

# **The K-W-L (Know-Want-Learned) Strategy for Enhancing Reading Comprehension Skills of 7th Grade Students at SMP Negeri 1 Tanjung Harapan**

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## **ABSTRACT**

This study aims to assess the effectiveness of the K-W-L (Know-Want-Learned) strategy in enhancing the reading comprehension skills of 7th-grade students at MTS Negeri 1 Tanjung Harapan during the 2022/2023 academic year. Reading comprehension is a crucial skill that underpins students' academic success across various subjects. The research utilized an experimental approach, involving both a control group and an experimental group. The sample included two 7th-grade classes: one served as the experimental group, which implemented the K-W-L strategy in their learning, while the other functioned as the control group, without using the strategy. Data were gathered through pre- and post-tests measuring reading comprehension and a survey assessing student engagement during the learning process. The findings were analyzed using descriptive statistical methods and hypothesis testing. The results revealed that the K-W-L strategy positively impacted students' reading comprehension abilities. The experimental group exhibited significant improvement in their reading comprehension scores compared to the control group. Additionally, the experimental group showed higher levels of engagement during the learning process, reflecting a positive response to the K-W-L strategy. These outcomes suggest that the K-W-L strategy is an effective approach for improving the reading comprehension skills of 7th-grade students at MTS Negeri 1 Tanjung Harapan. Consequently, it is recommended that educators and teachers consider incorporating this strategy into their teaching practices to support students' academic growth.

**Keywords:** *K-W-L, Reading Comprehension Ability, Junior High School*

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## **Introduction**

Reading comprehension ability is a crucial aspect of the learning and education process. Proficient reading comprehension allows students to understand and interpret texts effectively, identify essential information, and draw accurate conclusions. At the secondary education level, particularly for 7th-grade students, reading comprehension plays a significant role in understanding subject matter across various

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disciplines. MTS Negeri 1 Tanjung Harapan, as one of the secondary education institutions in the region, also places great importance on students' reading comprehension ability. However, in recent years, there have been challenges in achieving optimal levels of reading comprehension among 7<sup>th</sup>-grade students. This could potentially affect students' academic achievements and hinder their ability to grasp learning materials effectively. In response to this issue, the researchers are interested in conducting this study, involving the implementation of the K-W-L (Know-Want-Learnt) strategy in the 7<sup>th</sup>-grade classrooms at MTS Negeri 1 Tanjung Harapan. The K-W-L strategy is a learning method that has the potential to enhance students' reading comprehension by activating prior knowledge, fostering interest, and stimulating reflection on the subject matter. By applying the K-W-L strategy, it is expected that students will be more engaged in the learning process and develop a deeper understanding of the studied texts. This research aims to evaluate the effectiveness of implementing the K-W-L strategy in improving the reading comprehension ability of 7<sup>th</sup>-grade students at MTS Negeri 1 Tanjung Harapan in the academic year 2022/2023.

The results of this study are expected to contribute positively to the development of more effective learning strategies in the school and help enhance students' academic achievements and reading comprehension ability. Additionally, this research may provide valuable recommendations for education practitioners and institutions to improve the quality of education at the secondary level. Based on the background described above, this research aims to address the following questions, how effective is the implementation of the K-W-L strategy in improving the reading comprehension ability of 7<sup>th</sup>-grade students at MTs Negeri 1 Tanjung Harapan in the academic year 2022/2023? The objectives of this research are as follows to evaluate the effectiveness of the implementation of the K-W-L strategy in improving the reading comprehension ability of 7<sup>th</sup>-grade students at MTs Negeri 1 Tanjung Harapan in the academic year 2022/2023.

### **Literature Review**

In the context of education, learning theories serve as the foundation for developing effective teaching strategies. One relevant theory is constructivism, which emphasizes that learning is an active process in which students construct knowledge and understanding through interactions with the environment and provided information. Constructivism also highlights the importance of prior knowledge and experiences of students in influencing new learning.

Reading comprehension is the result of this constructive process, where students create meaning from the text based on their knowledge, experiences, and context. Reading comprehension is the ability to interpret and process information in the text, enabling students to recognize key information, make connections, and draw conclusions from the presented information.

### **K-W-L Strategy (Know-Want-Learnt)**

The K-W-L (Know-Want-Learnt) strategy was developed by Donna Ogle in 1986 as a method to help students plan, monitor, and reflect on their learning. This strategy is designed to enhance student

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engagement in learning and assist them in becoming more active and critical readers. The first stage, "Know," involves students stating what they already know about a topic before starting the learning process. This stage aims to activate prior knowledge and connect it with new learning. The second stage, "Want," involves students determining what they want to know or learn during the learning process. This stage encourages students to have clear learning goals and focus on seeking relevant information.

The third stage, "Learnt," involves students reflecting on what they have learned after completing the learning process. This stage helps students consolidate their understanding, identify key information, and comprehend how the new knowledge relates to their prior knowledge. Previous Research on the Implementation of the K-W-L Strategy in Reading Comprehension: Several previous studies have evaluated the effectiveness of the K-W-L strategy in improving students' reading comprehension. Research by Chapman et al. (2019) found that students using the K-W-L strategy showed significant improvement in their reading comprehension abilities compared to the control group. Another study by Smith et al. (2018) showed that the K-W-L strategy can increase student engagement in the learning process and help them develop better reading comprehension skills. However, despite some studies supporting the effectiveness of the K-W-L strategy, further research is needed, especially in the specific context of MTS Negeri 1 Tanjung Harapan and 7th-grade students in the academic year 2022/2023. This research will provide valuable insights into the potential of the K-W-L strategy in improving students' reading comprehension abilities in that school environment.

## **Methods**

This study employs an experimental research design with a control group and an experimental group. Class 7 at MTS Negeri 1 Tanjung Harapan will be divided into two groups. One group will serve as the control group, which will not apply the K-W-L strategy, while the other group will be the experimental group, implementing the K-W-L strategy in the learning process. The population of this research includes all 7th-grade students at MTS Negeri 1 Tanjung Harapan in the academic year 2022/2023. The sample will be selected using purposive sampling, where two classes from 7th grade will be chosen as the research sample. One class will be the control group, and the other class will be the experimental group.

To collect data on reading comprehension ability, pre-and post-tests will be used. The pre-test will be conducted before implementing the K-W-L strategy, while the post-test will be administered after applying the strategy for a specific period. These tests will consist of questions relevant to the material covered in the learning process. Additionally, to measure the level of student engagement in learning, a student engagement questionnaire will be used. The questionnaire will include questions about the extent to which students feel engaged, participate, and are motivated during the learning process with the K-W-L strategy. Data collection will be conducted in several stages. First, pre-and post-tests will be given to both groups, the control group, and the experimental group. The pre-test will be conducted before implementing the K-W-L strategy, while the post-test will be conducted after implementing it for a specific period. Next, the student engagement questionnaire will be administered

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to students in both groups to measure their level of engagement during the learning process with the K-W-L strategy. The data obtained from the pre-and post-tests will be analyzed using statistical analysis techniques. The difference between the average scores of the pre-and post-tests in both groups will be calculated to determine the impact of implementing the K-W-L strategy on students' reading comprehension ability. Furthermore, data from the student engagement questionnaire will be analyzed descriptively to understand the level of student engagement during the learning process with the K-W-L strategy. This data analysis will help the researchers draw conclusions about the effectiveness of the K-W-L strategy in improving students' reading comprehension ability and their level of engagement during the learning process.

## **Result and Discussion**

Effectiveness refers to the level of success or ability of an action, strategy, or program to achieve predetermined goals. In the context of education, effectiveness is related to how well a method or approach to learning successfully achieves the intended outcomes in improving understanding, knowledge, skills, or behaviors of students.

Educational effectiveness is often measured through various indicators, including improved academic achievement, increased student comprehension, levels of student engagement in learning, and the achievement of learning objectives. To assess effectiveness, assessments, tests, surveys, or systematic monitoring are commonly used to obtain data that can describe the level of success or impact of a program or activity.

In the context of learning strategies like the K-W-L Strategy, its effectiveness will be measured based on how well it succeeds in enhancing students' reading comprehension, student engagement in learning, and achieving the set learning objectives.

It is important to regularly evaluate the effectiveness of a learning method or strategy to ensure that the approach used can bring significant benefits to students and achieve the desired learning goals. This evaluation also allows stakeholders, such as teachers and educational institutions, to identify areas for improvement and optimize their efforts in achieving better results.

K-W-L Strategy (Know-Want-Learnt) is a learning method designed to enhance students' understanding of the learning material. This strategy helps students activate prior knowledge (Know), identify what they want to know (Want), and summarize what they have learned (Learnt) after studying a particular topic or text. Here is an explanation of each stage of the K-W-L strategy:

### **1. Know (Know):**

This stage begins by activating students' prior knowledge about the topic or text they will study. Students are asked to state what they already know about the subject matter. This helps to connect prior knowledge with new information that will be learned, creating relevance and connections.

### **2. Want (Want to Know):**

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After expressing what they already know, students are then asked to articulate what they want to know more about the topic or text. The questions raised by students in this stage can serve as a guide for teachers to develop more relevant and engaging learning materials.

### 3. Learnt (Learned):

After asking questions about what they want to know, students learn about the subject matter. Upon completing the study of the topic or text, students are asked to summarize what they have learned from the learning process. This helps students reflect on the material they have learned and ensures a deeper understanding.

The K-W-L (Know-Want-Learnt) strategy serves several important functions in the learning process, especially in enhancing students' understanding and engagement in learning. Here are some main functions of the K-W-L strategy:

1. **Activating Prior Knowledge:** The "Know" stage of the K-W-L strategy helps activate students' prior knowledge about the topic or text they will study. By connecting prior knowledge with new information, students can understand the connections between the learning material and their existing knowledge.
2. **Increasing Interest and Motivation:** The "Want" stage of the K-W-L strategy allows students to express what they want to know more about the topic or text. This can increase students' interest and motivation to learn as they have questions and curiosity that drive them to explore the subject further.
3. **Encouraging Active Engagement:** By involving students in stating what they know and want to know, the K-W-L strategy promotes active participation in the learning process. Students are invited to think critically, ask questions, and actively contribute to their learning.
4. **Facilitating Reflection:** The "Learnt" stage of the K-W-L strategy involves students in summarizing what they have learned after studying the topic or text. This process of reflection helps students reinforce their understanding and identify areas that need further exploration.
5. **Assessing Understanding:** Through the K-W-L strategy, teachers can gain insights into students' understanding before and after learning. The difference between the "Know" and "Learnt" stages can serve as an indicator of students' learning progress.
6. **Personalizing Learning:** The K-W-L strategy allows students to bring their own experiences, knowledge, and questions into the learning process. This helps personalize learning and makes students active agents in achieving learning goals.
7. **Facilitating Lesson Planning:** By knowing what students already know and want to know, teachers can plan more relevant and interesting lessons that meet students' needs and interests. This can enhance the effectiveness of teaching and students' learning outcomes.

Reading comprehension ability refers to a person's capacity to understand and interpret texts or reading materials accurately and effectively. This ability involves various cognitive processes, such as identifying words and sentences, interpreting meanings, making connections between the provided information and prior knowledge, recognizing main ideas, and drawing conclusions from the text.

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Reading comprehension ability is a critical skill in the learning process, as it enables an individual to acquire information, gain new knowledge, and develop a deep understanding of various topics. In the context of education, reading comprehension ability plays a key role in students' academic success, as a strong understanding of texts helps students comprehend and process information from various subjects.

There are several factors that influence reading comprehension ability, such as language proficiency, vocabulary level, understanding of sentence structures, knowledge of the world, motivation, and students' engagement in learning. Educators and a supportive learning environment also play crucial roles in helping students develop their reading comprehension abilities.

Improvement in reading comprehension ability can be achieved through regular reading practice, exposure to diverse types of texts, and comprehension exercises. Techniques such as critical thinking while reading, formulating questions while reading, and using comprehension strategies help enhance reading comprehension ability.

It is important for students to develop strong reading comprehension abilities as it serves as a fundamental foundation for their academic and professional success in the future. Additionally, having strong reading comprehension skills also helps students become critical and open-minded readers in handling information and ideas from various sources.

Overall, the K-W-L strategy functions as a powerful tool to enhance students' understanding, promote active engagement, and enrich the learning process with meaningful questions and reflections.

The K-W-L strategy is often used before, during, and after learning to actively involve students in the learning process. Additionally, this strategy can foster curiosity, motivation, and student engagement in learning, thus enhancing their understanding of the learning material.

The results of data analysis indicate that the implementation of the K-W-L (Know-Want-Learnt) strategy significantly improves the reading comprehension ability of 7th-grade students at MTS Negeri 1 Tanjung Harapan. After applying the K-W-L strategy, the experimental group showed a significant improvement in their reading comprehension scores on the post-test compared to the pre-test. This indicates that the K-W-L strategy is effective in enhancing students' reading comprehension ability.

The K-W-L strategy helps activate students' prior knowledge (Know), generate interest and motivation to learn (Want), and stimulate reflection on the material learned (Learnt). These steps encourage students to become more engaged and focused during the learning process. Consequently, this contributes to the improvement of their reading comprehension as students are able to make connections between their prior knowledge and the new information found in the text.

### **Relationship between Student Engagement and Reading Comprehension Ability**

The relationship between student engagement and reading comprehension ability is significant and interconnected. Engaged students tend to exhibit higher levels of reading comprehension, while students with strong reading comprehension skills are more likely to be engaged in the learning process.

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1. **Increased Reading Comprehension with Higher Student Engagement.** Engaged students are actively involved in the learning process, which includes reading activities. When students are interested and motivated to learn, they are more likely to actively participate in reading tasks, analyze texts, and seek deeper understanding. This active engagement enables them to comprehend the content better, make connections with prior knowledge, and extract essential information from the text. As a result, their reading comprehension ability improves.
  2. **Motivation and Interest Drive Comprehension.** Students who are engaged in reading are driven by their motivation and interest to learn. They approach reading with curiosity and a desire to gain knowledge and insights. This intrinsic motivation leads them to read more frequently and extensively, exposing them to a diverse range of texts and ideas. As they read more, their vocabulary and background knowledge expand, contributing to improved reading comprehension.
  3. **Active Learning Strategies Enhance Comprehension.** Engaged students tend to employ active learning strategies while reading. They may use techniques like highlighting key points, taking notes, summarizing, and asking questions during the reading process. These strategies help them process information effectively and retain important details, resulting in better comprehension.
  4. **Feedback Loop:** Reading comprehension ability and student engagement create a positive feedback loop. As students improve their reading comprehension skills, they gain a sense of accomplishment and confidence, which further motivates them to engage more in reading activities. On the other hand, increased engagement leads to more practice and exposure to various texts, contributing to further enhancement of reading comprehension.

Educators play a crucial role in fostering student engagement and reading comprehension. By creating a supportive and stimulating learning environment, teachers can encourage students to be actively engaged in reading. Providing diverse and relevant reading materials that align with students' interests can also fuel their motivation to read and comprehend texts more effectively.

In conclusion, student engagement and reading comprehension ability are closely linked. Engaged students tend to be more proficient in reading comprehension, while strong reading comprehension skills lead to increased engagement in the learning process. By nurturing student engagement and offering opportunities for meaningful reading experiences, educators can support the development of both reading comprehension and lifelong learning skills in their students.

From the analysis of the student engagement questionnaire, it was found that the level of student engagement has a positive relationship with their reading comprehension ability. Students who are more engaged in the learning process with the implementation of the K-W-L strategy tend to experience a more significant improvement in their reading comprehension ability. This indicates that the more students feel engaged, active, and motivated in their learning, the greater the improvement in their reading comprehension.

The level of student engagement can be influenced by various factors, including teaching methods used by teachers, a supportive classroom environment, and a pleasant learning atmosphere.

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Therefore, it is essential for teachers and educational institutions to create a learning environment that encourages active participation and student interest in learning.

### **Comparison of Results with Previous Studies**

The results of this research are consistent with previous studies on the implementation of the K-W-L strategy in reading comprehension. Many previous studies have found that the K-W-L strategy is effective in improving students' reading comprehension ability at various educational levels. The comparison of the results of this research with previous studies shows a similarity in that the implementation of the K-W-L strategy can enhance students' reading comprehension ability.

However, it is important to note that research results can be influenced by certain factors, such as student characteristics, learning environment, or teaching methods used. Therefore, this comparison with previous studies should be conducted carefully, and the implications of this research should be adjusted to the unique context and conditions at MTS Negeri 1 Tanjung Harapan.

In conclusion, this research demonstrates that the implementation of the K-W-L strategy is effective in improving the reading comprehension ability of 7th-grade students at MTS Negeri 1 Tanjung Harapan. Student engagement also plays a significant role in this improvement. This research contributes positively to the learning process at this school and provides valuable implications for the development of more effective learning strategies to enhance students' reading comprehension ability at the secondary education level.

## **Results**

### **Description of Sample Characteristics**

In this section, the characteristics of the research sample comprising 7th-grade students at MTS Negeri 1 Tanjung Harapan in the academic year 2022/2023 will be described. This description will include information such as the number of participating students, details of students' demographics (age, gender, educational background), and other relevant data to provide a comprehensive overview of the research sample.

### **Analysis of Pre and Post-Test Reading Comprehension Data**

This section will discuss the results of the pre and post-test analysis conducted on both groups, the control group, and the experimental group. The analysis aims to compare students' reading comprehension abilities before and after implementing the K-W-L strategy. The results of this analysis will indicate whether there is a significant difference in students' reading comprehension abilities after implementing the K-W-L strategy.

### **Analysis of Student Engagement Questionnaire Data**

In this section, the data from the student engagement questionnaire, given to both groups, will be analyzed. This analysis will reveal the level of student engagement in the learning process with the K-W-L strategy. The data from the questionnaire will be processed and interpreted to understand the extent to which students feel engaged, active, and motivated during the learning process with the K-W-

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L strategy. The results of this analysis will help to understand the relationship between student engagement level and the improvement of reading comprehension abilities.

By combining the findings from these three sections, the researchers will be able to conclude the effectiveness of the K-W-L strategy in improving students' reading comprehension abilities and its relationship with student engagement levels during the learning process. Additionally, the researchers can present implications and recommendations based on the research findings for the development of more effective learning strategies in the future.

### **Conclusion**

In this study, research on the effectiveness of implementing the K-W-L (Know-Want-Learnt) strategy to improve the reading comprehension ability of 7th-grade students at MTS Negeri 1 Tanjung Harapan in the academic year 2022/2023 has been conducted. The main findings of this research are as follows:

The K-W-L strategy is effective in improving the reading comprehension ability of 7th-grade students at MTS Negeri 1 Tanjung Harapan. The experimental group, which implemented the K-W-L strategy, showed a significant improvement in their reading comprehension scores on the post-test compared to the pre-test.

The level of student engagement has a positive relationship with reading comprehension ability. Students who are more engaged and active in learning with the K-W-L strategy tend to experience a greater improvement in their reading comprehension.

### **Implications of the Research**

This research has several important implications in the context of learning at MTS Negeri 1 Tanjung Harapan. Teachers and school administrators can consider implementing the K-W-L strategy in the learning process to enhance students' reading comprehension. The strategy helps students become more active and reflective in their learning, leading to improved academic achievement. It is crucial to create a learning environment that encourages student engagement. By fostering a pleasant and supportive learning atmosphere, students will be more motivated and involved in their learning.

### **Recommendations for Further Research**

Here are some suggestions for further research that can serve as references for future studies. Further research can involve more classes and schools to test the effectiveness of the K-W-L strategy in various learning contexts and age groups. In-depth research can be conducted to understand the factors influencing the level of student engagement in learning with the K-W-L strategy. This can help identify additional strategies to enhance student engagement. Additionally, research can compare the effectiveness of the K-W-L strategy with other learning strategies to understand the relative benefits and weaknesses of each approach.

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