

CHAPTER I

INTRODUCTION

1.1 Background

Reading is a creative endeavor that inherently combines learning with critical thought (Sampe, 2023). Sadly, the 2019 Program for International Student Assessment (PISA) data reveals that Indonesian students have notably weak reading abilities, placing the country 62nd out of 70 participating nations. The process of reading fundamentally involves two linked stages: recognizing words and understanding them. Word recognition is simply grasping how written words relate to spoken language, while reading comprehension is the method by which words, phrases, and entire texts are connected to extract their meaning.

Reading is an active process requiring students to infer meaning from the text, as noted by Tunmer and Hoover (2017). Strong reading comprehension is crucial for students; it not only shapes their future thinking but also enables them to extract knowledge and information from diverse sources. Unfortunately, many Indonesian students find it challenging to effectively understand and interpret texts. Developing these skills is essential to achieving educational goals and improving students' overall reading and comprehension abilities (Amir, 2023). Savage and Pace (2017) point out that difficulties in reading comprehension can arise from various linguistic factors, such as a student's understanding of sentence structure, paragraphs, and discourse, in addition to elements like intelligence, gender, reading interest, strategies used, and reading frequency.

Additionally, Barber and Klauda (2020) noted that reading comprehension difficulties can also stem from a lack of motivation or awareness. A student's reading motivation directly impacts their interest in reading. This suggests that highly motivated students tend to read more books, which in turn enhances their reading comprehension abilities.

In the pre-research conducted by the researcher at SMA Negeri 1 Luwu Timur, especially in grade 10 (9) on Friday, November 15, 2024. The researcher met with a 10th grade English teacher, Mrs. Islamiyah, S.Pd.I. to conduct a class observation. The researcher made observations by interviewing students about

their reading interests and analysis of students' interest in understanding reading. After interviewing students about their interest in reading, the researcher found that 12 out of 32 who were present at that time had an interest in reading. Following the examination motivates students to understand the reading in a group setting, researchers found that there were 14 out of 32 students who were active in searching for meaning and understanding reading texts. There are also those who experience difficulties such as boredom, not knowing what to do in finding and understanding the meaning/message of the text, translating one word to another and the lack of use of strategies. From these cases, we can find out how important reading skills are for students, not only reading but also reading comprehension.

At the senior high school level, learners are expected to demonstrate strong comprehension and analytical skills when engaging with texts, according to Sihombing & Fitrawati (2023). This includes the ability to identify the main idea and supporting details, as well as to recognize arguments and engage in critical thinking about the material. Furthermore, under the Merdeka curriculum, students at this level are capable of analyzing six distinct text types: Narrative, Descriptive, Recount, Procedure, Reports, and Expository. Complementing this, Anggraeni (2023) observes that by Grade 10, students typically possess fairly good reading skills and can comprehend texts effectively. They also show a clear ability to extract and analyze information from what they encounter.

One effective method for enhancing children's reading comprehension is the KWL learning strategy. KWL, which stands for Know-Want-Learned, is a powerful tool designed to improve students' abilities and understanding. This strategy actively encourages students to leverage their existing knowledge, clearly define their learning goals, and then reflect on what they've discovered. By implementing KWL, students can significantly improve their capacity to understand, comprehend, and grasp the meaning of the text they are engaging with.

KWL learning strategy consists of three steps; first, in the K (Know) section, the teacher provides opportunities for students to conduct activities, list ideas in K items, and determine what distinguishes the topic. Then, they give an assessment

of the topic and consider what they need to know. Next, students list the elements in the W section of the chart; these should be written as question statements. Finally, while they are reading or after they have read, students enhance the facts they already know while reading. They list these in the L section of the chart.

Effectively, teachers can apply the KWL strategy to various subjects. They first identify what they know about a topic, then express what they want to know, and finally reflect on what they learned after the lesson. This structured learning can make complex topics more accessible and relevant.

1.2 Problem statement

Based on the above background, the researcher formulates the following research problem: Is the use of Know-Want-Learned (KWL) strategy affective to improve the reading comprehension of tenth grade students of SMA Negeri 1 Luwu Timur in the 2025/2026 academic year.?

1.3 Objective of the research

This study focuses on the use of KWL strategies in the reading lesson process. Specifically, this study aims to find out what the extend of KWL's strategy is in improving students' reading comprehension ability to read texts.

1.4 Significance of the research

The significance of the research are;

1. Teacher

The research findings are expected to be useful information or a consideration in teaching reading comprehension in the classroom.

2. Students

It is also expected that the students, especially the students of SMA Negeri 1 Luwu Timur, can find more interesting activity in reading. So, the students can improve their reading comprehension by KWL strategy.

3. Next researcher

It can be a reference for the next researcher who conduct research with the same subject.

1.5 Operational Definition

This research is focused on the students' reading comprehension in Know-Want-Learned (KWL) strategy at the tenth grade students of SMA Negeri 1 Luwu Timur. The text that is used in this research is Expository text.

1.6 Scope of the Research

To avoid misunderstanding regarding this research, some terms are clarified as follows:

1. Reading is a skill that every learner must have in order to understand sentence structures, interpret words and also get information from various types of media.
2. Comprehension is crucial in many areas because it refers to the ability to understand, interpret, and analyze information presented in various forms, such as text, speech, or visual media.
3. KWL (Know-Want-Learned) is one of strategy in teaching and learning that helps students organize their knowledge and enhance comprehension of a topic.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Studies

1. Reading

a. Definition of reading

Reading involves extracting ideas and information from diverse materials such as books, newspapers, and advertisements, according to Wulandari (2017). This skill is fundamental for students. Annisa and Oktavia (2020) highlight reading's importance in school, not only as a source of knowledge but also as a means to solidify and broaden one's ideas and linguistic abilities. Developing good reading skills also empowers students to think critically and analytically, facilitating their interaction with various texts and viewpoints. In today's information-dense environment, proficient reading is essential for academic achievement and overall life success, as it allows students to process intricate information and participate actively in discussions.

Reading is a simple way to boost knowledge, as individuals learn directly from the act of reading itself, according to Sholeh et al. (2020). Silalahi et al. (2022) also explain that reading comprehension presents difficulties because it demands students' ability to understand what is written, interpret new vocabulary, and identify the main ideas within a text. In the context of English language acquisition, studies consistently show that reading comprehension is the most vital component to address when teaching the language. Consequently, reading proficiency, especially in comprehension, stands as a significant aspect of English.

Far from being a passive activity, reading involves a lively exchange with the text. Through this interaction, individuals acquire knowledge and simultaneously enhance their critical thinking, leading to a more profound analysis and understanding of information. This ability is vital in our current world, where we're frequently inundated with data from countless origins. Developing robust reading habits early in life can also foster an enduring curiosity and a love for learning, empowering people to address intricate problems and make sound decisions

Reading is an important thing that is needed for learners. In reading, a strong interest is needed to support their willingness to find reading material and then understand it. Interest in reading in students does not grow naturally but requires positive guidance. (Marmita L, 2021). Reading is indeed a crucial skill for learners, as it lays the foundation for academic success and personal growth. A genuine interest in reading is essential because it motivates students to seek out materials that not only inform but also inspire them.

Another specialist who highlights the significance of reading for enhancing reading proficiency is Sadeghi, et al. (2016) who assert that reading constitutes a language proficiency. Like any other proficiency, reading necessitates practice. The greater the amount of time dedicated to reading, the stronger the proficiency becomes. People are likely to engage in more reading when their enthusiasm for it is substantial. Increased reading leads to heightened cognitive engagement and improves problem-solving capabilities, ultimately benefiting their reading skills.

Nevertheless, this interest doesn't just appear spontaneously. Positive guidance is essential for fostering a love of reading. Teachers and parents can establish supportive settings that encourage students to explore and be curious about different written works. By presenting interesting content and discussing it appealingly, adults can help students uncover the enjoyment of reading. Cultivating this interest early yields long-term advantages, as students who like to read are more prone to becoming critical thinkers and knowledgeable members of society. Consequently, dedicating time and effort to nurturing students' reading interest is fundamental for their holistic development.

b. Models of reading

According to Nunan (2015), there are three models of reading process:

1. Bottom-up model: Also referred to as phonics, the Bottom-up approach requires students to match letters with sounds in a specific order. This means that reading is a linear process in which the reader decodes the text word by word, joining the words into phrases, and finally sentences.
2. Top-down model: The top-down model is the process by which a reader connects their prior knowledge of a subject, situational or contextual knowledge, or knowledge stored in long-term memory in the form of

"schemas" and "scripts" to comprehend the meaning of a given text.

3. Interactive model: The interactive model seeks to link bottom-up and top-down reading, acknowledging that both approaches interact at the same time when someone reads. Essentially, it posits that readers start with the writer's linguistic surface information and conclude by constructing meaning for themselves.

c. Some of reading strategies

1. KWL: The K-W-L strategy is a reading technique where students first list what they already Know about a topic. Before reading, they then identify what they Want to learn. After finishing the text, they record what they have Learned.
2. SQ3R: Survey-Question-Read-Recite-Review. Students conduct initial surveys, create questions, actively read, repeat, and review.
3. QAR: Question-Answer Relationship. Students learn to distinguish between questions whose answers are in the text, whose answers must be inferred from the text, whose answers come from personal experience, and whose answers cannot be known.

2. Reading Comprehension

a. Definition of reading comprehension

Reading comprehension involves understanding the message a text conveys. It's an active process where readers integrate textual information with their prior knowledge to form a complete understanding. Simply put, it's the skill of interpreting implicit meanings and discerning the author's intention. The ability to comprehend what you read is essential for lifelong learning, as it allows us to process information, deepen our knowledge, and fulfill personal and professional ambitions (Snow, 2016).

Reading comprehension is the consequence of the dynamic interaction between the reader and the text. The type of text, background information, and reading goals all have an impact on the comprehension that is generated. (McNamara, Millis, & Grosser, 2017). The reader's social and cultural surroundings have an impact on their reading comprehension. The interpretation of the text may be influenced by one's own values, beliefs, and experiences. (González and Moll, 2017). Word recognition, phrase comprehension, inference,

and appraisal are only a few of the cognitive abilities required for reading comprehension. (Snow, 2016)

Additionally, Paris (2014) defines comprehension as a method where readers use different textual clues to build meaning and connect it with their existing knowledge. Goodman (2006) described reading as an effort requiring readers to interpret graphic signs, including associating sounds with letters. In this context, reading is a cognitive process that helps readers create meaning from a text.

Reading comprehension is defined as the reader's ability to understand written information. Seyed et al. (2010) clarify that comprehension involves grasping the entire concept of a text, not just individual words. Furthermore, Snow (2012) states that reading comprehension is the reader's simultaneous ability to both create and extract meaning through interacting with written material.

b. Levels of comprehension

According to Wulandari (2017). There are three levels of comprehension;

1. Literal comprehension

Literal comprehension is when readers understand information that is explicitly stated in a text. As the most fundamental of the three comprehension levels, it requires readers to recall or retell what they've read. Examples include remembering character names and setting details. The majority of the information needed for literal comprehension is found directly within the text, and assessing this type of recall is relatively easy. Still, readers might not always remember all the facts when responding to literal questions.

2. Inferential comprehension

Making inferences that combine information written directly with information the reader has processed is known as inferential comprehension. Interactive readers don't do this; effective readers use their knowledge to make inferences that fill in the spaces left by the author. This relates to the reader's ability to understand the explicit or implied information contained in the text. Inferential comprehension presents a greater challenge than literal comprehension. This is because it demands that readers not only process the information but also restructure and integrate it with their existing knowledge.

3. Critical comprehension

Inferential and critical comprehension relies heavily on a reader's background, interests, and character. This is because analysis and critical thinking are essential for making informed judgments about a text. These components of critical comprehension allow readers to evaluate the author's intentions, expertise, and perspectives, leading to a deeper understanding of the information presented.

3. KWL Strategy

a. Definition of Know-Want-Learned (KWL) strategy

A well-devised strategy is one of the crucial elements for a teacher to achieve success and overcome challenges in their learning journey. A strategy, by definition, is a carefully thought-out plan of action crafted to attain a particular goal. Among the numerous effective strategies available for teaching reading, the KWL strategy stands out as a notable example. KWL, which stands for "what I already know," "what I wish to discover," and "what I have gathered," was developed by Donna Ogle in 1986. This strategy entails utilizing a three-column graphic organizer that serves as a study companion for students as they engage with the material. Donna Ogle outlined the KWL strategy as a three-phase educational approach designed to support and inspire children as they read to gather information from informative texts. The strategy specifically assists students in reflecting on their prior knowledge and beliefs regarding a topic, identifying what information they must gather from the text, recognizing the new insights gained from reading, and pinpointing what additional information they desire to further enrich their understanding of the subject from various sources.

The KWL strategy has a positive impact on enhancing students' reading proficiency. Based on Marzano et al. findings, as discussed by John Barell, the KWL method is recognized as a useful pre-reading technique that helps readers access their existing knowledge, thus priming them for learning. Moreover, Westwood suggested that this approach has since been endorsed in numerous instructional materials focused on reading techniques. This approach can also be applied to a class, a small group, or an individual by creating a "KWL chart." This chart is designed to assist in capturing the elements of pre-reading, reading, and post-reading stages of engaging with a text. The KWL chart has proven to be a favored method among educators for aiding students in connecting their prior

knowledge, objectives, and summarizing information in a productive manner. It would work wonderfully for initial study units, allowing students to collect information throughout multiple lessons.

b. The procedures of KWL strategy in teaching reading

Jo Anne L. Vacca (2015). Mention that along with his companions have devised three steps to put into practice the KWL strategy. The KWL strategy implementation involves a series of steps;

- 1) Beginning with the initial pre-reading activity. Teachers engage in brainstorming sessions alongside a group of students, aiming to assist them in channeling their existing knowledge about the topic at hand. Teachers should ask questions that guide children to think critically and give detailed answers related to the topic under discussion. Teachers should be mindful of the cultural diversity and knowledge of students from different backgrounds to enhance their existing understanding of a specific topic. The aim of this brainstorming session is to tap into the existing knowledge of children, helping them grasp the content of the upcoming text. Then student response by writing it on the board.
- 2) The next phase flows seamlessly as the teacher naturally progresses from evaluating the outcomes of the brainstorming and organizing exercises. When children recognize topics that spark debate or crucial categories with sparse details, it leads to a meaningful purpose for their reading. Even though this task is typically carried out collectively, every student will jot down the questions they are most curious about in column W of the worksheet. Personal interests of students play a significant role in guiding and motivating their reading habits.
- 3) In the final phase of the KWL process, students document their discoveries on their worksheets. They have the flexibility to record information either while they're reading or after they've finished the text. With the teacher's guidance, students then assess whether they've found sufficient answers to their initial questions and concerns through their reading. Should students require more information on a topic, they can be directed to seek out additional sources, which they'll then note in the "L" (Learned) column.

c. The advantages and disadvantages of KWL strategy

According to Sholeh, et al. (2020). There are several advantages and disadvantages of the KWL strategy.

Advantages of KWL Strategy;

1. Increase Student Engagement: The KWL strategy boosts student engagement by actively involving them in the learning process. By having students identify what they already know and what they're curious to learn, KWL significantly increases their motivation and interest in the subject matter.
2. Helps Focus Learning: By noting down what you want to know, students can focus more on their learning goals, so that the learning process becomes more directed.
3. Encourages Reflection: After learning, students can reflect on what they have learned, which helps to strengthen their understanding and relate new knowledge to existing knowledge.
4. Easy to Implement: The method is simple and does not require much preparation, so it can be easily applied in a variety of learning contexts

Disadvantages of KWL strategy;

1. Attachment to Student Skills: This approach particularly benefits students who already possess strong critical thinking skills and are confident in expressing their views. However, students with lower confidence or developing abilities might feel pressured to participate, potentially making the experience less beneficial for them.
2. It can take enough time to complete the KWL Process, especially if students are not very familiar with the method. This can be quite challenging in class when time is limited to complete all the material.
3. A limitation to note is that the KWL strategy can be very effective for some materials, but may not be suitable for other topics or types of learning, particularly those that require a more structured or technical approach.

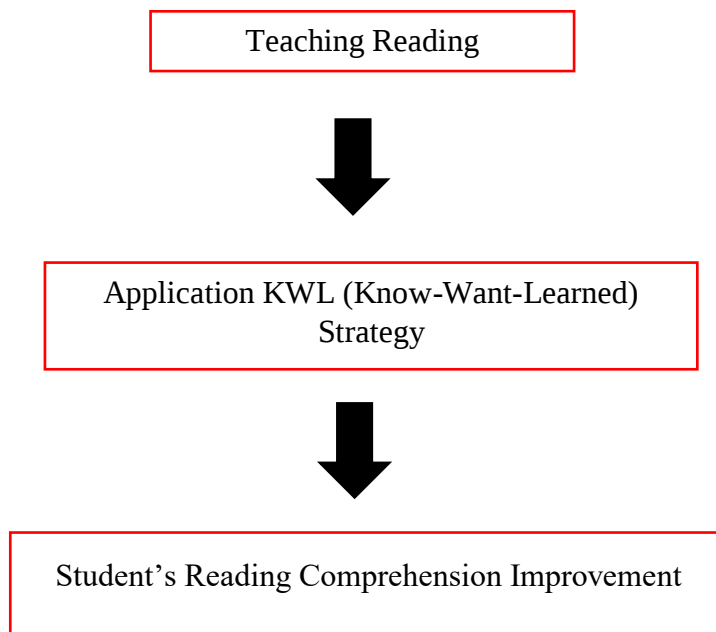
2.2 Previous studies

1. Agus, S, et al. (2020). In their research entitled “The Implementation of KWL (Know, Want to Know, and Learned) to Improve Students’ Reading Comprehension” for junior high school. In their research, they found that by using the Know-Want-Learned (KWL) strategy, students can achieve the targeted standard of success because they argue that this strategy is interesting to them. They also argue that by using this strategy students become enthusiastic and active in learning English.
2. Bustami, U., Ika, A. F., & Ratih, P. (2018). In their research entitled “Teaching Reading through Know-Want-Learned (KWL) Strategy: The Effects and Benefits” for seventh grade at SMPN 2 Kenjuruan Muda. In their research that focuses on descriptive text, they found that by using KWL strategy can help students’ to increase their reading comprehension.
3. Murtini, N, N. (2022). In their research entitled “Meningkatkan Kemampuan Membaca Dengan Strategi Membaca KWL (Know, Want to Know, And Learned)” for tenth grade at SMKN 1 Singaraja for the 2022/2023 school year. In her research that focuses on Indonesian language, she found that by using the KWL strategy, not only can it make it easier for students to analyze the text, but KWL strategy also has a positive impact on students’ understanding of the text.
4. In a 2017 study titled "The Effect of Using Know-Want-Learned (KWL) Strategy on Students’ Reading Comprehension to The Eighth Grade Students," Sri Wulandari investigated the impact of the KWL strategy in a classroom setting. Her research revealed a significant improvement in students' reading comprehension after the KWL strategy was implemented.
5. In 2015, Ummul Khaira conducted research titled "The Use of Know, Want to Know and Learnt (KWL) Strategy to Improve Reading Comprehension" with second-grade students at MTsN Model, Banda Aceh. Her findings indicated a significant difference in reading comprehension among students before and after the implementation of the KWL strategy.
6. Wiwi Rhamadina's 2020 research, "Using the KWL (Know-Want-Learned) Strategy to Improve Students' Reading Comprehension of Descriptive Texts,"

conducted with SMA PGRI 56 Ciputat students during the 2019/2020 school year, concluded that the KWL strategy significantly improved students' reading comprehension of descriptive texts.

7. Devi Zulyanti's 2019 study, "Improving Students' Reading Comprehension of Descriptive Text through Know-Want-Learned (KWL) Strategy," focused on seventh graders at SMPN 13 Tangerang Selatan in the 2019/2020 academic year. Her findings indicated that using the KWL strategy led to increased student enthusiasm and engagement in reading comprehension. It also enabled students to effectively analyze the main ideas and structural components of descriptive texts, while simultaneously enriching their vocabulary.
8. Khofifah, I.S., et al. (2022) conducted an experimental study, "Improving Students' Reading Comprehension by Using K-W-L (Know-Want-Learned) Strategy," with twelfth-grade students at SMA Mandiri Palembang. Their research revealed a significant improvement in students' reading comprehension achievement after being taught using the K-W-L strategy.
9. The 2019 research by Hari Satrijono, et al., "Penerapan Strategi Know, Want to Know, Learned (KWL) untuk Meningkatkan Hasil Belajar Membaca Pemahaman Siswa kelas IVB Tema Indahnya Keragaman di Negeiku Di SDN Jember 02," indicated that the application of the KWL strategy was effective in improving students' skills in text structure analysis and reading comprehension.
10. Zahra, N.S., et al. (2021). "Penerapan Strategi KWL (Know-Want-Learned) untuk Meningkatkan Keterampilan Membaca Pemahaman Siswa Kelas IV Sekolah Dasar". In their research, by using KWL strategy they found that, by using KWL strategy there is an improvement that can be showed after applying a treatment and students could feel more comfortable to analyze a text in every part.

2.3 Conceptual Framework



Three elements will be explained in this study, which are briefly explained as follows:

1. This research provides a lesson on reading comprehension.
2. In the learning process, the writer applies KWL (Know-Want-Learned) strategy.

When the students would like to use this strategy, they required to make a chart that divided by three column;

- a. First step is K;

Before reading: pre-reading: Students are trained to generate and write down their ideas or opinions on a topic and write them in column K.

- b. Second step is W;

Before reading: After listing what they know, students are then encourage to formulate question about what they want to learn from the text or topic. These question are written in the W column.