THE USE OF KNOW, WANT TO KNOW, LEARNED (KWL) TECHNIQUE IN TEACHING STUDENTS READING COMPREHENSION ON NARRATIVE TEXT

(Pre-experimental Research to the Tenth-Grade Students of MA Islamiyah Pontianak In Academic Year 2023/2024)

A THESIS

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Pontianak, 28 Februari 2025

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ABSTRACT

This study aims to investigate the effectiveness of the KWL (Know, Want to Know, Learned) technique in improving reading comprehension of narrative texts among tenth-grade students at MA Islamiyah Pontianak in the 2023/2024 academic year. Reading comprehension is crucial as it enables students to understand, interpret, and engage with written material, which is essential for academic success and effective communication. The research employs a pre-experimental design with a quantitative approach, involving pre-test and post-test assessments. The analysis results show that the average pre-test score was 60.71, while the average post-test score increased to 71.25. The t-test yielded a value of 10.97, exceeding the t-table value of 1.703 with 27 degrees of freedom. Additionally, the effect size of 1.97, which is greater than 1.00, indicates a strong influence. These findings demonstrate that the application of the KWL technique effectively enhances students' reading comprehension, providing insights for educators to implement this method in English language teaching.

Keywords: *KWL Technique, Narrative Text, Pre-Experimental, Reading Comprehension*

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Writer

Melni Cahyani

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CHAPTER I
INTRODUCTION

1.1. Background

English has an important role in everyone's language progress. Learners need to master four main skills in mastering English, one of which is reading. Khalilova (2023) states that reading comprehension is a prerequisite for effective communication. In this context, the ability to understand written texts is not only a stand-alone skill but also a basic foundation that supports success in overall communication. Therefore, mastering reading comprehension is an essential first step in developing English language skills.

Before starting a lesson it is important to prepare teaching materials that are following the curriculum. Sisdiana (2019) states that the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for organizing learning activities to achieve certain educational goals. In Madrasah Aliyah Islamiyah, the 2013 curriculum has been used. Based on the Ministry of Education and Culture, the 2013 curriculum is a national curriculum that has been developed for years and has fulfilled two dimensions of the curriculum, namely plans and arrangements regarding the objectives, content and learning materials as well as the methods used for learning activities. In the 2013 Curriculum, reading learning is focused on developing reading and comprehension skills.

Research on the challenges faced by students in learning English, especially in reading comprehension, was conducted by several previous researchers. For example, research by Ivantara, Herman, & Manalu (2019) identified various obstacles that students faced, including limited vocabulary that hindered their understanding of the content of the reading. Students also had difficulty understanding the structure of the text, which hindered in-depth interpretation of information.

At Madrasah Aliyah Islamiyah Pontianak, researchers found that many students experienced difficulty understanding narrative texts. Although they were able to read the text, they often struggled to grasp the meaning contained in it. For example, when researchers provided examples of narrative texts, students seemed confused about the meaning they wanted to convey. When asked about the content of the text, they often questioned the meaning of certain words. This showed that their limited understanding of the text was one of the main causes of difficulty in answering questions or assignments related to reading.

This study aimed to overcome these challenges by applying the KWL (Know, Want to Know, Learned) technique within the framework of a pre-experimental research design. It was hoped that this technique could help students improve their understanding of narrative texts and reduce existing obstacles.

This finding was supported by the research of Ilmiah & Vol (2022), which showed that English learners had difficulty in understanding reading

texts. They faced challenges in finding specific information in the text, as well as answering related questions. This difficulty was often caused by limited vocabulary, lack of understanding of text structure, and difficulty in drawing conclusions from existing information. The researcher also considered that the teaching methods applied were inadequate to improve students' understanding. Many methods used tended to focus on reading without providing effective strategies to encourage deep understanding. Based on this problem and the findings of previous studies, the researcher chose to test a more appropriate teaching technique, namely the KWL (Know, Want to Know, Learned) technique. This technique was considered effective in improving students' reading comprehension because it facilitated students' active involvement in learning, helping them identify what they already knew (Know), what they wanted to know (Want to Know), and what they had learned (Learned). In this way, the KWL technique could help students overcome the difficulties they faced in understanding narrative texts.

Based on the results of existing research, the application of the KWL technique was very necessary to improve students' reading comprehension. Research conducted by Usman, Fata, & Pratiwi (2019) showed that the KWL technique could help students understand reading texts better and encourage their active involvement in the learning process.

This finding was in line with research by Nanda & Pratama (2021) which stated that one of the advantages of using the KWL technique was

increased student involvement in the reading process. Suryantini (2021) also added that the KWL technique had several benefits, such as activating knowledge that was already possessed before reading, focusing attention on questions and reading goals, encouraging concept mapping, and providing positive feedback to students. This indicated that this strategy was effective in improving reading comprehension and creating a more engaging reading experience.

Although previous research had shown that the KWL technique could have a positive impact, such as increasing student engagement in reading Nurfadilah, (2020), it was important to continue exploring its effectiveness in various classroom contexts. Laoli (2021) also stated that the KWL technique could increase students' learning motivation. In addition, according to Pratama et al., n.d. (2023), the KWL technique helped teachers identify students' strengths and weaknesses in reading.

Research by Balqis (2022) also stated that the KWL technique was effective in improving students' reading comprehension. The results of the study showed that students' post-test scores were higher than their pre-test scores in the same group, with an increase of 2.19 points. Therefore, this study aimed to reaffirm the effectiveness of the KWL technique and how this technique could be applied in the educational context of the present day.

This research technique was applied to students of Madrasah Aliyah Islamiyah Pontianak for several reasons. First, this technique was in

accordance with the objectives and questions of the research. Second, there were facilities and resources that supported the topic being studied. The facilities that were available included adequate classrooms for learning activities, as well as equipment such as projectors and computers that were needed to implement the KWL technique. In addition, relevant resources, such as textbooks, articles, and online materials on reading comprehension, were very easily accessible to students. The availability of these facilities and resources allowed the research to be carried out effectively and supported students in their learning process.

This study covered several aspects, including the availability of facilities and infrastructure that supported learning efforts. Schools provided facilities such as well-equipped classrooms and libraries with relevant books. These resources were important for learning about narrative texts. Based on the school syllabus regarding the material in the second semester of grade 10, the researcher determined the material that was relevant to the research topic, namely narrative texts. The selected texts were adapted to the context of folklore, allowing students to engage with culturally relevant content that enhanced their understanding and interest in reading comprehension.

This study aimed to measure the effectiveness of using the KWL Technique in improving students' reading comprehension. The researcher referenced similar research conducted by Ratu et al. (2022) in the same field. In that study, the researcher concluded that the use of the KWL

Technique had been proven effective in improving students' reading comprehension. This effectiveness was evidenced by the significant increase in post-test scores, which were higher than the pre-test scores. The average pre-test comprehension score was 34.7, while the average post-test score increased to 83.75.

The effectiveness of the KWL Technique lay in its structured approach to learning. By encouraging students to identify what they already knew (Know), what they wanted to know (Want to know), and what they had learned (Learned), the technique actively engaged students in the reading process. This method not only activated prior knowledge but also set clear learning goals, which enhanced motivation and focus. As a result, students became more involved in their learning, leading to improved comprehension skills. Thus, it could be concluded that the application of the KWL Technique in learning reading comprehension was indeed effective. The substantial improvement in test scores demonstrated that this technique helped students better understand and retain the material, making it a valuable tool in educational contexts.

This study chose a pre-experimental design with a one-group pretest-posttest approach to evaluate the effectiveness of the KWL Technique in improving students' reading comprehension. The purpose of this study was to test whether the KWL Technique could significantly improve the reading comprehension of grade X students at Madrasah Aliyah Islamiyah Pontianak. The selection of Madrasah Aliyah Islamiyah

Pontianak as the research location was based on the researcher's experience teaching at the school for 4 months. The grade X curriculum focused on narrative texts that were in accordance with the 2013 Curriculum standards.

This research was important for education, especially in improving how students learned English in high school. As students needed to understand English texts better, this study aimed to provide a practical solution by using the KWL Technique. This technique was expected not only to help students improve their reading comprehension but also to encourage them to be more active in their learning. The results of this research could assist in developing more effective teaching methods. In this way, students could enhance their communication skills in English, which was crucial for preparing them to face challenges in an increasingly connected global world.

The main focus of this study was to measure the increase in students' understanding of the main ideas, references, vocabulary, details, and conclusions in the text. The researcher ensured that the school environment supported the implementation of the research. Thus, the application of the KWL Technique as a teaching method in the classroom was expected to facilitate effective collaboration between researchers and students, as well as improve students' reading comprehension. This study entitled "The Use of Know, Want To Know, Learned (Kwl) Technique in Teaching Students Reading Comprehension on Narrative Text".

1.2. Research Questions

Based on the research background of the study above, the problems of the study were as follows:

1.2.1. Is KWL technique effective in teaching reading comprehension on narrative text?

1.2.2. What is the effectiveness of KWL technique in teaching reading comprehension on narrative text?

1.3. Research Purposes

This research was conducted with the following objectives:

1.3.1. To determine whether or not the use of the KWL technique is effective to students' reading comprehension in narrative texts.

1.3.2. To measure the effectiveness of the KWL technique in students' reading comprehension narrative texts.

1.4. Research Significances

The significance of this research has an important impact on students, teachers, and other researchers, as stated below.

1.4.1. For Teacher

The researcher hopes that the findings from this study will provide valuable insights to teachers, helping them to understand the extent to which the KWL technique is effective in teaching students' reading comprehension. Educators can gain useful practical

understanding in implementing innovative approaches into their language teaching process.

1.4.2. For Students

The researcher hopes that the KWL technique can help students enhance their comprehension of reading.

1.4.3. For the Researcher

The researcher hopes that this study can contribute new knowledge in the field of English language education. By investigating the effectiveness of the KWL (Know, Want to Know, Learn) technique, this study aims to broaden the understanding of the use of the KWL technique in language acquisition and its pedagogy.

1.5. Scope of Research

Reading comprehension is the skill of understanding, interpreting, and evaluating the text read. This involves grasping the meaning of words within sentences, as well as recognizing the main idea, references, vocabulary, details, and inferences in narrative texts. Difficulties in reading comprehension can pose significant challenges for students in understanding English texts. Mastering reading comprehension is crucial for mastering English. The KWL technique is a teaching method designed to enhance students' understanding and reflection on learning material. KWL stands for Know, Want to Know, and Learned. The advantage of

using the KWL technique is that it focuses on reading comprehension and keeps students actively engaged in the classroom.

1.6. Research Variable

This research was conducted with the following variables:

1.6.1. Independent Variable

Independent variables were factors that influenced or caused changes in the factors measured or selected by the researcher in understanding the relationship between observed phenomena. In the context of this study, the independent variable was "The application of the KWL technique in teaching reading comprehension," as the use of this technique was considered to have a positive impact on reading comprehension in English.

1.6.2. Dependent Variable

Dependent variables were variables that were affected by the state of the independent variable or that affected the independent variable. In the context of this research, the dependent variable was "Reading comprehension of narrative texts among grade 10 students at Madrasah Aliyah Islamiyah."

1.7. Research Hypothesis

1.7.1. Null Hypothesis (Ho): The KWL Technique is not effective to teach students' reading comprehension.

1.7.2. Alternative Hypothesis (Ha): The KWL Technique is effective to teach students' reading comprehension.

1.8. Terminology

The researcher provides definitions for some of the terms used in this study.

1.8.1. KWL Technique

The KWL technique is a teaching technique used to initiate, discover, and understand topics. The K stands for know, while the W stands for want to know. Finally, L, in KWL, stands for learned.

1.8.2. Reading Comprehension

Reading comprehension is the ability to understand, interpret, and evaluate texts that are read. It involves understanding the meaning of words in the context of sentences and recognizing the main idea and details in a text.

1.8.3. Narrative text

Narrative text is a type of text that aims to tell a story, either fiction or non-fiction. Narrative text usually includes elements such as character introduction, setting, plot, conflict, climax, and resolution. The purpose of narrative text is to entertain the reader or listener, as well as to convey a moral message.

1.8.4. Madrasah Aliyah Islamiyah

Madrasah Aliyah Islamiyah is a private school located at Jalan Imam Bonjol number 88, Bansir Laut, Pontianak Tenggara Sub-district, Pontianak City.