

THE USE OF KNOW WANT TO LEARN (KWL) METHOD IN IMPROVING STUDENT'S LEVEL OF READING COMPREHENSION IN SENIOR HIGH SCHOOL

Rina Musliha¹, Baso Jabu², Munir^{3*}

^{1,2,3}English Department, Universitas Negeri Makassar, Indonesia

E-mail: [1rinamusliha98@gmail.com](mailto:rinamusliha98@gmail.com), [2basojabu@unm.ac.id](mailto:basojabu@unm.ac.id), [3munir@unm.ac.id](mailto:munir@unm.ac.id)

*corresponding author

Abstract

The purpose of this research was to determine the use of the KWL method in improving students' level of reading comprehension in senior high school. This research uses quantitative methods in pre-experimental classes as a research strategy. The respondents of this research were 10th-grade students of SMAN 11 Makassar in the odd semester of the 2022/2023 academic year. Respondents were selected randomly to analyze the use of the KWL method in improving students' reading comprehension levels. The instrument of this research is Pre-test, Treatment, and Post-test. Outcomes of data analysis found, that there was an effect of using the KWL method in improving the level of students' reading comprehension and students' responses to the use of the KWL method in learning reading comprehension through Pre-test, treatment, and Post-test were seen to increase. The average score of the students' Pre-test was in the "poor" category, while after the treatment, an average score for the Post-test was categorized as "good". The Post-test mean score after treatment is higher than the Pre-test mean.

Keywords — KWL method, level, reading comprehension.

INTRODUCTION

Reading is a part of English skills that focuses on the process of increasing understanding by observing the contents of the reading to get information and knowledge in a text. The use of English as a communication tool in the current millennial era is very influential, especially in the field of education. In the millennial era, the English teacher has the main purpose to task shape and familiarize students with using English in the classroom. The students are the basic object of informing and improving English language skills for their future. When students are in reading comprehension class, they will increase their vocabulary and also improve their knowledge from reading text. According to Fajruddin & Hartati (2019), reading is a key that

must be mastered by individuals because by reading insight becomes broader and can be means of communication. Based on the above conditions, the researchers chose to use the KWL method. The method increased and was effective in improving students' reading levels in a short time. This method is expected to increase the level of students' understanding of reading English texts. This method that parts of the ways for students to be able to read and understand the contents of comprehension texts in English in a short time. The researchers have used the KWL method to improve students' reading comprehension levels, which reduces the time in reading comprehension.

The level of understanding in reading according to Burn et al and Syafi'ie (in Rosidi, 2014) is divided into two levels, namely literal comprehension, and high-level comprehension. Literal comprehension is the level of basic understanding that can be known by the reader explicitly through the reading text. High-level comprehension is divided into two levels, namely inferential and critical comprehension.

Inferential comprehension is the level of understanding that the reader knows implicitly through the reading text. Critical comprehension is the ability of the reader to analyze the truth of the information that is known based on the contents of the reading text. According to Djiwatampu, 2008: 53), if the literal and inferential reading comprehension skills have been mastered, students can be trained to make critical judgments about what they read. In this research, the measurement of reading comprehension levels in students who have been studied focuses on improving literal comprehension and inferential understanding in high school.

Two levels of reading comprehension have been studied at SMAN 11 Makassar. The researchers have determined a title, namely "The use of Know Want to Learn (KWL) method in improving student level of reading comprehension in senior high school". This research has focused on the use of the KWL method in improving students' reading comprehension levels from literal comprehension to inferential comprehension level.

LITERATURE REVIEW

1. Definition of Reading

Reading is outlined consists of two components in a text. There are decoding and linguistic comprehension to hold necessary for reading comprehension. The reading process is how to understand the meaning of the context. Nurcahyanti (2018) says is a reading method that

emphasizes the importance of the reader's initial knowledge as a stimulus in learning to read activities to be carried out.

2. The importance of reading comprehension

Reading comprehension is a goal of students' reading skills. Students are required to be able to understand the contents of the text clearly. When providing reading comprehension material to students, the teacher is obliged to explain how to determine the outline in the text. The beginning of this learning will help students to make it easier to understand and provide an initial picture of the reading content. Reading comprehension activities are the basis for students in finding the main idea of reading.

3. An aspect of reading comprehension

a. Identifying the Main Idea

In determining the main idea in a passage, it is usually found at the beginning of a sentence in a paragraph. The author has explained the concept of reading through the title of the story.

b. Identifying Supporting Details

In determining and knowing the supporting ideas of the main idea students must analyze them in great detail. The main key to determining the main idea is being able to think in detail and critically in understanding the meaning of words in a sentence.

c. Identifying Reference

At this stage, students have found several subject or object pronouns in the previous sentence. This is a way to provide a supporting idea with other words or synonyms that still have the same meaning.

d. Understanding Vocabulary

The students are asked to determine the synonym and meaning of a pronoun that is shown in a sentence.

e. Making Inference

Students have to do things outside the text, but still in the same context. In this case, students try to think critically in solving problems for some questions about the text.

4. The level of reading comprehension

This research focuses on 2 levels, namely literal understanding, and inferential understanding. Researchers have determined several points as follows:

a. Literal comprehension

The first stage of level reading comprehension is literal understanding is the basic ability to get new information or knowledge even if in explicit form.

b. Inferential comprehension

At this stage, students are expected to be able to understand information that is indirectly or implied from a given reading or text.

5. The method of KWL

KWL is a reading method to find out the content of the reading, analyze the meaning of the reading, and predict the conclusion at the end of the reading. In this process, students can develop their opinions about what is being studied related to the reading given then students can conclude what has been learned by answering the questions given.

The aims of the KWL method are for a teacher can try to give an exercise to ask a student and brainstorm their idea. There are three steps to using of KWL chart to apply in a text reading comprehension:

Table 1. KWL Chart

What do you know about the topic	What do you want to know	What did you learn
What do know about the topic given reading text? At this stage, students can do it individually or in a group.	What can know about the topic? At this stage, the teacher can help by asking questions as clues to find out the information such as What? Who? Where? When? Why? How?	What did they learn? At this stage, students can answer questions they want to know beforehand. They can also add new questions from those they have found before.

6. The impact of KWL on the improvement of students' reading comprehension level

The existence of the KWL method helps students to more easily understand reading comprehension texts. The KWL method is a reading strategy that helps and facilitates students in analyzing the content of reading texts. The application of the KWL method stimulates students to think critically in determining what they want to know.

METHODS

1. Research design

In this research design, the researchers use the KWL method which can increase the level of students' reading comprehension. In one group the Pre-test and Post-test were designed to present the score results based on the treatment given.

2. Research variable and operational definition

a. An Independent variable

The use of the KWL method is the research's independent variable.

b. The research-dependent variable

The research-dependent variable is the students' level of reading comprehension.

c. Operational definition

1) The use of the KWL method

The KWL method is a strategy for explaining what students know or what they don't know and conveying their ideas about a given reading text.

2) Reading comprehension level

Reading comprehension level is a category to improve reading comprehension about what they know or what they don't know from the given text.

3. Population and sample

a. Population

The researchers selected a population of 10th-grade students from SMAN 11 Makassar.

b. Sample

The researchers used cluster random sampling. Based on research sampling, the researchers collected 28 students from grade 10 of SMAN 11 Makassar who had been randomly selected.

4. Research instrument

The focus of this research is assessing students' ability in reading comprehension skill levels before and after being given treatment. The instrument that the researchers used to obtain the data for this research is as follows:

a. Reading comprehension test

Researchers used reading comprehension tests to obtain data on the results of students' reading comprehension ability levels. The researchers gave an understanding test in the form of a Pre-test and Post-test on narrative text entitled "Malin Kundang".

b. Questionnaire

Researchers gave a questionnaire test in the form of a Pre-test and Post-test to determine student responses to the use of the KWL method in learning reading comprehension.

5. Technique of data collection

a. Reading comprehension test

1) Pre-test

The results of the student's pre-test value data to determine the level of students' reading comprehension skills before giving treatment using the KWL method.

2) Treatment

At the beginner stage of treatment, students were given a pre-test. Students are given treatment to increase the level of reading comprehension with the KWL method in 4 meetings. In one part of the research process, the researchers spent 2x30 minutes.

3) Post-test

Post-test was carried out to measure test results after giving the treatment

b. Questionnaire

1) Collecting the Pre-test and Post-test questionnaire data

The researchers collect questionnaire in the form of student responses before and after the treatment that has been given.

2) Analyzing the results of the students' questionnaires

The researchers collected and analyzed the results of the student response questionnaires to categorize the differences before and after treatment.

3) Draw conclusions

The researchers stated the conclusion from the data from the student response questionnaire regarding the use of the KWL method in improving the level of students' reading comprehension.

6. Technique of data analysis

This analytical scale assesses the use of the KWL method in improving students' reading comprehension levels based on their final scores in the post-test.

a. Data analysis technique for reading comprehension test:

1) Converting scores.

2) Computing the rate and frequency percentage of the result student's score by using SPSS.

- 3) Calculating the mean score.
 - 4) Measured the standard deviation of student Pre-test and Post-test.
 - 5) An analyze the significant difference between the mean scores.
- b. Data analysis technique for the questionnaire:
- 1) Converting scores.
 - 2) Classification of the result of questionnaire.
 - 3) Computing the rate and frequency percentage of the result student's score by using SPSS.
 - 4) Measured the standard deviation of student Pre-test and Post-test.
 - 5) An analyze the significant difference between the mean scores.

RESULTS

1. An effect of using the KWL method on the improvement of the student's reading comprehension level

The researchers calculated the test scores based on the data on the assessment of students' reading comprehension levels with the following formula: In answering the number one research question with the statement "Does the use of the KWL method an effective to improve the student's level of reading comprehension? The researchers used this KWL method in 4 meetings.

- a. The rate frequency and percentage

The rate and frequency percentage of Pre-test and Post-test scores according to the results of data analysis found that the use of the KWL method affected improving the level of students' reading comprehension.

Table 2. Pretest and Posttest Score

No.	Classification	Interval score	Pre-Test		Post-test	
			f	p	f	p
1	Very good	93-100	0	0	6	21,5
2	Good	84-92	1	3,6	12	42,8
3	Average	75-83	8	28,5	4	14,4
4	Poor	<75	19	67,9	6	21,4
Total			28	100	28	100

Table 2 shows that in the data on student scores using random sampling classes, no students who get a Pre-test score a "very good" category, 1 (3.6%) student gets a "good" score, and 8 (28.5%) students who get "average" score and as many as 19 (67.9%) students get a "poor" score. the Post-test table shows that there are 6 (21.5%) students can get a "very good" predicate, 12 (42.8%) get a "good" score, 4 (14.4%) students get "average" score and, 6 (21.4%) students scored "poor" on the post-test.

The researchers conclude that the frequency and percentage of students after the treatment have increased student scores. In the Pre-test table, no students who gets "very good" scores, 1 student gets "good" scores for 6 students who get "very good" scores, there are 8 students who get "average" scores for 12 students who score " good" and 4 students scored "average" on the Post-test. This data shows that there is a significant decrease from 19 students who scored "poor" in a pre-test, to 6 students in a post-test.

b. The descriptive statistic of the Pre-test and Post-test

Table 3. The descriptive statistic of the Pre-test and Post-test

Paired sample statistics					
Pair 1		Mean	N	Std. Deviation	Std. Error Mean
	Pre-test	67,6786	28	6,94984	1,31340
	Post-test	84,6786	28	8,62835	1,63060

Table 3 shows data on the results of the average Pre-test score of students, which is 67.67 which is categorized as "poor". In the post-test, the student's average score was 84.67 in the "good" category. This test showed an increase in reading comprehension ability with the standard deviation value of the students' Pre-test being 6.949 and an increase in the standard deviation of the students' Post-test value of 8.628.

c. An inferential analysis between Pre-test and Post-test

Table 4. Inferential Analysis

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	Pre- test - Post- test	-17,00000	5,17115	0,97725	-19,00516	14,99484	17,396	27	0,000

From Table 4, we can see that the value (sig. 2-tailed) was 0.000. it is lower than the level of significance α (0.05). It means that the use of the KWL method is effective in improving students' level of reading comprehension.

2. The student's response to the use of the KWL method in learning reading comprehension

a. The rate frequency and percentage

The result of data analysis, it was found that students' responses to the use of the KWL method in learning reading comprehension had an effect in improving students' reading comprehension. The data presented the student response scores on the Pre-test and Post-test an increase in the score shows the results of the questionnaire table analysis as follows:

Table 5. The rate frequency and percentage

No.	Classification	Interval score	Pre-test		Post-test	
			f	p	f	p
1	Very good	93-100	0	0	6	21,5
2	Good	84-92	1	3,6	13	46,5
3	Average	75-83	7	25	4	14,3
4	Poor	<75	20	71,3	5	17,8
Total			28	100	28	100

Table 5 shows that the data on student questionnaire scores in the random sampling class found no students who got a Pre-test score in the "very good" category, 1 (3.6%) student gets a "good" score, and 7 (25%) students get an "average" score and as many as 20 (71.3%) students get a "poor" score.

After the treatment in the questionnaire, a table was carried out the Post-test results showed that there were 6 (21.5%) students who got the "very good" predicate, 13 (46.5%) students got the "good" score, 4 (14.3%) students scored "average" and 5 (17.8%) students scored "poor" on the Post-test.

The researchers conclude that the rated frequency and percentage after giving treatment have increased in student responses regarding the use of the KWL method in learning reading comprehension. The researchers conclude that the rate frequency and percentage after giving treatment have increased in student responses regarding the use of the KWL method in learning reading comprehension.

b. The descriptive statistic of the Pre-test and Post-test

Table 6. Descriptive Statistic

Paired sample statistics					
Pair 1		Mean	N	Std. Deviation	Std. Error Mean
	Pre-test	67,0714	28	7,22613	1,36561
	Post-test	85,2143	28	8,61247	1,62760

The questionnaire above shows the average result of students' Pre-test, which is 67.07 which is categorized as "poor". Meanwhile, in the Post-test, the average score of students was 85.21 a "good" category. This questionnaire test showed an increase in the responses given by students to the use of the KWL method in learning reading comprehension with a Pre-test standard deviation value of 7.226 and an increase in the Post-test standard deviation of 8.612.

Thus, in this research, question number 2 has been answered, namely, how are students' responses to the use of the KWL method in learning reading comprehension, after the application of the KWL method, students' responses to learning reading comprehension have increased or become better.

c. The inferential analysis among Pre-test and Post-test

Table 7. Inferential Analysis

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	Questionnaire_ Pre-test - Questionnaire_ Post-test	18,14286	5,89861	1,11473	20,43010	15,85561	16,276	0,000

From Table 7 above, we can see that the value (sig. 2-tailed) is 0.000. it is lower than the significance level α (0.05). It means that student responses regarding the use of the KWL method in learning reading comprehension became better after giving treatment.

d. Hypothesis testing

Based on the table of data analysis, the significant denomination was 0.000 whereas the significant level used was 0.05. In conclusion, hypothesis (H1) is accepted. This case uses the KWL method effectively for the improvement of students' reading comprehension levels.

Thus, research question number 2 is How does the student respond to the use of the KWL method in learning reading comprehension? The answer is yes, that the student response to the use of the KWL method in learning reading comprehension after treatment became better.

DISCUSSIONS

Reading text provides new knowledge, understanding, and information. Reading comprehension is the implementation of the absorption of the reading text. Snow (2002) states reading comprehension is a simultaneous process of extracting and constructing meaning through interaction and involvement with written language.

This is in line with Ogle (1986), the KWL strategy is used to help the children access the knowledge they already had in their mind and make it available appropriately so that comprehension could occur. The teacher should provide a stimulus by using the reading method to encourage students not to feel bored while reading.

The result of this research, the KWL method makes it easy for students to analyze the content and meaning of reading texts. The use of this KWL method can include opportunities for students to make it easier to understand the content of the text structure. That is why the use of the KWL method can help students to think critically when reading texts so that they can increase their level of understanding of the contents of the text.

1. An effect of the KWL method on the improvement of the student's reading comprehension level

The outcomes of data analysis, the use of the KWL method is effective in improving the level of students' reading comprehension. Describes Ogle (1986), KWL strategies are used to help children access knowledge that is already in their minds and make it available appropriately so that understanding can occur. This was found after the application of the KWL method level of students' reading comprehension increased. In the pre-test, the average score of students initially had a score of 67.67 in the "poor" category and the Post-test average score of 84.67 in the "good" category.

Therefore, it can be concluded that the use of the KWL method in 10th-grade SMAN 11 Makassar students proved to be effective in improving students' reading comprehension levels from the literal level to the inferential level.

2. The student's response to using the KWL method in learning reading comprehension

In the learning process, students need methods to increase their level of reading comprehension. The researchers saw that there are three students' responses to the use of the KWL method in learning reading comprehension. First, the use of the KWL method makes it easier for students to analyze the main ideas of the reading. Blachowicz & Ogle (2008) state that readers connect ideas across sentences and paragraphs; the reader forms the picture and predicts where the writer will take it.

Second, the KWL method can help students understand the content of the reading text. When reading, students more easily absorb the contents of the text against the ideas conveyed by the author. According to Pardo (2004), reading is the ability to understand a text in which both parties are.

Third, the use of the KWL method can help students find implied meanings by thinking critically from reading texts. At the time of reading, students can find the meaning of each word, or sentence in a paragraph. Pratiwi (2018) explains that the indication is "one of the effective learning activities to acquire knowledge.

It can be concluded, that based on the finding's students' responses in 10th grade SMAN 11 Makassar regarding the use of the KWL method. In learning reading comprehension, it was proven to be better, and the student's reading comprehension level from literal level to inferential level.

CONCLUSIONS

1. An effect of the KWL method on the improvement of the student's reading comprehension level

The results of a test, it was found that there was an increase in the level of students' reading comprehension which became better after the treatment, which was indicated by the initial results of the average Pre-test score (67.67) being in the "poor" category, improving to the Post-test average value. (84,67) which is included in the "good" category proved to be effective in improving the level of students' reading comprehension. The results of the data analysis showed a significant increase in the difference in student scores between the Pre-test and Post-test. This is indicated by the ability of the 10th grade of SMAN 11 Makassar easier to understand the content of the reading, identify the main idea, and know the meaning of words from the reading by using the KWL method. Therefore, the researchers conclude that the use

of the KWL method affects improving the level of reading comprehension from the literal level to the inferential level.

2. The student's response to using the KWL method in learning reading comprehension

In the outcomes of this test, that was found students' response were better after being given the KWL method in learning reading comprehension. This is indicated by the questionnaire that initial average value of the Pre-test from 67.07 "poor" category to 85.21 "good" category in the Post-test. This is indicated by the ability of the 10th grade of SMAN 11 Makassar easier to understand the contents of the reading and able to understand the moral message conveyed by the author using the KWL method. The researchers concluded that students' responses to the use of the KWL method in learning reading comprehension had an effect in improving the level of reading comprehension from the literal level to the inferential level.

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