

**THE IMPLEMENTATION OF KNOW-WANT-LEARNED (KWL)  
STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION  
AT SMPN 43 BANDAR LAMPUNG**

**(Undergraduate Thesis)**

**By**

**Alvina Hana Marisa**

**2013042042**



**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMPUNG**

**2024**

## **ABSTRACT**

### **THE IMPLEMENTATION OF KNOW-WANT-LEARNED (KWL) STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION AT SMPN 43 BANDAR LAMPUNG**

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The objective of this research is to find out whether there is any significant difference in students' reading comprehension after being taught using Know-Want-Learned (KWL) strategy. This research is a quantitative research using a pre-test and post-test experimental design. The population of this research is the second-grade students of SMPN 43 Bandar Lampung. The researcher took a class that consists of 27 students as the sample. Reading comprehension test in the form of a pre-test and post-test of the narrative text were given to collect the data. The data were analysed by using Paired Sample T-test to find out whether there is any significant difference in students' reading comprehension after the implementation of Know-Want-Learned strategy. Based on the results of the pre-test and post-test, this research shows that there is a significant difference in students' reading comprehension after applying Know-Want-Learned strategy. The data shows that there is an improvement in students' scores from pre-test (69.35) to post-test (82.68) with a gain of 13.33. It can be concluded that Know-Want-Learned (KWL) strategy is considered as the appropriate strategy to improve students' reading comprehension.

***Keywords : Reading, Reading Comprehension, Know-Want-Learned Strategy, Junior High School.***

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**By**

**Alvina Hana Marisa  
2013042042**

**(Undergraduate Thesis)**

**Submitted in a Partial Fulfillment of  
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**ENGLISH EDUCATION STUDY PROGRAM  
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Research Title

**THE IMPLEMENTATION OF KNOW-WANT-LEARNED (KWL) STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION AT SMPN 43 BANDAR LAMPUNG**

Student's Name

**Alvina Hana Marisa**

Student's Number

2013042042

Study Program

English Education

Department

Language and Arts Education

Faculty

Teacher Training and Education

**APPROVED BY**

Advisory Committee

Advisor



**Prof. Dr. Cucu Sutarsyah, M.A.**

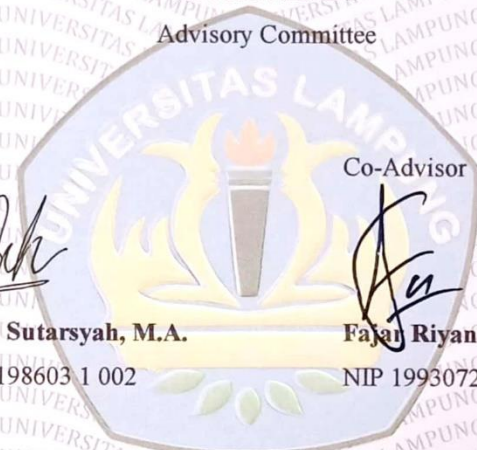
NIP 19570406 198603 1 002

Co-Advisor



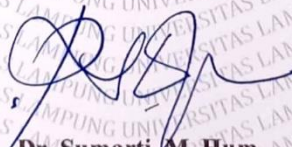
**Fajar Riyantika, S.Pd., M.A.**

NIP 199307232019031017



The Chairperson of

The Department of Language and Arts Education



**Dr. Sumarti, M. Hum.**

NIP 19700318 199403 2 002

**ADMITTED BY**

**I. Examination Committee**

**Chairperson**

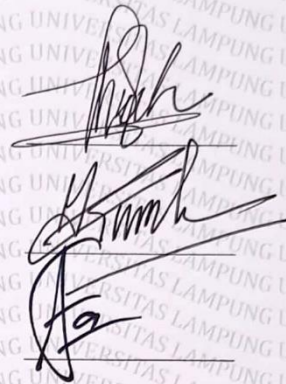
**Prof. Dr. Cucu Sutarsyah, M.A.**

**Examiner**

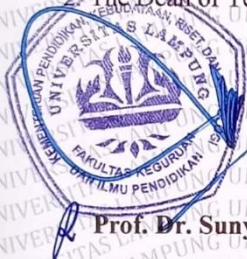
**Dra. Endang Komariah, M.Pd.**

**Secretary**

**Fajar Riyantika, S.Pd., M.A.**

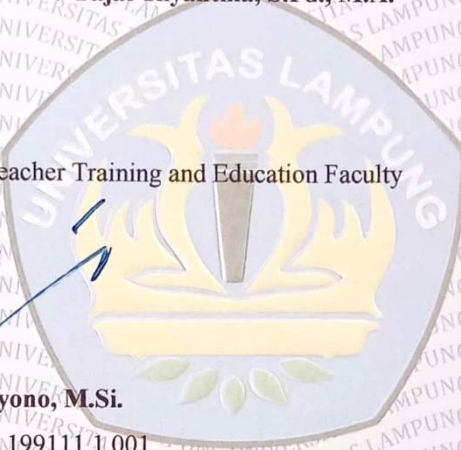


**2. The Dean of Teacher Training and Education Faculty**



**Prof. Dr. Sunyono, M.Si.**

**NIP 19651230 199111 1 001**



**Graduated on : 12<sup>th</sup> August 2024**

## LEMBAR PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Alvina Hana Marisa  
NPM : 2013042042  
Program Studi : English Education  
Jurusan : Language and Arts Education  
Fakultas : Teacher Training and Education  
Judul Skripsi : The Implementation of Know-Want-Learned (KWL)  
Strategy to Improve Students' Reading  
Comprehension at SMPN 43 Bandar Lampung

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**Alvina Hana Marisa**

NPM 2013042042

## **CURRICULUM VITAE**

The researcher's name is Alvina Hana Marisa. She was born on 16<sup>th</sup> November 2002, in Bandar Lampung. She is the fourth child of (Alm) Parmin, M.Pd. and Hayatun. She started her education at Permata Kindergarten in 2007. Then, she continued her studies at SDN 1 Sukarame in 2008 and graduated in 2014. After that, she continued her studies at SMPN 4 Bandar Lampung and graduated in 2017. Next, she graduated from SMAN 2 Bandar Lampung in 2020.

On her next journey after senior high school, she successfully passed SBMPTN program and was accepted as one of the students in the English Education at the Faculty of Teacher Training and Education at University of Lampung in 2020. During her college time, she has joined several organisations, such as SEEDS as Media Center member in 2021 and UKM-U English Society Unila as one of HRD boards in 2022. Through these experiences, she gained many opportunities to develop both soft and hard skills. Besides that, she also joined Kampus Merdeka activity in 2023 and had the opportunity to participate in a teaching internship at SMPN 3 Jati Agung.

## MOTTO

*“Surely, with hardship comes ease. Indeed, with (that) hardship (will come) ease.”*

Q.S. Al-Insyirah : 5 - 6

*“And if you never bleed, you're never gonna grow.”*

Taylor Swift



## **DEDICATION**

*Bismillahirrahmanirrahim*, in the name of Allah *Subhanahu Wa Ta'ala*, this script  
is proudly dedicated to:

My dearest family

My almamater, University of Lampung

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The Author,

Alvina Hana Marisa

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## I. INTRODUCTION

This chapter discusses several points such as the background of conducting the research, research question, research objectives, uses of the research, scope of the research, and definition of terms. Each aspect of this chapter is then presented separately as follows:

### 1.1. Background

In learning English, students are expected to master four skills, which are: listening, speaking, reading, and writing. Among the skills, reading is one of the skills that students should master. It is also an essential foundation in the teaching and learning process. Castles et al. (2018) defined that reading is the basis for the acquisition of knowledge, cultural engagement, democracy, and success in the workplace. Reading activities allow someone to enhance their knowledge and change their mind to see the world. Hence, Addison (1996) stated that reading skill plays an important role for teaching and learning success at all educational levels. This skill should be mastered by the students in order to make it easier for them to comprehend something matter or some information, especially in the teaching and learning materials.

Nowadays, most everything is in written form; therefore, someone needs the ability to read to get the information. In this regard, Grabe (2009) stated that many students use their L2 reading skill to: (1) engage in advanced studies, (2) find a good job, (3) gain access to information, (4) become more cross-culturally aware, and (5) communicate with other native speakers very well.

Reading is one of the fundamental skills in English that cannot be learned simply by translating word by word, but it needs to be acquired appropriately both during and after a language course. As a result, as learners learn to read, they should be able to comprehend the reading text while reading. Thus, they are not simply required to read the text in a correct pronunciation or to identify the meaning of each word inside the text. Reading comprehension is one of the fundamental skills that eighth grade students are expected to master in accordance with the Merdeka



Curriculum. Improving the students' understanding of the material offered in a narrative text is the aim of this session. Moreover, reading comprehension skill is required to be achieved by learners because reading needs comprehension to understand both context and the new information on the text. Reading comprehension is deeper than just reading so that the teacher should give more effort to the process of teaching and learning as reading comprehension is a process of analysis of receiving a message from a written text (Kočíský et al., 2018).

According to Oakley (2011), reading comprehension aims to acquire the expected outcome of reading which is the ability to combine prior knowledge with reading texts. From the statement, it suggests that readers should have prior knowledge about a topic before they read. This prior knowledge can be similar and elaborated on what the reader will encounter in a new text. In this case, the prior knowledge helps the students to build up their knowledge about the new topic so that they can successfully comprehend a new text.

There are various strategies that teachers can use in teaching, especially in reading. One of them is the Know-Want-Learned (KWL) strategy. Donna Ogle introduced this strategy in 1986, and she developed a teaching strategy that led young readers closer to independent reading comprehension. Actually, the idea of this strategy is that the reader must actively and continuously access their prior knowledge about the topic. Hashimi and Delemi (2008) and Nofal (2007), as quoted by Alsoudi (2017), also indicated that the KWL strategy provokes students' thinking by asking questions, independent thinking, and setting objectives that lead them to achieve their goal.

In addition, Kadem (2020) also recommends implementing the KWL strategy in their sessions to raise the students' abilities to understand what the students read and ensure class enjoyment and effectiveness. This strategy also stimulates students to be active readers, who analyse the text in three steps: K (what they know) column, then W column (what they want to learn more), and L column (what they have learned) (Usman, B., et al., 2019).

The researcher chose the KWL strategy to be implemented in a learning process to improve students' reading comprehension because activating relevant prior

knowledge is effective to make learners improve their comprehension. This strategy makes students activate other sides of their reading, so that the activity would not just read the text but also to correlate the prior knowledge, textual and active learning. Besides, the KWL strategy helps the students to gain self-confidence to make plans and keep track of their understanding until they can connect the new information they learn with the tools for learning.

Therefore, based on the situation explained previously, this research is focused on finding out the improvement of students' reading comprehension through KWL strategy.

### **1.2. Research Question**

Based on what has been written in the background of the study, the researcher formulates the problem as follows:

1. Is there any significant difference in students' reading comprehension after the implementation of the Know-Want-Learned strategy?

### **1.3. Research Objective**

In line with the problem, the researcher aims this research to have the following objective:

1. To find out if there is any significant difference in students' reading comprehension after the implementation of the Know-Want-Learned strategy.

### **1.4. Uses of The Research**

This research can hopefully be useful both theoretically and practically.

1. Theoretically
  - a. The result of the research was expected to assist students in triggering their prior knowledge, assessing comprehension, and reflecting what they gained from the text.

- b. The result of the research was expected to enrich theories and become a reference for future research in English learning process by using KWL strategy.

## 2. Practically

- a. The result of the research was expected to be a beneficial reference for teachers to apply the KWL strategy in teaching and learning process.
- b. Students was expected to use this strategy in their English learning process in order to improve their reading comprehension skill.

### **1.5. Scope of The Research**

This research focused on the application of KWL (Know-Want-Learned) strategy to improve students' reading comprehension, especially about finding the main idea, identifying specific information, reference, inference and vocabulary in the content word of the text.

### **1.6. Definition of Terms**

In order to avoid the misunderstanding, there are several terms in this research are defined, such as:

#### a. Reading Comprehension

Reading comprehension is a process to understand the information contained in the text and get the message through the text. As stated by Johnson (2008) states that reading comprehension is a strategy in reading, retrieving information, and constructing the meaning of texts done by the readers.

#### b. Know-Want-Learned (KWL) Strategy

As stated by Blachowicz and Ogle (2008), KWL is an activity in which the teacher leads active readers to engage with reading texts. The activity processes any information and knowledge that the students have acquired in order to support them to establish an appropriate learning environment while expressing the result of their reading. In other words, this strategy encourages students to activate their prior knowledge when reading. Besides that, KWL strategy implementation is a method of learning that emphasizes on students' before, during, and after learning activities.

## II. LITERATURE REVIEW

This chapter discusses literature review consists of several theories from the experts which are used as the theoretical basis of the research. It includes reading comprehension, aspects of reading comprehension, concept of report text, concept of KWL (Know-Want-Learned) strategy, the advantages and disadvantages of using KWL strategy, procedure of teaching reading using KWL strategy, theoretical assumption, and hypothesis.

### 2.1. Previous Study

Several studies have been carried out regarding the topic of this research, which concerns the improvement of students' reading comprehension skills by using the KWL strategy.

The first study was conducted by Riswanto, et al. (2014) entitled *The Effect of Using KWL (Know, Want, Learned) Strategy on EFL Students' Reading Comprehension Achievement*. The main purpose of this study was to investigate the effectiveness of the KWL (Know, Want, Learned) strategy on students' reading comprehension achievement in learning English as a Foreign Language. The study was conducted in a quasi-experimental research design and took two classes of 8<sup>th</sup> grade students of SMPN 4 Palembang as the subjects. As the result, the finding showed that KWL strategy was effective in improving the students' reading comprehension achievement.

The second study was carried out by Bustami, Ika Apriani, and Ratih (2018) entitled *Teaching Reading Through Know-Want-Learned (KWL) Strategy: The effects and benefits*. This study aimed to find out the effects of teaching reading with the KWL strategy of Blachowicz and Ogle. This study applied quantitative methods by having one pre-test and post-test research design, conducted at SMPN 2 Kejuruan Muda, Aceh Tamiang District, with a total sample of 26 students. As a result, the study revealed that there was an improvement from the pre-test to the post-test and the teacher had implemented KWL strategy accordingly so that the students improved their reading comprehension skills.

Adieli Laoli (2021) also carried out the similar study, entitled Activate Reading Comprehension of Second Language Acquisition (SLA) by Applying Know-Want to Know-Learned (KWL) Strategy. This study discussed students' reading comprehension achievement by using KWL strategy. This research was conducted by using classroom action research (CAR). Action research is a methodology that closely involves participants in a social situation. This study concluded that KWL strategy can increase the students' reading comprehension in Second Language Acquisition (SLA) subjects by applying some modifications to the procedures.

Based on the previous studies above, the researcher intends to investigate the improvement of students' reading comprehension skills by using KWL strategy. However, there are several differences between this study and the previous studies, which are the use of different type of text, the research subject, population, and also the data collecting method.

## **2.2. Reading Comprehension**

The purpose of the reading learning process is not only to be able to read a text correctly, but also to understand the information contained in the text and what the author is trying to convey to the readers through the text. As stated by Snow (2002), reading comprehension are defined as, “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”.

Reading comprehension is considered as a crucial component of reading. Durkin (1993) assumes that comprehension is the peak of the reading skills and the bases for all reading processes. Reading comprehension skill is required to be achieved by learners because reading needs comprehension to understand both context and the new information on the text. According to Davies (1995), reading comprehension is a process of analysis of receiving a message from the writer.

Additionally, Rand (2002) points out that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language and it consists of three elements: the readers,

the text, and the activity or purpose of reading. According to Klingner (2007), reading comprehension is “the process of constructing meaning by coordinating several complex processes that include word reading, word and word knowledge, and fluency.” It refers to interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text.

Reading requires the interaction between the reader and the text. However, most students often take granted from the reading activity. Usually, they only read the text word by word with a lack of understanding of what it is about. From this case, it is impossible for the students to find pleasure and knowledge without comprehension. According to Cuesta (2003), many students feel too busy to read, or they may not enjoy reading. Generally, EFL students can only read without being able to correlate the reading they have just read with the knowledge they have. Moreover, reading comprehension is deeper than just reading so that the teacher should give more effort to the process of teaching and learning (Kočíský et al., 2018). In this case, knowledge is very important to help them to achieve this skill.

### **2.3. Aspects of Reading Comprehension**

According to Suparman (2011), there are several aspects of reading comprehension skills that should be mastered by the students to comprehend the text in order to get the information that is written. Each of reading aspects are presented as follows:

#### **1. Main Idea**

Main idea, often known as the main concept, is the fundamental point or idea expressed in a written piece, presentation, or literary work. It embodies the primary message or central subject that the writer or speaker aims to convey to their audience. According to Mikulecky (1996), the main idea is the point or thought being expressed.

Identifying the main idea is crucial for comprehending and summarising a text effectively, as it helps readers or listeners in comprehending the key focus or message of the content. As stated by Suparman (2011), the main idea is the most important idea stated in the topic sentence and developed by supporting sentences in a single paragraph. Main idea also takes a role as a guiding thread that connects

the various details, arguments, or supporting information in the material, allowing the audience to grasp the overall meaning and significance of the text.

## 2. Specific Information

Specific information refers to the precise and concrete details or facts presented within the text. It is the information that can be explicitly identified and located in the text, often through keywords or direct statements. It is essential for gaining a comprehensive understanding of the content and for addressing specific questions. There are several figures in the specific information that develops the topic sentence. They are definition, example, facts, comparison, analogy, because, and effect statistics and quotation (Mc. Whother, 1986).

## 3. Reference

According to Lattulipe in Marsiyah (2009), reference is the words or expressions used in the reading material, either preceding or following the reference point. They serve to prevent unnecessary repetition of words and phrases, indicating to the reader that such words are used as signals to find their meanings elsewhere in the text. Reference is sometimes referred to as a pronoun.

## 4. Inference

When a reader adds information that he or she already knows to what is stated, the reader is making an inference (Beech, 2005). In other words, inference refers to the reader's conclusion or judgement based on every sentence and detailed information implied in the text. To accomplish this, the reader must look for the clues and try to draw the conclusion, as the topic of the text may not be stated directly in the text.

## 5. Vocabulary

Barnhart (2008), states that vocabulary is a stock of words used by a person, class of people, and profession. According to the statement, vocabulary takes a fundamental role for everyone who wants to speak or to produce utterances for reading. In a context of reading comprehension, according to William and Mary (2015), comprehending the essence of vocabulary is important for the learner, and choosing the appropriate vocabulary instruction will enable students to understand the whole context.

## **2.4. Teaching Reading**

Teaching reading is not limited to teaching students how to read a text or passage; it is also about teaching them how to identify all vocabularies and sentence interpretations in a reading text. Students need to grasp the context of their reading since different contexts can offer different meanings to sentences. If the students did not understand the background, they would struggle to comprehend the text. It implies that reading requires comprehension skills.

It is important to build up students' ability to adapt the reading strategy according to reading purpose as a goal in teaching reading. There are five steps of the reading process by Tompkins (2014):

### **1. Pre-reading**

Prereading is using strategies to help students to set purposes, connect to past personal experiences, connect to prior knowledge experiences, connect to thematic units or special interests, make predictions, preview the text and consult the index to locate information. It also has the goal to build connections and make the text more comprehensible.

### **2. Reading**

Reading is a process to make predictions, apply skills and strategies, read independently; with a partner, using shared reading or guided reading, or listen to the text read aloud. Then, read the illustrations, charts, and diagrams. Read the entire text from beginning to end, read one or more sections of text to learn specific information and take notes. Mainly, the goal is to encourage student-initiated reading.

### **3. Responding**

Responding is how to write in reading the log, and participate in a grand conversation or instructional conversation. The goal is to encourage self-regulatory actions that can be used to facilitate comprehension.

### **4. Exploring**

Exploring is rereading and thinking more deeply about the text, making connections with personal experiences, making connections with other literary experiences,



examining the author's craft, identifying memorable quotes, learning new vocabulary words, and participating in mini-lessons on reading procedures, concepts, strategies, and skills.

### 5. Applying

Applying is to construct projects, use information in thematic units, connect with related books, reflect on their interpretation, and value the reading experience. The goal is to help students integrate learning into their own schema.

In general, teaching reading aims to develop students' ability to read English text effectively and efficiently. As stated by Anthony, et. al. (1993) that reading is a process of creating meaning through the dynamic interaction of the reader's prior knowledge, the knowledge implied by the written language, and the particular context of the reading. Therefore, the teacher should provide the appropriate reading strategy to the students, especially before reading, in order to stimulate students' interest and their prior knowledge and enable them to comprehend the text easier.

### **2.5. The Concept of Know-Want-Learned (KWL) Strategy**

As stated by Blachowicz and Ogle (2008), KWL is an activity in which the teacher leads active readers to engage with reading texts. The activity processes any information and knowledge that the students possess in order to help them to establish a good learning condition and to correlate the results of their reading. In other words, this strategy stimulates the students to activate their prior knowledge when reading.

This strategy gives them a chance to reflect on and organise what they have learned from reading about a topic from one several sources. This strategy also stimulates students to be active readers, who analyse the text in three steps: K (what they know) column, then W column (what they want to learn more), and L column (what they have learned) (Usman, B., et al., 2019).

Hashimi and Delemi (2008) and Nofal (2007), as quoted by Alsoudi (2017), also indicated that the KWL strategy provokes students' thinking by asking questions,

independent thinking, and setting objectives that lead them to achieve their goal. KWL strategy enables students to be active thinkers and set their own purposes in reading. As a result, they will be more motivated and active as readers. Finally, Backman (2006) also indicates that the KWL is a good strategy because it enables the teacher to assess students' background knowledge and interests before the lecture and easily understand the content of the material they have learned.

## **2.6. KWL Strategy in Teaching Reading Comprehension**

According to Sutarsyah (2015), one of the factors that may affect someone's reading comprehension is their schemata because it is used by a reader to connect the idea to the text. In line with a statement from McNeil (1992) that schemata are the readers' concepts, beliefs, expectations, and processes – virtually everything from past experiences that are used in making sense of things and actions, especially in reading. Furthermore, Cerrell (1983) explains that the ability to comprehend a text largely depends on the extent to which background knowledge is activated during the mental process of reading. It can be inferred that each reader has their own comprehension process in reading, as their schemata may differ from one another. Thus, in applying this strategy, accessing students' prior knowledge is the first step in integrating new concepts into their existing schema.

KWL strategy has a purpose to provide a structure for activating and building prior knowledge, establishing a purpose for reading and for summarising what is learned. Moreover, KWL can be defined as an instructional scheme that develops active reading activity by accessing learners' background knowledge (Ogle, 1987). It provides a structure for recalling what learners know about a topic, noting what they want to know, and finally listing what has been learned and is yet to be learned. Learners begin by brainstorming everything they know about the topic. The strategy can help students reflect and evaluate their learning experience, as well as serve as a useful assessment tool for teachers.

In the implementation of KWL strategy in the reading comprehension process, Aseeri (2020) contends that KWL Strategy refers to a metacognition strategy that has three steps. The first step is represented by the letter (K); it indicates the learner's

level of understanding of the subject matter. The letter (W) represents the second phase, indicating what the learner wants to understand or achieve. The letter (L), as the last step, indicates what the student has learned and how much the subject matter contributed to them. Students are required to link prior knowledge to new information, then reorganise it to create their own meaning and learning. KWL strategy helps students do this and it provides a framework that students can use to construct meaning from new material. Below is the chart that students have to analysed during the implementation of this strategy:

**Table 1. Know-Want-Learned (KWL) Chart**

K (what I know)	W (what I want to learn)	L (what I have learned)
Students list everything they think and they know about the topic of study previously.	Students write what they want to know about the topic.	In the end, they list what they have learned. They can also check the W column to see which questions are answer and which are left unanswered.

The KWL strategy (accessing what I know, determining what I want to find out, recalling what I have learned) combines several elements of approaches. The first two steps of KWL, students reflect on their knowledge about a topic, brainstorm a group list of ideas about the topic, and identify categories of information. Next the teacher helps highlight gaps and inconsistencies in students' knowledge and students create individual lists of things that they want to learn about the topic or questions that they want to answer about the topic. In the last step of the strategy, students read new materials and share what they have learned. Finally, it can be concluded that KWL is a strategy which has well-organised steps to be followed by the students. The technique combines the use of reading strategies in the effort to improve reading comprehension.

## **2.7. The Advantages and Disadvantages of KWL Strategy**

In the implementation of KWL strategy, there are some advantages and disadvantages. Below are the advantages and disadvantages of KWL strategy:

### **2.7.1. Advantages of KWL strategy**

#### **a. Helping the students to check their prior knowledge**

The use of KWL strategy in teaching reading helps the students check their prior knowledge of a topic, concept, or process before learning about it. Thus, with prior knowledge, the students will recall what they already know (the K of KWL) about the topic. When the students get new information, the students will correlate the old knowledge with the new information from the text. Likewise, learners who start making connections about what they already know can create meaning of the text more easily (Cardenas, 2009).

#### **b. Building the students' interest in reading**

The second benefit of the use of KWL strategy is to stir the students' interest in what students also want (the W of KWL) to know additionally about the topic. Making their own questions about the topic can increase the students' interest because of the fact that the students felt the necessity of finding out what would really happen in the text. The students are interested to read the text because they want to find the answer of their own question or not. By completing K and W column, the students are not only making use of their prior knowledge but also are motivated to keep reading the text (Cardenas, 2009)

#### **c. Providing a chance for the students to assess what they have learned**

The third benefit is to provide a chance for students at the end of a lesson to look back and assess what they have learned in the lesson. By completing the last column, namely What I have Learned column, the students record the information they get from the text. Here, the students can assess their own thinking process.

#### **d. Stimulate Students to be the active readers**

What it means by 'active reader' is a type of reader which also questions the topic and puts their interest in the text they read, not simply just reading without obtaining

any valuable information. They have to analyse texts in three steps, which are the K (what I know) column, then W column (what I want to know more), and L column (what I have learned) (Usman, B., et al., 2019). Additionally, students have to generate more questions and decide what they are curious about the topic before they fill the W (what I want to know) column. As a result, using this will help them to organise the information and correlate their previous information and the recent information they have gotten from the text.

### **2.7.2. Disadvantages of KWL strategy**

#### **a. The students must have prior knowledge**

Know-Want-Learned (KWL) strategy is a strategy in reading comprehension which correlates students' prior knowledge and what they have learned after the reading process. In order to apply this strategy, the students have to possess prior knowledge before they discover what they want to learn and what they have learned from the text. Therefore, it could be difficult for students who don't have any prior knowledge about the text.

#### **b. Some prior knowledge may not be correct.**

Students' prior knowledge about the topic may not be correct. Therefore, as the teacher, it is our responsibility to straighten it out in order that there is not any misunderstanding later.

#### **c. The strategy takes time to complete**

In order that this strategy requires prior knowledge to gain new knowledge from the text, this strategy will take time to complete and can't be hasty to get the final result. Both students and teachers have to be patient about the process which starts from the first step until the last step to get the result they want. This factor also could affect students' motivation to finish the process with this strategy, they could be bored or give up easily if they do not have enough motivation to complete the process. Therefore, as the teacher, it is important to build strong motivation for students to complete the process until the final.

## **2.8. Procedure of Teaching Reading Using KWL Strategy**

In the teaching and learning process, the teacher should have the procedures in order for the learning process to occur properly and effectively. As stated in Nurfadilah (2021), the procedure of teaching reading using KWL strategy are as follows:

### a. Pre-activities

#### **K (What I Know)**

1. The teacher shows a picture or a title of the text
2. Encourage students to list what they already know by asking some questions
3. Encourage students to explain the connection by providing specific details and pouring their thoughts into the answer sheet on the K column.

### b. While activities

#### **W (What I Want To Learn)**

1. Explain that W tables need to be done as what they need to know or learn.
2. Ask alternate questions in order to prompt student responses.  
Questions may include: what the students want to learn about the topic.
3. Refer back to the K section of the chart to find what the students want to learn and what they have not learned.

### c. Post activities

#### **L (What I Learned)**

1. Remind students that they should try to answer their W questions as they fill in the L column.
2. The teacher gives an instruction to the students to read the text and asks them about what they got from the text.
3. Encourage students to write any new and interesting information that they learned.
4. Suggest students search in other sources for the answers to questions that were left unanswered in the text.

## **2.9. Theoretical Assumption**

Reading needs to be acquired properly by comprehending the information contained in the text. As stated by Anthony, et. al. (1993) that reading is a process of creating meaning through the dynamic interaction of the reader's prior knowledge, the knowledge implied by the written language, and the particular context of the reading. In this strategy, the role of students' prior knowledge is very important in this skill because the prior knowledge helps the students to build up their knowledge about the new topic so that they can successfully achieve reading comprehension skills.

According to Vy and Ha (2020), the KWL strategy was proven to improve the students' reading comprehension achievement as it could aid the students in dealing with some difficulties. In addition, Kadem (2020) also recommends implementing the KWL strategy in their sessions to raise the students' abilities to understand what the students read and ensure class enjoyment and effectiveness.

Thus, the researcher believes that Know-Want-Learned (KWL) strategy would be the best strategy to help students achieve reading comprehension skills because it can help students to activate their prior knowledge. In this strategy itself, students will be able to organise and connect the idea of what they already know, what they want to know, and what they learned as the result by comprehending the text.

## **2.10. Hypothesis**

Based on the problem, theories and theoretical assumption which discussed above, the hypothesis is formulated below:

Ho : There is no significant difference in students' reading comprehension after applying Know-Want-Learned strategy in the learning process.

H1 : There is a significant difference in students' reading comprehension after applying Know-Want-Learned strategy in the learning process.

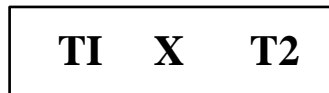
### III. METHODOLOGY

This chapter discusses methods that are used in the research with several points i.e., design, population and sample, data collecting techniques, research procedures, instruments, try-out of the instrument, scoring system, data analysis, and hypothesis testing.

#### 3.1. Research Design

This research is quantitative research. Hatch and Farhady (1982) stated that quantitative research is a type of research which tends to use statistics as a measurement tool in order to determine the conclusion. Design for the questions is quantitative of one group pre-test - post-test which was proposed by Setiyadi in 2018.

The objective of the research is to find out whether there is a significant difference after the implementation of the KWL strategy. In order to answer the research question, the researcher used a one-group pre-test – post-test design. It is a research design where a group of participants is pre-tested and post-tested after the treatment condition has been applied. The design is illustrated as follows according to Setiyadi (2018):



T1 = Pre-test

X = Treatment (KWL strategy)

T2 = Post-test

The research was conducted in five meetings. First, the students were asked to do a pre-test, then they received a treatment regarding the narrative text with Know-Want-Learned strategy. Last, the researcher conducted a post-test to find out the students' improvement in reading comprehension after applying the KWL strategy.



### **3.2. Population and Sample**

#### **1. Population**

The population of this research is the students of SMPN 43 Bandar Lampung. This school is located in Jl. Dr. Sutomo No.75, Penengahan, Kec. Tj. Karang Pusat, Bandar Lampung, Lampung.

#### **2. Sampling Technique & Sample**

The researcher used a random sampling technique to get the sample from a population. A class that consists of 27 students (8.2 class) was chosen as the sample for this research.

### **3.3. Research Procedures**

This research was conducted with some procedures, which are as follows:

#### **1. Determining the population and sample**

The population in this research is junior high school students at SMPN 43 Bandar Lampung. Especially for the sample, the researcher chose a class which consists of 27 students in the second grade. They were chosen as the subject of this research in order to find out if there is an improvement in their reading comprehension after the application of the KWL strategy.

#### **2. Identifying the problem**

To identify the problem, the researcher conducted a short interview with the English teacher of the class and a few students. The interview includes the achievement and performance the students have gained in English, the students' general opinion towards English subjects, as well as their motivation for learning English.

#### **3. Preparing the research instruments**

After deciding the problem, the researchers decided to examine the students' reading comprehension of a narrative text topic featured in the junior high school syllabus for the second grade. For the research instruments, 50 questions were prepared for the try-out test and 40 questions for pre-test and post-test, which were designed as multiple choice questions.

#### 4. Conducting the pre-test

In order to obtain insight into the students' initial ability in reading comprehension, a pre-test was conducted before starting the research. In this test, the students were instructed to answer 40 questions in the form of a multiple-choice test within a 60-minute time limit. The test was conducted as a paper test.

#### 5. Conducting the treatment

The treatment consisted of three meetings, each lasting 80 minutes. The treatments were given in a classroom. During the treatment session, the KWL (Know-Want-Learned) strategy was used as the teaching method. The researcher provided students with materials and exercises to make the learning process more intuitive and insightful.

#### 6. Conducting the post-test

The post-test was conducted after the treatment session. The items tested are similar to pre-test yet presented in a different order. It was done with the purpose of knowing the result after the treatment.

#### 7. Analysing the data

After conducting the pre-test and post-test, the researcher analysed the data using a T-test. The data were calculated using SPSS version 26.0.

#### 8. Making conclusion

After the results of data were obtained, the researcher made a conclusion in order to answer the research question.

### **3.4. Instruments of The Research**

In order to collect the data, a set of reading comprehension test was used as the instrument of the research. The reading test was conducted to find out how far students' improvement of their reading comprehension skills after being taught with KWL strategy. The test consists of 50 multiple choices related to the narrative text and five aspects of reading such as a main idea, specific information, reference, inference, and vocabulary. The test was given in a form of multiple choice (a, b, c, and d). There were 2 sessions of reading tests that were conducted in this research, they are: (1) Pre-test, (2) Post-test.

The questions used in the pre-test were the same with the test used in try-out. But, in the post-test, the test was re-arranged. A pre-test was conducted to know the students' ability and knowledge before the treatment. After the treatment was given to the students, the post-test was conducted. The aim of the post-test is to find out the improvement of students' reading comprehension skills after the treatment. This test was given after the treatment with the KWL strategy related to the narrative text was conducted. In the post-test, the multiple choices test consisting of 50 items were also provided.

### **3.5. Data-Collecting Technique**

The techniques for collecting data for this research are as follows:

#### **1. Pre-test**

This test was given in order to find out the students' reading comprehension skills before being given the treatment. The test consists of 50 multiple-choice questions related to the narrative text and five aspects of reading such as a main idea, specific information, reference, inference, and vocabulary. The test was given in the form of multiple choice (a, b, c, and d).

#### **2. Post-test**

After conducted the teaching process through the KWL strategy as the treatment, the researcher conducted a post-test for the students. It is done in order to know the students' improvement in reading comprehension skills after having the treatment.

### **3.6. Validity of The Test**

The validity of an assessment refers to how accurately or effectively it measures what it was designed to measure. There are four types of validity, namely face validity, content validity, construct validity, and empirical validity or criterion-related validity. To measure whether the test has a good validity, the writer used content validity and construct validity.

#### **a. Content Validity**

According to Setiyadi (2018), content validity concerns whether the instrument is a good reflection of the materials that need to be tested. In this case, the instrument

should represent the material based on the syllabus. Moreover, in order to determine the content validity of the reading test, the researcher adopted the material based on Alur Tujuan Pembelajaran (ATP) Kurikulum Merdeka for the second grade of junior high school to make a judgement about the degree to which the test items matched the test objectives or specifications of narrative text in order to investigate the degree of match. Thus, it resulted that the instrument was valid as it is in line with the Alur Tujuan Pembelajaran (ATP) that students should be able to comprehend the narrative text to get information by reasoning critically.

#### b. Construct Validity

Construct validity is concerned about whether the test is actually in line with the theory of what it means to know the language (Shohamy, 1985). It means that the test items really test the students to measure the students' reading comprehension. If a test has construct validity, it is capable of measuring certain specific characteristics in accordance with a theory of language behaviour and learning. According to Nuttal's theory in which the construct validity in this instrument is represented by five aspects of reading in terms of macro skills: determining main idea, finding the specific information, reference, inference, and vocabulary.

**Table 2. Specification of Reading Comprehension Test**

No.	Reading Aspects	Item Numbers	Total	Percentage
1.	Main Idea	1, 6, 12, 19, 24, 25, 31, 35, 39, 46	10	20%
2.	Specific Information	2, 7, 8, 13, 20, 26, 32, 36, 40, 47	10	20%
3.	Inference	3, 11, 14, 15, 23, 30, 33, 41, 42, 48	10	20%
4.	Reference	4, 9, 16, 22, 27, 28, 37, 43, 44, 49	10	20%
5.	Vocabulary	5, 10, 17, 18, 21, 29, 34, 38, 45, 50	10	20%
<b>Total</b>			<b>50</b>	<b>100%</b>

### 3.7. Reliability of The Test

According to Hatch and Farhady (1982), reliability refers to consistency of the test and how far measurement can be measured for similar subject at different times but shows the same result. The reliability of the test was determined by using split-half method, the researcher divided the test items into two equal parts. At first, the researcher measured the coefficient of correlation of the odd and even group, the researcher used the Pearson Product Moment formula as follows:

$$r_{xy} = \frac{n(\sum x_i y_i) - (\sum x_i)(\sum y_i)}{\sqrt{(n(\sum x_i^2) - (\sum x_i)^2)(n(\sum y_i^2) - (\sum y_i)^2)}}$$

As can be comprehended that:

$r_{xy}$  = coefficient of correlation between odd and even numbers item

$x$  = odd number

$y$  = even number

$\sum x^2$  = total score of odd number items

$\sum y^2$  = total score of even number items

$\sum xy$  = total score of odd and even number

(Hatch and Farhady, 1982)

This coefficient describes the degree of similarity of results between the two parts which describes the internal consistency of an instrument. Then, in order to find out the coefficient of reliability of whole items, the writer used *Spearman Brown's Prophecy Formula* (Hatch and Farhady, 1982). The formula is as follows:

$$r_k = \frac{2 r_{xy}}{1 + r_{xy}}$$

$r_k$  = the reliability of the whole items

$r_{xy}$  = coefficient of correlation between odd and even numbers item

According to Riduwan et al. (2014) research instrument is determined to be reliable if the Guttman Split-Half Coefficient value  $>$  r table product moment. Below is the result that was obtained after calculating with SPSS 26.0:

**Table 3. Reliability of Instrument**

Reliability Statistics			
Cronbach's Alpha	Part 1	Value	.603
		N of Items	25 <sup>a</sup>
	Part 2	Value	.773
		N of Items	25 <sup>b</sup>
	Total N of Items		
Correlation Between Forms			.617
Spearman-Brown Coefficient	Equal Length		.763
	Unequal Length		.763
Guttman Split-Half Coefficient			.736
a. The items are: X1, X2, X3, X4, X5, X6, X7, X8, X9, X10, X11, X12, X13, X14, X15, X16, X17, X18, X19, X20, X21, X22, X23, X24, X25.			
b. The items are: X26, X27, X28, X29, X30, X31, X32, X33, X34, X35, X36, X37, X38, X39, X40, X41, X42, X43, X44, X45, X46, X47, X48, X49, X50.			

Based on previously obtained data (see appendix), we can conclude that:

$$N = 28 - 2 = 26$$

$$R \text{ table product moment with } 5\% \text{ significance} = 0.388$$

From the data tabulation above, the Guttman Split-Half Coefficient that represents the reliability score is  $0.736 >$  r table  $0.388$ . Therefore, it can be concluded that the research instrument is reliable.

### 3.8. Item Analysis

Item analysis is a process to find out the level of difficulty of each item. Level of difficulty relates to how easy or difficult the item is taken from the point of view of the students who take the test. To find out the level of difficulty of the test. the researcher used the following formula:

$$LD = \frac{TC}{N}$$

Note:

LD = level of difficulty

TC = total correct per item

N = the total number of students

The criteria:

- < 0.30 : Difficult
- 0.30-0.70 : Average
- > 0.70 : Easy

(Shohamy, 1985)

**Table 4. Result of Item Analysis**

No .	Category	Items
1.	Difficult	3, 8, 16, 19, 35, 38, 41, 46
2.	Average	1, 2, 6, 7, 9, 10, 11, 13, 15, 17, 18, 20, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 36, 37, 39, 40, 42, 43, 44, 45, 47, 48, 49, 50
3.	Easy	4, 5, 12, 14, 21, 22

### 3.9. Discrimination Power

Discrimination Power refers to the extent to which the items are able to differentiate between high and low-level students on that test. Discrimination power is used to differentiate between the students who have high ability and those who have low ability. The discrimination power is calculated by this following formula:

$$DP = \frac{U - L}{\frac{1}{2} N}$$

Note:

DP = Discrimination power

U = The proportion of the upper group students

L = The proportion of the lower group students

N = Total number of the students

The criteria:

- 0.00 - 0.19 = Poor
- 0.20 - 0.39 = Enough
- 0.40 - 0.69 = Good
- 0.70 - 1.00 = Excellent

(Arikunto, 2007)

Based on the result of discrimination power, the researcher found that there are 10 items that were considered poor, 14 that were considered enough, 20 that were considered good, and 6 that were considered excellent. Therefore, it decided that 10 items that are considered poor had to be dropped, 14 that were considered enough needed to be revised, and the rest of 26 items still used for pre-test and post-test.

**Table 5. Discrimination Power of Instrument**

No.	Category	Items
1.	Poor	3, 8, 16, 19, 20, 34, 38, 44, 46, 50
2.	Enough	4, 6, 7, 9, 10, 15, 17, 18, 32, 33, 35, 36, 42, 47
3.	Good	1, 2, 5, 9, 11, 12, 13, 14, 21, 22, 23, 25, 27, 28,
		30, 37, 39, 41, 43, 45, 48
4.	Excellent	24, 26, 29, 31, 40, 49

### 3.10. Data Analysis

In order to know the students' progress in comprehending the text, the students' scores were computed by doing three activities:

- a. Scoring the pre-test and post-test

$$S = \frac{R}{N} \times 100$$

Arikunto (1997)

Note:

S = score of the test



R = the right answer

N = the total item

- b. Making a distribution table of students' scores of pre-test and post-test in order to measure the difference between the result of pre-test and post-test based on the class that has been created.
- c. Tabulating the result of the test and finding the mean of the pre-test and the post-test. The mean was calculated by applying the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

Note:

$\bar{X}$  = mean

$\sum x$  = the total of number of students scores

N = the number of students

- d. Drawing conclusions from the tabulated results of the test given by comparing the means of the pre-test and post-test. In order to know whether the students got any progress the following formula will be used:

$$I = M2 - M1$$

Note:

I = the increase of students' ability

M1 = the average score of pre-test

M2 = the average score of the post-test.

(Arikunto, 2006)

### 3.11. Hypothesis

After collecting the data, the researcher analysed the data by using Paired Sample T-test in order to find out whether there is a significant difference in students' reading comprehension after the implementation of the KWL strategy. Paired-

sample T-test analysis is a procedure used to compare two variables in one group. The test result in the paired sample T-test is determined by the significance value.

The hypothesis can be formulated as follows:

Ho : This hypothesis is accepted if the two-tailed significance is  $> 0.05$

It means that there is no significant difference in students' reading comprehension after applying Know-Want-Learned strategy in the learning process.

H1 : This hypothesis is accepted if the two-tailed significance is  $< 0.05$

It means that there is a significant difference in students' reading comprehension after applying Know-Want-Learned strategy in the learning process.

## **V. CONCLUSION AND SUGGESTION**

### **5.1. Conclusion**

Based on the analysis result, it can be seen that students' test score improved after the implementation of Know-Want-Learned strategy. The mean of both pre-test and post-test are 69.35 and 82.68 with the gain of 13.33. In addition, the result of Paired Samples T-test shows that the two-tailed significance value is  $0.00 < 0.05$ . Therefore, it can be concluded that  $H_1$  is accepted. It means Know-Want-Learned strategy can significantly improve students' reading comprehension achievement. Based on this research, the researcher conclude that Know-Want-Learned strategy is an effective strategy to improve students' reading comprehension as it enables the students to link their prior knowledge to new information, engage students to be active in learning process, and finally it helps students to comprehend the material easily.

### **5.2. Suggestion**

The researcher had created several suggestions based on the research findings:

#### **5.2.1. Suggestion for The Teacher:**

1. Based on the research result, the researcher suggests teachers to use the Know-Want-Learned strategy for teaching English because it can build students' interest in reading, as well as help them to be active in the learning process.
2. Before starting the learning process, the teacher should give the students a good explanation of the strategy, starting with the concept and how to apply this strategy in order to help them achieve the learning goals.
3. The teacher should be involved in the reading process to help them brainstorm and connect the information that they have obtained from the reading text with their prior knowledge.
4. The teachers should prepare well before implementing the strategy in the class. The strategy should be well-organised, in order to complete the process properly and get the best possible outcome, it is important to manage

the time allocation wisely and build strong motivation for students to complete the process until the final.

5. The teacher should guide the students to choose the proper vocabulary that will be used in writing down their ideas because their vocabulary knowledge may be differ from each other.

### **5.2.2. Suggestion for The Future Researcher**

1. Implementing the KWL strategy, which consists of three steps, will take a long time to do. It is suggested to manage the time well and give the students a good explanation about the time allocation in each of the steps.
2. The future researcher can focus more on a qualitative approach and use different test types, such as essays, to help them evaluate the information they got, as the reading process using KWL strategy itself can make students more active in the reading process.
3. The future researcher may use questionnaires or interviews to see the students' motivation throughout the learning process to find out if they enjoyed or bored, as KWL strategy itself requires strong motivation to finish.
4. The future research may examine which aspects of reading comprehension are developed, as this research only examines the students' reading comprehension improvement by using KWL strategy.

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