the implementation of KWL strategy had given the significant improvement on students reading comprehension. All the 30 students of HTN were categorized as achieving passing grade which was 70. To see the detail score on how KWL strategies had increased students reading comprehension skill, the data were presented in the following table:

Table 2. The students' means score during the implementation of KWL strategy

Students	The scores		
	pre-test	post-test1	post-test 2
student 1	60	85	85
student 2	40	70	80
student 3	60	80	90
student 4	65	70	80
student 5	50	70	80
student 6	45	70	80
student 7	30	65	80
student 8	50	70	80
student 9	50	70	80
student 10	50	70	85
student 11	70	85	95
student 12	50	70	85
student 13	60	70	90
student 14	60	70	90
student 15	70	85	80
student 16	75	90	80
student 17	30	60	80
student 18	50	70	80
student 19	70	85	95
student 20	70	85	95
student 21	40	75	95
student 22	50	75	80
student 23	50	85	95
student 24	50	75	95
student 25	30	70	95
student 26	50	75	90
student 27	65	85	80
student 28	55	80	90
student 29	40	85	80
student 30	40	80	80
<b>Total</b>	1575	2275	2570
<b>Mean score</b>	52.50	75.83	85.67

### **Conclusion**

The conclusion of this study can be shown as follow:

This qualitative research study aimed applying K-W-L (Know-WantLearn) Strategy in teaching reading comprehension at IAIN Takengon. This study was conducted at HTN (Hukum Tata Negara) class semester II. It was found that the mean score in cycle 1 was increasing, from 50,52 to 75,56 and in cycle II, the mean score was 83,75. The result of observation and questionnaire given to students showed that students became more understand about the text read and the class activity become more fun and enjoyable.

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