

Enhancing Indonesian EFL Students' Reading Comprehension of Report Texts through KWL Strategy with Multimedia: A Classroom Action Research

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ABSTRACT

The significance of reading is undeniable in the English learning process. Thus, students need to be equipped with reading strategies to help them develop their English language. This study sought to improve students' reading comprehension and attitude through the use of know-want-learn (KWL) strategy in conjunction with multimedia. Classroom Action Research was employed involving 28 students in the ninth grade. Several instruments were utilized, i.e., reading comprehension tests, interview, observation checklist, and field notes. The mean scores of the reading tests increased from baseline (53) to cycle 2 (80.54) indicating that the result had achieved the criteria of success. It could be inferred that implementing KWL strategy with multimedia in the pre-reading stage enhanced students' reading comprehension. Two factors affecting the students' reading comprehension were identified, i.e., the teacher's participation and topic familiarity. The strategy was also found to foster students' participation and provide students with a concise framework to develop their English reading skills. This study therefore has contributed to the existing literature of English reading strategy and offered meaningful pedagogical implications for English teachers to harness the strategy incorporated with the use of current media such as pictures and videos to teach English reading.

Keywords: KWL reading strategy, digital media, reading comprehension, classroom action research, report texts, reading attitude

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INTRODUCTION

Reading is of paramount importance to English learning development for English learners, particularly in the English as a Foreign Language (EFL) environment (Pham, 2021; Taladngoen et al., 2020). Within the EFL context, English learners take advantage of reading as an easy and

affordable way of enhancing their English language. Reading undeniably holds a significant role in the development of English learners since they obtain language input through reading which is necessary for their English language development (Nugroho et al., 2020). Reading occurs when students gain and perceive the content of texts (Ahmed Okasha, 2020). Reading is not merely decoding written symbols into corresponding sounds (Ur, 2012). However, reading requires a deep understanding of texts, i.e., comprehension.

Comprehension is a complex process that is determined by many related factors such as readers' background knowledge, vocabulary, reading strategies, reading motivation, and family and school factors (Liu et al., 2022; Taladngoen et al., 2020). The factors determining whether or not one comprehends a text might be more complex when it comes to reading in a foreign language, particularly the English language. Other factors like vocabulary and grammar of the English language become challenges for English learners (Nanda & Azmy, 2020; Suwanaroa, 2021). There are two types of factors that mostly influence EFL students' reading comprehension, that is, internal and external factors (Taladngoen et al., 2020). The internal factors refer to the cognitive, affective, and metacognitive aspects of students that affect their ability to comprehend English language texts such as students' linguistic knowledge and skill and their reading attitude (Taladngoen et al., 2020). Meanwhile, external factors refer to learning environment that influence students' ability to comprehend English language passages such as teachers' support, family influence, and students' reading environment (Taladngoen et al., 2020).

People read for various purposes ranging from seeking knowledge to enjoyment. In regards to reading for English language learning, reading skill plays a vital role. Students can learn independently and improve their English language skills by reading. Reading provides media for students to develop their grammar, vocabulary, and writing skills (Laličić & Dubravac, 2021; Nugroho et al., 2020; Taladngoen et al., 2020). Besides, students need to be able to read well to achieve their academic and social life (Dumbela et al., 2024). Within Indonesian EFL context, students started from junior high school level are expected to be able to comprehend various forms of English language texts, including narratives, reports, procedures, advertisements, recounts, and descriptives (Lestari et al., 2022). Thus, reading serves a significant role to succeed in the academic life (Nanda & Azmy, 2020).

In line with that, the importance of reading skills seems to be emphasized in the new Indonesian curriculum, i.e., *Kurikulum Merdeka*. In the curriculum, English is a mandatory subject, which has a focus on developing students' skills of listening, speaking, reading, viewing, and presenting several functional texts (Lestari et al., 2022). Additionally, the curriculum encourages teachers to adopt a genre-based approach to delivering English lessons. The approach refers to teaching English centered on many kinds of functional texts (Tachia & Loeneto, 2018) which could be inferred that most of the teaching and learning process requires reading activities, thus students need to possess solid reading skill. As to reading skill, students are expected to be able to read and understand texts. They also need to apply and critically reflect on the knowledge they obtain from the texts so that they can self-improve their potential (Lestari et al., 2022).

Despite the significance of reading skill in English language learning, Indonesian students' ability in literacy is still low. It is proved by data from (Kemendikbud, 2019) which found that Indonesian students' literacy rate is considered low. This problem gets worse when it comes to reading in the English language (Nanda & Azmy, 2020). It may be caused by a lack of students' English language mastery and limited exposure to the language. Students' lack of vocabulary,

reading strategies, grammatical knowledge, reading attitudes, prior knowledge, and complexity of texts are among the factors influencing students' reading comprehension in English language (Gilakjani & Sabouri, 2016; Nanda & Azmy, 2020). Students' lack of vocabulary may hamper students' reading interest and pleasure, thus demotivating students to read (Elda et al., 2022).

With regards to the English reading skill of the students at SMPN 1 Bengkulu, it was found that students especially in the ninth grade were still having problems with the English comprehension texts. Many of the students did not achieve the minimum standard value in the last semester. The minimum standard value is 70 or C category. Based on the baseline data, there were no students who obtained A and B category or 81 – 100 in class IX.4. There were only 5 out of 28 students (18%) who obtained 70 – 80 or C category in the class. The rest of the students (82%) obtained below 70 or D category. The mean score of the baseline data was 53 which is far below the minimum standard value at the school.

Teachers could take some pedagogical interventions to help improve students' reading comprehension skill. Students may need to be introduced and taught with various reading strategies. Reading strategies are deemed effective in improving students' reading comprehension (Gilakjani & Sabouri, 2016). In addition, reading strategies are intentional actions taken by readers before, during, and after reading to gain comprehension of texts (Gilakjani & Sabouri, 2016). Moreover, students' reading comprehension may be attributed to reading strategies employed by teachers (Dumbela et al., 2024). It is therefore important to teach students reading strategies so that they can read more effectively and better comprehend English passages.

Other than reading strategies, teachers need to take into account the pivotal role of harnessing multimedia. Given the overwhelming volume of multimedia like pictures and videos available on the internet nowadays, the use of digital media is supposed to be included in the teaching process (Ghaniabadi et al., 2016; Hamdan et al., 2017; Olagbaju & Popoola, 2020; Saeidi & Ahmadi, 2016). Various studies in the literature have prolifically illustrated the potential of multimedia to assist learners to build up their schema, interest, and curiosity, particularly in the pre-reading phase (Munawaroh, 2019; Saeidi & Ahmadi, 2016). Incorporating reading strategies with multimedia is believed to improve students' literacy and reading attitude (Saeidi & Ahmadi, 2016). Multimedia can be combined with other instructional strategies such as pre-reading to trigger students' prior knowledge and enthusiasm, thereby improving students' reading comprehension and attitude (Saeidi & Ahmadi, 2016).

In conjunction with the digital media, various reading strategies can be used by teachers such as LRD (Syamsir et al., 2021), SQ3R (e.g., Sugiharti et al., 2020), graphic organizer (e.g., Praveen Sam & Rajan, 2013), THIEVES (e.g., Asmarni et al., 2022), KWL (Sholeh et al., 2020), DRTA (e.g., Dumbela et al., 2024) and teacher's scaffolding (e.g., Herdiana & Munir, 2023). Among these strategies, KWL strategy seems interesting and feasible to be implemented to help boost the students' reading comprehension. KWL strategy refers to a strategy that is commonly used for informational texts such as report text, expository text, and discussion text. It is a teaching and learning strategy that activates students' prior knowledge before reading, predicts information, confirms information and collects new knowledge (Sholeh et al., 2020). KWL strategy can be defined as an active thinking of reading strategy. The strategy requires students to activate their schemata or background knowledge. The background knowledge is very important and influences students' reading comprehension. Ogle (1986) pointed out that in order for comprehension to occur, background knowledge is needed when one reads. Reading comprehension may be impeded

when students have very limited knowledge of a topic (Gilakjani & Sabouri, 2016; Suwanaroa, 2021; Taladngoen et al., 2020).

In addition to KWL strategy, it consists of three cognitive activities, i.e., brainstorming what students KNOW, finding out what students WANT to know, and recollecting what students LEARNED after reading (Ogle, 1986). The first two steps of the strategy are considered pre-reading activities, meaning that these are done before reading the texts. It is intended to trigger students' pre-existing knowledge or schemata of the given topic and develop purposes for reading by writing questions related to information that they like to know more about the topics. The last step is carried out after the reading activity, a post-reading activity. This is done to collect all information that students learn after reading texts and to check whether or not the text already answers their pre-reading questions or confirms the information they already knew.

Specifically, (Ogle, 1986) proposed the following steps of the strategy, which is illustrated as follows:

1. Know: In the primary step, students are presented with a topic of a text that they are going to read. They are then required to brainstorm and list all information they already know about the presented topic. The topic presented to them must not be too general so the information that will be generated is relevant to the reading. Subsequently, they are asked to tell or write their ideas on the board or worksheets that can be recorded. They need to share their ideas about the topic with their classmates. Ogle (1986) stated that the brainstorming activity at the beginning of the strategy allows students to access their schemata about the topics which in turn helps them comprehend the texts.
2. Want: In this step, students begin to generate questions about the given topic. They are encouraged to make several questions on the board or worksheets. This step gives students more purpose or commitment for reading, that is to find answers to the questions that they already made. Before reading, students need to write questions that they find interesting so that they can have personal commitments to find answers to the questions Ogle (1986). After listing the question related to the given topic, students may begin to read.
3. Learned: Finally, after students finish reading the text, they are requested to write whatever they already learned from reading the text on the board or worksheets. Besides that, teachers asked them whether or not the questions that they made before reading were already addressed in the text. Teachers may assign them further reading if they have not found the answers (Ogle, 1986).

As described above, it suggests that the strategy provokes students' pre-existing knowledge, gives personal purposes for reading, and evaluates their reading. Sinambela et al. (2015) added that the strategy serves a number of purposes. It promotes students' schemata, gives them the commitment to complete the reading, allows them to assess the reading, and evaluates their own comprehension of the texts.

Numerous studies in the existing literature utilized KWL reading strategy and found it to be fruitful and easy to be applied by students (Citra Apriliana, 2022; Dieu, 2015; Farha & Rohani, 2019; Khaira, 2015; Sholeh et al., 2020; Sinambela et al., 2015; Wijaya & Puti, 2015; Zalisman & Astafi, 2021). More specifically, Sinambela et al. (2015) conducted a study with fifth-semester English department students using KWL to enhance reading comprehension. The result proved that those who were given KWL strategy obtained better reading scores. Likewise, (Farha & Rohani, 2019) investigated the use of KWL in improving eleventh graders' reading

comprehension. The result of the study indicated that KWL strategy successfully enhanced the eleventh graders' reading comprehension and their participation.

More research revealed similar findings that the strategy increases students' reading comprehension skill, participation, and reading attitudes (e.g., Sholeh et al., 2020; Usman et al., 2019; Wijaya & Puti, 2015). However, most studies utilized experimental design (Dieu, 2015; Farha & Rohani, 2019; Hamid, et al., 2016; Setyawan, 2018; Sinambela et al., 2015; Zalisman & Astafi, 2021). Few studies involved classroom action research (Khaira, 2015; Setyawan, 2018; Sholeh et al., 2020). Aside from the research design, to the best of the researchers' knowledge, relatively few studies have investigated KWL strategy that is incorporated with the use of digital media such as videos and pictures in the pre-reading activity. Therefore, further studies on KWL integrated with the current technology is worth further investigation. The use of KWL strategy in this study was combined with the use of multimedia like pictures and videos presented through a projector, specifically in the pre-reading phase.

Led by the promising merits of KWL strategy on enhancing the students' reading as illustrated by prior studies, pedagogical explorations of combing KWL strategy with digital media, and the aspiration to contribute to meaningful pedagogical implication, this study thus intends to enhance students' reading comprehension through KWL strategy in conjunction with the use digital multimedia. The findings of this study hopefully could suggest pedagogical implications and contribute to the existing literature. Finally, it is hoped that the reading comprehension of the students could be boosted with the implementation of the strategy through classroom action research.

METHOD

The design of the research is Classroom Action Research (CAR). The rationale of choosing this research design was based on a number of justifications. Firstly, CAR was chosen due to its ability to address specific and contextualized classroom problems (i.e., students' reading comprehension), which subsequently resulted in practical pedagogical implications for teachers (Creswell, 2015). Secondly, CAR consists of iterative and cyclical stages (Creswell, 2015), which allows the researchers to continuously refine and modify based on prior cycles to finally tailor to students' English reading needs. Thirdly, CAR allows researchers as practitioners to address and involve in practical classroom problems, which in turn could provide more meaningful pedagogical implications and encourage reflective practice for teachers (Creswell, 2015). Finally, CAR allows the researchers to contribute to the existing literature by presenting the implementation of an instructional strategy (i.e., the KWL strategy) within this specific educational setting (Creswell, 2015).

It adopted two reflective cycles as proposed by Kemmis and McTaggart (1990). Each cycle involves four processes, starting from planning, action, observation, and finally reflection. The processes mentioned are cyclical which means that the processes may be repeated if the desired outcomes have not been achieved. In other words, the study needs to continue to another cycle with several revisions made from the reflection phase. Additionally, this study applied collaborative action research in which the researcher and collaborator work together in order to enhance students' reading comprehension. Burns (1999) defined classroom action research as practical problem-solving within social settings that involves a collaboration of researchers, practitioners, and laymen. Thus, this study adopted collaborative action research.

In line with that, this study was therefore intended to elevate reading comprehension and attitudes of the students toward reading report texts using KWL strategy. To this end, 28 ninth-grade students were recruited to participate in this current study. Purposive sampling was used to select participants from a specific classroom identified as having a problem in English reading comprehension and reading attitude. Prior to the study, ethical approval was obtained from the educational institution. Besides that, the participants were informed about the research prior to the implementation of the strategy. Their participation was completely based on their willingness and inclination to participate in the study. They were also allowed to withdraw from the study without any adverse consequences. Finally, they were aware of the confidentiality of their privacy. They were informed that all their personal data were treated anonymously to protect their privacy by removing from reports and publication.

In light of the implementation of the reading strategy in this study, following is the brief summary of how KWL strategies were implemented and integrated in conjunction with digital media in this study.

TABLE 1. The Steps of KWL Strategy in This Study

Steps of KWL Strategy	Activities
Know (pre-reading)	<ul style="list-style-type: none"> • The teacher introduces the students a topic. • The teacher presents pictures or videos that are relevant to the topic. • The teacher lets the students discuss in pairs. • The students discuss all the information they know about the topic in pairs • The teacher creates KWL chart on the board • The teacher invites some students to write down the information they know on the board.
Want (pre reading)	<ul style="list-style-type: none"> • The teacher requires the students to brainstorm questions they want to know more about the topic. • The teacher lets the students in pairs to discuss the questions they want to know further about the topic • The teacher invites the students to write down the questions on the board
Reading (while reading)	<ul style="list-style-type: none"> • The teacher asks the students to read aloud. • The teacher becomes the model and the students read after the teacher. • The students highlight some information that match with information and questions listed on the board.
Learned (post reading)	<ul style="list-style-type: none"> • The teacher asks whether or not the text addresses the information (on column K) and question (on column W) listed on the board. • The students evaluate and reflect on their reading comprehension.
Students' Practice	<ul style="list-style-type: none"> • The teacher divides the students into groups. • The students learn to apply the KWL strategy within the group. • The students discuss and record discussion on the KWL worksheet provided by the teacher. • The students do independent reading in their groups. • The students share their group discussion and reading comprehension about the topic to the other groups. • The students complete reading comprehension questions to evaluate their reading comprehension

As illustrated in the table above, in the beginning of the study, the students were introduced to KWL strategy and trained to implement the strategy. The classroom interaction patterns

involving the strategy range from whole class, in-pairs, in-groups, and individual work. The use of media such as pictures and video were included during the pre-reading activity. In every meeting, the teacher always provided digital media like pictures and videos to help students activate their prior knowledge and spark their learning interest. The students were also given an opportunity to implement the reading strategy either in groups or individually.

In addition, this study involved some instruments to collect data, namely reading comprehension tests, observation checklists, field notes, and interview. These instruments were administered to investigate the student's reading comprehension and attitude improvement. Reading comprehension tests were administered after each cycle had been completed. They were intended to evaluate the reading comprehension of the students after getting the strategy in each cycle and to observe the students' attitudes throughout the teaching process. The tests consisted of report texts with 20 items of multiple choices. Each item consisted of four choices. Three of the four choices were the distractors. The tests were developed according to the common type of reading tests given to Junior High School students. The tests were also developed based on a table of some indicators related to reading skills (i.e., primary idea of the texts, factual or detailed information of the texts, pronoun reference, vocabulary, and inference of the texts).

The observation checklist and field notes were developed following the activities of the KWL strategy. Each activity of the strategy was then made into indicators and sub-indicators of this study. The observation checklist and field notes were utilized throughout the teaching process in classrooms in each cycle. They were utilized by the collaborator as instruments to observe the researcher while teaching in classrooms and to ensure that the strategy described in the indicators and sub-indicators of the present study was properly carried out by the researcher. The information collected from the instruments was also aimed to evaluate and revise the following cycle. The researcher adopted the Guttman scale type, i.e., the "Yes and No" form for the observation.

An interview was conducted to uncover the students' feelings and attitudes after the lessons using the strategy. The interview questions were developed in reference to the indicators of the study. There were three interview questions asking about the students' reading comprehension problem, their opinion about the strategy, and their feelings about the strategy.

This study used the data collection procedure proposed by (Kemmis & McTaggart, 1990). As mentioned above, data were collected via some instruments such as reading tests, observation checklists, field notes, and interview. Information collected through the instruments was utilized to interpret the students' reading comprehension, attitude, and perceptions after receiving the strategy. More specifically, students' reading scores collected from reading tests were tabulated and evaluated at the end of each cycle. Data amassed from observation checklists and field notes were gathered to interpret their reading attitudes during the process of teaching in classrooms. Finally, data from the interview were collected after cycle II had been carried out.

This study employed quantitative and qualitative data. Quantitative data were collected via reading tests to examine the students' reading achievement, while qualitative data were collected via observation checklists, field notes, and interview to reveal their reading attitude and perception towards the implementation of the strategy. All data was treated and analyzed according to its type. Following is the explanation of how all the data was processed and analyzed.

As mentioned above, quantitative data were gathered from reading comprehension tests that were given at the end of each cycle. After the students had finished answering the tests, the tests were then calculated by using the following formula to obtain the students' reading scores:

$$S = \frac{R}{N} \times 100\%$$

In which:

S = The score of the student's reading test

R = the total number of correct items

N = the total number of the test items

(Sudijono, 2008)

As soon as all the reading test scores of the students were calculated, the researcher then grouped the students' scores based on the table of the classification (see Table 2 below). When all the scores had been categorized, the researcher calculated the percentage of each category for the ease of data interpretation. Following is the formula to calculate the percentage of each category.

$$P = \frac{f}{n} \times 100\%$$

In which:

P = The percentage of the category

f = the total number of students in the category

n = the total number of all the students

(Sudijono, 2008)

Subsequently, the results of the percentage of each category were utilized to interpret the reading comprehension achievement in each cycle. It was in turn employed to determine the success of the cycle. The study was deemed successful if the majority of the students participated in this study attained at least ≥ 70 or C category.

TABLE 2. The Students' Reading Score Classification

Value Interval	Category	Level
91 – 100	A	Excellent
81 – 90	B	Good
≥ 70 – 80	C	Fair
≤ 70	D	Poor

(Adapted from teacher' assessment guideline in Kementerian Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan Dasar dan Menengah, 2017)

The table above was based on the Teacher Assessment Guide, 2017 from the Ministry of Education and Culture Indonesia. After the percentage of each category had been obtained, the data were then presented in the form of a chart for data interpretation purposes.

For the qualitative data, this study adopted the data analysis technique proposed by Gay et al. (2012). The technique comprised five steps starting from data managing, reading or memoing, data classifying, and finally data interpreting. More specifically, in the process of the data managing step, all the collected data were managed and organized by the researcher and collaborator. Then, reading or memoing is the process of reviewing all the qualitative data. After that, the data were classified according to the category and specification of the data itself. Finally, the conclusions were drawn and interpreted in the form of a report.

The success of this present study was determined by the criteria below:

1. There is at least 70 percent of the students could attain the Minimum Standard Value set by the school, i.e., 70 in the reading test.
2. The students demonstrated a positive reading attitude such as active participation and positive perceptions as observed by their behavior in the classrooms and recorded through the qualitative instruments

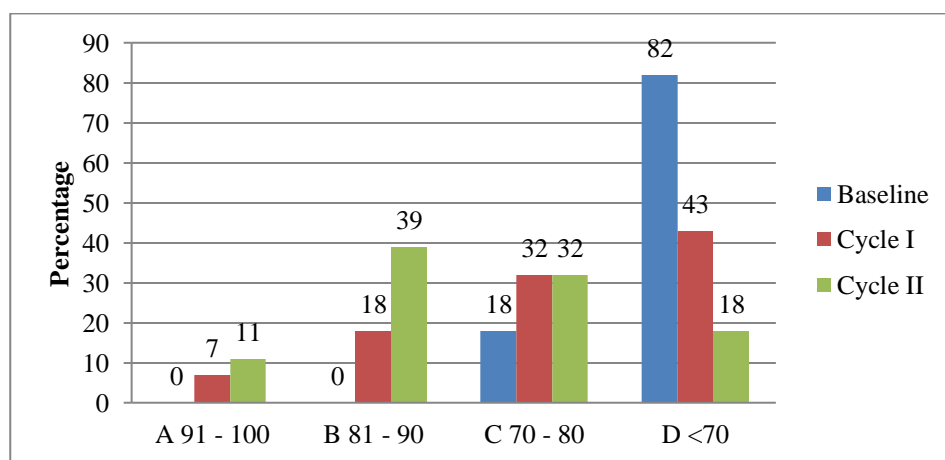
FINDINGS

During the implementation of cycle I, the result of the observation checklist and field notes indicated that the students at first were still confused about the strategy and its steps. Then, the teacher tried to demonstrate how to use the strategy on the board. After being demonstrated by the teacher, the students began to understand the strategy and its steps. They were then asked to try the strategy within groups. Some students still looked perplexed about how to utilize the strategy to complete their worksheets. The teacher helped those students who still struggle to implement the strategy.

In cycle II, the students seemed to have been able to use the strategy quite well since they were already familiar with the strategy. It could be seen when they did the worksheets. They managed to finish the worksheets with the strategy more effectively. They were able to complete the KWL column and answer the reading comprehension test well and a lot faster than in the previous cycle. They finally found the strategy helpful to read and comprehend report texts.

In addition, based on the reading comprehension tests in both cycles, the students' reading comprehension scores improved as indicated in the results of both cycles. It was considered quite significant as presented on the chart below.

CHART 1. The result of the Students' Reading Achievement on Baseline, Cycle I, and II



The chart illustrated the percentage of the students' reading achievement of 28 students, the total number of students who participated in this study, from the baseline data to cycle II. As seen from the baseline data to cycle I, no students (0%) in baseline data achieved A category, while 2 students (7%) in cycle I achieved A category. In the baseline data, there were still no students (0%) who obtained B categories, while 5 students (18%) obtained B category in cycle I. In the C

category or the minimum standard value set by the school, only 5 students (18%) attained it in the baseline, the students who received the C category or the minimum standard value improved in cycle I, i.e., 9 students (32%). Finally, the students who got D category or below the standard value decreased from 23 students (82%) in baseline to only 12 students (43%) in cycle I. In brief, it could be concluded that the reading achievement of the students increased from baseline data to cycle 1

In connection with cycle 2, the result indicated that their reading scores increased compared to cycle 1. It revealed that 2 students (7%) got A category in cycle I, while 3 students (11%) got A category in cycle II. The students' reading comprehension achievement in category B increased significantly from 5 students (18%) in cycle I to 11 students (39%) in cycle II. The students who gained C category in cycle I and cycle II is the same, i.e., 9 students (32%). Lastly, the D category decreased significantly from 12 students (43%) in cycle I to only 5 students (18%) in cycle 2 which suggested that fewer students obtained below the set standard value. Furthermore, the mean score also improved from 70.36 in cycle 1 to 80.54 in cycle 2 which indicated that most of the students had passed the minimum standard value. In other words, this study could be considered successful as the mean score of cycle 2 had achieved the criteria of success. The study therefore ended in cycle 2.

Concerning the observation checklist result, it was found that the teacher had done all the planned activities in each teaching stage. The teaching stage consisted of pre-teaching, pre-reading, while-reading, post-reading, students' practice in groups, reading assessment and post-teaching. Meanwhile, the field notes revealed that two factors had been identified to have affected the students' reading comprehension and attitude. The first factor was the topic chosen. During the implementation of the strategy, the students became more active and engaging in the lessons when presented with reading topics that were familiar and interesting to them. They could generate more prior knowledge and questions related to the topic, thus leading to more participation and enthusiasm from the students. Also, they could complete the worksheet better when given a topic that was familiar to them. In addition, the use of multimedia such as colorful pictures and videos alongside the strategy was considered successful to stimulate the students' prior knowledge about the topic presented. They showed more enthusiasm and attentively watched the videos. As the videos were being presented, some students even discussed about the content with their peers enthusiastically. These visual aids were given in the pre-reading activity and helped connect their pre-existing knowledge with the new information they were going to learn from the passages. Thus, the students managed to contribute more to complete the KWL.

The second factor that might have impacted the students' reading comprehension and attitude was the teacher's participation. The teacher participation consisted of the delivery of lessons from the teacher, explanation of the teacher, and assistance or guidance given by the teacher to students. Initially, the students struggled to use the strategy. Many of them were confused. However, they managed to utilize the strategy better in cycle II since fewer students were found to be puzzled about applying it to complete their worksheets. This might have been ascribed to the teacher's participation. When they were still struggling to understand and use the strategy in cycle I, the teacher kept on giving them assistance and guidance to apply it, complete the worksheet, and answer the questions. Besides, the teacher improved the delivery and explanation in cycle II as well as presented them with more familiar and interesting topics accompanied with the use of pictures and videos in the pre-reading phase. Consequently, the students became more active in the classrooms and more effective in applying the strategy and completing their worksheets.

As a result of the teacher's participation above, the students' participation and enthusiasm improved from cycle 1 to cycle 2. The students managed to brainstorm more information needed to complete the K (know) column and formulated more questions to complete the W (want) column in cycle II, particularly when the teacher asked them to complete the KWL column on the board. They were more willing and confident to share their ideas and opinions with their classmates. In groups, the students also became more active, engaged more in group discussions, and focused on completing their worksheets compared to the previous cycle. Besides, the students' reading attitude also improved in cycle 2, the students tended to become more attentive and interested in the lesson, contribute more to the lessons, and show more willingness to read the reading passages. Therefore, it could be inferred that the teacher contributed to the success of the implementation of the strategy.

Finally, the interview results depicted the students' perception of the implementation of the strategy. Some students were recruited to find out their views after all the cycles had been completed. The interview results suggested that the students better comprehended the report texts that they read by using the KWL strategy. They also explained how they felt about the implemented strategy as well as the problems that they had while reading English texts. Below are some excerpts of the students' interview results.

"Ngebantu banget soalnya KWL itu kek mudah banget diingatkan... jadi lebih mudah dalam tahap-tahapnya." (It's really helpful because KWL is easy to remember...so it is easier in the stages.) – ASZ

"ee... lebih mudah ngerjain report teks itu, lebih mudah untuk memahami." (It's easier to work on the report texts; it's easier to understand the texts) – ASZ

"Menurut saya sih.. lebih membuat termotivasi dan mudah soalnya sir...lebih mudah aja sih memahami isi materi di teks tersebut." (In my opinion... it's more motivating and easier because it's just easier to understand the contents of the texts) – DA

"Lebih menyenangkan, lebih.. lebih dapat dipahami teksnya." (More fun, easier to comprehend the texts) – AHM

"Ada kata-kata yang masih bingung" (There were a few vocabularies that I am not familiar with) – AHM

"Sangat membantu dalam memahami teks." (it's very useful in comprehending the texts) – GFO

"Lebihh.. cepat memahami sama lebih termotivasi." (It's faster to understand the texts and I felt more motivated) – GFO

In line with the excerpts above, the students found the strategy useful, and fun. It helped the students better comprehend the texts, too. Moreover, they found the steps quite simple to follow, thus it is easier for them to implement the strategy during the reading activities. They also found it more motivating and fun to read texts using the strategy. Additionally, inadequate vocabulary that the students had still became one of the problems that hindered their English reading comprehension. Overall, it may be said that not only did the KWL strategy enhance the students' reading achievement, but it also developed a more positive reading attitude of the students in reading English texts.

DISCUSSION

The findings of this present study appeared to support several previous studies related to the implementation of the KWL strategy in the literature. It supported the finding of Farha and Rohani (2019) who carried out an experimental study on eleventh graders of SMAN 1 Bae Kudus. The students who received the KWL strategy outperformed those who received the brainstorming strategy. They became more actively engaged in classrooms, too. Similarly, Sinambela et al. (2015) in their experimental study investigated fifth-semester students of English major. The result confirmed that the strategy significantly boosted the students' reading comprehension.

In addition, Sholeh et al. (2020) reported similar findings. They carried out a study on eighth-grade students. The result of their study indicated that there was an improvement of the students' reading comprehension. The strategy successfully developed the students' emotional aspects of learning and attitudes. For example, they became more confident in sharing their ideas with their classmates about the presented topic. They also learned to appreciate their friends' ideas and opinions. This finding corroborated this study. The finding of this current study also suggested that the use of the strategy provided the students more opportunities to share their ideas and opinions regarding the presented topics either in groups or in whole class and learned to attentively listen and respond to their classmates' ideas, thus fostering students' active participation, knowledge sharing, and group cohesiveness. It is essential to create group cohesiveness as it could lead to a more pleasant learning community and participation (Azwar, et al., 2021; Peng & Woodrow, 2010).

The findings of this present study supported Usman et al. (2019) who examined 26 junior high school students of Indonesian EFL learners. The result suggested that the strategy improved the students' reading comprehension. The strategy also stimulated them to be more independent learners as it provided the students with a comprehensive framework to develop their reading skills and learn reading independently. More studies revealed similar results to this present study (Dieu, 2015; Hamid, et al., 2016; Khaira, 2015; Rahmawati, 2018; Setyawan, 2018; Zalisman & Astafi, 2021). These studies suggested that the strategy helped the students develop their reading comprehension and produce more constructive reading attitudes.

In light of the findings, the strategy developed the students' reading comprehension. It might be attributed by the fact that the strategy helped activate the students' pre-existing knowledge of the given topics during the pre-reading activities, thus leading to better comprehension of the texts. This result corroborated Ogle's (1986) theory stating that the first step of the strategy in which students are required to brainstorm about a topic triggers students to activate their pre-existing knowledge. In addition to the role of prior knowledge in reading, Ogle (1986) asserted that students need to have enough pre-existing knowledge of a topic in order to understand a text. It is therefore necessary to ensure the students have adequate background knowledge of the presented topics before reading activities.

Alongside the pre-reading strategy, the fact that the students managed to generate more ideas and contributed to the completion of the K and W columns (pre-reading) might have been stem from the use of multimedia such as pictures and videos in the early stage of the reading activity (Munawaroh, 2019; Saeidi & Ahmadi, 2016). The videos and pictures were presented through a projector prior to requesting students to complete the K (what I Know) column.

The use of multimedia in teaching reading has been demonstrated in various studies (Ghaniabadi et al., 2016; Hamdan et al., 2017; Munawaroh, 2019; Olagbaju & Popoola, 2020; Saeidi & Ahmadi, 2016). These studies suggested that multimedia including pictures and videos is capable of eliciting students' pre-existing knowledge and experience, triggering their curiosity, motivation, and interest, thereby enhancing students' emotional aspect of learning.

Besides, the strategy helped the students have a purpose to read texts, i.e., to find the answers to the questions they ask about a topic. Thus, they became more motivated and committed to completing the texts. Ogle (1986) explained that requesting students to ask questions about a topic will give them a more personal commitment that leads to the reading. Aside from that, the strategy helped them evaluate their comprehension. It was seen in every cycle, the students reflected on what they read, whether the texts answered their questions, whether the texts contained information they had already known before, and whether they learned new information from the texts. This confirmed Ogle (1986), the strategy allows learners to monitor and evaluate their comprehension, as well as to collect new knowledge.

Regarding the observation result, the students' reading attitude seemed to have improved. They were seen to be more actively engaged in the classrooms. They seemed to be more eager and confident to share their ideas and opinions with their classmates. They engaged more in group discussions, too. This finding corroborated Ogle (1986) who stated that the strategy could lead to more interactive and engaging reading activities. Finally, the result of the interview revealed that the students found the strategy easy and simple to replicate. Thus, it promoted autonomous learning as it presented them with a concise guidance and easily imitated steps to develop their reading skills on their own. This finding confirmed Usman et al. (2019) who considered that the strategy promoted autonomous learning.

CONCLUSION

According to the results and discussion above, some conclusions were drawn. Firstly, the study was considered successful as the students' reading achievement reached the set criteria of success of this present study. In addition, the result of the observation identified two factors contributing to the students' reading comprehension, i.e., familiar topics and teacher's participation. With the assistance and guidance from the teacher, the students became more capable of using the strategy to complete the worksheets and answer the reading questions. As a result, they became more actively engaged, interested, and enthusiastic about the lessons. Along with that, the students found the strategy useful for reading report texts and easy to use. The steps of the strategy were effective and not too complicated to be used while reading a report text. They also expressed their major problem of reading English language texts was caused by their lack of vocabulary. Hence, teachers need to carefully choose the texts that they bring into classrooms. The topics must not be too unfamiliar since they may have a lot of unfamiliar vocabulary, thus hampering their comprehension of the texts.

With regard to the pedagogical implication of this study, teachers may need to adopt a strategy to help students comprehend English language texts well. The KWL strategy in conjunction with multimedia such as videos and pictures can be a good recommendation for teachers to adapt, particularly in teaching information texts like report texts. This study also emphasized the importance of building students' prior knowledge. In building up students' prior knowledge and experience, teacher may consider adding relevant videos and pictures to provide

more contexts to students. Teachers need to take into account the significance of pre-existing knowledge in reading activities. It is therefore advisable for teachers to build and work on the students' schemata before assigning students to read. On top of that, teachers need to encourage students to be able to independently develop their reading skills by replicating the strategy in their reading practices.

Despite the valuable insights provided from this study, a number of limitations of this study must be acknowledged. The first limitation is this classroom action research addressed a specific pedagogical problem of a classroom with a limited number of participants, which suggested that this result may not be able to be generalized to the larger population. The second limitation is this study was ended in cycle II due to the limitation of the school schedule. Thus, the long-term effects consisting multiple cycles of the strategy was unable to be observed. In addition, the interpretation of qualitative data in observation and interview may have been influenced by subjectivity. Finally, the absence of a control group restricted the researchers to compare the result due to the methodological constrains. Further studies integrating the use of KWL strategy with collaborative digital platforms such as google docs, Canva, Mentimeter, and Padlet could be done to investigate how this reading strategy could adapt to this current technology.

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