

# **The Effect of Using KWL Technique Toward Students' Reading Comprehension In Narrative Text And Their Perception About The Technique**

**Ibnu Surya Pratama**  
*English Education, University of Lampung*

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## **Abstract:**

*The purpose of the study was to know the effect of the use of KWL technique towards students reading comprehension in narrative text and perception. Whether or not the use of KWL technique can affect the learners' score and how the learners perceive the use of KWL technique when learning reading. The scopes of this study were learners' score and perceptions. Sample of the study was 37 learners from 181 learners of eleventh grade of SMAN 1 Batusangkar. This study used mixed method with explanatory sequential design which gathering the data, quantitative and qualitative data, sequentially in two phases, with one form of data collection following and informing the other. The techniques of data collection of the study were testing for collecting the quantitative data and interviewing for collecting the qualitative data.*

*The findings of the study came from two kinds of data, quantitative and qualitative data. The result of quantitative data showed that the use of KWL technique towards students' reading comprehension in narrative text affected the learners' score. The result showed that Sig 2-tailed (0.002 is lower than 0.05). It can be concluded that there is significant effect of students' reading comprehension in narrative text after using KWL technique. The result of qualitative data showed that 5 of 6 learners who had high gained score had positive perception towards the use of KWL technique in learning reading comprehension activity. Further, only 1 of 6 learners who had little gained score had negative perception toward it. From those findings, it can be concluded that the use of KWL technique could affect the learners' score and perceptions positively and negatively, and those perceptions could also effect on learners' score.*

**Keywords:** *KWL Technique, Students' Reading Comprehension, Narrative Text, Quasi-experimental Design*

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## **I. Introduction**

English is the language of science and education, and mastery of the English language will give students greater access to knowledge because they can read it. Reading involves both the reader's literacy context and the ability to make cognitive and affective leaps based on a synthesis of old and new information. By reading, people get more skills to increase their knowledge, and people can learn about the process too. Reading is a complex activity that requires perception and thought. Word recognition and comprehension are two connected processes in reading. Jennifer (2010) stated that reading is thinking and understanding and getting at the meaning behind a text. The process of perceiving how written symbols correspond to one's spoken language is referred to as word recognition. Making understanding of words, sentences, and connected material is the process of comprehension. This understanding is based on the interaction between the written words and how they activate information outside of the text or message. To understand written content, readers often use background information, vocabulary, grammatical understanding, experience with reading, and other skills. (Elizabeth, 2003) When reading, students usually make use of background knowledge, vocabulary, grammatical knowledge, and experience with the text. Reading the texts also provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentence, paragraphs, and texts (Hill, 1998). It means that good reading texts can introduce topics, stimulate discussion, excite imaginative responses and they can improve their reading comprehension ability to read the text.

Based on the preliminary research, the data was retrieved from the score of the second semester test and found that many students at the eleventh grade of SMAN 1 Batusangkar still got under average score in reading, 71 students achieved score above the criterion of minimum mastery. More than it, 129 students got score under the criterion of minimum mastery, and the criterion of minimum mastery at eleventh grade of SMAN 1 Batusangkar is 75. It could be inferred that most of students still had difficulties in their reading comprehension. Those problems of reading comprehension can be caused by two factors. First the students did not have good motivation to read because the text is not interesting and they should comprehend every word of the text and the

students did not about the technique of reading.

One of ways considered effective in teaching reading is by using KWL (know, want to know, learned). As stated by Blachowicz and Ogle (2008), KWL is an activity in which the teacher leads active readers to engage with reading texts. According to the opinion of Ogle (1989) "The KWL strategy is formed by the activeness of both teacher and also students themselves to make the "life- teaching" in classroom .KWL as the one of the good strategy can upgrade students' reading comprehension (Ogle, 1986; Vacca & Vacca, 2008). In addition, according to Westwood, the KWL strategy has really recommended within many reading methodological kind of texts. Strategy is used consist of one class which enhance a small group to prepare KWL chart. KWL is one of chart should be classified also in three different charts: K (What I Know); W (What I Want to Know); and L (What I Learned). This kind of study displays learners are reading, writing, and also the research, and observation to develop their particular subject. KWL Chart is used prior to science unit or lesson to engage students in writing about what they already know about the topic. Those Students are also write any questions that they have about the primarily topic. The students discussed their information that teachers needs to be managed by Using KWL Strategy. The other advantage of this knowledge is which thing we call "prior knowledge", in developing prediction of those skills, and increase this one of skill "writing".

Hence, if the teacher uses KWL in teaching reading, it may be new for some learners. Because of this condition, the learners may have different perceptions of the use of KWL on students reading comprehension. According to (Santrock, 2005), perception is the process of organizing and interpreting sensory information to give it meaning. In the researchers' opinion, perception is important because everyone has different perceptions of something and the perception can affect his/her thinking. As stated by (Wade, 2011) that the perception is important because it provides the foundation for learning, thinking, and acting.

As stated by Etuk, et.al (2013). that "The knowledge of the way the students think and perceive can aid the teacher to reflect upon and adjust his teaching strategies to enhance students' understanding and". Not only as an aid for teachers to reflect their teaching strategy, but the learners' perceptions also needed to know because they can affect learners' learning achievement. What the learners perceive about learning environment can influence their learning achievement.

Hence, the learners' perceptions of learning environment play important role in learners' learning achievement. Many factors which influence learners' achievement, such as family condition, teacher and teaching method, equipment which used in teaching learning process, learning environment, social motivation, and perception, the researcher only focuses on two factors of learning achievement; teaching method and perception. By using interesting teaching method, the effect of using KWL (know, want to know, learned) technique toward students' reading comprehension in narrative text.

The previous researches have reported the implementation of KWL technique. Mulia (2020) conducted research at SMP al - washiah to investigate the effect of using KWL strategy on students' achievement in reading comprehension. As the result, displayed that a significant effect of using Know- Want to know-Learned (KWL) Strategy on students' achievement in reading comprehension could be guaranteed. In line with the Wahyuni (2014) conducted a study on using K-W-L technique for narrative texts. She found that the students were enthusiastic in learning reading comprehension, and also they seemed to understand the texts easily.

However, the previous research did not explore more about students perception about the use of KWL strategy towards reading comprehension. Therefore, in this current research, the researcher would like to apply KWL strategy in order to see the effect of this strategy to eleventh graders on students reading comprehension and their perceptions of the technique.

## **II. Method**

To achieve the objectives of the research, the researcher used mix method. The researcher used that method because he intended to collect both quantitative and qualitative data. To collect those quantitative data with one group pre- test and post- test. Then, the qualitative data was needed to know the student' perception about the technique. The qualitative data were collected by using open-ended questions in interview. The subject of this research is the eleventh grade of SMAN 1 Batusangkar that consisted of 30 students. This research carried out by conducting seven meeting including try out, pre-test, three times treatment and post-test.

The instrument of this research were multiple choice for pre-test and post-test and interview. In collecting quantitative data used pre-test and post-test, the researcher makes 25 questions of multiple choices for one class. The material in this test is narrative text.

In collecting qualitative data, the researcher used interview to figure out how the learners' perception of the use KWL techniques towards student reading comprehension. In interviewing, there were five questions for each six learners as sample of qualitative data collection. The researcher used clustering sampling in determining the respondents of qualitative data collection by grouping them based on their gain score. The researcher selected this sampling because he intended to investigate learners' perception of the use of KWL technique on students reading comprehension from high and low gain score. The respondents might perceive the

using KWL technique in students' reading comprehension positively or negatively. Six learners who selected came from two categories of low gain score and high gain score. It meant that from each category of gain score, the researcher selected three learners to be respondents in gathering qualitative data. The questions in the interview related to learners' perception when learning reading by using KWL technique. Those questions were about how the learners' feeling and perception of the use of KWL techniques towards student reading comprehension.

### III. Result and Discussion

#### A. Quantitative data

The results of the pretest and posttest given to the experimental group is shown in Table 1.

**Table 1**  
**Descriptive Statistic Data of Pre-test and Post-test**

Descriptive Statistic	Pretest	Posttest
N	30	30
Mean	63.00	80.67
SD	9.432	12.645

Table 1 shows that the mean of pretest at experimental class is (63.00) with standard deviation 9.432. However, after the treatments were given, the mean of experimental class was improved to (80.67) with the standard deviation 12.645. Thus, the mean score of posttest is higher than pretest for reading. The researcher need to do an analysis to investigate whether there is significant different of students reading comprehension in narrative text before and after the treatments are given.

Before testing the hypotheses, the researcher analyzed the students' gain score to see whether or not the data fulfilled the statistical assumptions. The statistical assumptions covered the normality and homogeneity test. Normality test was used to measure the distribution of data to see whether it was normal or not. This test was calculated by using Shapiro-wilk test. The results of normality test can be seen in Table 2.

**Table 2**  
**The Result of Normality Test**  
Tests of Normality

Test	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Score Pre Test	.189	30	.008	.940	30	.089
Post Test	.178	30	.016	.922	30	.300

Lilliefors Significance Correction

From the calculation, it was found that the obtained significant value (using Shapiro wilk) of the experimental class in pretest was 0.089 and the posttest was 0.300. Since 0.089 and 0.300 were more than 0.05, the data of pretest and posttest in the experimental class were normally distributed. Furthermore, the homogeneity test was used to see whether or not the variances of the groups were homogenous in order to obtain information of the experimental class. This test was calculated by using the Levene's test. The result of homogeneity test is described in table 3.

**Table 3**  
**The Result of Homogeneity Test**

Test of Homogeneity of Variances Score

LeveneStatistic	df1	df2	Sig.
4.368	1	58	.138

The test shows that the obtained significant value of homogeneity test of the experimental class was 0.138. Since 0.138 was higher than 0.05, it means that the experimental class was homogenous. Since the statistical

assumptions of normality and homogeneity were fulfilled, the parametric statistical analysis was administered to test the hypotheses. The main data of hypothesis testing were taken from the students' posttest scores. The hypotheses testing in this study was investigated by using paired sample t- test to see the effectiveness. The hypothesis was about the effectiveness of KWL technique on the students' reading comprehension in narrative texts. It was analyzed by using paired sample t-test and the result is shown in Table 4.

**Table 4**  
**The Results of the Paired Sample t-test between the Pre-test and Post-test**  
 Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair1 Pre Test -PostTest	3.66667	1.12017	.22033	1.42440	5.90894	3.273	29	.002

The result of paired sample t-test reveals that the obtained significant level was 0.002. This value was lower than the accepted significant level 0.05 (sig. 0.002 < sig. 0.05). It meant that there was enough evidence to reject the null hypothesis and to accept the alternative hypothesis. Therefore, there was a significant effect in the reading comprehension especially in narrative text after they are taught by using KWL technique.

**B. Qualitative data**

In describing the qualitative data, the researcher elaborated the interview specifications with the learners' responses in a table as following

Interview specification	Response
Mengetahui persepsi siswa tentang penggunaan teknik KWL dalam pemahaman membaca siswa terutama di text narrative?	<p><b>5 of 6 learners stated that:</b></p> <ul style="list-style-type: none"> <li>-the use of KWL technique could create interesting, unborng, fun, and enjoyable class.</li> <li>-learners felt happy when learning readingspecially in narrative text.</li> <li>-the KWL chart could make learning materiaeasier and more understandable.</li> <li>-the use of KWL technique on students readingcomprehension affected on their score.</li> </ul> <p><b>1 of 6 learners states that:</b></p> <ul style="list-style-type: none"> <li>- the use of KWL technique was time consuming and made the learning material unclear.</li> <li>-the use of KWL is very complicated.</li> <li>-the use of KWL technique did not effect on his score</li> </ul>

In analyzing the qualitative data, as described in qualitative data description, the researcher elaborated the qualitative data- result of interview- based on the interview specifications. They were to know learners' perceptions about the the use of KWL technique on students' reading comprehension. The interview consisted of 5 questions.

The interview questions were asked to find out the learners' perceptions about the use of KWL technique on students' reading comprehension. Five of six learners stated that using KWL technique were needed to use in learning English especially in reading because the use of KWL technique, such as KWL chart could create unborng and enjoyable class and made the learning material easier and more understandable. One of them said that "enak belajarnya santai". The other respondent also said that "soalnya biar lebih ngerti". Further, only one of six learners stated that the using KWL technique, such as KWL chart was not needed to use in learning reading especially in narrative text. He said that he was not interested in learning reading by the use of KWL technique. He stated that "... males aja" and "lama- lamain Mr, ribet".

They also perceived that the use of KWL technique could make learning material easier and more understandable. Additionally, the chart were also could assist them in memorize the learning material. They argued that the KWL chart could explain the learning material more. One of them said that "...soalnya kan ada table nya jadi bisa dilihat dan lebih mudah diinget.". Therefore, they stated that the use of KWL technique on students reading comprehension affected on their score of reading test.

#### **IV. Discussion**

The main objective of this study was to find out the effectiveness of using KWL technique on the students' reading comprehension and their perception. The students of experimental class were taught by using KWL technique. Some literature and previous studies claimed that KWL technique was effective technique to teach reading. Moreover, the statistical computation in research findings revealed that the use of KWL technique significantly affected the students' reading comprehension especially in narrative text. The obtained significant level was lower than the accepted significant level (sig.  $0.002 < \text{sig. } 0.05$ ). It meant that there was enough evidence to reject the null hypothesis and to accept the alternative hypothesis.

Additionally, in this research, the learners had positive and negative perceptions of the use of KWL technique. As elaborated in qualitative data analysis, most learners had positive perceptions of the use of KWL technique on students' reading comprehension. The learners perceived that the use of KWL technique made the learning material easier and more understandable. Moreover, the use of KWL charts also could assist the learners to memorize the learning material easily.

Next, most learners who had high gained score perceived that the use of KWL technique on students' reading comprehension made the learners happy and enjoy in the teaching reading process. It means that the researcher found that the learners perceived the use of KWL technique on students' reading comprehension pictures in explaining the learning materials positively. As Wasti Soemanto (2006) stated that a positive perception would lead to happiness, on the other hand, a negative perception would lead to unhappiness. Those happiness and unhappiness would influence the learners' desire in learning and action. Further, the result of this research showed that one of six learners who had little gained score perceived negatively. Hence, it was also in line with the Wasti Soemanto's statement above that unhappiness would not lead to learners' desire in learning and action.

Based on the result of the interview, it can be seen that KWL technique used in teaching reading process plays important role to the learners' score and perception. The teaching method can affect on learners' score and perception positively and negatively. The result of interview proved the M. Ngalim Purwanto (2010) stated that there are some social factors which influence the learners' learning and achievement. Those social factors are family condition, teacher and teaching method, equipment which used in teaching learning process, learning environment, and social motivation.

Lastly, by using interesting strategy, such as the use of KWL strategy on students' reading comprehension in narrative text, the learners' positive perceptions can be encouraged. Then, those learners' positive perceptions can lead to happiness and reduce the anxiety which then can affect the learners' score positively. On the other hand, the learners' negative perception of KWL technique in teaching reading process also can affect learners' score negatively. In this research, learners' who had positive perceptions toward the use of KWL strategy on students' reading comprehension in narrative text had high gained score. It means that the positive perception could affect learners' score positively. In contrast, the learner who had negative perception toward the use of KWL technique on students' reading comprehension had low gained score which means that it affected on learner's score negatively. Therefore, the used of KWL technique, can affect learners' score and perception positively and negatively.

#### **V. Conclusion**

The findings of this study showed that the students taught by KWL strategy achieved significantly better scores of reading comprehension especially in narrative text. Then, those learners' positive perceptions can lead to happiness and reduce the anxiety which then can affect the learners' score positively. On the other hand, the learners' negative perception of KWL technique in teaching reading process also can affect learners' score negatively. It could be concluded that KWL strategy was effective to be used in teaching the students' ability in reading comprehension especially narrative texts and also the students who have positive perception about this strategy is in line with their higher learning outcome.

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