From Curiosity to Understanding: Implementing the Know-Want-Learn Strategy in Eleventh Grade at SMA Negeri 2 Kota Kupang

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Abstract : This study explores the implementation of the Know-Want-Learn (K-W-L) strategy to enhance reading comprehension among eleventh-grade students at SMA Negeri 2 Kota Kupang during the 2023/2024 academic year. Employing a Classroom Action Research (CAR) methodology, the research aims to determine the extent to which the K-W-L approach improves students' reading comprehension abilities. The study was conducted in two cycles, each involving planning, action, observation, and reflection phases. Data were collected through pre-tests and post-tests, observation checklists, and student interviews. Findings indicate a significant improvement in students' reading comprehension, as evidenced by increased test scores and positive feedback during interviews. The K-W-L strategy not only engaged students by sparking their curiosity but also guided them through a structured learning process that enhanced their understanding and retention of reading materials. These results suggest that the K-W-L strategy is an effective pedagogical tool for improving reading comprehension in high school students.

Keywords: KWL, Strategy, Reading, CAR, Reading Comprehension, Implementation

INTRODUCTION

English has an important role in the educational world, especially in Indonesia. It could be seen that English has been learned at some level of education. For instance, in Indonesia, this language has been taught from the kindergarten level to the university level. It says that English is learned at all levels of education in Indonesia. However, every language has its own rules and uniqueness, and English does too. According to Harmer (2001), English has four basic language skills. They are listening, speaking, writing, and reading. Speaking and writing involve language production, so they are regarded as productive skills. On the other hand, listening and reading involve receiving messages, so they are regarded as receptive skills.

Reading, as one of the language skills, has a very important role. The students should comprehend the reading for a certain purpose, however, it needs a practical and suitable method. According to Catherine (2002: 11) in Jamina (2016: 2), reading comprehension is defined as the level of understanding of a written language. It is the process of simultaneously extracting and constructing meaning through interaction and involvement with a written language. Reading comprehension is called the result of an interactive process between the reader and the text. The students should have a good understanding and comprehension of the communication through the reading. In general, teaching reading aims to develop the student's ability to read the material, get the information, and understand the text. The student who does not master enough English vocabulary tends to face difficulties when comprehending new

reading materials. It means that reading comprehension is very important and many students have problems in reading comprehension. From the explanation above, it means that teachers must consider a strategy that is suitable for teaching reading to make the learning process more effective.

In this case, the researcher tries to use a strategy that can help the students to better understand reading. The strategy is called the Know-Want-Learn (KWL) strategy. By implementing this strategy, the researcher hopes that the students can read and increase their reading comprehension. According to Ogle (1986: 565), there are three-step procedures the K-W-L for the three basic cognitive steps required: accessing what I Know, determining what I Want to learn, and recalling what I did learn as a result of reading.

The K-W-L strategy can help the teachers engage their students from the beginning of a reading lesson by activating prior knowledge and keeping students interested, which is very important as they think about have learned. The researcher concludes that reading comprehension aims to build an understanding of a text. It is an activity to build an understanding of the meaning of a text which can be translated using its language. Reading comprehension is also needed to make it easier for the readers to memorize something. The readers can repeat reading something to achieve comprehension. Based on my teaching practice experience in SMA Negeri 2 Kota Kupang from August to December 2022, the researcher found that there were students who still had difficulties learning English, especially reading. The students still had difficulty in their reading comprehension and it affected their basic skills such as speaking, writing, listening, and reading, they lacked reading comprehension due to not having the right reading strategy, lack of mastery of vocabulary, lack of understanding of grammar, and not forming a good reading habit and the result is that they do not understand the meaning of the text. Related to the background above, the researcher assumes that the existence Know-Want-Learn (KWL) strategy in that school can be one of the ways to developed students' reading comprehension. Therefore, the researcher is interested in carrying out the research entitled: **"From Curiosity to Understanding: Implementing the Know-Want-Learn Strategy in Eleventh Grade at SMA Negeri 2 Kota Kupang**" The research uses classroom action research to know that Know Want Learn (KWL) Strategy can improve students' reading comprehension.

Based on the background above the problem of the study is: to what extent does the implementation of the Know-Want-Learn (KWL) strategy improve students' reading comprehension at the eleventh-grade student of SMA NEGERI 2 Kota Kupang in the Academic Year 2023/2024

REVIEW OF RELATED LITERATURE

Reading is one of the most important skills that we have to learn to master English. Reading can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in the text. According to Nuttal (2000: 2), reading is a result of the interaction between the writer's mind and the reader's mind. It is the way the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get the message, and the writer's meaning sense. In addition, Heilman, Blair, and Ruplay (1981: 2) state that reading can be defined as a thinking process and it can be a communicative skill. They also define reading as an interacting process with the language on the printed page. This printed page should be understood and the reader should be able to express it in oral form. In the sentence, they define that reading is difficult to define as the process of reading exactly. Based on the definitions above, Reading is one of the important skills in learning English besides listening, speaking, and writing that should be possessed by students.

One of those skills in reading is close reading or reading for comprehension. Reading comprehension is the ability to read a book, an essay, or a non-fictional article and then be able to answer questions about the topic. That means being able to understand what you have read and retain that information in a manner that gives you a level of understanding of the subject material. According to Novita & Kristiawan (2017:92), reading comprehension is the process of extracting and constructing meaning from the text. There are three interactive elements that impact comprehension: the reader, the text, and the context. The reader is doing the comprehension. The reader includes capacities, abilities, knowledge, and experiences that impact the act of reading. The text is anything that is read. The context is the activities of which comprehension is a part. Furthermore, Gulbrandsen (2019:9) states that reading comprehension is based on the reader extracting and constructing meaning from text, which occurs through the reading activity and is affected by the socio-cultural context. Reading comprehension, thus, comprises four factors: the reader, text, activity, and socio-cultural context.

By comprehension, people will get information stated in the text because most of the valuable information is stated implicitly. That is why the process of reading cannot be separated from comprehension because reading without comprehension is useless. Reading comprehension is a skill in reading but sometimes it is still difficult to understand something that we have read because the content is too boring to be read or because the display is not

attractive. To come up with problems like that, there is a way of reading technique to attract readers' interest in reading is the use of pictures to teach reading comprehension.

Strategy of Reading Comprehension

In teaching the reading process, the teacher needs to use some strategies that can help to sharpen the students' reading comprehension in reading the text. In doing so, Brown (2000:306-311) states that ten strategies can be practically applied in the classroom: Identify the purpose of reading, Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning-level learners), Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels), Skim the text for main ideas, Scan the text for specific information, Use semantic mapping or clustering, Guess when you are not certain, Analyse vocabulary, Distinguish between literal and implied meanings, and Capitalize on discourse markers to process relationships

Concept of Know-Want-Learn (KWL) Strategy

Strategy is one of the important aspects for teachers to succeed and solve problems in the learning process. A strategy can be defined as a mental plan of action designed to achieve a specific purpose. According to Peter Westwood (2010), many strategies can be used especially in teaching reading such as KWL Strategy. KWL is an acronym for *what I know, what I want to know, and what I learned*.

According to Camille Blachowicz and Donna Ogle (2008), KWL is a process in which the teacher models and guides active engagement in informational texts. It is a group process using the knowledge and information students bring to help each other build a better starting place for learning and share the results of their reading. Carr, E. & Ogle (2013) K-W-L is a strategy that models the active thinking needed when reading text. The letters K-W-L stand for three activities students engage in when reading to learn, recalling what they know, determining what they want to learn, and identifying what they learn as they read. So, it can be concluded that KWL is a strategy that encourages students to be more active by preparing them to make predictions about the topic, share their knowledge, and discuss it with their friends. This helps them explore their understanding and contribute to the learning process.

KWL consists of three basic stages. They are the K stage, W stage, and L stage. In the K stage: what I know, students access their background knowledge of the text by listing what they already know about a specific topic. Then in the W stage: what I want to know, students

determine what they want to know by asking questions related to the topic, and finally assess what they learn in the L stage: what I learn. From the definition, the KWL strategy can be concluded as a technique that has well-organized steps to be followed by the students. The technique combines the use of reading strategies to improve reading comprehension.

KWL is a unique instructional reading technique that involves four key characteristics. Firstly, it uses charts, specifically the KWL chart, which consists of three columns: What I Know (K), What I Want to Know (W), and What I Learn (L). This chart provides a before-during-after strategy for students during the thinking-reading process. Secondly, KWL consists of three basic stages: K stage, W stage, and L stage. In the K stage, students access their background knowledge, while in the W stage, they determine their interests and recall what they learned. The L stage involves checking if the information they receive is suitable for their mind. Lastly, KWL combines strategies such as activating prior knowledge, setting the purpose of reading, and monitoring and assessing comprehension. Lastly, KWL can be used to teach reading using an interactive model, giving students an active role before, during, and after reading. This strategy helps students think about new information, develop questions, and assess their own understanding.

Advantages and Disadvantages of KWL Strategy

Each strategy has advantages and disadvantages to be used in the teaching and learning process. It applies as well in the Know-Want-learn (KWL) strategy.

According to Ibrahim (2012), there are six advantages of the KWL strategy. They are: 1) Appropriate for all education levels from beginners up to advanced, 2) Can be used for all skills but it is most suitable for reading skills, 3) Helps students to monitor their comprehension and knowledge. 4) Encourages students to do critical thinking, 5) Makes teachers and students more interactive in the teaching and learning process, 6) Sets out a purpose for reading, and the last it means that readers have some ideas about the text before reading the whole text and focus on finding the important points while reading. On the other hand, the disadvantages of the Know-Want-Learn (KWL) strategy based on Ibrahim (2012) are difficult for students with prior knowledge, it takes time to complete, and it is not effective for reading fiction material.

RESEARCH METHOD

The research was conducted in SMA Negeri 2 Kota Kupang, specifically among eleventh-grade students from December 2023 to January 2024. The sample consisted of 24 students from the social class of eleventh grade in the academic year 2023/2024, as the

population was less than 100 subjects. This study utilized a multiple-choice test with 20 numbers, including a pre-test to assess students' reading comprehension and their prior knowledge of academic reading. The post-test assessed the value of the pre-test and the students' ability to improve their reading comprehension using appropriate texts. The pre-test was administered before the post-test to ensure comprehensive analysis.
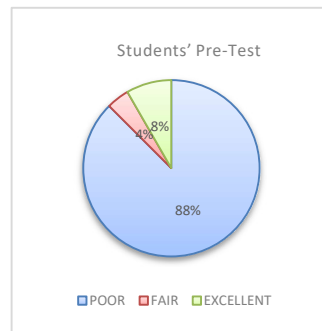
The researcher used Classroom Action Research (CAR) to collect data on the use of the Know-Want-Learn (KWL) strategy in teaching reading comprehension. **The planning stage** involved selecting materials, preparing lesson plans, designing steps, preparing teaching aids, preparing classroom observation sheets, preparing test instruments, and preparing student names and scores. The purpose of the teaching-learning process was to improve students' reading comprehension. **The action stage** involved implementing the KWL strategy, giving pre-tests, explaining the material, allowing students to brainstorm, work in groups, share ideas, and administering post-tests. **Observation** was conducted using observation sheets and pictures as documentation. **Reflection** was a critical phase where the researcher reflected on, evaluated, and described the effects of the action. The teacher and researcher discussed solutions to problems. The data was then quantitatively analyzed to achieve its intended purpose.

FINDINGS AND DISCUSSION

To find out to what extent the implementation of the Know-Want-Learn (KWL) strategy improves students' reading comprehension, it was shown in the tests, which consisted of a pre-test, a cycle 1 test, a cycle 2 test, and a post-test. Based on the data research of the pre-test, cycle 1 test, cycle 2 tests, and post-test, the student's reading skills increased. The score of students' reading in the pre-test was the lowest. it was lower than the minimum score for English in SMA NEGERI 2 Kota Kupang which was 75. Moreover, only one student passed the minimum score. The data implied that the students needed a special strategy to help them improve their reading skills increased significantly.

The data from the post-test showed that the students' scores were improving. The post-test, which was conducted at the end of the cycle, showed that the students' scores increased. The score is higher than the English minimum score, too. Those tests, including the pre-test, cycle 1 test, cycle 2 test, and post-test could be seen as follows;

Pre-test

The pre-test was conducted before Classroom Action Research (CAR) to identify the students' real competence and problems in reading. In the pre-test, the students were assigned to answer questions related to their competence in English reading, especially cause and effect material. The pre-test scores of students shows that the highest score was 80 and the lowest was 10. The results showed that students scored varying levels of reading skills, with 2 students achieving excellent, 1 student fair, and 21 students poor, with the total score of all students was 730, so the therefore, the mean of students' scores in the pretest was 30. It means that only 2 students (8%) who got a score above Minimum Achievement Criteria (KKM/*Kriteria Ketuntasan Minimal*) while 22 other students were under the criteria. Based on the analysis, it can be concluded that second-grade students of SMA Negeri 2 Kota Kupang in the academic year 2023/2024 are still **low** in reading skills and struggling with reading, particularly in verbs, nouns, and adjectives. To address this, the researcher utilized KWL as an alternative teaching method. The research was planned to be conducted in two cycles.

The Implementation of Cycle 1

In Cycle 1, the researcher applied the Know-Want-Learn strategy to teach reading, with a teacher as a collaborator. The cycle consisted of four steps: planning, implementation of action, observation, and reflection. The planning phase involved completing the schedule, lesson plan, learning material, speaking test, and observation checklist for students and teachers. The action was divided into three steps: pre-activities, main activities, and post-activities. Observation was conducted to observe students' participation in the teaching process and the results of the post-test. The lesson plan and learning material were designed based on the curriculum and school syllabus. The teacher's observation helped the researcher observe classroom activities and post-test results.

Based on the data from observation, several conclusions can be drawn regarding student behavior and engagement during various teaching activities in Cycle 1, such as: 1) Initial Engagement and Active Participation: Students were generally attentive, attracted, and comprehended the material when the teacher introduced lessons and provided lesson objectives. However, they were less active, cooperative, and dominant during these introductory phases, 2). Group and Pair Work Dynamics: During group or pair work, students exhibited increasing levels of attraction, activity, and cooperation, but their attentiveness and comprehension seemed to decrease, 3) Classroom Explanation and Instruction: When the teacher explained concepts or provided examples and illustrations, students remained attentive, attracted, and comprehended the material. However, their levels of activity, cooperation, and dominance were lower, 4) Following Instructions: Students showed high levels of attention, attraction, and comprehension when following the teacher's instructions, yet their activity, cooperation, and dominance were again on the lower side, 5) Student-Teacher Interaction: During student-teacher interactions, students were attracted, active, and cooperative, but their attentiveness and comprehension were not as strong, 6) Overall Engagement Patterns: Students generally showed high levels of attention, attraction, and comprehension but were less active and cooperative during direct instruction and more passive during interactive activities. All in all, while students showed good levels of attention and comprehension, there is a need to enhance their active participation and cooperation through more interactive and engaging teaching methods.

Post-test

Students' Post-Test

☐EXCELLENT ☐FAIR ☐GOOD ☐POOR
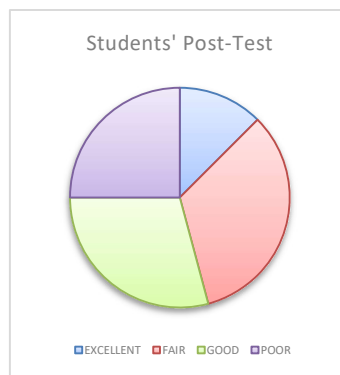
At the end of cycle 1, the researcher administrated the Post-test after KWL was implemented to measure any changes or improvements in students' knowledge, skills, or comprehension as a result of the intervention, and based on the post-test 1 scores, several conclusions can be drawn about the students' reading skill achievement: 1) The highest score achieved was 85, while the lowest was 50. Scores varied significantly among students, indicating a range of

reading comprehension abilities within the class. 2) Achievement Levels: Excellent: 3 students scored in the excellent range (85), Good: 7 students scored in the good range (65-80), Fair: 8 students scored in the fair range (55-70), and Poor: 6 students scored in the poor range (50-60). 3) The majority of students (11 out of 24) scored in the good and excellent ranges, showing that a significant portion of the class has a strong understanding of the reading material. However, there is still a substantial number of students (14 out of 24) scoring in the fair and poor ranges, indicating a need for further instructional support to enhance their reading comprehension skills.

The post-test 1 results indicate that a significant number of students have achieved high scores, but some may need more support. The primary goal of Classroom Action Research (CAR) is to improve instructional methods and enhance student learning outcomes through iterative cycles of planning, action, observation, and reflection. This indicates room for improvement. So the researcher decided to proceed to cycle 2 to allow further refinement and enhancement of the K-W-L strategy, addressing the challenges faced by students in the fair and poor ranges and implementing additional strategies to support their learning.

To proceed to cycle 2, the K-W-L strategy was refined and adjusted, focusing on providing additional support and differentiated instruction for struggling students. Targeted interventions, such as small group instruction, one-on-one tutoring, or additional practice materials, should be developed to address these areas. Continuous assessment should be conducted to track improvements and make real-time adjustments to the teaching strategy. Engaging students through interactive activities and collaborative learning opportunities can increase engagement.
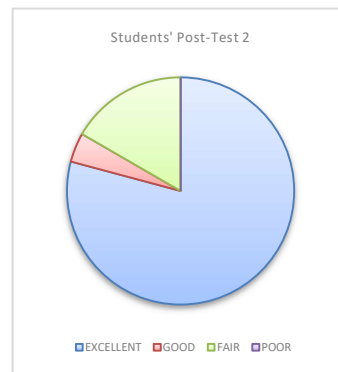
The implementation of Cycle 2

In Cycle 2, the researcher revised the plan, which included the schedule, lesson plan, learning material, reading test, cause and effect material, and observation checklists for students. In this cycle, the researcher focused on improving the previous cycle by maintaining the previous one and paying more attention to student problems such as vocabulary and word classes. In this time intervention, the researcher paid more attention to increase the engagement with the students.

Observation was also conducted during this phase to observe students' participation in the process of teaching and learning. Based on the observation, the following conclusions can be drawn about student engagement and behavior during various classroom activities in cycle

2: 1). In teaching activities (Introducing Lessons, Giving Objectives, Explaining, Providing Examples, and Instructions): Students were consistently attentive, attracted, and comprehended the material. However, these activities did not promote high levels of activity, cooperation, or dominance among students. 2) In Group or Pair Work: Students were attracted, active, and cooperative during group or pair work, but they were less attentive and comprehending during these collaborative activities, suggesting that while engagement was high, focus on the content might have decreased. 3). Student Talk and Interaction: During student talk and student-teacher interactions, students were attracted, active, and cooperative. These interactions saw a decline in attentiveness and comprehension, indicating that while students were engaged in these activities, they may not have been fully processing the material, 4). Teacher Feedback: Students were attentive, attracted, comprehended, and cooperative during teacher feedback. but they were less active and dominant during this stage, showing a balanced engagement but not high levels of assertiveness or leadership.

Post-Test 2

The data from Post-Test 2 shows a promising outcome for the implementation of the Know-Want-Learn (KWL) strategy in the eleventh grade at SMA Negeri 2 Kota Kupang after Cycle 2. The performance distribution among the students highlights several points: 1). High Overall Performance: Out of the 24 students, a significant majority (19 students) achieved scores classified as "Excellent," ranging between 85 and 95. This suggests that the majority of students have a strong grasp of the reading comprehension material. Within this excellent category, the students demonstrated outstanding performance with perfect or near-perfect scores, indicating a high level of understanding and application of the KWL strategy, 2). Moderate Performance: One student achieved a "Good" score of 75. This score, while not as high as the majority, still indicates a reasonable level of comprehension and engagement with

the material, 3) Areas for Improvement: Four students scored in the "Fair" category with scores of 70. These students' performance indicates that while they have a basic understanding, they may need further support to achieve higher comprehension levels.

The implementation of the KWL strategy has been largely successful, as evidenced by the high number of students scoring in the "Excellent" range in Post-Test 2. This outcome suggests that the strategy effectively enhances reading comprehension for most students in this context. However, the presence of a few students scoring in the "Fair" range indicates that there is still room for improvement.

Discussion

Based on the data from Cycle 1 and Cycle 2, there was a notable improvement in students' reading comprehension scores. In Cycle 1, the highest score was 85 and the lowest was 50, with the distribution as follows: 3 students in the Excellent category, 7 students in the Good category, 8 students in the Fair category, and 6 students in the Poor category. In Cycle 2, the range of scores improved, with the highest score at 95 and the lowest at 70. The distribution shifted significantly: 20 students achieved Excellent scores, 1 student scored Good, 4 students scored Fair, and no students fell into the Poor category.

This data indicates a significant improvement, particularly in the number of students scoring in the "Excellent" range, which increased from 3 students in Cycle 1 to 20 students in Cycle 2. The improvement in the lowest score from 50 to 70 also highlights an overall enhancement in reading comprehension. The elimination of the Poor category demonstrates that all students moved out of the lowest performance tier. The majority of students now perform at an "Excellent" level, illustrating the effectiveness of the KWL strategy for most of the class. However, a small group of students remains in the "Fair" category, suggesting that while overall class performance has improved, some students still need additional support to achieve higher comprehension levels.

The implementation of the KWL strategy has led to significant improvements in reading comprehension among the students. Most students are now performing at an excellent level, and there is a notable reduction in the number of students with lower scores. These results indicate that the KWL strategy has been largely effective. For the 4 students who scored in the Fair range, additional support and targeted interventions are recommended to help them improve their reading comprehension. This could include personalized tutoring sessions, additional practice materials, or one-on-one feedback. For the students who scored in the Excellent range, providing enrichment activities will continue to challenge and foster their

reading skills. This can include advanced reading materials, group discussions, or critical thinking exercises related to the reading content.

To ensure all students benefit equally from the KWL strategy, additional support and targeted interventions should be considered for those who scored lower. This could include differentiated instruction, additional practice sessions, and personalized feedback to address specific areas of difficulty. By focusing on these students' needs, the overall efficacy of the KWL strategy can be maximized, leading to improved reading comprehension across the entire class.

CONCLUSION AND SUGGESTION

The researchers found that the know-want-learn strategy can improve the reading skills of eleventh-grade students at SMA NGERI 2 Kota Kupang in the academic year 2023/2024. In cycle one, students' reading scores increased by 17%, with 4 students meeting the criteria. In cycle two, post-test reading levels increased significantly to 83%, with 20 students meeting the success criteria.

The research also provides recommendations for English teachers, students, and researchers to improve English reading mastery. Teachers should increase cause and effect mastery, encourage students to read, and use activities that make students confident in speaking. Teachers should allow students to speak even if they make mistakes, and provide feedback or corrections. Engaging activities like games can increase reading participation. Students should make the most of the learning process, contribute positively, and find additional materials. To improve reading skills, students should gain confidence and avoid fear of making mistakes. Researchers should vary topics and make the Know-Want-Learn strategy more professional and sophisticated to make learning more attractive and challenging.

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