Utilizing Know, Want, Learn (KWL) Strategy in Teaching Reading Comprehension of Narrative Text

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ABSTRACT

Reading is an ability that everyone must have, reading is also a bridge to new knowledge. In fact, students often struggle with reading such as identifying texts, finding the main topic, extracting information, grasping the overall meaning, and connecting text events to real life. This study aims to explore the implementation of the KWL (Know, Want, Learn) strategy in teaching reading comprehension of narrative texts and student perception in learning reading narrative text at junior high schools in Karawang. The KWL strategy is used to help students understand narrative texts more deeply, with stages that include identifying prior knowledge, learning objectives, and reflecting on the understanding gained. This study uses a qualitative approach with a case study method to analysed the data found. The participants used in this research amounted to 8 students. besides that, the data collection technique uses 3 ways, namely observation, interview, and documentation. The findings show that the KWL strategy is helping in students organize information and improve their understanding of the text, some students also said that this strategy really helped students and understand the material. However, challenges such as low student interest in reading and limited learning media are obstacles in the implementation process. However, students' perceptions of the KWL strategy are positive, where students feel more actively involved in the learning process and are more motivated to read narrative texts. Therefore, the results show that KWL strategy helps students organize information and improve their understanding of the text. Although this strategy is effective, there are challenges such as students' low reading interest and limited learning media. However, students' perception of KWL strategy remains positive, and helping where they feel more engaged and motivated in the learning process.

Key words: KWL Strategies; Narrative Text; Reading Comprehension; Students' Perceptions

INTRODUCTION

Reading is an ability that everyone must have, reading is also a bridge to new knowledge (Fitria, 2019). This means that by reading, students can discover new knowledge both in general lessons and in English lessons. However, the fact is that students often have difficulties in reading (Abdullah & Khafidhoh 2022), the difficulties such as, identifying texts, finding the main topic of the text, finding out information in the text, understanding the overall meaning of the text, and connecting events in the text with events in real life. These difficulties show that reading in English is not just about recognizing words and phrases, but also involves deeper understanding and higher analytical skills. Moreover, English is one of the languages of science and education. Mastery of English will open a bigger window of knowledge to students. Reading requires literacy understanding from the reader as well as the ability to connect old and new information cognitively and emotionally (Sholeh, 2020). So, it is unfortunate if students do not fulfil English reading comprehension at school.

Meanwhile, students often avoid English and shift their focus to other subjects as a way to escape the challenges they face in learning the language. Many students often struggle with reading comprehension due to a lack of focus and understanding of each word within a sentence. Additionally, they frequently find themselves with insufficient time to read the questions thoroughly. When teachers pose questions, students typically concentrate solely on attempting to formulate answers, often neglecting to comprehend the underlying meaning of the questions themselves. These issues represent significant obstacles to the development of their reading skills. Besides that, the effectiveness of reading entails more than mere word recognition; it necessitates an understanding of the meaning, significance, and ideas that the author seeks to communicate. A particular challenge identified at one school in Karawang is students' difficulty in grasping the overall meaning of texts. Despite the implementation of various instructional strategies, no substantial improvement has been reflected in students' test performance.

According by Sholeh et al. (2020) stated the indicates that students exhibit a lack of interest and motivation when confronted with complex lessons. Several factors contribute to this phenomenon, including difficulties in reading English, a limited vocabulary, challenges in comprehending sentence meanings, insufficient practice in English language learning, and teachers' difficulties in identifying effective methods to present material in an accessible manner. These factors collectively hinder the educational process and contribute to students' struggles with mastering English reading comprehension. Addressing these challenges is essential for improving reading proficiency and enhancing overall academic success. Based on the above phenomenon, there needs to be a learning method or strategy to resolve difficulties in the ability to read English and difficulty understanding texts or English lesson materials that are not understood. Thus, it is important for teachers to develop teaching strategies that can help students overcome these obstacles and improve their reading skills effectively. According to Sholeh et al. (2020) the

strategy used is KWL (Know, Want, Learn), this strategy is used to overcome phenomena that occur in schools in KWL which has phases, namely, the Know phase (what is known), the Want phase (what wants to know), Learn phase (what is being learned). With these phases, it is hoped that you can increase your reading knowledge and understand the meaning of texts or sentences. When the KWL strategy has been implemented, the next step is to ask students' perspectives on learning using the KWL strategy.

On the other hand, several researchers have carried out previous research regarding the application of KWL. Based on Wulandari (2021) stated the influence of KWL strategies at primary school on student behavior in reading comprehension has had a positive response. This is in line with Putri et al. (2023), who revealed that KWL provides a better reading comprehension learning experience, and researchers also found that using KWL strategies accelerated their understanding of English texts. Felin et al. (2022) revealed that students were more active and creative in improving reading comprehension when using the KWL- Strategy. Related by Sholeh et al. (2020) found that using the K-W-L strategy can improve students' reading comprehension in descriptive texts. Moreover, Farha & Rohani, (2019) stated that implementing the KWL strategy effectively improved students' reading comprehension of report text.

Based on previous research, various results show a positive response to used the KWL Strategy in teaching reading in narrative text. However, research regarding teacher strategies in teaching reading used the KWL strategy is still limited. Therefore, slight foci need to fill the gap and reveal teachers' strategies in teaching reading instruction used KWL strategies, especially in narrative texts. Besides that, this research also involves finding out what students perceive when using the KWL strategy in reading.

LITERATURE REVIEW

Previous Related Study

Several researchers have conducted previous studies on the application of the KWL strategy, yielding positive outcomes. Instanced, Wulandari (2021) examined the influence of KWL strategies on student behavior in reading comprehension and reported a favorable response. This indicates that KWL effectively supports students in enhancing their reading comprehension skills. Similarly, Sholeh (2020) found that implementing the KWL strategy in junior high school successfully improved reading abilities. In this study, all participating students demonstrated enthusiasm and engagement. Specifically, in Cycle 1, 22 students were involved, and the results showed that 90.9% exceeded the score of 75, with only 9% achieving exactly 75. Consequently, there was no need to conduct a second cycle.

Furthermore, research by Felin et al. (2021) also confirmed the effectiveness of the KWL strategy in improving reading skills among junior high school students. In their study, there was a 66.4% increase in student scores in Cycle 1, followed by a 75.82% increase in Cycle 2, and a notable 86.75% increase in Cycle 3. The findings of Putri et al. (2023) reinforced these results, revealing that students exhibited positive behaviors during class. All students actively engaged with the KWL columns and participated in discussions, asking and answering questions. Therefore, the application of the KWL strategy in junior high schools proves to be beneficial for enhancing students' reading skills.

Conversely, various research focuses and methodologies have also been explored. For example, AlAdwani et al. (2022) found that using KWL strategies was a valuable and effective approach for improving the reading experiences of English as a Foreign Language (EFL) students in Kuwait, specifically in an elementary school setting. Similarly, Sam-arng (2023) reported that after conducting pretests and posttests, significant differences were observed in students' achievements in critical reading comprehension following the use of the KWL strategy. In this research, students indicated that monitoring strategies, including KWL charts, were frequently employed to assess their reading progress and identify any difficulties.

Additionally, Madhi (2021) highlighted the effectiveness of the KWL strategy for both teachers and students aiming to achieve reading comprehension. This strategy provides valuable feedback to educators regarding students' understanding of reading materials and serves as a tool for self-evaluation, allowing students to reflect on their accomplishments and set future goals. This research was conducted at the English Department of the College of Education, Al-Imam Al-Kadhum University College.

Know, Want, Learn (KWL) Strategy

According to Gill and Irena (2020), the KWL strategy significantly enhances students' reading comprehension by providing a structured approach that encourages them to actively engage with the text. This strategy empowers students to clarify their existing knowledge, articulate their learning objectives, and reflect on what they have learned, ultimately leading to a deeper understanding of the material.. Moreover Wulandari (2021) said that there are advantages to using the KWL strategy, including: it can have a positive influence on students' reading skills, stimulate students to want to read the topics given by the teacher, it is easy to apply, it doesn't require a lot of money to use this KWL strategy, provide opportunities for students to be braver in expressing personal opinions in teaching and learning. However, behind the advantages there must be disadvantages in strategy. Rahiim et, al. (2017) there are several shortcomings in using the KWL strategy, namely: different background abilities and knowledge of students in making strategies This is not easy to implement, students need to have a lot of resources regarding the material provided, it is not appropriate to apply in lower grades, this strategy takes a long time.

Teaching Reading Comprehension

English teaching in Indonesia is focused on reading skills, meaning that reading is an effective way to improve students' general language skills in English (Wijayanti 2020). Students are required to develop their reading comprehension skills because reading is a skill that involves creativity and learning to think and write more effectively. Comprehension is an important thing in reading activities. In the same way, strong reading skills rely on a comprehensive understanding of the language. At the same time, comprehension generally requires the ability to integrate the meanings of individual words and sentences into a cohesive and meaningful whole (Septia et.al., 2022). Besides that, there are three types of reading teaching processes in relation to comprehension including reading processes involving bottom-up, top-down and interactive processes. First, take notes in the bottom-up teaching process. Students identify each letter in a text and then identify a word. Every word that has been written is connected to each other to form a sentence. After that, the sentences are arranged to form paragraphs, all of which form paragraphs which will form a complete text. Students arrange the components of a text from smallest to largest components.

KWL Strategy in Teaching Reading

Teaching English is inherently linked to teaching reading. Given the significance of reading comprehension, it is crucial to find an appropriate strategy to enhance it. A suitable strategy is essential to boost students' motivation in the reading learning process. The researcher posits that the KWL Strategy. This can effectively improve students' reading comprehension due to its engaging and meaningful activities. In using the KWL strategy there are 3 stages in the strategy. Maxfuza and Nozimaxon, (2022) found that there are 3 columns that cover the KWL strategy.

KNOW	WANT	LEARN
This column shows what students know about the text being studied	determine the purpose of reading what you want to know in the text.	After reading, take notes and write down what you have learned from the text

In column 1, This column shows the student's background knowledge about the text. Before reading, students connect previous knowledge with the text they will read.
In column 2, In this column, students write what they know after reading the text. This column refers to the purpose of reading the text; However, in academic reading, it is possible that these things are related to what is learned from the text for the reading class.

In column 3, In this column, Students write answers that have been submitted previously regarding the text. Write down the main ideas in the text, and write down what is not understood in the text. After that, compare what is written in the "learning" column with the "want to know" column. Have you achieved your goal in reading the text? Note down the answers that have been given previously regarding the text.

METHOD

Design and Samples

In this study, the researcher used a qualitative approach to support the exploration of an existing phenomenon. Qualitative research examines the quality of people, events, situations, or materials. In line with Creswell (2018), qualitative research uses interpretative and theoretical contexts to explore the importance of individual, community, or humanitarian issues. These theories supported the phenomenon in this study, which aimed to collect information related to utilizing the KWL strategy in teaching reading comprehension of narrative texts. Additionally, this study used a case study method. The reason this research uses a case study is because this method is a relevant method for revealing teachers' strategies for teaching reading using the KWL strategy.

Moreover, this study was conducted in one of the junior high schools in Karawang. The use of learning strategies such as KWL (Know Want Learn) has been implemented in this school, thus providing a good opportunity to observe its effectiveness in overcoming students' difficulties in understanding English texts, especially narrative texts. Furthermore, this study involved 7 students from one class as a sample because this selection is expected to provide a fairly good representation of students' overall reading skills. The selection of these students was based on the variation in their abilities in understanding texts, which allowed the researcher to observe the effects of the KWL strategy on students with different ability backgrounds. By using a limited sample, the researcher can also focus on analyzing in depth the changes that occur in each student, as well as reducing bias that may arise if too many participants are involved without detailed observation.

Instrument and Procedure

This study was conducted at a junior high school in Karawang to observe the implementation of the KWL (Know, Want to Know, Learned) strategy by teachers in an EFL (English as a Foreign Language) classroom. The researcher directly observed the teaching and learning process, focusing on how the strategy was used to enhance students' reading comprehension. Data was collected through field notes following Creswell's (2014) guidelines on unstructured or semi-structured observations. These notes helped document the creative methods employed by teachers during the process. Additionally, interviews were conducted to gather further insights. The instruments used included field note observations and

interview guidelines, adapted from Nurfadillah (2020) and Pratama (2022), ensuring systematic data collection.

Data Analysis

In this research, thematic analysis was used to examine the data. In contrast to other methods that only describe general patterns in qualitative data, thematic analysis facilitates the extraction of data from an essentialist or realist point of view. This approach can produce comprehensive explanations of participants' experiences, meanings and realities. Therefore, thematic analysis proved very useful for gathering in-depth information from participants regarding their experiences of learning English through KWL strategies.

This research employed thematic analysis to produce several findings. The first stage involved familiarizing the researcher with the data by fully transcribing oral diaries and interviews to understand participants' responses, with transcripts read multiple times to ensure depth. In the second phase, initial codes were generated through careful rereading and coding of the transcripts. The third phase, focused on identifying themes by examining patterns and relationships across data sets (Chamberlain, 2015). During the fourth phase, the researcher reviewed and refined the themes for internal coherence and external differentiation. In the fifth phase, the themes were clearly defined to ensure they captured significant phenomena related to the implementation of the KWL strategy, culminating in a comprehensive mind map. Finally, the analysis was written up in a report, aiming to provide a concise, coherent explanation supported by evidence and illustrative quotes, following Braun and Clarke's guidelines.

RESULT AND DISUSSION

The result in this study reveals that KWL (Know, Want, Learn) strategy is effective in helping students organize information and improve their comprehension of narrative text. However, this study offers new insights by highlighting how KWL can overcome vocabulary limitations and increase students' confidence in understanding English texts. It also enriches the discussion on how this strategy can be applied more effectively in EFL contexts, particularly in Indonesia, to address the challenges in reading narrative texts.

Teacher Implementation of KWL Strategy

The first objective of this study is to investigate teachers' implementation in teaching reading from narrative texts. Therefore, two important things were found related to the teaching process and the challenges faced by teachers. The KWL teaching procedure was implemented well in four steps, starting with building students' knowledge of narrative texts through interactive discussions and trigger questions that motivated students to think critically in figure 1.
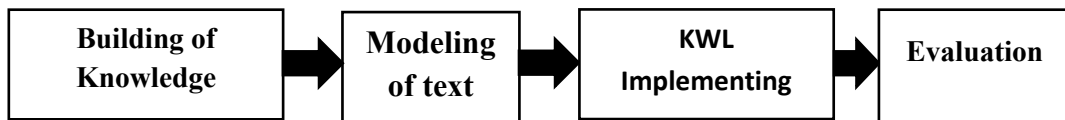
Building of Knowledge	→	Modeling of text	→	KWL Implementing	→	Evaluation

Figure 1. Procedure of Teacher Implementing

The second step, teacher and students read of sample the narrative text together. After reading together, the teacher asks students about the types of texts, and what the story about to student. Moreover, the teacher would open a question session for students regarding the narrative text material. The opening of the question session aims to determine whether the knowledge conveyed is understood. Furthermore, the teacher assigned the students to identify the narrative text regarding the generic structure as in Figure 2.

Figure 2. Modelling of Text

The third step, the teacher handed out KWL column paper to students along with an explanation of the instructions for filling in the columns. In addition, the teacher also instructs students to fill in the KWL columns with their classmates. First instruction, after the teacher explains the narrative text material, the teacher instructed the students to fill in the KNOW column to find out the extent of the material that the students have understood. After that, the teacher also instructed students to fill in the WANT column which means to identified narrative text material that students want to understand further. Based on the observation, most of the students wrote in the WANT column related to further explanation of the types of narrative text, language features, and generic structure, meaning that students need further explanation related to the types of narrative text, language features, and generic structure. as illustrated in figure 4 sample student KWL table.

Figure 4. Sample 1 table of KWL

The same thing can also be seen from other samples related to students' needs in understanding narrative texts as in Figure 4. However, by filling in the answers, students' ability to know the types answers, students' ability to know the types and examples of narrative texts in more detail.

Figure 5. Sample 1 table of KWL

Afterwards, the KWL sheets were collected for the teacher to analysed the students' understanding of narrative text. In evaluation step, the teacher went back to explain the narrative text material further according to the students' needs such as types, language features etc. After that, the teacher redistributed the KWL column paper by instructing students to fill in the LEARN column to find out the extent of the material they have obtained and understood by combining the WANT column with the LEARN column. It shows that students have understood the narrative text well, meaning that KWL strategy is effective enough to help teachers in analysed students' needs in reading comprehension of narrative text.

Based on the results that have been carried out, teachers in implementing KWL in narrative texts. The first thing the teacher does is provide knowledge development to students regarding narrative texts. This aims to trigger what they know about narrative texts. This is in line with Rahmawati & Nurfajriah (2023), who said that the purpose of building knowledge is to build students' knowledge about topics or

materials, stimulate knowledge, develop knowledge, and find out how far students' abilities are in understanding the material. Moreover, the teacher invites students to identify narrative texts, which is done to strengthen narrative material that is useful for students and make it easier to understand narrative texts.

Furthermore, teachers identify students' understanding and needs in narrative text materials using the KWL form. This makes using the KWL form an identification tool to find out difficulties, what they want to know, and what they have learned or understood (Putri et al. 2023). Beside that AlAdwani et.al. (2022) stated the use of KWL strategies was a valuable and effective strategy for improving the reading experience of English as a foreign language student.

Student Perception in Learning Narrative through KWL

The findings of this study show positive results in understanding and identifying narrative text with the KWL strategy. Moreover, in utilizing KWL, students are actively involved during the learning process by understanding and identifying narrative text, this is in line with Putri Et al. (2023) found that KWL shows positive results during the lesson students play an active role and interact with the teacher in understanding the text. Likewise, the utilization of KWL strategy in learning narrative text is able to help students in understanding narrative text more deeply. In addition, the utilization of KWL also fosters students' reading interest in narrative text. this is in line with Madhi (2021) in his research that the use of KWL strategy is an effective strategy for teachers and students if they want to achieve reading comprehension. However, students have challenges in reading narrative texts such as lack of vocabulary, and lack of confidence.

The challenges faced by students when learning narrative text. The first challenge is the lack of student vocabulary which is one of the challenges that often occurs when reading narrative text. This is reinforced by Harlina & Nur Yusuf (2020) besides that the challenges that often arise in learning English at school are students' lack of interest in English lessons, lack of parental support for students' learning development, and the lack of teachers who are competent in teaching English. The second challenge is the lack of confidence in reading English texts. This challenge is caused by students who feel anxious or unsure in pronouncing vocabulary. This is in line with Harlina & Nur Yusuf (2020) who found that students experience very high anxiety in English learning, especially in speaking material if students are asked to speak or read English texts in front of the class.

Moreover, it is also caused by students' concerns about the judgment of classmates or teachers. In addition, Fadhilah (2022) also found that some students are not confident and shyness in students because they are afraid of being ignored and not getting attention from their friends is the reason why students are anxious when learning English. As a result, these challenges make students not actively participate in the learning process, especially reading learning. thus, making students' interest in reading English texts, especially narrative texts very low, this is in line with

Harlina & Nur Yusuf (2020), stated that the lack of knowledge about English has a big influence on students' interest in learning. Lastly, the factors that make students anxious about learning English are communication concerns, fear of negative remarks, and finally general feelings of anxiety. Thus, based on the data obtained, it was found that the anxiety experienced by students during English lessons is the lack of vocabulary, communication between teachers and students during lessons.

CONCLUSION

The utilizing of the KWL (Know, Want to Know, Learned) strategy by teachers in teaching reading comprehension of narrative texts provides valuable insights into effective learning practices. One of the main challenges faced is the low reading interest among students, which can hinder the effectiveness of this strategy. To address this issue, teachers need to be more proactive in engaging students and presenting materials in an interesting way. One potential solution is to integrate technology as a supportive medium, which can enhance the learning experience by making narrative texts more interactive and engaging

Studies on students' perceptions of learning narrative texts through the KWL strategy have shown overall positive results. Students actively participate and experience an increase in their understanding of narrative texts, particularly as they engage in identifying key elements during the learning process. However, challenges such as anxiety about speaking or reading English texts aloud, along with fear of negative judgment from peers, create barriers for students to participate actively. Therefore, it is important to address these challenges by improving communication, providing adequate support from teachers, and creating a more supportive learning environment. This is crucial to maximize the potential of the KWL strategy in enhancing students' understanding of narrative texts.

Although this research provides meaningful insights, existing limitations indicate the need for further studies. Researchers are encouraged to conduct more in-depth investigations into the effectiveness of the KWL strategy with more specific processes. Additionally, to achieve more optimal results, the KWL strategy should be combined with relevant and innovative learning media. The use of various media, such as interactive videos, learning applications, or other digital platforms, is expected to increase student engagement and enrich their learning experience in applying the KWL strategy. Thus, future research can contribute to the development of more effective teaching methods that meet students' needs, significantly improving their reading comprehension skills.

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