

KWL Strategy in Students' Reading Comprehension of Descriptive Text

Riza Nurcahyani Sutadi, Mega Mulianing Maharani*, Choiril Anwar, Elok Widiyati
English Education Study Program, Faculty of Languages and Communication Science, Universitas Islam Sultan Agung, Indonesia

*Corresponding Author:

Email: megamulianing@unissula.ac.id

Received:
29 October 2023

Revised:
20 November 2023

Accepted:
20 December 2023

Published:
31 December 2023

Abstract

This study focused on the KWL (Know-Want-Learned) strategy in students' reading comprehension of descriptive text. The objective of this study was to find out how the KWL strategy could improve students' reading comprehension of descriptive text. The design of the research was collaborative classroom action research. This research was conducted in two cycles; each cycle consisted of planning, action, observation, and reflection. By using the purposive sampling technique, the students in XD of a certain school in Semarang were selected as the sample of this study. The sample consisted of 30 students, 20 females and 10 males. The researchers used an observation sheet and a test to collect the data. The result showed that the KWL strategy was a way of teaching reading comprehension of descriptive text. Based on the test score, in cycle one, there were 50% students who achieved a minimum standard score, and in cycle two, 90% students achieved a minimum standard score. Thus, it could be concluded that the KWL strategy could improve students' reading comprehension of descriptive text in the way of helping students to reach the minimum standard score.

Keywords: *descriptive text; KWL strategy; reading comprehension*

INTRODUCTION

Reading is one of the language skills learned by Indonesian students. The goal of reading is to obtain the great level of meaning comprehension achievable (Sholeh et al., 2020). Reading comprehension is the process that builds ideas in order to make sense of the text (Nurmiftah et al., 2021). It was also beneficial for teaching students how to communicate their own ideas, becoming familiar with language patterns, and learning efficient language use. It is a basic skill for the senior high school students. In this study, the researchers focused on using descriptive text as the material of students' reading comprehension. Descriptive text is one of the functional texts that students have to understand (Mandasari et al., 2022). It is one that describes the characteristics of someone, something, or a specific place. It includes an of introduction and description. A teacher who studied in the school discovered that the students had difficulty in learning reading comprehension, particularly in descriptive text. The most of students had difficulty in understanding the main idea and aim of descriptive text. They were confused of how they could find its main idea and aim. Additionally, other problems in reading were that the they lack of understanding of vocabulary. It caused it difficult for the students to understand and make sense of the material and comprehend it properly, especially when they found some unfamiliar words. So, they are unable to understand it. Then, it made them became passive when the teacher

explained it. Eventually, the teacher seemed to struggle to establish a strategy for providing material so that students could understand what was being taught.

Referring to the students' problems, an appropriate technique or strategy is required to aid students in enhancing their reading comprehension, and the KWL strategy was used to solve the issues. The KWL was an acronym for Know, Want, and Learned. The KWL strategy included what I know, what I want to learn, and what I learned (Lismayanti, 2014). The KWL strategy assists students to engage with the text through thinking and three motivational behaviours (Sholeh et al., 2020). Starting with K (what they know), this step is about what the students think about the study's topic. Then, W (what they want to learn), this step is about the students communicating what they want to learn about the topic. And the last with L (what they learned), this step is about what the learners have to learn about the topic of the study. KWL strategy can help teachers in engaging students from the starting of the reading subject by stimulating knowledge and increasing engagement with the material, which is essential as students think about the material they have learned. Following the explanation above, the researchers were interested in conducting a study titled KWL (Know-Want-Learned) strategy in students' reading comprehension of descriptive text.

METHOD

This study used collaborative action research. Action research consists of cycles; every cycle consists of four stage such as planning, action observation, and reflection. The first stage was planning, which involves engaging in a thought process, doing an evaluation to reflect the event that occurred, and looking for solutions to problems that may arise. The second stage was action, at this stage, the action that was taken and how the method would be provided were determined. The third stage was observation, which is a process that involves acquiring information to determine the outcome of an action. The last step was reflection, which is part of the process of determining the fairness of data and making some improvements and revisions to improve the success of teaching.

Respondents

The data for this study were taken from one class of the ten grade students of a certain school in Semarang, which consisted of 30 students, 20 females and 10 males.

Instruments

The instruments of the present study were observation sheet and test. Observation sheet was used to get the data during the observation in the class. This observation was to know how the KWL strategy was implemented in the classroom and how the students' participation in KWL activities. The test was used to determine the students' reading comprehension of descriptive text through the KWL strategy. The researchers could find out the students' abilities in reading comprehension by giving the test. The test was given after the end of cycle one, and after the end of cycle two. The reading test was about the descriptive text of four places. The researchers used different texts. The tests were in the form of multiple-choice tests, which consisted of 20 items.

Procedures

The data collection procedures in collaborative classroom action research were carried out in two cycles. Planning, action, observation, and reflection were the four stages of each cycle. The researchers used four texts in the implementation of each cycle. Those were all about places.

Data analysis

This study used a qualitative descriptive analysis as the process of analyzing data. The researchers focused on analyzing the observation checklist result, checking the students' test score with standard minimum score, interpreting the result, and making the conclusion. Furthermore, the test results were only used to check if students passed the standard minimum score.

RESULTS AND DISCUSSION

Results

The researchers implemented collaborative classroom action research to teach reading comprehension of descriptive text at a certain school in Semarang. The research was conducted in two cycles, and every cycle included planning, action, observation, and reflection. The research results are explained into result of cycle one and result of cycle two.

Result of cycle one

In the planning stage, the researchers collaborated with the English teacher to prepare the lesson plan to be used in teaching. In the action stage, the researchers conducted research on KWL Strategy. The teacher taught the reading of descriptive text by using the KWL strategy. While the researchers observed the activities of teaching and learning. The researchers observed the work of the KWL strategy on reading descriptive text. Based on the observation, it could be seen that some students still had difficulty in understanding the contents of the text they read. The text might be difficult for them. The researchers observed their activities by using an observation sheet. This observation was intended to know how far the situation and their enthusiasm during the KWL implementation. There were three activities of the KWL Strategy applied by the teacher. They were opening, main, and closing activities.

In the opening activity, the teacher started the lesson by greeting. She conveyed the purpose of entering into the class. After that, she checked the students' attendance lists. And then, she continued to explain the material to the students and asked some questions such as the definition of descriptive text, the purpose, the generic structure, and the language features of descriptive text. They could show their understanding about the definition of descriptive text, the purpose, the generic structure, and the language features of descriptive text. She explained in Bahasa in order to make the students understand the material.

In the main activity, she applied the KWL Strategy. She gave an example of descriptive text. She continued to teach using KWL strategy. She divided the students into five groups. Each group consisted of 6-7 students. Then, she gave a text to them entitled *Tanjung Puting National Park*. She asked all the members of the group to read the text and write what they know about it, what they wanted to know, and what they had learned about it on the KWL strategy worksheet. It took 15 minutes. The first step was K (what I Know). In this step, the students brainstormed the topic of the text and wrote it down on the worksheet that has been provided. They listed everything they thought and knew about the topic. In this step, the teacher observed their activities. The second step was W (what I Want to know). In this step, the students told what they wanted to know about the topic and wrote the questions on the worksheet that has been provided in column W. The last step was L (what I Learned). In this step, they wrote additional information after they read the text. They could check the W column to find out which questions had been answered and which had been left unanswered. She walked around the group and asked them about difficult words. After they finished the activity, they presented their work in front of the class.

In the closing activity, the teacher and the students concluded the material. Before the teacher closed the class, she gave a test to the students. She gave students 25 minutes to do the test. The test was about multiple choice. After they finished it, then they collected it. At the end, she closed the class.

In the test result, the standard passing grade was 75 and the target passing grade was 90%, but only 50% could reach the passing grade in cycle one. There were 15 students who did not achieve the standard minimum score in cycle one and 15 students who got the standard minimum score in cycle one out of 30 students. Therefore, the researchers continued to cycle two. In the observation stage, the researchers observed the students and the teacher during the teaching and learning process. Based on the observation, some students were not active and responsive during the learning process in cycle one.

In the observation stage, the researchers observed the students and the teacher during the teaching and learning process. Based on the observation, some students were not active and responsive during the learning process in cycle one. In the reflection stage, the researchers categorized that the students still had difficulty in reading descriptive text. The number of students who scored below or near the minimum standard score were students who had difficulty observing information from descriptive text. These students tend to be inactive in class and only follow the learning process. Based on the findings, the researchers concluded that the following cycle would be necessary. The next cycle was held as a follow-up on the first cycle. The standard minimum score was 75, and the target passing grade was 90%, but only 50% could reach the target passing grade.

Results of cycle two

In the planning stage, the researchers collaborated with the English teacher to prepare the lesson plan to be used in cycle two. In the action stage, the researchers conducted research on KWL Strategy. The teacher taught the reading of descriptive text by using the KWL strategy. While the researchers observed the activity of teaching and learning. The researchers observed the work of the KWL strategy on reading descriptive text. Based on the observation, it could be seen that more students understood the contents of the text they read. The researchers observed the students' activities by using an observation sheet. There were three activities of the KWL Strategy applied by the teacher. They were opening, main, and closing activities.

In the opening activity, the teacher started the lesson by greeting. After that, she checked the students' attendance lists. Then she asked some questions about material in last meeting such as the definition of descriptive text, the purpose, the generic structure, and the language features of descriptive text. The students answered that they learned about descriptive text. In the main activity, she applied the KWL Strategy. She gave an example of descriptive text. She continued to teach using KWL strategy. She divided the students into five groups. Each group consisted of 6-7 students. Then, she gave a text to them entitled *Taj Mahal*. She asked all the members of the group to read the text and write what they knew about it, what they wanted to know, and what they had learned about it on the KWL strategy worksheet. It took 15 minutes. The first step was K (what I Know). In this step, they brainstormed the topic of the text and wrote it down on the worksheet that has been provided. They listed everything they thought and knew about the topic. In this step, the teacher observed their activities. The second step was W (what I Want to know). In this step, they told what they wanted to know about the topic and wrote the questions on the worksheet that has been provided in column W. The last step was L (what I Learned). In this step, they wrote additional information after they read the text. They could check the W column to find out which questions had been answered and which had been left unanswered. She walked around the group and asked them about difficult words. Then, she asked them allowed them to open

dictionary. Some of them used their dictionary in cellphone. After they finished the activity, they presented their work in front of the class.

In the closing activity, the teacher and the students concluded the material. Before the teacher closed the class, she gave a test to the students. Then, she gave a sheet of paper of a test. She gave students 25 minutes to do the test. It was about multiple choice of descriptive texts. After they finished it, then they collected it. And then, she closed the class.

In the test result, the standard passing grade was 75 and the target passing grade was 90%. In cycle two, 90% of students could reach the passing grade. There were three students who failed to reach the standard minimum score in cycle two and 27 students who did achieve the standard minimum score in cycle two. Finally, the researchers stopped the cycle because 90% of the students achieved the standard minimum score.

In the observation stage, the researchers observed the students and the teacher as they taught and learned. According to the observations, students engaged more actively. The teaching and learning approach, which was significantly different from the previous cycle, was enjoyed by both the teacher and the students. In the reflection stage, the researchers found that students were more involved and active than in cycle one. They became more active in asking questions, answering, giving comments, and reading descriptive texts. Based on the second test score, it is clear that they were able to improve themselves by scoring higher than the standard minimum. It means that they understand more about teaching reading comprehension with descriptive text. Based on the findings, the researchers decided that the cycle was stopped because the students had shown good understanding during the cycle two process. It could be concluded that there was improvement in the test. The students who passed the passing grade in the test for cycle two were 90%. It means that the expectation was successfully achieved. Therefore, the researchers did not conduct the next cycle.

Discussion

In this part, the researchers would like to discuss how the use of KWL strategy was used to teach reading comprehension of descriptive text. As the theory mentioned, there was three steps. The first step was K (what I Know). In this step, the students brainstormed the topic of the text and wrote it down on the worksheet that has been provided. They listed everything they thought and knew about the topic. In this step, the teacher observed their activities. The second step was W (what I Want to know). In this step, the students told what they wanted to know about the topic and wrote the questions on the worksheet that has been provided in column W. The last step was L (what I Learned). In this step, they wrote additional information after they read the text. Then, they could check the W column to see which questions were answered and which were left unanswered. From the steps provided, the researchers could say that reading comprehension through KWL strategy used by the teacher had helped the students understood descriptive text. The findings of this study were supported by the previous studies findings.

The KWL strategy was effective in improving reading comprehension performance and recommended that the strategy could be integrated into the teaching and learning process, especially in English learning (Hamdan, 2014). The implementation of KWL could improve students' reading comprehension and they enjoyed the reading comprehension teaching and learning process (Antoni, 2018). KWL strategy helped students to develop their confidence to present in front of the class to share their ideas with their friends, and it also assured other students to keep on listening and appreciating their friends' comprehension of the text being studied (Sholeh et al., 2020). Therefore, KWL strategy could boost students' reading comprehension. The findings of this study has answered the research problem "How can KWL strategy improve students' reading comprehension of descriptive text for the tenth grade students of a certain school

in Semarang.” Based on the findings above, the researchers concluded that KWL strategy could improve the students’ reading comprehension of descriptive text.

CONCLUSION

Based of the results of this study, the researchers concluded that the use of KWL (Know-Want-Learned) strategy on students’ reading comprehension for the tenth grade of a certain school in Semarang could be described into several ways. First, the teacher asked students to read the text and instructed them to fill in the K-W-L column. In the K column was completed by information that they already understood about the topic of the reading text. Second, the students wrote in the W column was completed by information they wanted to know about the topic in the text. By filling in the column, they had set the reason why they had to read the text that has been provided. Hence, it helped their understanding. Third, they wrote in the L column was completed by information they knew about the topic and the questions in the W column and then determine whether the text addressed the problem of the reading topic. If not, students were asked to read further to fulfil their desire to know.

ACKNOWLEDGEMENTS

The researchers would like to express the deepest gratitude to English Education Study Program, Faculty of Languages and Communication Sciences, Sultan Agung Islamic University.

REFERENCES

- Ahdika, A. (2021). Improvement of Quality, Interest, Critical, and Analytical Thinking Ability of Students through the Application of Research Based Learning (RBL) in Introduction to Stochastic Processes Subject. *International Electronic Journal of Mathematics Education*, 12(2), 167–191. <https://doi.org/10.29333/iejme/608>
- Bari, F., Yuliana, Y. G. S., & Sada, C. (2021). Enhancing Students’ Reading Comprehension in Descriptive Text Through Sustained Silent Reading. *JOEEL: Journal of English Education and Literature*, 2(2), 71–84. <https://doi.org/10.38114/joeel.v2i2.144>
- Brown, H. D., & Abeywickrama, P. (2004). *Language Assessment: Principles and Classroom Practices*. Pearson Education.
- Budiharso, T. (2014). Reading Strategies in Efl Classroom: a Theoretical Review. *CENDEKIA: Journal of Education and Teaching*, 8(2), 189. <https://doi.org/10.30957/cendekia.v8i2.63>
- Dongoran, J., & Antoni, R. (2018). Improving Students’ Reading Comprehension of Narrative Text Through KWL at Eight Grade of SMP Negeri 8 Rambah. *Journal of English Education*, Vol. 4, No. 1, 2018, Pp. 15-26., 15–26.
- Faliyanti, E. (2015). The Correlation Between Students’ Vocabulary Mastery and Their Interest in English Toward Reading Comprehension in descriptive Text at the Second Semester of Muhammadiyah University of Metro Academic Year 2014/2015. *Premise Journal of English Education and Applied Linguistics*, 4(1). <https://doi.org/10.24127/pj.v4i1.286>
- Gilakjani, A. P., Lai-Mei, L., & Sabouri, N. B. (2012). A study on the role of motivation in foreign language learning and teaching. , 4(7), 9. *International Journal of Modern Education and Computer Science*, 4(7), 9. <https://doi.org/10.5539/ijel.v6n5p180>

- Hamdan, M. H. (2014). KWL-Plus Effectiveness on Improving Reading Comprehension of Tenth Graders of Jordanian Male Students. *Theory and Practice in Language Studies*, 4(11). <https://doi.org/10.4304/tpls.4.11.2278-2288>
- Harmenita, R. Y., & Tiarina, Y. (2013). Teaching writing a descriptive text by using environmental observation strategy. *Journal of English Language Teaching*, 1(2), 29–38. <https://doi.org/https://doi.org/10.24036/jelt.v1i2.1167>
- Hastomo, T., & Zulianti, H. (2022). The Integration of the KWL (Know, Want, Learn) Strategy and the Zoom Conference in Teaching Reading: An Action Research. *Linguists: Journal Of Linguistics ...*, 2069(8), 59–70. <https://doi.org/10.29300/ling.v8i1.6574>
- Heriyawati, D. F., Irawati, L., & Haliwala, A. C. (2021). The Use of KWL (Know, Want, Learned) Strategy on Students' Reading Comprehension. *English Teaching Journal : A Journal of English Literature, Language and Education*, 9(2), 94–100. <https://doi.org/10.25273/etj.v9i2.11093>
- Laoli, A. (2021). Activate Reading Comprehension of Second Language Acquisition (SLA) By Applying Know-Want to Know-Learned (KWL) Strategy. *IJEE (Indonesian Journal of English Education)*, 8(2), 179–197. <https://doi.org/10.15408/ijee.v8i2.20910>
- Lismayanti, D. (2014). The effect of using KWL (know, want, learned) strategy on EFL students' reading comprehension achievement. *International Journal of Humanities and Social Science*, 4(7), 225–233. <http://riset.unisma.ac.id/index.php/LANG/article/view/7267%0Ahttp://www.ijhssnet.com/journal/index/2556>
- Mandasari, E. S., Rizal, S., & Nadrah, N. (2022). The Use of Word Walls Technique to Improve Students' Writing Ability in Descriptive Text. *Jadila: Journal of Development and Innovation in Language and Literature Education*, 2(4), 438–446. <https://doi.org/10.52690/jadila.v2i4.202>
- Mendale, B. P. (2019). *Analyzing Students' Ability in Using the Language Features in Writing Descriptive text*. 1(April), 39–40.
- Nanda, D. W., & Pratama, D. (2021). Exploring The Application of KWL Strategy Towards Students' Reading Comprehension: Teachers' Perceptions. *Journal of English Language Studies*, 6(2), 185. <https://doi.org/10.30870/jels.v6i2.10993>
- Nurmifitah, R., Fardhani, A. E., & Bindarti, W. E. (2021). Enhancing The Tenth Grade Students' Active Participation And Reading Comprehension Achievement By Using Know, Want, Learned (KWL) Strategy. *EFL Education Journal*, 8(1), 30. <https://doi.org/10.19184/eej.v8i1.30861>
- Rahmasari, B. S., & Amumpuni, R. S. (2014). Applying Know – Want – Learn (Kwl) Strategy on Teaching Reading Comprehension. *English Teaching Journal : A Journal of English Literature, Language and Education*, 2(1). <https://doi.org/10.25273/etj.v2i1.723>
- Rahmawati, E. Y. (2018). Analysis of Students' English Reading Comprehension through KWL (Know-Want-Learn) Learning Strategies. *International Journal of Language Teaching and Education*, 2(3), 238–247. <https://doi.org/10.22437/ijolte.v2i3.5641>
- Saini, F., Halimah, N., & Basala, A. H. (2021). Teaching Reading Comprehension Strategies In Descriptive Text. *Journal of English Language Teaching, Linguistics and Literature Studies Volume 1. Number 2. December 2021 Available at Http://Journal.Iain-Manado.Ac.Id/Index.Php/Jeltis/Index Teaching*, 1(2), 118–132. <https://doi.org/10.30984/jeltis.v1i2.1671>

- Sholeh, A., Rosalina, N. E., & Weganova, R. (2020). The Implementation of KWL (Know, Want to Know, and Learned) to Improve Students' Reading Comprehension. *IJEE (Indonesian Journal of English Education)*, 7(1), 22–31. <https://doi.org/10.15408/ijee.v7i1.15541>
- Siahaan, J. (2013). An analysis of students' ability and difficulties in writing descriptive texts. *Journal of English and Education*, 1(1), 114–121. <https://doi.org/10.35194/jj.v7i1.534>
- Sipayung, R. W. (2018). Improving Students' Achievement in Reading Descriptive Text through Reciprocal Teaching Strategy. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 1(1), 29–48. <https://doi.org/10.33258/birle.v1i1.81>
- Sulasno, S., Hapsari, F. I., & Erlawati, E. (2022). Using Instagram to Teach Writing Descriptive Text. *Proceedings Series on Physical & Formal Sciences*, 3, 36–43. <https://doi.org/10.30595/pspfs.v3i.262>
- Usman, B., Fata, I. A., & Pratiwi, R. (2019). Teaching Reading Through Know-Want-Learned (KWL) Strategy: The effects and benefits. *Englisia Journal*, 6(1), 35. <https://doi.org/10.22373/ej.v6i1.3607>