aim Journal of Islamic Education Management
Postgraduate Program
Master of Islamic Education Management
State Islamic University of Sunan Gunung Djati

Application of the KWL (Know, Want to Know, Learned) Learning Model to Improve Students' Reading Comprehension

Kholil Baehaqi
Institute of Pesantren Babakan (IPEBA), Cirebon, Indonesia
Email: kholilbaehaqi12@gmail.com

ABSTRACT
This research endeavors to augment the reading comprehension proficiency among eighth-grade students at SMP Tunas Pertiwi, Cirebon, focusing on the material of descriptive text. The research design adopts the Classroom Action Research framework, as conceptualized by Kemmis & McTaggart, encompassing four iterative stages: planning, acting, observing, and reflecting. The study unfolds through two meticulously executed cycles, each comprising two meticulously planned sessions. The research cohort comprises 36 eighth-grade students at SMP Tunas Pertiwi, Cirebon. The findings underscore the pivotal role played by the KWL model in fostering an enhancement in the reading comprehension capabilities of students, substantiated by a nuanced assessment involving average scores and completion percentages. Observational analyses conducted throughout the instructional phases employing the KWL model unveil the students' aptitude in discerning the social functions, textual structures, and linguistic intricacies inherent in a diverse array of oral and written descriptive texts. Their ability to provide and solicit information pertinent to straightforward text attests to the contextual mastery facilitated by this pedagogical approach. Analyzing the results of the reading comprehension test, the initial cycle reveals an average score of 73.77 with a completion percentage of 71.34%. Subsequently, in the second cycle, a notable improvement is observed with an average score of 82.44 and a completion percentage soaring to 89.27%. Consequently, the judicious implementation of the KWL model emerges as an efficacious means to elevate the reading comprehension skills of students, particularly in the realm of descriptive text material.
Keywords: *Action research; KWL learning model; Reading comprehension.*

Received: 2023-09-07; Accepted: 2023 -10-15; Published: 2023-11-12

Introduction

The proficiency in reading plays a pivotal role in the holistic development of students, enabling them to meet the challenges of the contemporary era and fostering competitiveness to navigate their lives in a global context. As highlighted by Silva (2009), reading not only facilitates critical thinking, problem-solving, and optimal decision-making skills among students but also cultivates higher-order thinking abilities to address the complexities of daily life through educational activities, with the cultivation of reading skills being a paramount aspect of this process (Osman et al., 2013).

Undoubtedly, reading stands out as a fundamental language skill, serving as the gateway for students to acquire knowledge. However, the true essence of reading would be lost without a comprehensive understanding of the material, commonly referred to as reading comprehension. Proficient reading comprehension empowers students to master reading materials optimally, enabling them to connect the material with prior knowledge, draw conclusions, formulate questions, visualize information, and synthesize the content.

In line with this perspective, Kholiq (2020) aptly asserts that reading skills occupy a central role in the development of language competencies among students. Reading skills constitute one of the four language skills: listening, speaking, reading, and writing, each encapsulating its own domain or aspect. Listening and reading fall under the receptive skills, whereas speaking and writing fall under the productive skills. Nevertheless, the overarching objective of reading is to comprehend textual content, emphasizing the significance of reading comprehension.

Dorn and Soffos (2005) affirm that reading comprehension is a complex process intricately linked to intelligence, emotions, perception, and social experience. The acquisition of reading comprehension is not a straightforward task for students and is contingent upon three factors: (1) mastery of the language structure of the text, (2) the ability to control understanding of the text read, requiring constant monitoring and articulation of one's understanding while reading, and (3) possessing background knowledge of the text's content and vocabulary.In alignment with this perspective, Tarigan (199) underscores that reading comprehension involves prioritizing the meaning of the text not merely on the written page but within the reader's mind. Reading comprehension constitutes a system of understanding textual content by considering reading time and the comprehension level of the material. Furthermore,

Tampubolon (1990) posits that reading comprehension is an activity aimed at nurturing reasoning abilities. Reading, as a means of fostering reasoning abilities, involves understanding implied meanings in written text. Therefore, to comprehend meaning, individuals must train their reasoning abilities to capture implicit meanings in written text.

The focus of this research is on reading comprehension within the specific context of news item text. According to the syllabus of the Ministry of Education and Culture, one of the basic competencies for eighth-grade English language subjects includes the contextual grasping of meaning related to the social function, text structure, and linguistic elements of oral and written descriptive texts. These texts are very short and simple, relating to people, animals, and objects. Furthermore, students are expected to compose oral and written descriptive texts, very short and simple, related to people, animals, and objects, with attention to social function, text structure, and linguistic elements, adhering to correctness and contextual appropriateness. Additionally, students are required to grasp meaning contextually related to the social function and linguistic elements of song lyrics related to the lives of junior high school students.

Based on the Lesson Implementation Plan, descriptive text material is a type of text that explains something, such as describing a person, animal, or object, including its shape, characteristics, quantity, and more. Descriptive text aims to elucidate, depict, or express information about a person or object. The generic structure of a descriptive text includes two main components: (1) Identification, which introduces and provides a general overview of the topic, serving as an introduction to avoid misunderstandings, and also mentions why the author chose that particular subject for description; and (2) Description, which encompasses all general to specific characteristics or qualities present in the person, object, or animal being described.

Drawing from the normative foundation above, it is evident that in English language education, the ability to articulate objectives, read, and comprehend texts are fundamental factors for language success. Reading activities hold no significance if students cannot comprehend what they read (reading comprehension). Therefore, students are expected to comprehend the content comprehensively, summarizing it in their own words and conveying their understanding through both oral and written means after reading the text (Chorida & Suhartono, 2016).

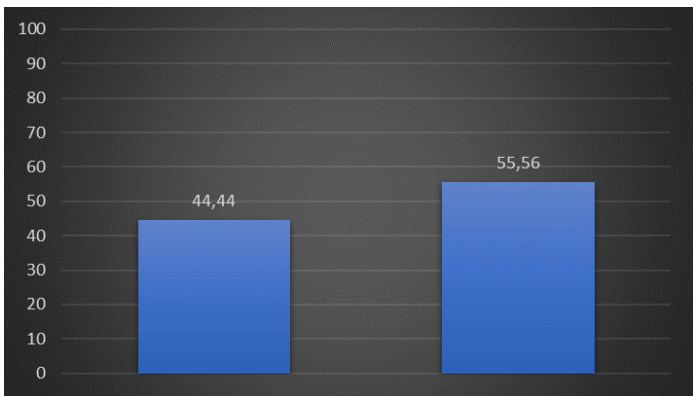
The undertaking in question necessitates the analysis and interpretation skills of students to accurately and precisely apprehend the

meaning or information presented within a given reading text. The mastery of reading comprehension is thus of paramount importance for students, serving as a facilitator for the more seamless acquisition of information from a myriad of written sources. Additionally, the proficiency in comprehending reading materials is not confined to language learning alone; it extends its significance to the broader spectrum of acquiring diverse knowledge. For students, the comprehension of a reading text is indispensable in the pursuit of optimal learning outcomes.

Nevertheless, the pedagogical landscape in Class VIII at SMP Tunas Pertiwi, Cirebon, as articulated by the author, reveals that students' reading comprehension concerning descriptive text materials has not attained the stipulated success standard (KKM score 75). A scrutiny of the instructional process through the utilization of exposition methods and exercise drills, as observed, seems to mitigate students' enthusiasm and tends to manifest a monotonous pattern, consequently resulting in suboptimal reading comprehension.

A meticulous analysis of documents conducted by the author on students' academic achievements discloses that out of the 36 students assessed, 44.44% have not met the expected KKM standard, whereas the remaining 55.56% have either met or surpassed the KKM benchmark. This distribution is graphically represented in Figure 1.1, illustrating the Reading Comprehension Skills of Class VIII Students in Descriptive Text Material.

Figure 1. Graph of Reading Comprehension Skills of Class VIII Students in Descriptive Text Material



The presented data signifies that a substantial proportion of students enrolled in the English language subject, particularly those engaging with Descriptive Text material, have not attained a satisfactory completion

percentage. This issue is ascribed to the inadequate application of teaching methodologies. The manifestations of suboptimal reading comprehension skills among students manifest through various symptoms, including: (1) a majority of students exhibiting suboptimal proficiency in identifying text structures; (2) numerous students possessing minimal capacity to articulate the content of studied texts; (3) a considerable number of students demonstrating suboptimal competence in recognizing the characteristics of each text; (4) certain students displaying suboptimal skills in identifying the main ideas within texts; and (5) a majority of students showcasing suboptimal abilities in discerning specific information within texts.

As elucidated, the crux of the problem lies in the implementation of an inappropriate teaching model. The utilization of exposition and exercise drill methods results in students having minimal engagement in the learning process, merely receiving information unidirectionally from the teacher. This learning approach tends to result in a swift forgetting of the taught material, leading to an uninteresting and ineffective learning process. Despite the author's maximal efforts, students encountered various obstacles and difficulties in comprehending English texts, especially within the domain of Descriptive Text material.

The learning activities fall short in providing adequate space for students to express their feelings, thoughts, and opinions through reading activities. Teachers persist in employing conventional teaching methods and exercises, rendering the learning process dull. Since it fails to actively involve every student in a creative, effective, and enjoyable manner, only specific students engage intensively in the exercise-solving process.

Consequently, a substantial number of students have not fully developed their reading comprehension skills. If this issue persists, it is feared to have a serious impact on further English language learning abilities, potentially leading to a decline in learning motivation as students grapple with reading comprehension in English. Therefore, as a teacher, it becomes imperative for the author to carefully choose an appropriate teaching model to render English language learning more meaningful. The selection of a teaching model significantly determines the quality of students' learning processes and must be tailored to the unique conditions of the students and the school.

To address these issues, an English language teaching model that encourages and stimulates students to actively participate in learning is necessary. One such model is the KWL (know, want to know, learned) model. Developed by Ogle (Dewi, Sudiana, & Darmayanti 2014), the

KWL model aims to activate students' background knowledge and interests in a specific topic. The KWL model encompasses three fundamental steps, guiding students to provide a pathway regarding what they already know, determine what they want to know, and recall what they have learned from reading. This learning model demands students to understand the entire content, generate questions, answer questions, and engage in reading.

The KWL model necessitates students to set reading goals by formulating a series of questions and finding answers to those questions. Intensive reading using the KWL model involves three crucial elements: K (know), W (want to know), and L (learned). Know guides students to initially express their opinions about what they know regarding the topic. For instance, when the teacher introduces the topic of descriptive text, students already possess initial knowledge about descriptive text, allowing each student to express their individual opinions on the topic presented by the teacher.

After documenting contributions from students regarding the related topic, students are given the opportunity to formulate questions about what they want to know (W) about that topic. Each student is given the chance to formulate one question, ensuring that questions do not overlap with those made by their peers, and the questions must be related to the predetermined topic. Subsequently, students are tasked with answering the questions on a PowerPoint presentation. Before students answer the questions, they are provided with a relevant text. Through the text-reading activity, students can find answers to the questions they formulated. The last element is Learned (L). After reading, students answer the questions in line with the results of intensive reading. A subsequent discussion between students and the teacher ensues, addressing both the answered and unanswered questions, and summarizing the content of the reading.

The KWL learning model is anticipated to make students more active contributors to the learning process, facilitating the development of their reading comprehension skills as expected in the English language subject. Based on this rationale, this study scrutinizes how the implementation of the KWL (know, want to know, learned) teaching model influences efforts to enhance the Reading Comprehension of Class VIII Students at SMP Tunas Pertiwi, Cirebon, in the Descriptive Text material during the Odd Semester of the 2018/2019 Academic Year.

Methods

The structure of this classroom action research, drawing inspiration from Hopkins' model (2011), is grounded in the research design framework developed by Kemmis & McTaggart. This framework encompasses four distinct stages in each iterative cycle: action planning, action implementation, action observation, and action reflection. The entire research process unfolds through two comprehensive cycles. Should the evaluation outcomes in Cycle I persist in revealing unresolved issues or new challenges, the researcher commits to implementing refinements in Cycle II, adhering to the established pattern. Consequently, the reflections from Cycle I serve as a foundation for delineating and executing improvement strategies in Cycle II.

The primary analytical approach deployed is descriptive statistical analysis, specifically designed to scrutinize uncomplicated quantitative data. Concurrently, the secondary method of data analysis involves interactive analysis, as expounded by Miles & Huberman (2014). This analytical technique is employed to meticulously examine qualitative data, consisting of textual insights into both the ongoing and concluded facets of the learning processes.

Results and Discussions

This study was conducted in Class VIII of SMP Tunas Pratiwi, Cirebon, involving a total of 36 students. Specifically, the focus was on the English language subject, particularly the descriptive text material, during the odd semester of the academic year 2018/2019.

The depiction of classroom conditions, outcomes, and changes occurring during and after the implementation of the action using the KWL (know, want to know, learned) model indicates the effective execution of all action procedures by the teacher. This is discernible from the observation scale score of 78.81 in the first cycle of the study, accompanied by certain observations: (a) Clarity issues existed as the teacher failed to fully articulate the tasks assigned to students related to the implemented learning model; (b) The teacher encountered challenges in facilitating students' opinions regarding the upcoming material through initial questions (K). These issues were subsequently addressed in the second cycle of the study.

In the second cycle, the teacher refined the implementation of action procedures, particularly in the initial activities, by providing more detailed explanations of the learning steps using the KWL (know, want to know, learned) strategy to students. This refinement was followed by

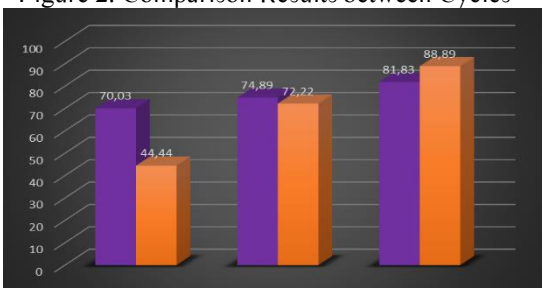
the third step, where the teacher in this second cycle demonstrated improved capability in providing answers and responses to students, leading to better monitoring of learning activities. Consequently, the effectiveness of teacher actions increased to 89.81%. The level of student activity and participation was commendable, evident in how their learning activities aligned with the KWL (know, want to know, learned) model procedures.

The KWL (know, want to know, learned) model played a pivotal role in assisting the teacher in enhancing students' reading comprehension abilities in descriptive text material, characterized by several aspects serving as indicators of success. Observations during the learning process using the KWL (know, want to know, learned) model demonstrated that students could distinguish the functions, text structures, and linguistic elements of various oral and written texts according to their contextual usage.

Previous challenges faced by the teacher, such as: (1) a majority of students being suboptimal in identifying text structures; (2) many students having minimal ability to describe the content of a studied text; (3) a considerable number of students being suboptimal in identifying the characteristics of each text; (4) some students being suboptimal in identifying the main ideas in the text; and (5) a majority of students being suboptimal in identifying specific information in the text, were effectively addressed through the use of the KWL learning model.

Based on the results of the reading comprehension ability test, in the first cycle, the average score achieved was 73.77 with a completion percentage of 71.34%. Subsequently, in the second cycle, the average score obtained was 82.44 with a completion percentage of 89.27%. Thus, the application of the KWL (know, want to know, learned) model in English language learning succeeded in improving students' reading comprehension abilities in descriptive text material. This is illustrated in Figure 2, depicting the comparison results between cycles.

Figure 2. Comparison Results between Cycles



Moreover, the favorable responses of students towards the KWL (know, want to know, learned) model are evident, as illustrated by the results of the questionnaire administered by the teacher. In general, students exhibit considerable interest in the KWL (know, want to know, learned) model due to its active involvement of students and its capacity to render the material more captivating, thereby fostering heightened levels of student engagement.

These outcomes are in harmony with the theoretical underpinnings of the KWL (know, want to know, learned) model, underscoring the teacher's ability to stimulate students' background knowledge and interests in a specific topic. The KWL (know, want to know, learned) model entails three fundamental steps guiding students in charting a course regarding what they already know, determining what they desire to know, and recollecting what they have acquired from reading. The KWL (know, want to know, learned) model evolves into a pedagogical approach that compels students to comprehend the entire content, formulate questions, provide answers, and engage in intensive reading (Dewi et al., 2014).

This positive reception is particularly pronounced in the interactive nature of the KWL model. By actively involving students in the learning process, the model not only fosters a deeper understanding of the subject matter but also cultivates a sense of curiosity and inquiry. The dynamic interplay of the three stages—knowing, wanting to know, and learned—encourages students to take ownership of their learning journey.

The KWL model's effectiveness in enhancing reading comprehension aligns with the broader pedagogical principles that emphasize student-centered and participatory learning. The model encourages students to go beyond mere passive reception of information, urging them to explore, question, and reflect. This shift towards an active learning paradigm is crucial in cultivating critical thinking skills and a genuine interest in the subject matter.

In light of these positive outcomes, the KWL model emerges as a valuable tool not only for improving reading comprehension but also for promoting a more engaging and interactive classroom environment. As educators continue to seek effective teaching methodologies, the KWL model stands out as a promising approach that empowers students to become active, inquisitive learners, laying the foundation for a more meaningful and enduring educational experience.

Conclusions

In summary, the application of the KWL (know, want to know, learned) model demonstrates its versatility and effectiveness across various subjects, with a particular emphasis on the English language, especially in the realm of descriptive text materials. This is contingent upon educators' adeptness in adjusting the implementation steps to align with the unique context of the classroom, the learning requirements, and the distinctive characteristics of the students.

The pivotal role played by the KWL (know, want to know, learned) model in enhancing students' reading comprehension abilities is distinctly evident, particularly within the domain of English language learning, specifically focusing on descriptive text materials. The utilization of the KWL (know, want to know, learned) model exhibits its potential to elevate the reading comprehension skills of Class VIII students at SMP Tunas Pertiwi, Cirebon, within the chosen material. This is exemplified through their capability to discern the social functions, text structures, and linguistic elements embedded in various oral and written news item texts. Furthermore, students demonstrate proficiency in providing and soliciting information related to simple news sourced from newspapers, radio, or TV, in alignment with the contextual usage.

The outcomes of the reading comprehension ability test substantiate the effectiveness of the KWL (know, want to know, learned) model. In Cycle I, the average score attained was 73.77, with a completion percentage of 71.34%. In subsequent Cycle II, the average score further increased to 82.44, accompanied by an elevated completion percentage of 89.27%. Consequently, the judicious application of the KWL (know, want to know, learned) model emerges as a successful strategy in enhancing students' reading comprehension capabilities in the studied descriptive text material.

References

Chorida, L. A. & Suhartono, N. (2016). Penerapan Metode Cooperative Integrated Reading and Composition (CIRC) dalam Peningkatan Keterampilan Membaca Pemahaman. Jurnal Kalam Cendekia.

Dewi, N. P. W. C., Sudiana, I. N., & & Darmayanti, I. A. M. (2014). Penerapan Strategi Kwl (Know, Want to Know, Learned Untuk Meningkatkan Kemampuan Membaca Intensif Siswa Di Kelas Vii D Smp Negeri 1 Sawan. e-Jurnal Pendidikan Bahasa dan Sasstra Indonesia, Undiksha Volume: Vol: 2 No: 1 Tahun:2014

Dorn, J. L & Soffos, C. (2005). *Teaching for Deep Comprehension.* Portland, Maine: Stenhouse Publishers.

Hopkins, D. (2011). *Panduan Guru Penelitian Tindakan Kelas*. Yogyakarta: Pusataka Pelajar

Kholiq, A. (2020). Kemampuan Membaca Pemahaman Mahasiswa di Lamongan. Jurnal Program Studi Pendidikan Bahasa dan Sastra Indonesia: Universitas Islam Lamongan

Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis, a Methods Sourcebook. Edition 3. USA*: Sage Publications.

Osman, K., Hiong, L. C., & Vebrianto, R. (2013). "21st Century Biology An Interdisciplinary Approach of Biology, Technology, Engineering and Mathematics Education." Sosial and Behavioral Sciences, 102 (2013), 188-194.

Silva, E. (2009). *Measuring Skills for 21'st-Century Learning*. Phi Delta Kappa, 630-634.

Tampubolon. (1990). *Kemampuan Membaca Teknik Membaca Efektif dan Efisien*. Bandung: Penerbit Angkasa

Tarigan, H. G. (1994). *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung. Penerbit Angkasa.