

USING KWL (KNOW, WANT, LEARNED) TECHNIQUE IN TEACHING READING COMPREHENSION

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Volume 6
Issue 2
March 2022
Page 518-525

Abstract:

The research is entitled "Using KWL (Know, Want, Learned) Technique in Teaching Reading Comprehension". The aims of the research are to figure out how the teachers implement Know, Want, Learned (KWL) technique in teaching reading comprehension and the problems that raise when applying Know, Want, Learned (KWL) technique in teaching reading comprehension. This research uses descriptive qualitative method. The respondents of this study are two English teachers in one of the Vocational High Schools in Padalarang. The instruments used to collect data are interview and classroom observation. The results of data analysis showed that the teacher implemented all the steps of KWL (Know, Want, Learned) systematically during classroom activities based on what had been listed in the theory including (1) write a chart on the blackboard, (2) give topic about descriptive text and narrative text, (3) ask students to fill what they already know about the topic in column K, (4) asked students to fill what they want to know about the topic in column W, (5) asked students to fill what they have learned about the topic in column L, and (6) make conclusions from the topic. The research finding also showed that the teachers faced some problems in implementing KWL (Know, Want, Learned) technique in teaching reading comprehension including students lack of background knowledge and students lack of vocabularies. This research is held based on the fact that although KWL has been found to help overcome problems encountered by teachers in getting the students to be more active to participate in the process of learning, but a vast amount of research about KWL in Indonesia, especially in vocational high school, has not been conducted, and there is still a great deal that is not known about the implementation of KWL in vocational high schools.

Keyword

KWL (Know, Want, Learned), Reading Comprehension. Teaching Technique, Teaching Implementation, Teaching Problems



Cite this as: Kusumayanthi, Susie & Silalahi, Ramles. (2022). Using Kwl (Know, Want, Learned) Technique In Teaching Reading Comprehension. English Journal Literacy Utama, <https://doi.org/10.33197/ej lutka. vol6.iss2.2022.2655.4585>

Article History:

Received: 18 February 2022; Revised: 24 February 2022; Accepted: 18 March 2022

INTRODUCTION

Reading is often associated with reading text or books. By reading text or books one can know something that he/she has not known before. Reading is one of language skills that is very important. According to (Harmer J. , 1998), reading is useful for language acquisition. It means that the students should understand the reading for a specific purpose, however it needs a practical and a suitable strategy. According to (Nunan, 2003) reading is one of basic skills in learning English that has purpose to get information and comprehend.

In reading, the students need comprehension skill. Reading comprehension is not just

reading with a loud voice but also establish to understand the meaning of word, sentence and paragraph sense relationship among ideas as it is. If a student just reads loudly but they cannot understand the content of the text, they fail in comprehending the passage. Comprehension is the goal of reading. Also, reading comprehension is the process of making meaning from text (Woolley, 2011). In addition, in reading comprehension, someone must know the meaning of the text, get important idea, and take information from the passage that is why reading is very important.

Reading is one of crucial skills a student must obtain. When reading, student is having an interaction with the manuscript. When this happens, reading comprehension is achieved. The aim of teaching reading is to develop student's ability to be more comprehend what is in the manuscript and to make the student get more information of the material on the manuscript.

Unfortunately, not many students can comprehend the text. They cannot activate their background knowledge to comprehend the text. Even, the teachers still apply teacher-centered approach in their teaching of reading. This is in line with Surjosuseno (2011: 130) that teacher-centered approach led students to have low motivation, so that students' opportunity to develop ideas, comprehend texts, and create discussion in learning is limited. In teaching reading, the teachers have not had effective strategy in doing reading comprehension. Based on the preliminary research in one of Vocational school in Padalarang in the eleventh grade's students during Practice for Field Experience (PFE), the researcher found some problems faced by the students in reading activities. The main problem of them is lack of background knowledge and technique in reading, students have low motivation to reading English text. In addition, the students are not interested in reading English text.

Pertinent to the problem, the teachers must have the best strategy to make reading interesting. One of the strategies that seems to be worth is applying KWL. The technique is called *Know, Want, Learned (KWL) strategy*. According to (Ros, 2002) "KWL (Know, Want, Learned) is an instructional reading strategy that is used to activate the students' background knowledge, assist students in setting purposes for reading, and help students to monitor reading comprehension by using graphic organizer".

The KWL 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 learnt in the L stage: what I have learnt (Peregoy, 2001). KWL technique also helps students to increase their active participation, access what they know, decide what they want to learn and what they need to be done or learned after reading.

Concerning the reason above, the researcher wants to figure out how the teacher implemented KWL technique in teaching reading comprehension and the problems that raise when applying KWL technique in teaching reading comprehension. From the reasons above, the researcher is interested in conducting the research entitled "*Using KWL (Know, Want, Learned) Technique In Teaching Reading Comprehension*".

LITERATURE REVIEW

The Definition of Reading

Reading is transfer meaning from mind to mind or the transfer of message from writer to reader. This is in line with (Nuttal, 2000), reading means a result of interaction between the writer's mind and the reader's mind. However, reading is not a simple activity. It involves some effort to understand what a text tells about. It means like the communication between reader and the text then transferring the meaning of the content to mind. Reader also must make sense of the text to rebuild the writer's meaning by understanding it.

Based on the definition above, it can be concluded that reading is a continuous activity in interacting between the reader and the text in written or printed form in order to get meaning. Reading becomes the essential ability since it can be related to one's success. The good readers are capable in increasing their thoughts, experience, and view and achieving a greater development. So, that is the definition of reading. Next discuss about reading comprehension.

Reading Comprehension

Comprehension is gained from reading a manuscript. Without reading, a reader will not be able to understand the idea that an author tries to communicate. Moreover, comprehension is an indication that a reader makes an attempt to connect his cognitive strategy and his experience with the word decodes on the manuscript. When a reader reads aloud, it does not mean that he has reached comprehension; he has to first connect the concepts, the words, the clauses, as well as the passages in the manuscript.

Reading comprehension is also the process of comprehending the message that the author is attempting to deliver. As highlighted by (Snow, 2002), reading comprehension as the process of stimulating, extracting, and constructing meaning through interaction and involvement with written language. Comprehension refers to the ability to understand the meaning of word, ideas, and their relationship presented in the text (McNawara, 2007). Reading comprehension is often discussed in terms of being a process involving the integration of decoding ability, vocabulary knowledge, prior knowledge of the topic considered, and relevant strategies to make sense of a text and understand it (Block, 2002).

In brief, based on the explanation above, reading comprehension is not just reading with a loud voice. Reading comprehension is to understand the meaning from a text, interpret what should be understood about the context, and express the idea what we knew in order to get the author purposes.

The Kinds of Reading Strategies

There are a lot of strategies which can be used to make reading activity easier. (Grellet, 1999) as cited in (Muawanah, 2014) proposes that are four main strategies in reading.

1. Skimming

In skimming, the readers read rapidly over the text in order to get main idea (Grellet, 1999) as cited in (Muawanah, 2014). The readers run their eyes quickly over the text. It means skimming is an activity to find out the general concept of the text. The readers can begin the reading activity by previewing the text to get the schema of the text. Sometimes, the readers will do skimming when they have a limited time and use a multiple speed, for example in reading newspaper.

2. Scanning

The readers read over the text to find a particular piece of information such as specific terms, numbers, and steps. The concept of scanning is the eyes glances of the text in order to get specific information (Muawanah, 2014) Here, the readers have a purpose in reading, for example in seeking words in dictionary or prices in a catalogue.

3. Intensive Reading

(Muawanah, 2014) claims that this strategy is the most boring strategy since one found that the readers need to find detail information. (Nuttal, 2000) as cited in (Febriani, 2011) explains “ Intensive reading is an activity that needs a guidance to make the readers understand the text which is the aim of the reading is not only understanding but also knowing more detail about the words produced.” The readers usually read at slower speed and read shorter text to extract specific information.

4. Extensive Reading

(Harmer J. , 2004) as cited in (Febriani, 2011) describes, “ The term of extensive reading refers to reading which the readers do often (but not exclusively) away from classroom.” (Nuttal, 2000) as cited in (Febriani, 2011) states that extensive reading will be focused on comprehending and makes it is easier since it could be done wherever and whenever. In extensive reading, the readers read longer texts, and it is usually for their own pleasure. This is a fluency activity, mainly involving global understanding.

The Purpose of Reading

Based on (Grabe, 2002) as cited in (Febriani, 2011) there are four purposes of reading:

1. Skimming and scanning for basic knowledge and information through reading. Skimming is a strategy that makes use of basic reading comprehension skill to construct a general concept found on a manuscript. While, scanning is the searching for a detailed information and vocabulary found on a manuscript.
2. Reading for the purpose of gaining knowledge from a text. It occurs in both academic

and professional settings. It also necessitates recalling the main and supporting ideas, as well as connecting them to the reader's prior knowledge. Because it is designed to aid memory, this exercise may result in greater inference.

3. Reading to combine information, note down, and evaluate a manuscript. This should be supported by critical assessment in which the readers combine and figure out the information that she/he desires to have. This relates with several skills, namely: creating, adopting, and analyzing a manuscript.
4. Reading for extensive comprehension. Articulate readers may rapidly and thoughtlessly process the words and the manuscript.

KWL (Know, Want, and learned) Technique

According to (Ogle D. , 1986) as cited in (Jamina, 2016), K-W-L for three basic cognitive measures needed: access to what I know, decide what I want to learn, and remember what I Learn as a result of reading. To perform these steps, teachers should teach students clearly, and teachers provide a worksheet for each student during this process. This is in line with (Ros, 2002), Know, Want, Learned (KWL) strategy consists of three basic stages, 1) Know: In K stage or *Know* the students access their background knowledge to the text by listing what they already know about a specific topic. 2) Want: In W stage or *Want* the students determine what they want to know by making questions related to the topic. 3) Learn: And finally assess what the students learn in the L stage or *Learn*, it means the students start to learning the topic that given by the teacher.

Procedures of KWL Strategy

In teaching reading, a teacher can make use of several strategies and steps. As discussed by (Crawford, 2005), the procedures are as follows:

- a) Prepare a K-W-L chart.
- b) Teacher chooses a topic and students find out what they have already figured out about the topic of interest.
- c) Students are asked to write what they have already figured out on the K (Know) field to make them aware of their prior knowledge about the topic.
- d) Students are to ask themselves about the concepts that they want to figure out more. They need to find out the incomplete ideas around the topic of interest and to write them down on W (Want) field.
- e) Teacher encourages students to seek for the answer to their own questions that can be gained from several reading materials, from several different sources, as well as from discussions.
- f) Students note down the answer as well as several concepts that they have already found from the result of their reading and discussion, and note down all of the interesting ideas on L (Learned) field.

The Problems of Teaching Reading Comprehension

(Subini, 2012) defines an issue as "problematic situation and condition that are difficult to handle, and create uneasiness." An issue is a condition that manifests as an impediment to achieving a goal and necessitates a significant amount of work to overcome. One of the challenges faced by teacher of a language is teaching reading comprehension as it is an important element of the teacher's work. There are at least two issues regarding reading comprehension: first, the teacher has no exact information of what the students have already known (Council, 2003), second, some teachers find it uneasy to select appropriate reading tasks (Council, 2003). These two challenges need to be figured out as they have impact on the students' ability to comprehend a manuscript. When teacher can provide the students with appropriate reading tasks, then there will be students' engagement on the reading activity.

Another issue that teachers may confront is that they believe it requires great effort to identify the ideal approaches and strategies for teaching their students. It is because teachers are teaching students who have varying personalities and different levels of intelligence. As a matter of fact, the teacher's approach, method, and strategies may have an impact on the students' ability to achieve reading comprehension. As a result, teachers must use appropriate approaches while teaching reading comprehension.

The inability to know precisely the students' prior knowledge, the difficulty in constructing appropriate assignments, and the difficulty in selecting the appropriate technique and strategies are all challenges that arise while teaching reading comprehension. In order to address the last issue, which is the difficulty in selecting acceptable approaches and strategies, the researcher believes that a specific strategy should be used in the teaching of reading comprehension.

METHOD

This research is categorized as descriptive qualitative research. As (AryDonald, 1990) theorized that “Descriptive research studies are designed to obtain the nature of the situation as it exists at the time of the study. Thus, the aim of descriptive research is to describe what exists”. Then, (Mack, 2005) added that descriptive research is used to explore the phenomena by conducting interview, focus group, and participant observation, shortly this study is more flexible.

In other words, the result of this descriptive research is description of the data at moment. That is why this research called descriptive because it describes how does the teacher implement the Know, Want, Learned (KWL) technique in teaching reading comprehension and the problems that raise when applying Know, Want, Learned (KWL) technique in teaching reading comprehension. The participants in this study were two female English teachers at a vocational high school in Padalarang.

Data Collection Technique

Some instruments were used in collecting the data in order to answer the research questions. In this research, the interview and classroom observation were used to collect the data. The interview was used to find out the problems faced bt the teacher when implementing Know, Want, Learned (KWL) technique in teaching reading comprehension. The researcher held classroom observation. This observation aimed to figure out how the teachers implement Know, Want, Learned (KWL) technique in teaching reading comprehension. To analyze the data, the researcher used a descriptive method in this research. According to (Suryana, 2010) theorized that “descriptive method begins from collecting the data, analyze the data, and interpret the data”. The researcher used three major components based on (Miles and Huberman, 1984) as quoted by (Sugiyono, 2010). They are data reduction, data presentation, and conclusion, as follows: 1) data reduction, 2) data display and 3) conclusion.

FINDINGS AND DISCUSSION

The implementation of KWL (Know, Want, Learned) in Teaching Reading Comprehension

After conducting the research entitles using KWL (Know, Want, Learned) in teaching reading comprehension, in this part had collected the data through observation of the use of KWL technique in teaching reading and face to face interview.

The first question is asking about how do the teachers implemented the Know, Want, Learned (KWL) technique in teaching reading comprehension. The finding from interview and classroom observation showed that the definition according to Ogle’s theory (1986) and steps of KWL technique according to (Crawford, 2005) are implemented orderly during classroom activities.

Applying KWL in Teaching Reading.

No	Steps	Activity
1.	Begin by naming the topic.	-Teacher 1 used the narrative text which is named “Malin kundang”. -Teacher 2 used the descriptive text which is named “Yogyakarta”.

2.	Ask students to think about what they already know about the topic	-Teacher 1 asked students to think about what they already know about the “Malin Kundang”. -Teacher 2 asked students to figure out the information that they have already find out about “ Yogyakarta”.
3.	Prepare KWL chart	-Teachers 1 and 2 prepare KWL chart.
4.	Students are instructed to list what they have already found out about the topic of interest. They are to write the concepts on K (Know) field.	-Teacher 1 asked students to call out what they know about “Malin Kundang” story and asked them to list their concept in the K (Know) field. -Teacher 2 asked students to call out what they know about “Yogyakarta” and asked them to list their concept in K (Know) field.
5.	Instruct students to figure out what they want to know more about the topic of interest on W (Want) field.	-Teacher 1 asked the students to list the questions about “Malin Kundang” story and asked them to write their questions in column that is marked W (Want). -Teacher 1 asked students to think about the questions about “Yogyakarta”and asked them to write their questions in Want column.
6.	Students are instructed to find the answer to their questions by having a discussion and by reading from several resources.	-Teacher 1 as well as 2 gave the text and asked them to read, the students are instructed to find out the new knowledge concerning the topic of interest.
7.	Students are instructed to list some ideas they learned from the manuscript in column L (Learned).	-Teacher 1 instructed students to write new knowledge they figured out from “Malin Kundang” in the Learned column.
		-Teacher 2 instructed students to write new knowledge they found out from “Yogyakarta” in the Learned column.

The followings are the conclusion of the implementation of KWL (Know- Want-Learned) in teaching reading comprehension.

1. The procedures of KWL technique. The teachers implemented the whole steps based on what had been stated in (Crawford, 2005) who mentions the procedures as follows: (a) Prepare a K-W-L chart, (b) Teacher chooses a topic and students find out what they have already figured out about the topic of interest, (c) Students are asked to write what they have already figured out on the K (Know) field to make them aware of their prior knowledge about the topic, (d) Students are to ask themselves about the concepts

that they want to figure out more. They need to find out the incomplete ideas around the topic of interest and to write them down on W (Want) field, (e) Teacher encourages students to seek for the answer to their own questions that can be gained from several reading materials, from several different sources, as well as from discussions, (f) Students note down the answer as well as several concepts that they have already found from the result of their reading and discussion, and note down all of the interesting ideas on L (Learned) field.

2. The first step in the KWL technique, the teachers implemented the step by giving the topic of interest and instructed students to list what information they have already figured out about the topic.
3. The teacher implemented in making KWL chart by creating a chart and share the chart to students.
4. In column K, teachers applied this stage by instructing students to make a list of ideas that they have already figured out on the K (Know) field.
5. In column W, teachers implemented this stage by instructing the students to create a list of questions of ideas they have not had complete thought of and ideas they want to know more, and then they note them down on W (Want) field. The teacher, on this stage, helps the students by giving them manuscript to read. The students are also encouraged to have discussions to find out the answer and to make use of other sources to try answering the questions they are seeking.
6. In column L, teachers implemented this stage by instructing the students to list the ideas they have figured out and to note down the new knowledge on L (Learned) field.
7. After these three columns are implemented, the teachers gave the conclusion about the topic.

Next, in this paper is the result of the second research question that is the problems that arise when implementing KWL technique in teaching reading comprehension.

The teacher's problems that raise when applying KWL (Know, Want, Learned) in teaching reading comprehension

The second research is asking about what are the problems that raise when applying Know, Want, Learned (KWL) technique in teaching reading comprehension. According to (Subini, 2012) problem means difficulties, worrying-situation or condition and something that is uneasy to handle.

Related to the research findings the problems that raise when applying KWL technique are: First, students lack in background knowledge and lack of students' response and participation in the learning process. This is in line with (Council, 2003) the first problem is that the teacher cannot know exactly the students' prior knowledge. It means the teachers have difficulty in applying the KWL technique. Hence, the teachers must take other alternatives to activate students' background knowledge. Second is students lack in vocabulary, some students have difficulty in mastering vocabulary. So, they also difficult to make words, related to the lack vocabulary, and it also makes students difficult to understand the content of the reading text. Last is students are passive, sometimes students tend to be silent when asked by the teacher about the topic being taught.

CONCLUSIONS

Based on the research finding and the discussion above, some conclusions can be sum up into:

The teachers implemented all the steps of KWL technique systematically in teaching reading based on what had been listed in the theory of KWL technique (Crawford, 2005) and (Ogle D. M., 1986). The steps of KWL technique implemented by the teachers include: (a) Preparing a K-W-L chart, (b) Choosing a topic and instructing students to find out what they have already figured out about the topic of interest, (c) Instructing students to write what they have already figured out on the K (Know) field to make them aware of their prior knowledge about the topic, (d) Instructing students to question themselves about the concepts that they want to figure out more. Students need to find out the incomplete ideas around the topic of interest and to write them down on W (Want) field, (e) Encouraging students to seek for the answer to their own questions that can be gained from several reading materials, from several different sources, as well as from discussions, (f) Asking

students to note down the answer as well as several concepts that they have already found from the result of their reading and discussion, and note down all of the interesting ideas on L (Learned) field.

The teachers faced some problems in implementing KWL technique in teaching reading comprehension that include: students lack of background knowledge and lack of students' response and participation in the learning process, as well as students' lack of vocabularies.

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