

## The Know-Want-Learn (KWL) Strategy to Improve Narrative Text in Junior High School Student

Aditya Ridho Fatmawan<sup>1</sup>, Dwi Mahya Sari<sup>2</sup>, Desty Endrawati Subroto<sup>3</sup>,  
Nurmadina Hs<sup>4</sup>, Desy Liliani Husain<sup>5</sup>

<sup>1</sup> Universitas Triatma Mulya Bali, Indonesia

<sup>2</sup> SMP N 2 Gunung Labuhan Lampung, Indonesia

<sup>3</sup> Universitas Bina Bangsa, Indonesia

<sup>4</sup> Universitas Handayani Makassar, Indonesia

<sup>5</sup> Universitas Halu Oleo, Indonesia

e-mail: \*<sup>1</sup> [ridho.fatmawan@triatmamulya.ac.id](mailto:ridho.fatmawan@triatmamulya.ac.id)

### Abstract

*The objective of this research were to know whether KWL strategy improve students' narrative text reading ability, teachers' performance, and students' participation during teaching learning process at 27 Students' eighth grade of Junior High School Student. To see the teachers' performance and students' participation (Teaching Learning Process), the qualitative data was used (interview and observation sheet). Meanwhile, quantitative data (students' score) was used to know students ability in reading narrative text (Learning Product). This research was conducted at Junior High School Student of Gunung Labuhan Lampung. The subject of this research was students of class Eighth Grade. This research used classroom action research (CAR), the action research was done in two cycles. Each cycle was done in three meetings. Each cycle consists of planning, acting, observing and reflecting. Based on the result of the cycles from pre-test data was students passing grade 37%, increased in every cycles as follow, Post Cycle I got score students passing grade 44,4% and in Post Cycle II got score students passing grade 81,5% and from the observation sheet result, 90% were active during teaching learning process and 81% students gain score 70 or more. Referring to the research, it concluded that KWL strategy improved students' narrative text reading ability, teachers' performance and students' participation during teaching learning process.*

**Keywords:** *The Know-Want-Learn (KWL) Strategy, Junior High School, English Learning*

## 1. INTRODUCTION

In teaching reading, teacher must be patient and have to create in teaching learning. The teacher should make a good technique and a lot of knowledge to make students easy in English (Arini & Wahyudin, 2022). Basically, teaching reading process begins from their family and will be continued in the school since elementary to university (Nur Tanfidiyah & Ferdian Utama, 2019). In this way teacher has an important role because teacher is a key of teacher in teaching learning process (Ferdian Utama, 2017). The K-W-L strategy is an instructional reading strategy that is based on moving from one stage to another (Hasan et al., 2005). Mary Jo Clark states that Know-Want-Learn (KWL) is a reading comprehension strategy that is used in each of the three stages of reading (Mellard & Fall, 2012). It means that KWL reading strategy 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. Implementing the KWL strategy well so that students improve their reading

comprehension skills (Bekkouche & Tiouane, 2022). In addition, KWL is one of the basic strategies developed to find out the extent of students' ability and how they do it themselves (Hornby & Greaves, 2022). Thus, the strategy itself has the effect of triggering students to become independent learners. However, it is suggested that teachers modify some steps in the KWL procedure to motivate students in learning to read (Usman et al., 2019). The process gives information to improve comprehension and retention of the material. It means that KWL strategy can help students to be able to comprehend when they are reading and be more active in reading class (Sholeh et al., n.d.).

Many students get difficulty to understand reading, especially in narrative text because in this subject, the students learn analyze words, sentences, paragraphs and the new English term in past tense which are different from day by day so teaching reading must be interesting (AlAdwani et al., 2022). According to pre-survey research, the researcher tries to solve the problem at Eighth Grade Students at Junior High School Student of Gunung Labuhan Lampung in producing text or paragraph by learning narrative text, because the students reading ability in narrative text at Eighth Grade Students at Junior High School Student of Gunung Labuhan Lampung still weakness, they are not understand about what the text mean and feel bored in reading the text.

With the minimum passing grade is 70, there are 11.1% of the students (3 students) that good the reading pre-test and 22.2% of them include poor criteria (6 students), and the last also 66.7% include fail criteria (18 students). Percentage of completion which the researcher expects is 80% of the student in a class.

From the data above, the researcher concludes that the students still have a problem in reading narrative text. Learning facilities and the technique used is boring and the students didn't understand how to find the main idea easily. So, the researcher interested to increase the students reading comprehension in narrative text by using Know Want Learn (KWL) strategy. Then by using narrative text as a genre for teaching reading, the students will be more interested and easy to study it because narrative text tells us about an interesting story that can make students enjoy reading (Chatman, 2022).

## 2. RESEARCH METHODOLOGY

This research the researcher uses classroom action research because the research has objective to know whether KWL strategy can improve the students' reading skill. Classroom Action Research is a method for improving and modifying the working system of a classroom in school (Singh, 2006). According to Kemmis and McTaggart in David Nunan's book action research as an integral part of teachers' professional practice has been argued for most recently and forcefully (Nunan, 2000). From the statement above, it can be concluded that CAR (*Classroom Action Research*) is the research that used to know teaching and learning process in the classroom can increase. Step for

Classroom Action Research are, planing, actions, observation, and reflection. The research setting related with the place where is the located will be conducted the research. The researcher will conduct the research in and in this study, the subject of this research is limited in Eighth grade of Junior High School Student Gunung Labuhan Lampung. The number of the students in this class is 27 students. The students are taken as the subject of the study because they have poor ability in reading skill.

### 3. RESULT AND DISCUSSION

#### **The Concept of Know-Want-Learn (KWL) Strategy and Narrative Text**

Reading is the important one of English. Therefore, every student should master reading well although the students do not interesting with reading but they should master reading well. The writer tries to give new strategy for the student to make easy in understanding English especially in reading, make the students interesting with reading and make the students have challenge in studying about reading text. The strategy is using Know Want Learn (KWL).

KWL is strategy that developed by Donna M. Ogle to help teacher activate students background knowledge and interest in a topic. On the other hand, the K-W-L technique can be used to drive instruction in the classroom. Backman indicates that K-W-L technique is a good strategy because it enables the teacher to assess students' background knowledge and interests before the lecture. Then, Blaskowski defines the K-W-L teaching technique is a good method to help students activate prior knowledge. From the statement above the researcher conclude that KWL strategy is strategy that helps students to elicit students' background, motivated students' purpose to make questions and monitor students to find out the information, obtain new knowledge and reflect their understanding.

According to Peregoy and Boyle, K-W-L strategy is an instructional reading strategy that is based on moving from one stage to another. In the K stage: What I know, students access their background knowledge to the text they are reading by listing what they already know about a specific topic. Then in the W stage: What I want to know, students list what they want to know about the same topic, and finally, they summarize what they have leant in the L stage: What I've learn. KWL is an instructional reading strategy designed for instructors to help learners learn from nonfiction texts in any content area (Z Fengjuan, 2010). KWL helps learners become better readers of expository texts and helps instructors to be more interactive in their teaching. After doing several KWL-Plus activities, learners are encouraged to use it as an independent learning strategy to activate their prior knowledge and also extend their KWL scheme to confirm the accuracy of their prior knowledge and of what they learn.

There are three steps using Know Want Learn (KWL) strategy:

1. *What I Know (K)*, involves brainstorming previous knowledge of and experience with the topic, and then generating categories of information likely to be encountered in the reading.
2. *What I Want (W)*, the teacher guides students in setting specific purposes for reading.
3. *What I Learned (L)*, take place after reading as a follow-up to determine to what extent the purposes set for reading were met.

### Concept of Narrative Text

Narrative is a text focusing on some specific participants that have several structural features making it different from other genres. According to Smalley and Ruetten in Dedi Turmudi's book states that narrative has social function that is to tell stories either in the present which is called present narrative, past events, which call past narrative and future which is called future narrative, to entertain the reader. States that narrative text are: The written or oral account of a real or fictional story. The generic structure underlying stories.

A narrative text consists of the following structures: *Orientation*, introducing the participant and informing the time and the place. It also introduces some characters involved in the genre. *Complication*, describing the rising crises which the participants have to do with or among participant relationship in a process of social interaction. *Resolution*, showing the way of participant to solve the crises, better or worse.

There are several steps of using KWL as strategy to teach reading as proposed by Mary Jo Clark and Leonore Ganschow.

### Pre-Reading

- a. Engage the students in a group discussion to brainstorm what they already know about the topic of the text they are reading.
- b. Have the students record the things they know about the topic on a worksheet, as you write them on the board or on an overhead transparency.
- c. Have the students think of at least three questions that they want to have answered as they read. Have them write those questions on their worksheets. In this stage, before the teacher has students read, she/he leads in the activity to recall students' prior knowledge by giving them the topic that they are going to assign to read. The teacher then examines that the students' know and ask them to write in worksheet 1 Column K (know), and ask students to summarize the ideas together. After that the teacher allows students make question that they need to know more from the text and write and write question.

### During Reading

- a. Have the students read the text silently or aloud, individually or in groups.
- b. Instruct the students to look for the answers to their questions as they read and write those answers on their worksheets.

- c. Have the students add to their worksheets any new questions that emerge as they read.
- d. In this stage, the teacher encourages students to find out to answer from the texts. Students' answer their questions on worksheet column W. students can make more questions in this stage if they need to know more. There will be some questions which students can not find the answer. They will be discussed the next stage.

### **Post Reading**

- a. Engage the students in a group discussion of what they learned from their reading.
- b. Have the students write the answers to their pre-reading questions on their worksheets (if they have not already done so during reading).
- c. Discuss with the students any new questions generated during reading to see how they were (or could be) answered.
- d. Verify that the students have learned the KWL strategy by having them answer the following metacognitive questions: What is the name of the reading strategy you have learned? How does the strategy help you understand what you read? What should you do before you read? While you read? After you read?. In this stage, the teacher asks students to write the new knowledge they obtain from the texts on column L. Students discuss and take turns asking and answering the question that they can not find the answers. Students help one another to summarize the text together.

### **K-W-L Strategy Improve Students' Narrative Text Reading Ability**

Before conducting this Classroom Action Research, researcher observed the condition of the classroom. Researcher asked the students about their experience in reading narrative text. Beside that, students were given times to inform their wants in their teaching learning process of reading narrative text. Most of them said that reading is so difficult for them, because they must produce some ideas and generate it. Besides that some students said that it was difficult for them to translate their idea to English (Dewi, 2023). It was indicated from the score of pre-survey data that was still low, that more than 69% students couldn't reach the passing grade (70%). And to solve their problem, researcher thought about a strategy that can help them to increase their ability in reading narrative text. And by using KWL strategy, students can share about their problem, share about their strength and weakness. So, they can help among them to improve their ability in reading narrative text.

In Cycle I, teacher gave directions about what would they do in the class, students were so interested with the using of the KWL strategy by giving good response. In their group, they work together. But some students still unfamiliar with the condition of teaching of learning process by using KWL strategy. After giving the treatment, students were given test and the result was better than before giving the treatment. It could be seen that the score improved, if in pre-survey data only 7 students (25,9%) who can reach the passing grade and 20

students (74,1%) couldn't reach the passing grade, in Pre-test data there are 10 students' (37%) who can reach the passing grade and 17 students' (63%) couldn't reach the passing grade, in the Post Cycle I, 12 students (44,4%) can reach the passing grade and 15 students (55,6%) couldn't reach the passing grade.

But in the Cycle I, still has some weakness, those were: there were some students didn't finish their work on time. In another hand, teacher couldn't manage the time efficiently, so there something that actually must be done, but the teacher didn't do. Implementation of this strategy was still low in variation and students result didn't give fair appreciation. Those were news problem to make it batter in the Cycle II. Reflecting was the activity to identify the advantages and disadvantages of the implementation of the collaborative strategy, to evaluate the progress or change of the students, class and also teacher, and make a planning for the next Cycle. In the Cycle II, researcher prepared some plans to improve it. Researcher prepared lesson plan, teaching media, and strategist to make teaching learning process be batter than Cycle I. In Cycle II students became more familiar with the strategy. The students have understood what they should do in the class. They gave good response by active involvement in the teaching learning process. Cycle II, that the activities of teaching learning process by using KWT strategy in reading narrative text has been improved. It was supported by teacher ability to manage the class in the teaching learning process and students' attention and participation.

The using of KWL strategy significantly could improve students' achievement and motivation in reading narrative text. It can be seen from the score of the test. In the Post Cycle II, 22 students (81.5%) who can reach the passing grade and 5 students (18.5%) couldn't reach the passing grade. After have conducted the computation of the data, the researcher found that there was improvement of the students' ability, toward in reading narrative text by using KWL strategy. It can be seen from the score in the table:

Table 1. Recapitulation of Students' Score in Pre-Survey, Cycle I and Cycle II

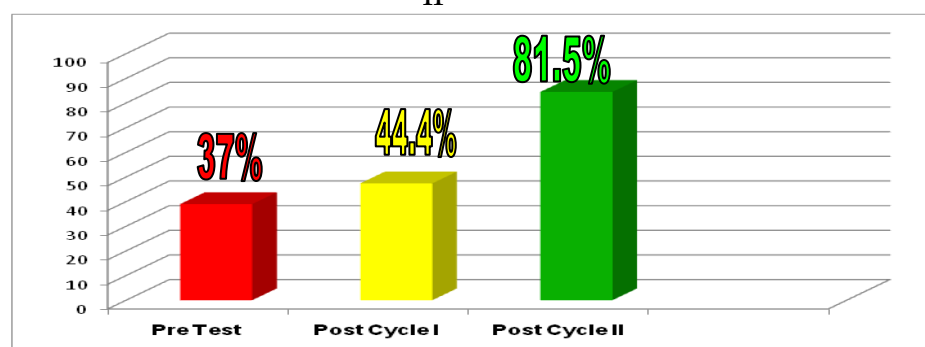
No	Range	Pre-Test	Post Cycle I	Post Cycle II	Note
1	90 - 100	-	-	-	Passed
2	80 - 89	-	2	8	
3	70 - 79	10	10	14	
4	60 - 69	13	12	5	Failed
5	50 - 59	4	3	-	
6	40 - 49	-	-	-	

From the data finding of Pre-Test data score, Cycle I and Cycle II score, we can see the percentage of them on the table as follow:

Table 2. The Percentage of Students' Complete Scores

No	Students' Test	$\Sigma$ Students	$\Sigma$ Students' Complete Score	Percentages (%)
1.	Pre- Test	27	10	37%
2.	Post Test Cycle 1	27	12	44.4%
3	Post Test Cycle 2	27	22	81.5%

Figure 1. Percentage of Students' Score in Pre-Test, Post Cycle I and Post Cycle II



From the diagram above we can see that the students score in pre-test data, there were 10 students were complete and can reach passing grade (37%) and 17 students were failed or can't reach the passing grade (67%). In Post Cycle I, researcher found there were 12 students were pass and reach the passing grade (44.4%) and 15 students were fail and or can't reach the passing grade (55.6%). And in Cycle II, there were 22 students were pass and reach the passing grade (81.5%) and 5 students were fail and or can't reach the passing grade (18.5%). It points put that the significant influence of the students of ability in reading narrative text has a high influence.

From the analysis above, the researcher can make conclusion that there was an improvement to the students achievement who where thought by using KWL strategy toward reading narrative text could get better result than before. So, in this case would like to say that the KWL strategy is one of good strategy to increase students' ability in reading narrative text. In the other hand, students motivation were also increased it was indicated by good response to follow the teaching and learning process and active involvement on it. Their attitude average of percentage only 67% in Cycle I, it was still low. And in Cycle II, it was improved average became 78%. More than the passing grade (75%). Teacher activity also improved. If in Cycle I, the teacher only got score 48 point (76.2%), but in Cycle II teacher got score 56 (88.8%).

Based on the conclusion the researcher gives some suggestion. First suggestion for the students has good motivation and active participation in the teaching learning process. For the teacher, particularly at Junior High School of

Gunung Labuhan Lampung suggested use KWL strategy in teaching learning process as an alternative to improve students ability of reading narrative text. For the other language the researcher, this thesis may encourage them to conduct other studies concerning reading ability especially narrative text. Investigating other effecting factors is really needed to identify the problem to improve reading ability to the students.

#### 4. CONCLUSION

The score of the students' ability in reading narrative text before given the treatment was still low. It was proved by the result of pre-survey. The researcher got the result of the score in the pre-test was only 10 students were pass the passing grade (37%) who can reach the passing grade and 17 students (63%) couldn't reach the passing grade. It meant that the level of significant was very low before given treatment. The score of the students' ability in reading narrative text in Post Cycle I was improved. The researcher got the result of the students' score in the first Cycle was 12 students were complete the passing grade (44,4%) and 15 students were didn't complete the passing grade (55,6%). And in the Post Cycle II the researcher got students' score 22 students were complete the passing grade (81.5%) and 5 students were didn't complete the passing grade (18.5%). Besides that, student's motivation could be improved as indicated by the students' active involvement and the students' participation toward activities in the teaching learning process. And the students have good and very good responses toward the implementation of the media.

Based on the conclusions, the researcher would like to propose some suggestion which will be useful for the students and the teachers. The researcher suggests the students to have good motivation and active participation in the teaching learning process. Suggestion for English teachers, particularly suggested use KWL strategy in the teaching learning process as an alternative to improve students' reading ability in narrative text. For the other language researchers, this thesis may encourage them to conduct other studies concerning reading ability especially narrative text. Investigating other affecting factors is really needed to identify the problems to improve the reading ability to the students.

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