

**Engaging EFL Students through KWL Strategy in Reading Comprehension:
A Case Study of Four Students at a Junior High School in Karawang**

Yulia Syafazira Putri

1910631060209@student.unsika.ac.id

Acep Bahrum Kamil

acep.bahrumkamil@fkip.unsika.ac.id

Sumarta

sumarta@fkip.unsika.ac.id

Universitas Singaperbangsa Karawang

ABSTRACT

Reading comprehension challenges the students' understanding the meaning of the text. This study aim to exploring students' behavioral engagement through KWL strategy in reading comprehension. The research method used in this study is descriptive case study with a qualitative approach. This research was conducted with limited to 4 students at eighth grade. The results showed that the KWL strategy gives students a better reading experience by enabling them to understand English text more quickly. The KWL strategy can make students more focused in learning reading comprehension. The KWL technique can also has encouraged students' participation to learn more actively in analyzing the reading comprehension with peers and teacher. Finally, the KWL strategy can give teaching that builds students' enthusiasm for developing their ability to reading comprehension; almost all students feel this enthusiasm after implementing the KWL strategy. This research suggest that teachers should expand or develop their teaching strategies to produce better learning experiences.

Keywords: KWL strategy; Behavioral Engagement; Reading Comprehension

INTRODUCTION

In 2015, the level of the Human Development Index (IPM) was determined by the United Nations Development Program with the result that Indonesia was ranked 133th out of a total of 188 countries based on survey results which showed a percentage of 0.689%. When compared to Singapore and Malaysia, Indonesia is still far behind in terms of the percentage of the Human Development Index (IPM), because Singapore has a higher index of 0.895% and Malaysia 0.789%. Seeing this event needs to be used as a motivation in increasing the HDI so that it can match the index owned by developed countries.

Decrease or increase in human resources (HR), depending on the quality of education received. Therefore, if the events above show that the quality of

Indonesia's human resources (HR) is still low, this is a reflection of the quality of education it has. Through research conducted by the Program for International Student Assessment (PISA) in 2015, which provided data that Indonesia was ranked 69th out of a total of 76 countries. This event shows that Indonesia is still included in a country with a fairly low ranking in the quality of education. For students, reading is the most important skill that effect the improvement of their academic abilities in learning English. Reading learning is an essential part of teaching and learning process, reading can increase students' vocabulary and knowledge, collect information, and get valuable references to assist their studies (Astarina et al., 2018). As a result of increasing reading activity, students are able to explore their talents and potential, develop their critical thinking skills, train focus concentration, and improve academic achievement. Regarding the many positive benefits acquired from reading activities, it is abvious that reading is very important activity for students. According to Pardo (2004), reading is a process in which reader attempts to comprehend the author's message conveyed through words or writing. Pardo stated that reading involves more than just only looking at words on a book page or having an excellent grasp of grammar and vocabulary, it is an interactive process in which readers try to engage with texts through comprehending the meanings of the texts they read or relating them to prior knowledge.

Reading comprehension refers to the ability to understand information presented in written form (Nurteteng, 2016). Reading comprehension may be regarded as a challenging part of learning English for Indonesian pupils. Many students often have difficulty in reading information or understanding the meaning from the texts (Jayanti, 2016). When reading English texts, students often fail in understanding the information and become underachievers in reading comprehension (Sholeh et al, 2020). In such a situation, teachers need to apply appropriate strategies to give language learners meaningful language experiences and a sense of enthusiasm.

KWL strategy can be one of an alternative for teachers in the teaching of reading comprehension. The KWL strategy is one of the understanding comprehension strategies that can be used by students. KWL strategy is an effective tool to make students become an active readers who analyze texts in consisting of three column format, starting with K column (what they know), then W column (what they want to learn), and end with L column (what they have Learned) (Carr and Ogle, 1987). This strategy could help students focus on reading and find the new information they want from the English texts (Amtha, 2017). The KWL strategy is effective for learning reading (Rahmawati, 2018). Thus, it can be conclude that the KWL strategy could help students in obtaining specific information from texts and involving them in reading activities to comprehend English text.

This research focus on students' behavioral engagement in reading comprehension towards KWL strategy. That is related to students' involvement in the learning process and academic task which include behaviors such as persistence, students' focus, follow teacher's instructions and rules, contributing to class discussion, actively ask and answer question, and complete academic task. Therefore, to fill

this gap, this research aims to explore students' behavioral engagement towards KWL strategy in reading comprehension.

LITERATURE REVIEW

Previous Related Study

Many researchers have been interested in studying KWL strategies for reading comprehension. Study carried out by Agus Sholeh et al (2020) found out that the KWL strategy can facilitate students' behavior in the teaching and learning process, as well as get students student engagement and interest in reading activities. Nanda, DW (2021) discovered that KWL strategy improves students' engagement and comprehension. Dwi Fita Heriyawati et al., (2021) reported that the KWL strategy can effectively improve the students reading comprehension. Damaranti, A et al (2021) discovered that the KWL strategy gives positive involvement and self-assessment for EFL students at several stages. Pagani (2019) found out that KWL strategy is a valuable method.

KWL Strategy

The KWL procedure has three steps required and presented in a KWL table developed by Ogle (1986), consisting of three columns format that to be filled by the students. In the first column "K" (what I **K**now), students begin by giving an idea about what they know about the topic, in this first step can build students' prior knowledge. The second column "W" (what I **W**ant to know), students giving an idea about what information they want to know and filled the column with form of questions. The last column is "L" (what I **L**earned), this is recalling what they have learned about the topic after reading the text.

Behavioral Engagement

This research attempts to investigate three indicators of behavioral engagement in the implementation of KWL strategy in reading comprehension. First, the involvement of students in class concerns with the students' behavior in classroom, such as the behavior can show either positive or a negative behavior. Second, students' participation in the classroom-related activities such as students' interaction and attendance that increase students' involvement. Last, student interest in their academic assignments is indicated by the tangible actions that shown by students to show both they want to be involved in class activities and they want to overcome challenging material (Nguyen et al, 2016).

METHOD

Design and Samples

In this study, the researcher used a descriptive case study method with a qualitative approach. This study uses a qualitative approach because exploring and carrying out certain problems or issues is necessary to examine a group or community (Creswell, 2007). The researcher also used a descriptive case study as research design. It is used to answer several issues of a phenomenon that focus in the current situation and life experience in a real-word context (Yin, 2018). The researcher chose the descriptive case study because the researcher wanted to learn more and investigate and understand how the students' behavior was involved towards KWL strategy for reading comprehension. This research was conducted in one of the junior high schools in Karawang. Four students at eight grade from one class was chosen as the participant by the researcher. The researcher chose class 8.4 as part of the participant. They are voluntary to be participant as they believe that data are secure and they has an experience in learning English for years, it they could follow this study properly.

Instrument and Procedure

In collecting data, researcher used two techniques to obtain data, they are observation checklist and interview. This observation aimed to investigate how the students' behavioral engagement towards KWL strategy in reading comprehension. The researcher will collect data when the teacher implementing KWL strategy for teaching reading comprehension. Observation was conducted through observation checklist. The interview conduct to determine the students' experiences in the teaching and learning process. The interview process is semi-structured interview. During the interview, the researcher recorded all the answers by using audio recording.

Data Analysis

The data analysis used consisted of (1) data reduction, (2) data display, and (3) conclusion drawing and verification by Miles and Huberman (1994).

RESULT AND DISSCUSSION

After collecting data by using observation checklist and interview, researcher finally able to find the answer to the research question which was the main goal of this study. This study aims to explore students' behavioral engagement towards KWL strategy in reading comprehension.

The result of students' behavioral engagement can be seen from students' activities in the classroom during the learning activities, especially from the students' experience when they read understanding in report text through KWL strategy. The researcher categorized the results into three aspect of student's behavioral engagement in class, such as (1) the behavior of students in reading learning by using KWL strategy exhibit positive and negative behavior, (2) participation in activities at school-related, and (3) interest in academic duty (Nguyen TD, 2016).

According to the findings of this study, the implementation of the KWL technique engages students' behavior, all students exhibited positive behavior. Students actively participate during the learning process by reading the report text, following all of the teacher's instructions, and filling out the KWL column. The KWL technique helped them more focus since it is easier strategy for them and allowed them to link the new knowledge to the prior knowledge. It is in line with Usman et al (2019) that students can use the KWL technique to active their prior knowledge and interests in a topic.

Based on the results, all students showed active in participate in class, including active discuss with friends during learning. The students exchanged their ideas while working on the assignment. They shared ideas with each other, giving a response and explained what they thought to their friends. Students also state that they are excited and involved in class discussion (Yazzie-Mintz & McCormick, 2012). The interaction of student with peers are also essential to student involvement as a positive interpersonal atmosphere is positively associated with involvement (Davis & McPartland, 2012).

The results also show that students are capable of taking initiative by employing the KWL technique to complete the assignment. Their level of interest in the academics related to their tasks is shown by the fact that they take the initiative to use the KWL technique in their duties (Wang, MT, & Holcombe, 2010). Other research shows that most students improve their reading abilities when they use the KWL strategy, which enables them to more deeply comprehend what they are reading. This results from the KWL strategy being applied in report text, which helps students remember the stacking charts (Rahmawati, 2018).

Based on findings, a lot of students exhibited positive behavior. All students have an interest in academic duties and focus on the learning process during the teaching and learning process. One of the most important things of the learning process is student interest in academic assignments that needs special attention from educational professionals. The main indicators of academic success is students' interest. In this case, the role of the teacher is needed to stimulate the students' interest in learning so that it develops naturally, facilitating their learning process and their academic achievement. The teachers can implement a fun method to make learning enjoyable and motivate for the students.

The findings also show how encouraging students' enthusiasm in reading report text is when applying the KWL strategy in a reading activity from Szabo in 2007 (Nanda, D.W & Pramata, D, 2021). The students seem enthusiastic and joyful when participating in language learning activities in reading English. The KWL strategy is employed to guide students as they develop their skills in comprehending and interest in reading English texts. Happiness, interest, and the ability to comprehend the English texts are all of the positive reactions of students to the KWL strategy.

CONCLUSION

Based on the result and discussion of this research that has been done, which was conducted in one of junior high school in Karawang, the researcher propose the conclusion: this study discusses how the KWL strategy engaging students behavior in reading comprehension. Based on the data information obtained from the observation and interview. First, the most of students exhibited positive behavior in the class. During the learning activity, students participate by reading the report text, following all of the instructions given by the teacher, and filling out the KWL column. Second, participation of students in the classroom activities. Many pupils actively participate in class activities, such as actively discuss with peers, asking the teacher questions when they do not comprehend the content, responding to the teacher questions, and also participating more actively in reading. Last, the students interested in doing academic assignments, by using the KWL technique, they might take the initiative to work on report text assignment. Students gave positive comments about by using the KWL strategy. The KWL method gives students a better reading learning experience by means of allowing them to comprehend English text more quickly.

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