

THE USE OF KWL TECHNIQUE IN TEACHING STUDENTS READING COMPREHENSION ON NARRATIVE TEXT

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ABSTRACT

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

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

INTRODUCTION

English has an important role in everyone's language progress. Learners need to master four main skills in mastering English, one of which is reading. Khalilova (2023) states that reading comprehension is a prerequisite for effective communication. According to Ivantara, Herman, & Manalu (2019) it is stated the obstacles faced by students in learning English, especially in reading comprehension. These obstacles include limited vocabulary that makes it difficult for them to understand the content of the reading, as well as difficulties in understanding the structure of the text, which hinders the interpretation of information. According to Usman, Fata, & Pratiwi (2019) the application of the KWL technique could improve students' ability to understand reading texts and encourage their more active involvement in the learning process. According to Nanda & Pratama (2021) it is stated that the advantage of using the KWL technique was to increase student involvement in the reading process. There are many other techniques, but researchers have focused on using the KWL technique.

METHODS

This study employed a quantitative approach with a pre-experimental design (Creswell & Creswell, 2018). The one-group pre-test and post-test design consisted of three stages: pre-test, treatment, and post-test. The pre-test measured students' reading comprehension before the intervention, followed by the application of the KWL technique as treatment. Finally, the post-test was conducted to assess any improvement in reading comprehension. The effectiveness of the intervention was determined by comparing the pre-test and post-test scores.

RESULTS AND DISCUSSION

RESULTS

This section presents the core findings of the study in a structured and unbiased manner. The results are based on the analysis of pre-test and post-test scores, demonstrating the effectiveness of the KWL technique in improving students' reading comprehension.

Pre-test and Post-test Analysis The study involved 28 students, with pre-test and post-test scores analyzed to assess improvement. The pre-test results showed that most students scored between 51-60, with the lowest score at 40 and the highest at 80. In the post-test, scores improved significantly, with most students scoring between 71-80, the lowest at 50, and the highest at 90. The average pre-test score was 60.71, while the post-test average was 71.25, indicating a positive change.

Statistical Analysis To measure the significance of the improvement, a paired sample t-test was conducted. The difference in mean scores (D) was calculated as 10.54. The t-test value obtained was 10.97, exceeding the critical t-table value of 1.703 at a significance level of 0.05, confirming a significant improvement in students' reading comprehension after applying the KWL technique.

Hypothesis Testing The hypothesis test results indicated that the null hypothesis (Ho) was rejected, while the alternative hypothesis (Ha) was accepted. This confirms that the KWL technique effectively enhances students' reading comprehension.

Effect Size Calculation Using Cohen's effect size formula, the study found an effect size (ES) of 1.97, categorizing the impact as strong ($ES > 1.00$). This demonstrates that the KWL technique had a significant influence on students' reading comprehension skills.

In summary, the statistical analysis and effect size calculation provide strong empirical evidence supporting the effectiveness of the KWL technique in improving reading comprehension among tenth-grade students at MA Islamiyah Pontianak.

DISCUSSION

The study confirms that the KWL technique effectively improves students' reading comprehension, aligning with Suhaimi (2020) and Musliha et al. (2023). The significant score increase from 60.71 (pre-test) to 71.25 (post-test), with a t-value of 10.97 exceeding the t-table value of 1.703, and an effect size of 1.97, highlights its strong impact.

Students found the KWL method engaging and easy to use, enhancing their ability to connect prior knowledge with new information. Additionally, the structured steps encouraged active participation and collaboration, reinforcing comprehension, as supported by Indra Jayanti & Nasution (2022).

Despite its effectiveness, challenges included time-consuming material preparation, classroom management demands, and varied student motivation levels. However, with proper planning, the KWL technique proves to be an engaging and effective approach to enhancing reading skills.

CONCLUSION

The study confirms that the KWL technique significantly improves students' reading comprehension, particularly in narrative texts. The substantial difference between pre-test and post-test scores, supported by a t-value of 10.97 (higher than the t-table value of 1.703) and a strong effect size of 1.97, proves its effectiveness.

Beyond score improvements, the KWL technique enhances student engagement, fosters better communication, and increases learning motivation. Its interactive approach helps students connect prior knowledge with new information, making reading comprehension more effective and enjoyable.

However, limitations include time-consuming preparation and the need for effective classroom management. Future research could explore adapting the KWL technique for different text types and student proficiency levels to maximize its benefits.

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