ESPublisher

THE EFFECT OF USING K-W-L TEACHING METHOD ON READING COMPREHENSION IN DESCRIPTIVE TEXT

Fatkhur Rokhim[1], Anita Fatimatul Laeli[2], Fitrotul Mufaridah[3]

[1,2,3] Department of English Language Education, Universitas Muhammadiyah Jember, East Java - Indonesia

Corresponding author: Fatkhur Rokhim (fathurmyname98@gmail.com)

Abstract

For L2 teachers to enhance their students' L2 reading abilities, they must take into account an appropriate teaching approach that can impact reading accomplishment in a second language (L2) and solve students' problem in learning foreign language. In learning reading skill, several Indonesian students have their own difficulties such as challenging vocabulary, understanding sentences, accurately reading words or sentences, and so forth. Those problems make Indonesian language learner feel frustrated and give up in learning language, on top of that, the conventional teaching method also can't boost their interest to learn English language. However, A lot of studies had conducted to investigate the various of teaching method particularly K-W-L teaching method that has an impact on reading comprehension. Further, K-W-L method has a lot of advantage when it is implemented in learning language it's like encourage student reading interest and reading comprehension. The current study fills this gap by investigating the effectiveness K-W-L method in improving learning achievement in terms of reading comprehension. The fundamental claim of this research is that the K-W-L method of instruction may have an effect on students' ability to understand what they read and retain information in a descriptive text. Thirty-three junior high school students completed reading exams (pre-test and post-test) using two different forms of descriptive but they were divided into two classes to find the difference in reading abilities of students who were treated using K-W-L method and students who were not. The effect of K-W-L as a teaching strategy on students' reading comprehension will be assessed by comparing the outcomes of the two assessments. According to test scores, there were disparities in EFL reading comprehension, as revealed by the statistical analysis, suggesting that this teaching strategy is important in determining the reading accomplishment of EFL students. These findings offer valuable information about how the K-W-L method may be structured and put into practice to help L2 learners improve their L2 reading proficiency and students' engagement. The paper concludes with a few recommendations for additional research in the K–W–L domains, including L2 reading and L2 teaching methods.

Keywords: Reading Comprehension, K-W-L method, second/foreign language (L2), Student Interest, English as a Foreign Language (EFL)

ESPublisher

---

1.   INTRODUCTION

Reading is a fundamental life skill as well as one way to learn bits and pieces of knowledge from a variety of things that teachers teach. William Grabe and F. Stroller. (2013) stated that reading is a way to get the meaning from a text and to form an interpretation of that information. In second/foreign language (L2) language, reading skill constitutes the foundation for creating and understanding meaning clearly in certain contextual conditions. It is influential for L2 learners when reading descriptive text which is designed to describe represent or reveal a person or an object, either abstract or concrete. However, at the junior high school level, many students still have difficulty understanding descriptive texts, which are even one of the easiest texts to understand compared to various other types of texts. Yeselson (2000) argued that students have problems in reading comprehension, such as they cannot understand the text at all. They misread the text by totally changing its meaning, and they misread the text by taking words and phrase out of context.

According to, Katemba, C., and Samuel (2017), students typically struggle with reading texts. For instance: challenging vocabulary, understanding sentences, accurately reading words or sentences, and so forth. Further, Katemba, C. (2013), teaching English in Indonesian schools mostly entails teaching pupils the proper grammatical structures or forms, expanding their vocabulary, working on sentence-level tasks, and having them repeatedly repeat comparable structures. In addition, reading boredom is a common feeling for Indonesian student. When they are unable to comprehend what they are reading from the reading text, they can experience depression. According to Sasson (2007), students may quickly lose motivation when they are unable to comprehend what they are reading because of their frustration.

In other word, teachers need to be creative to devise reading resources to teach students with various strategies for developing their reading ability. Based on the aforementioned issues, K-W-L method become a suggestion teaching method from several literature review for teacher in improving learner's L2 reading comprehension. Therefore, the current study the researcher is interested to investigate the K-W-L method on developing Junior High School student's reading comprehension through descriptive text.

2.   LITERATURE REVIEW

In the context of L2 Reading, Jamalia defined Reading comprehension as a process of making sense of written ideas meaningful interpretation and interaction with a language. It means reading comprehension is one of the keys to get knowledge and information because in a general a lot of knowledge and information which written and only by reading. It we can get a knowledge of what has been written it either from books, newspaper, magazine or other print media.

Abidin (2012) asserts that reading comprehension is a process that encompasses all of the students' mental activity and thoughts in order to evaluate, comprehend descriptive

_____

texts. It is not just about being able to read. Reading also requires the reader to critically and creatively digest the text in order to gain a profound comprehension of it. This is followed by an evaluation of the text's condition, worth, significance, and influence. While everyone has varied reading objectives, some of us read only for information.

Descriptive text is chosen in current research since the students that would be research participant has a low interest in reading. On top of that, descriptive text is telling about something or someone particularly which bring the reader's perception change and spread the reader's knowledge widely so they can grasp meaning accurately. The idea of L2 reading comprehension in the context of current research is defined as the degree to which the meaning and importance of the written text are congruent with the descriptive text that L2 learners comprehend. For instance, if the descriptive text conveys the criteria of car, it means the instructions require the learner to identify what kind car is it based on the targeted referents given in the text.

In terms of L2 reading comprehension, this study will use a K-W-L method to develop comprehension skills. It is in line with (Philip, 2010) that K-W-L technique is more appropriate for students with high interest while Direct Instructional Method is more appropriate for low interest students. Therefore, this current study wants to investigate the K-W-L method on developing Junior High School student's reading comprehension through descriptive text. K-W-L (Know-Want to know-Learn) technique is a chart which consists of three columns: know, want to know and learned. The first column is "Know". in this column, the students write down about what they have known about the topic that will be discussed by the writer in the L2 text. The second column is "Want to know". In this column the student is concerned with what they want to know more about the topic. In the last column "Learned" which is part of the K-W-L technique, the students need to provide answers based on the questions in column "What to Know" after reading the text.

Sasson (2008) argued that teachers can increase their students' interest in reading by using the K-W-L strategy, which encourages students to reflect on their knowledge and interests. In addition, the K-W-L method will improve kids' reading skills. Furthermore, Backman (2006) indicated that K-W-L technique is a good strategy because it enabled the teachers to assess students' background knowledge and interests before the lecture. Afterward, it helps instructors to evaluate the content material that were learned. K-W-L technique represented as a class activity or an individual basis.

By incorporating those conceptual stances in conceptualizing L2 Reading comprehension, L2 researchers or teachers can evaluate the reading comprehension of L2 learners. Existing research in this area has primarily focused on the impact of flashcards as media on L2 reading comprehension. Therefore, this current study aims to contribute to this line investigation. Accordingly, this research question for this study is formulated as follows: Does K-W-L as teaching method develop L2 reading comprehension ability in the descriptive which conducted by 9th grade of Junior high school students?

_____

3.   METHOD

A quantitative research experimental design was used in this investigation. The K-W-L teaching style, a reading-thinking technique, was the independent variable. It emphasizes the student as a learner who poses questions and considers concepts while reading. using the "Know," "Want to know," and "Learnt" three-phase approach. The ability to read in L2 was the dependent variable.

Before receiving treatment utilising the K-W-L approach, the study group was given a pre-test to gauge their reading comprehension skills. The experiment class was the only one where the treatment was administered; the control class did not. Following treatment, the student will take a post-test to gauge how well the K-W-L Method worked.

Two types of descriptive texts were employed in all of the tests in this current study (see Figure 1 below). The first text is brief and descriptive, whereas the second is a lengthy tale. There are ten questions on short descriptive texts and twenty questions on long descriptive texts in total. As a result, the tasks vary in terms of the challenges (referents) that students must comprehend when reading texts that are descriptive.

Figure 1. Descriptive text used in the test.

Short Descriptive Text	Long Descriptive Text
A. READ AND ANSWER THE CORRECT ONE! 1. I love cats very much. I keep some cats in my house. They are Kabuok, Bolang, Tigo Bono and Sincan. Kabuok is grey. It's big and strong. Bolang is black and small. Tigo Bono is white, yellow and red. The last sincan, Sincan is white. I always take care of my cats every day. 'It's big and strong' It refers to.... A. Bolang B. Sincan C. Kabuok D. Tigo Bono	Venice is a city in northern Italy. It has been known as the "Queen of the Adriatic", "City of Bridges", and "The City of Light". The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy. Venice is world famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot. You can ride gondola therE. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies. Now, most Venetians travel by motorised waterbuses which ply regular routes along the major canals and between the city's islands. The city has many private boats. The only gondolas still in common use by Venetians are the Traghetti, foot passenger ferries crossing the Grand Canal at certain points without bridges. 1. What does the text tell you about? A. Gondola. B. Traghetti. C. Venice

The study's target population consisted of junior high school students from Indonesia (33 in the control class and 33 in the experiment class). These students were all enrolled in Jember Regency's SMP Al-Qodiri, Gebang in the Indonesian province of East Java. During the study period, the students were enrolled in the last semester of the 2024–2025 academic year.

ESPublisher

_____

During the data collection process, learners were required to respond to multiple choice questions pertaining to the descriptive text (refer to Figure 1) on the test. In order to make it easier for them to rule out potential answers, the test will consist of thirty questions with four choices or options for each number.

To enhance clarity and prevent misunderstandings, the task instructions were provided in Indonesian, the first language of the learners. In general, the instructions instructed the students to read the descriptive language and provide a correct response to the question. It was also explained to the students that they just had to use what they already knew to respond to it. They could not consult a dictionary, book, smartphone, or other reference material, nor could they request specific English words to use. The test had 45 minutes to be finished by the students.

The reading test's score was determined by evaluating the results once the students had completed it. In order to do this, the right answers received a score of 1, and the wrong responses received a score of 0. The EFL reading test's final score was calculated by dividing the total number of questions and multiplying the result by 100.

In order to ascertain whether there were any appreciable variations in the reading comprehension of the learners between those who received instruction utilising the K-W-L Method as opposed to traditional learning, the learners' scores were finally analysed using Normalized-Gain (N-Gain).

4. RESULTS and DISCUSSION

a. Results

The descriptive statistics of the scores achieved by the learners are presented in Table 1.

Table 1. Descriptive statistics of the result of pre-test and post-test learners.

DEPENDENT VARIABLE		Minimum Score	Maximum Score	Mean
PRE-TEST	Experimental	10	80	85,76
	Control	10	85	78,82
POST-TEST	Experimental	37	87	69.12
	Control	27	80	70.59

As shown in Table 1. The minimum and maximum scores between pre-test and post-test increased. This first evidence suggests that K-W-L teaching method contributes to

ESPublisher

_____

differentiate L2 reading comprehension, as reflected in the scores obtained by the learners when completing the test after and before treatment.

An N-Gain analysis was done to ascertain the significance of the score disparities. Based on the treatment administered, the reading comprehension test scores showed a significant difference, as indicated by the results (F=3.932, p=0.001). The control group and the experimental group performed significantly differently in reading comprehension, according to these results. Additionally, it suggests that the K-W-L teaching approach is very important in forming students' reading comprehension.

b.   Discussion

Based on the findings, the current study adds to the body of literature by highlighting the value of teaching and learning strategies, especially the K-W-L approach, in the development of L2 reading comprehension. However, this study offers helpful insights into how the K-W-L approach affects L2 reading achievement. Furthermore, this study clarified how engaging subjects affect students' thoughts throughout the reading text by putting the teaching method K-W-L into practice, which teachers required to take into account in order to enhance students' interest in reading and reading comprehension of reading text.

The study's findings have effects on L2 teaching strategies as well. L2 teachers, in particular, stand to gain a better knowledge of the role that instructional methods—particularly engaging and enjoyable ones—play in enhancing L2 students' reading comprehension. L2 teachers can give students opportunity to improve their reading comprehension skills and spark their interest in L2 texts by using a variety of instructional tactics in the reading classroom. Learners' prior knowledge may also influence how well they build their L2 knowledge.

Even though this investigation gives significant insights, this research has limitations as well. Initially, the study focused on Indonesian last grade of junior high school learners whose have randomly English proficiency skills. For the further research, it is needed to replicate the study with diverse learner populations to validate the influence of K-W-L teaching method on L2 reading comprehension. Furthermore, investigating other aspects that may connected with this teaching method, such as the learning media, would contribute to a more comprehensive understanding of the dynamics involved in L2 reading comprehension.

5.   CONCLUSION

The K-W-L teaching technique has been found to have an impact on English as a foreign language (EFL) reading comprehension, and this study has demonstrated the critical function this method plays in EFL reading comprehension. The results of this study highlight how crucial it is to take into account when selecting an effective teaching approach for second language learning. Additionally, it is crucial to use K-W-L as a teaching approach with the primary goal of raising students' attention and reading comprehension

———

(Sasson, 2008; Philip, 2010), L2 teachers can facilitate the development of learners' L2 reading comprehension and promote successful critical thinking in the L2 context. However, further research is encouraged to explore additional aspects and replicate the study in diverse settings (research participant), thereby advancing our understanding of L2 reading and its instructional implications.

References

Abidin, Yunus. 2012. "Model Penilaian Otentik Dalam Pembelajaran Membaca Pemahaman Beroreintasi Pendidikan Karakter." *Jurnal Pendidikan Karakter* 3(2).

Backman,Leslie Opp &Klinglammer, Sarah (2006) Shaping The Way We Teach. The office of English Language Programs: United States Department of state, Washington, Dc20547, 2006. E- mailiaei@uoregon.edu.

Grabe, William and Stoller (2002) *Fredericka L. Teaching and Researching Reading.* London: Pearson Education Longman

Katemba, C. (2013). Anxiety Level of Indonesian Students and Its Relationship To Academic Achievement In English. *Journal of Education and Practice Vol.4 No.27*, 2013 http://www.iiste.org/Journals/index.php/JEP/article/view/9873/10097

Katemba, C. & Samuel (2017). Improving Student's Reading Comprehension Ability Using Jigsaw 1 Technique. *Acuity: Journal of English Language Pedagogy, Literature and Culture.Vol.2, No. 2* Universitas Advent Indonesia. http://jurnal.unai.edu /index.php/ acuity/ article/view/613/468

Philip, A. (2010). *The effectiveness of kwl (know, want to learn, learned) in teaching of reading viewed from students' English learning interest (an experimental research in the ninth grade students of SMP negeri 8 Probolinggo academic year 2009-2010)* (Unpublished thesis). English Education Department Sebelas Maret University of Surakarta, Surakarta.

Sasson, D. (2007). *How to teach Reading Strategies.* Retrieved on October 8, 2013, from http://www.suite 101.com/content/how-to-tech-reading strategiesa17034.

Yeselson, (2000). *Common Reading Comprehension Problems and Basic Exercise.* Retrieved on October 8, 2013. from:http:// docs.goole.com/ viewer?a=v&q= cache: obIYQpAt1hoJ:plangere .rutgers.edu /documents / tutors/commonre ading comprehentionproblems.pdf