# MODIFYING KWL STRATEGY IN COLLEGE AND ANALYZING STUDENTS' READING HABIT TO IMPROVE READING ABILITY

Lusi Elisa, Ujang Suparman, Flora
FKIP Universitas Lampung, Jl. Prof. Dr. Soemantri Brojonegoro No.1
*e-mail*: lusielisa33@gmail.com; Telp: 081278656614

**Abstract:** *The aims of this research were to 1) modify model of teaching reading by using KWL (Know, Want to know, Learned) strategy in college, 2) investigate the significant improvement after being taught by KWL strategy, 3) know the aspects of reading which is influenced the most and 4) find out whether students who have good reading habit have good reading ability. The research was done at STKIP Tunas Palapa Central Lampung. Pre-experiment based on one-group pretest – posttest design was used in this research. T-test was used to see the improvement score. The results was there was significant improvement of students' reading ability. Aspect which was influenced the most was identifying main idea. Students who had good reading habit had good reading ability as well. It happened because it could increase students' schemata that was neccesary to be put in Know column.*

Key words : KWL (*Know, Want to Know, Learned*) strategy, Reading
                comprehension, reading habit

Abstrak: Tujuan penelitian ini adalah untuk 1) memodifikasi model pengajaran membaca dengan KWL strategi (*Know, Want to know, Learned)* di perguruan tinggi, 2) menyelidiki peningkatan nilai siswa sesudah diajarkan dengan KWL strategi, 3) mengetahui aspek membaca yang paling meningkat sesudah diajar dengan menggunakan strategi KWL, 4) mengetahui apakah siswa yang mempunyai kebiasaan membaca yang baik juga memiliki kemampuan membaca yang baik pula. Penelitian ini dilakukan di STKIP Tunas Palapa Lampung Tengah. Pre-experiment based one one-group pretest- posttest design digunakan dalam penelitian ini. T-test digunakan untuk melihat perbedaan skor. Hasilnya adalah terdapat perbedaan dan peningkatan yang significant setelah diajar dengan menggunakan strategi KWL. Aspek membaca yang paling meningkat setelah di ajar dengan KWL adalah mengindentifikasi ide pokok. Siswa yang mempunyai kebiasaan membaca yang baik memiliki kemampuan membaca yang baik pula. Ini terjadi karena KWL dapat meningkatkan schemata siswa yang sangat penting untuk diisikan di kolom *Know*.

Kata kunci : strategi KWL (Know, Want to know, Learned), kemampuan
                membaca, kebiasaan membaca

## INTRODUCTION

Reading is activity to transfer the knowledge from the text to the reader's mind. Odwan (2012) states that reading is a complex cognitive process and mastery of all aspects of reading is crucial for academic success and achievement. Though students' reading success skills cannot be guaranteed, but success is much harder to come without being a skilled reader.

Reading, cognitively, is more than just reading a text aloud with correct pronunciation or translating word by word. Certainly active reading involves thinking about what is read rather than simply trying to memorize it. The peak of reading skills is more about readers' ability to comprehend the text. Reading comprehension activity often requires readers to synthesize, interpret, evaluate, and selectively use information from the text. Husna et al (2012) says that reading comprehension is the active processes of reader to identify the topic, main idea, supporting details or idea, understand synonym and antonym of the writer's message by using background knowledge and experience, thus the reader has to infer the text to obtain implied information has to understand and infer from certain parts or the whole text. Based on this statement, the researcher can conclude that the reading activity is not only read word by word, but there are some activities such as identifying the topic or main idea, determining the details, finding the synonym and antonym, and inference.

Riswanto et al (2014) briefs that EFL students can usually read words with lack of understanding of what they read and can not correlate the text with their prior knowledge, whereas effective readers use their schemata in pre-reading activity and relate it with the new concept; they also question related issues in while - reading and post-reading activities to expand their understanding and create their own meaning (Alyousef, 2005; Grabe cited in Wijaya, 2015). In this statement, connecting the prior knowledge to help the reader to comprehend and to ease the reading text is very needed.

College lives demands students to read to fulfill either their academic needs or their curiosity about the various kinds of texts. Hortatory expositions are popular among science, academic community and educated people in colleges. These may cover humanities, social, health, law, and other pure/applied science. The old teaching method 'read the text and answer the following questions' may not be effective to create good readers as the class turn out to be less interactive. Teachers and students should conduct a brainstorming discussion to recall their background information and cultural experience to carry out those interpretations successfully.

To encourage students to develop effective reading skills, there are various teaching learning techniques that can be used by the teachers in classroom. Most of the teaching learning techniques usually focus on a particular strategy or skill. KWL (*Know, Want to know, Learned)* strategy might be promising and beneficial to be applied in teaching learning process of reading. Its aims more diverse. It helps readers elicit prior knowledge of the topic of the text, set a purpose of reading, monitor their comprehension, assess their comprehension of the text and expand ideas beyond text (Riswanto et al , 2014)

There is a lot of previous research that supports KWL strategy in improving reading comprehension such as the research that was carried out by Hamid 2016, Abdulrab 2015, Hana 2015, Hamdan 2014, Riswanto et al 2014, Roozkhoon 2013, Alshatti 2012, Samaikomsun 2012, Fengjuan 2010, from 9 researchs, 7 of the researchs support that KWL can improve students reading comprehension, but two of the researchs show that there is no significant improvement by using KWL strategy in reading comprehension they are the research carried out by Roozkhoon and Samaikomsun.

Therefore, the researcher wanted to modify model of teaching reading by using KWL strategy and to analyze the students' reading habit to

improve their reading ability in tertiary level. The research was conducted in the STKIP Tunas Palapa Lampung Tengah. The researcher did the research because there was no research before that design model of teaching reading by using KWL strategy in college and analyzing the students' reading habit to improve students' reading ability. The researcher wanted to know whether the students who have good reading habit have good reading ability as well or not, because schemata that was got from the activity of reading would influence the activity in answering the know (K) column in the KWL strategy.

Another reason was because the students' reading comprehension of STKIP Tunas Palapa in the third semester were still low. The researcher determined the hortatory exposition because the reseacher thought that hortatory exposition was the most common text that was met by students of university, and it told about argumentation and thesis statement. Another reason was the students of university also often opened the journal and the script as their reference.

The researcher also wanted to know the students' reading habit of the students. Some of the researchers did the research that reading comprehension could be influenced by the reading habit. The activity of reading was regarded as a habit when it was repeatedly carried out (Chettri, 2013). In measurable terms reading

habits was often considered in terms of the amount of materials being read, the frequency of reading as well as the average time spent on reading (Wagner cited in Chettri, 2013).

Reflecting on the success stories of KWL implementations Hamid 2016, Abdurab 2015, Hana 2015, Hamdan 2014, Riswanto et al 2014, Alshatti 2012, Fengjuan 2010, the researcher tried to design model the teaching reading by using KWL strategy in college. It might be able to solve the reading problem of the students especially in college.

Regarding the condition above, then the researcher would like to find whether there is significant improvement of the students' reading comprehension after being taught by KWL strategy that was modified by the researcher and analyzing students' reading habit or not. Furthermore, the result of students' reading comprehesion using KWL strategy is expected to be better than that of students' reading comprehension using conventional strategy.

In line with the explanation above, the researcher entitled this research with the modifying a model of teaching reading by using KWL strategy in college and analyzing students' reading habit to improve their reading ability.

Thus, this study aimed to answer the following questions:

1. What is the modification model of teaching reading by using KWL (*Know, Want to Know, Learned*) strategy in college?
2. Is there any significant improvement of the students' reading ability after being taught by KWL (*Know, Want to know, Learned*) strategy?
3. What aspect of reading skills is influenced the most after being taught by KWL (*Know, Want to know, Learned*) strategy?
4. Do students having good reading habit have better reading comprehension than those having bad reading habit?

**METHODS**

The researcher used quantitative approach. Pre-experiment based on one-group pretest- posttest design was used for this research. From two classes of third semester, one class was taken as the subject of the research. They were the experimental class. It means that the researcher attempts to find out the significant effect of KWL Strategy on students' reading comprehension. Moreover, this study also deals with the effect of the students' reading habit level on their reading comprehension ability. The research can be as follows: T1 X T2
T1     : Pre test
T2     : Post test
X       : Treatment
        (Hatch and Farhady, 1982: 20)

4

The researcher took one class as experimental class. The experimental class was be taught by KWL (*Know, Want to Know, Learned*) strategy. Firstly, the researcher tried out the instrument of reading habit. The questionnaires were tried out to find out the validity and reliability. The rearcher used Alpha Cronbach to determine the reliability of the questionnaire. After that, the reseacher administered questionnaire of reading habit to classify the students based on their reading habits in term of good and bad levels. Then, the researcher gave the pretest to measure the students' reading comprehension ability (the pretest was tried out first out from the sample).

After knowing students' reading ability, The researcher did the treatment to the students by teaching using KWL strategy. The treatments were conducted four times. After that, the researcher took the test for reading comprehension or doing the posttest to the students (the test of post-test and pre-test items were the same items but the position of number questions were different).

Since the researcher wanted to investigate effect of students' reading habit level, their level of reading habit was moderator variable that affect reading comprehension. By adding the moderator variable, the design was adjusted into factorial design (Setiyadi: 2006).

**RESULTS AND DISCUSSIONS**

Regarding to the first research question, the researcher wanted to modify model of teaching reading by using KWL (Know, Want to Know, Learned) strategy in college. KWL strategy had several steps in teaching reading. Ogle introduced the three steps that was called as K (Know) column, W (Want to know) column, L (Learned) column. The difference procedure in this research and Ogle's article was in the step want to know, in the Ogle's article the step of KWL especially W (want to know) column should be teacher as the central role but in this research, students should be the central role. The researcher's consideration was the students that were taught were students college. The students of college have been adult, the step should be difference from the Ogle's procedure. This is example modification KWL strategy in college:
A.    Teaching    and    Learning Process
I. Pre Activity
1. Greeting and checking attendance list.
2. The teacher should draw the chart of KWL strategy
    K (Know)
What students Know about the topic
W (Want to Know)
What students want to know about the topic        L (Learned)
What the students have learned based on the want to know.
II. Whilst Activity
Know

1. The students are divided in peer group.

2.Each peer group should discuss about the topic "Global Warming"

3.The representative of the group should write the result about everything they know about "Global warming".

Want to Know

1. Students discuss in group what they want to know about the "Global warming".

2.Then they have to write the result of their discussion.

Teacher gives the text entitled "Ozone Destruction Because of Global Warming".

Learned

1. Students discuss in their group what they have learned after reading the Global Warming.

2. Ask the students to write the result in the column Learned.

III. Post Activity

1. Summarizing about the material today.

2. Asking the problem in comprehending the material.

3. Giving reinforcement for the strategy that can be used for them to ease them in comprehending the reading text.

4. Asking the students to read a lot of book, especially English book, so that it can help them to built their schemata.

The other objective of this research was to find out whether there is difference of the students' reading ability after being taught by KWL (Know, Want to know, Learned) strategy or not. Thet results showed that there was significant difference of the students' score after being taught by KWL strategy.

Table 1. The result of pre-test and post-test.

| | Paired Differences | | | | | | | Sig. (2-tailed) |
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | t | df | |
| | | | | Lower | Upper | | | |
| Pair 1 Pre-test posttest | 1.47222 | 9.02276 | 1.73643 | 18.29151 | 11.15294 | 8.478 | 26 | .000 |

Source: Data analysis

the pretest that consisted of 27 students has mean score 60.46 for the pretest. The posttest has mean score 75.18. shows that sig (2 tailed) is 0.000. It means that sig<α(p<0.05;p=0.000). It can be concluded that Ho is rejected and H1 is accepted that there is difference of students' reading ability before being taught by KWL strategy and after

being taught by KWL strategy and there is significant improvement between pre-test and post-test. Table 1 indicates that students' mean score of posttest is higher than pretest. The finding was KWL could improve the students reading ability significantly. This research also supports some researchs such as, Hamid (2016), Abdulrab (2015), Hana (2015), Hamdan (2014), Riswanto et al (2014), Alshatti (2012) and Fengjuan (2010). Those researchs had same results. KWL could help the students better in comprehending reading material.

Then, the objective of this research was to find out the aspect of reading skills mostly influenced after being taught by KWL (Know, Want to know, Learned) strategy, To answer research question number 3, "what aspect of reading skills mostly influenced after being taught by KWL strategy", the researcher analyzed the result of five reading aspects. The most influenced one after being taught by KWL is Identifying main idea. It can be seen from the gain that is got by main idea which is 5.37%, meanwhile the gain that is got by spesific details is 3.61%, reference is 2.59%, inference is 2.69 % and identifying vocabularies is 0.74%.

The last research question was to find out whether students having good reading habit have better reading comprehension than those having bad reading habit. The

researcher got the score from the calculation that the students who got score under the mean, they are categorized have bad reading habit and vice versa. Meanwhile, the students who got the score under the mean of reading ability also are categorized have bad reading ability. The researcher got that the total number of students who have good reading habit are 8 students and 19 students have bad reading habit. Meanwhile, the total number of the students who have good reading ability are 12 students and 15 students have bad reading ability. The researcher made the percentage of the results of reading habit and reading ability as follow:

Table 2. Students' Reading Habit and Reading Ability Percentage:

| Reading Habit | Reading Ability | Total of Number | Percentage |
|---|---|---|---|
| Bad | Good | 4 | 14.81% |
| Good | Good | 8 | 29.63% |
| Bad | Bad | 15 | 55.55% |
| Total | | 27 | 100% |

Source : data analysis

From table 2, the researcher can classify the results into three, the first is students who got bad reading habit but have good reading ability are students (14.81%), the second, the students who got good reading habit and good reading ability are 8 students (29.63%), and the third is students who got bad reading habit and got bad reading ability are 15 students (55.55%). Because the

researcher had the research questions number 4, do students having good reading habit have better reading comprehension than those having bad reading habit. So, It can be concluded for answering research question number 4 that the students who have good reading habit got good reading score. It can be seen from the table the students who have good reading habit and good reading ability are 8 students (29.63%) or another word, all students who have good reading habit have good reading ability. So the researcher concluded that students who have good reading habit have good reading ability as well. . The researcher got the data that students who had good reading habit had good reading ability. It supported some of previous researches. Selly (2016), did the research to find out correlation between reading habit and reading comprehension, the result is there is significant correlation between reading habit and reading comprehension achievement. Acheaw et al (2014), their research was a study sought to assess the reading habits among students and their effects of their academic performance, the study confirmed that reading habit has influence on academic performance.

**CONCLUSIONS AND SUGGESTIONS**

Based on the results of the data analysis, the researcher draws conclusions such as, 1) the modification a model of teaching reading by using KWL strategy in college was difference from original step that was conducted by Ogle (1986), The results was good, because the students could answer the questions well. It could be proved from the scores that were got by the students. It was better to use in the college and tertiary level because the students could be independent learners, besides that the students could communicate each other well. 2) Students who were taught by KWL strategy that was modified got significant improvement. In other words, the implementation of modification KWL (Know, Want to know and Learned) strategy can improve students reading ability in college. It happens because students are accustomed to answer the questions in reading test by using KWL strategy. 3) Based on the gain of each aspect in reading, KWL strategy, the aspect which improved the most is identifying main idea. It can be seen from the highest total of gain score that they got the most. It happened because the students could activate their schemata well and linked it with the topic, so KWL strategy was suitable strategy to identify especially main idea. 4) From the result of the questionnaire of reading habit, it was found that the students who got good reading habit got good reading ability. Reading habit enriched the students' schemata. Schemata is important in the process of reading. It determines the success of reading as well.

Based on the results of the research, there are several sugggestions for further researcher. It was found that KWL (*Know, Want to know, Learned*) strategy is suitable strategy for improving students' reading skills. Therefore, it is suggested for further study to employ different skills such as listening, speaking, and writing, because it has not been done the researchs in these skills.

It was found that the aspect of reading that could be improved the most is identifying main idea. So, the teacher should use this strategy to improve the students' reading ability especially to identify main idea. Finally, the English teacher should motivate the students to read many kinds of reading texts in English and apply good reading habit in their daily life to improve the students reading ability.

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