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The Influence Of The Know Want Learned (Kwl) Strategy On The Tenth Grade Students' Reading Comprehension Of Recount Textat Sma Santo Yoseph Medan

Anna Mariani[1*)], Meikardo Samuel Prayuda[2)], Fiber Yun Almanda Ginting[3)]
[1,2,3)]Program Studi Pendidikan Bahasa Inggris, Universitas Katolik Santo Thomas Medan, Medan, Indonesia

*Corresponding Author annamariani23520@gmail.com

Abstract:

This study looked at how the Know-Want-Learned (KWL) approach affected the tenth grade students at SMA St. Yoseph Medan's reading comprehension of recount texts throughout the 2025–2026 school year. The study was carried out because many students continued to struggle with comprehending recount narratives, including recognizing key concepts, understanding specific details, organizing event sequences, and deciphering the text's meaning. Additionally, during the learning process, pupils demonstrated little enthusiasm and minimal participation. This study used a quantitative methodology and a quasi-experimental design, with 58 students split into two groups of 29 students each: an experimental class and a control class. Validity, reliability, normality, homogeneity, and Mann-Whitney U tests were used to assess the data, which were gathered using pre-test and post-test equipment. The reliability analysis revealed that the instrument was dependable with a Cronbach's Alpha score of 0.699, while the validity analysis demonstrated that every test item was legitimate. Additionally, there was a significant difference between pupils taught using the KWL strategy and those taught using traditional teaching methods, as indicated by the Mann-Whitney U test result of 0.001, which was less than 0.05. Additionally, the effect size computation showed a moderate influence with a Cohen's d value of 0.66. Consequently, the results indicated that the KWL approach had a favorable and noteworthy impact on students' comprehension of recount texts and may be employed as a successful teaching method for reading comprehension.

Keywords: *Reading Comprehension, Recount Text, KWL Strategy, Quasi-Experimental Design.*

Abstrak:

Penelitian ini bertujuan untuk mengetahui pengaruh strategi Know-Want-Learned (KWL) terhadap kemampuan pemahaman membaca teks recount pada siswa kelas X SMA St. Yoseph Medan tahun ajaran 2025–2026. Penelitian ini dilakukan karena banyak siswa masih mengalami kesulitan dalam memahami teks recount, seperti menemukan ide pokok, memahami informasi rinci, menyusun urutan peristiwa, dan menafsirkan makna teks. Selain itu, siswa juga menunjukkan minat dan partisipasi yang rendah selama proses pembelajaran berlangsung. Penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi-

experimental yang melibatkan 58 siswa yang dibagi ke dalam dua kelompok, yaitu kelas eksperimen dan kelas kontrol yang masing-masing terdiri dari 29 siswa. Data penelitian dikumpulkan melalui instrumen pre-test dan post-test, kemudian dianalisis menggunakan uji validitas, reliabilitas, normalitas, homogenitas, dan uji Mann-Whitney U. Hasil uji validitas menunjukkan bahwa seluruh butir soal dinyatakan valid, sedangkan hasil uji reliabilitas menunjukkan bahwa instrumen penelitian reliabel dengan nilai Cronbach's Alpha sebesar 0,699. Hasil uji Mann-Whitney U menunjukkan nilai signifikansi sebesar 0,001 yang lebih kecil dari 0,05, sehingga terdapat perbedaan yang signifikan antara siswa yang diajar menggunakan strategi KWL dan siswa yang diajar menggunakan metode konvensional. Selain itu, hasil perhitungan effect size menunjukkan pengaruh sedang dengan nilai Cohen's d sebesar 0,66. Oleh karena itu, hasil penelitian menunjukkan bahwa strategi KWL memberikan pengaruh positif dan signifikan terhadap kemampuan pemahaman membaca teks recount siswa serta dapat digunakan sebagai strategi yang efektif dalam pembelajaran reading comprehension.

Kata Kunci: *Pemahaman Membaca, Teks Recount, Strategi KWL, Desain Quasi-Experimental.*

INTRODUCTION

Reading is not merely an activity of recognizing written symbols, but a process of constructing meaning through interaction between the reader and the text. During reading, readers connect information from the text with their background knowledge and experiences in order to understand the writer's message (Pearson, 1983). In this context, reading comprehension becomes an essential skill because it enables students to understand ideas, identify important information, and interpret meanings presented in a text (Snow, 2002). Through good reading comprehension, students are able to understand both explicit and implicit information, especially in recount texts that present events in chronological order. Therefore, reading comprehension plays an important role in supporting students' academic achievement and language development.

In the implementation of the *Kurikulum Merdeka*, students at the tenth-grade level are expected to understand different kinds of texts, including recount texts, by identifying text structures, interpreting meanings, and understanding information critically (Dewi, 2025) . However, based on preliminary observations conducted at SMA St. Yoseph Medan during the 2025/2026 academic year, many students still experienced difficulties in comprehending recount texts. Students often struggled to determine main ideas, follow the sequence of events, understand detailed information, and answer reading comprehension questions correctly. In addition, classroom learning was still dominated by teacher-centered instruction, which reduced students' opportunities to participate actively during the learning process. As a result, students tended to lose concentration easily,

showed low interest in reading activities, and demonstrated unsatisfactory reading comprehension achievement.

To address these problems, teachers need to apply instructional strategies that encourage students to participate actively and interact meaningfully with the text. One strategy that can be used in teaching reading comprehension is the Know Want Learned (KWL) strategy. This strategy guides students to activate their prior knowledge, formulate questions before reading, and reflect on the information they gain after reading (Ogle, 1989). Through these stages, students are expected to become more active and focused during reading activities.

Several previous studies have examined the implementation of the KWL strategy in reading instruction. (Otta et al., 2024), in their study entitled *From Curiosity to Understanding: Implementing the Know Want Learn Strategy in Eleventh Grade at SMA Negeri 2 Kota Kupang*, reported that the use of the KWL strategy improved students' reading comprehension achievement significantly. The study showed that students' mastery increased from 8% in the pre-test to 83% after the implementation of the strategy. In another study, (Siahaan et al., 2025) investigated the application of the KWL strategy at SMP Swasta Cinta Rakyat 3 Pematangsiantar and found that students taught through the KWL strategy achieved higher reading comprehension scores compared to those taught through conventional methods. The findings confirmed that the KWL strategy helped students understand reading materials more effectively.

Although previous studies have discussed the effectiveness of the KWL strategy, most of them focused on different educational levels, text types, and research contexts. Some studies investigated junior high school students, while others examined general reading comprehension without specifically focusing on recount texts in the context of the *Kurikulum Merdeka*. Therefore, research examining the influence of the KWL strategy on tenth-grade students' reading comprehension of recount texts at the senior high school level is still limited.The novelty of this study lies in its focus on investigating the effect of the KWL strategy on students' comprehension of recount texts among tenth-grade students within the implementation of the *Kurikulum Merdeka*. This study also applies a quasi-experimental design to examine how the strategy influences students' reading comprehension achievement in a student-centered learning environment.

Based on the explanation above, the research problems are formulated as follows:

1. Is there a significant influence of the KWL strategy on students' reading comprehension of recount texts at the tenth grade of SMA St. Yoseph Medan?
2. To what extent does the KWL strategy influence students' reading comprehension of recount texts at the tenth grade of SMA St. Yoseph Medan?

Accordingly, the objectives of this study are:

1. To investigate whether the KWL strategy significantly influences students' reading comprehension of recount texts at the tenth grade of SMA St. Yoseph Medan.
2. To identify the extent of the effect of the KWL strategy on students' reading comprehension of recount texts at the tenth grade of SMA St. Yoseph Medan.

RESEARCH METHODS

This research applied a quantitative approach because the data were collected in numerical form and analyzed statistically to test the research hypothesis objectively. According to Sugiyono, quantitative research is used to examine the relationship between variables through statistical procedures.The study employed a quasi-experimental design using a non-equivalent control group design. Two classes were involved in this research, namely the experimental class and the control class, without random assignment. Both groups were given a pre-test and a post-test to measure students' reading comprehension achievement before and after the treatment.

The experimental class was taught by applying the KWL (Know Want Learned) strategy, while the control class was taught through conventional teaching methods. After the tests were administered, the students' scores were analyzed to determine the effect of the KWL strategy on students' reading comprehension achievement.

Table 1 presents the research design used in this study.

Table 1. The Quasi-Experimental Design

Group	Pre-test	Treatment	Post-test
Experimental Group	O_1	X	O_2
Control Group	O_3	–	O_4

Description:

O_1 : Pre-test of the experimental group

O_2 : Post-test of the experimental group

O_3 : Pre-test of the control group

O_4 : Post-test of the control group

X : Treatment using the KWL strategy

– : Conventional teaching method

This research was conducted at SMA Santo Yoseph Medan, located on Jl. Flamboyan Raya No. 139, Tanjung Selamat, Medan, North Sumatra. The school was selected because it provided an appropriate setting for conducting research related to students' reading comprehension of recount texts.The research was conducted during the 2025/2026 academic year. The activities included proposal preparation, observation, instrument validation, implementation of the treatment, data collection, data analysis, and thesis writing.

The population of this research consisted of all tenth-grade students of SMA Santo Yoseph Medan in the academic year 2025/2026. The total population was 86 students distributed into three classes.

Table 2. Population of the Tenth-Grade Students

No	Class	Female	Male	Total
1	X-1	13	16	29
2	X-2	15	13	28
3	X-3	11	18	29
	Total	39	47	86

The sample of this research consisted of two classes selected purposively. Class X-3 was chosen as the experimental class and class X-1 as the control class. Each class consisted of 29 students, so the total number of respondents was 58 students. The experimental class received treatment using the KWL strategy, while the control class learned through conventional teaching methods.

Table 3. Sample of the Research

No	Class	Group	Number of Students
1	X-1	Control Class	29
2	X-3	Experimental Class	29
	Total		58

Instrument of Collecting Data

The instrument used in this research was a reading comprehension test. According to Sugiyono, a research instrument is a tool used to collect data systematically in order to obtain accurate and reliable results.The test consisted of 20 multiple-choice questions related to recount texts. Each item contained four answer choices. The questions measured students' comprehension in identifying main ideas, specific information, vocabulary meaning, references, and inferences.The research employed two types of tests, namely pre-test and post-test. The pre-test was administered before the treatment to identify students' initial reading comprehension ability, whereas the post-test was administered after the treatment to determine students' improvement in reading comprehension achievement.

Technique of Data Analysis

The collected data were analyzed quantitatively using SPSS version 26. The analysis included validity testing, reliability testing, normality testing, homogeneity testing, pooled standard deviation calculation, and hypothesis testing.

1. Validity Test

Validity refers to the accuracy of an instrument in measuring what should be measured. In this research, item validity was analyzed using the Pearson Product Moment correlation formula proposed by Karl Pearson:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

2. Reliability

Reliability refers to the consistency of the instrument in measuring the research variable. The reliability of the test was analyzed using Cronbach's Alpha formula.

$$\alpha = \frac{k}{k-1}\left(1 - \frac{\sum \sigma_i^2}{\sigma_t^2}\right)$$

3. The normality

The normality test was conducted to determine whether the data were normally distributed. The Shapiro–Wilk test was applied in this research.

$$W = \frac{\left(\sum_{i=1}^{n} a_i x_{(i)}\right)^2}{\sum_{i=1}^{n}(x_i - \bar{x})^2}$$

4. The homogeneity

The homogeneity test was conducted using Levene's Test to determine whether the

variances of the two groups were homogeneous.

$$W = \frac{N-k}{k-1} \cdot \frac{\sum_{i=1}^{k} n_i (Z_{i\cdot} - Z_{..})^2}{\sum_{i=1}^{k} \sum_{j=1}^{n_i} (Z_{ij} - Z_{i\cdot})^2}$$

5. The pooled

The pooled standard deviation was used to combine the standard deviations of the experimental and control groups.

$$SD_{pooled} = \sqrt{\frac{(n_1 - 1)SD_1^2 + (n_2 - 1)SD_2^2}{n_1 + n_2 - 2}}$$

6. Hypothesis Testing

The hypothesis was tested using the Mann–Whitney U Test because the data did not fully meet the assumption of normal distribution. The hypotheses were formulated as follows:

H_0 : There is no significant difference between students taught by using the KWL strategy and those taught without using the KWL strategy.

H_a : There is a significant difference between students taught by using the KWL strategy and those taught without using the KWL strategy.

$$U = n_1 n_2 + \frac{n(n+1)}{2} - R$$

RESULTS AND DISCUSSION

This section presents the findings obtained from the research conducted at SMA Santo Yoseph Medan. The data were collected from the pre-test and post-test scores of the experimental and control classes to determine the effect of the KWL (Know–Want–Learned) strategy on students' reading comprehension achievement in recount texts.The experimental class was taught using the KWL strategy, whereas the control class received conventional teaching instruction. To analyze the data, the researcher employed descriptive statistics, validity and reliability tests, normality testing, homogeneity testing, the Mann–Whitney U Test, and Cohen's d effect size analysis.

Table 4. Percentage of Control And Experimental Class

Score Interval	Control Class Frequency	Control Class Percentage	Experimental Class Frequency	Experimental Class Percentage

0–10	0	0%	1	3.45%
11–20	1	3.45%	0	0%
21–30	1	3.45%	0	0%
31–40	1	3.45%	0	0%
41–50	5	17.24%	0	0%
51–60	6	20.69%	5	17.24%
61–70	9	31.03%	2	6.90%
71–80	4	13.79%	8	27.59%
81–90	0	0%	11	37.93%
91–100	2	6.90%	2	6.90%
Total	29	100%	29	100%

The findings revealed differences in students' achievement between the experimental and control classes. In the experimental class, the mean score increased from 70.68 in the pre-test to 76.72 in the post-test. Meanwhile, the control class showed a decrease in achievement, with the mean score declining from 68.44 in the pre-test to 60.68 in the post-test. These results indicate that students who were taught using the KWL strategy achieved better reading comprehension performance than those who were taught through conventional methods.The distribution of students' post-test scores also demonstrated different achievement patterns between the two groups. Most students in the experimental class obtained scores within the interval of 81–90, while students in the control class were mostly distributed within the interval of 61–70. This finding suggests that the KWL strategy contributed to higher levels of students' reading comprehension achievement.

The instrument testing showed satisfactory results. Based on the validity test, all twenty test items were categorized as valid because each item obtained a significance value below 0.05. In addition, the reliability test using Cronbach's Alpha produced a coefficient of 0.699, indicating that the instrument had an acceptable level of reliability for educational research.Furthermore, the homogeneity test using Levene's Test produced a significance value of 0.477, which was higher than 0.05. This result indicates that the variances of the two groups were homogeneous. Although the normality test showed that some data were not normally distributed, the use of the Mann–Whitney U Test was considered appropriate because this test does not require normal distribution assumptions.

Tabel 5. Mann-Whitney Test

Test Statistics[a]	
	Hasil
Mann-Whitney U	174.500
Wilcoxon W	609.500
Z	-3.844
Asymp. Sig. (2-tailed)	.001
a. Grouping Variable: kelas	

The result of the Mann–Whitney U Test showed a significance value of 0.001, which was lower than 0.05. This result indicates that there was a statistically significant difference between the experimental class and the control class. Therefore, the alternative hypothesis (H_a) was accepted, while the null hypothesis (H_0) was rejected.In addition, the effect size analysis using Cohen's d produced a value of 0.66. Based on Cohen's interpretation, this value falls into the medium-to-large effect category. This finding indicates that the implementation of the KWL strategy gave a meaningful contribution to students' reading comprehension achievement.

DISCUSSION

The findings of this study indicate that the KWL strategy positively affected students' reading comprehension achievement in recount texts. Students who were taught using the KWL strategy demonstrated better improvement compared to those who learned through conventional instruction. This improvement may be associated with the characteristics of the KWL strategy, which actively involves students throughout the reading process.

The findings are in line with the theory proposed by Donna Ogle, who introduced the KWL strategy as a framework that supports students before, during, and after reading activities. Through the Know stage, students activated their prior knowledge related to the topic before reading the text. Activating prior knowledge helped students connect new information with their previous experiences and understanding, making the comprehension process more meaningful.This finding is also supported by cognitive learning theory, which states that comprehension becomes more effective when learners relate new information to their existing knowledge structures. By connecting prior knowledge with the content of recount texts, students were better able to identify main ideas, understand detailed information, and follow sequences of events presented in the

text.

In the Want stage, students formulated questions about the information they wanted to obtain from the text. This activity encouraged students to read with clear objectives and increased their curiosity during the learning process. Students who have specific reading purposes tend to focus more on important information while reading. As a result, students became more engaged and participated actively during classroom activities.Meanwhile, the Learned stage allowed students to reflect on the information they had obtained after reading the text. Reflection is considered an important part of learning because it strengthens students' understanding and helps them retain information more effectively. Through summarizing and reviewing the information they learned, students developed deeper comprehension of the recount texts.The improvement found in the experimental class may also be explained through the concept of active learning. The KWL strategy encourages students to participate actively before, during, and after reading activities rather than relying solely on teacher explanations. In contrast, students in the control class experienced more teacher-centered instruction, which provided fewer opportunities for active engagement with the text. Consequently, their improvement in reading comprehension achievement was lower.

The findings of this study are consistent with previous research conducted by Otta et al. and Siahaan et al., which found that the KWL strategy significantly improved students' reading comprehension achievement and increased their motivation and participation during reading activities. Similarly, the present study shows that students who were taught using the KWL strategy achieved better reading comprehension performance than those who were taught through conventional methods. The strategy encouraged students to activate their prior knowledge, become more actively involved in the learning process, and understand recount texts more effectively. Therefore, these findings further support the effectiveness of the KWL strategy in teaching reading comprehension.

Overall, the findings demonstrate that the KWL strategy can be considered an effective teaching strategy for improving students' reading comprehension achievement, particularly in recount texts. The strategy not only improved students' test scores but also encouraged active participation, increased learning motivation, and supported students in constructing meaning from the text more effectively.

CONCLUSIONS

Based on the results of the data analysis and the discussion presented in the previous chapter, the researcher formulates the following conclusions as the final findings of this study.

1. The findings of this study show that the KWL (Know Want Learned) strategy has a significant effect on students' reading comprehension of recount texts. This is supported by the result of the Mann Whitney test, which shows a significance value of 0.000 (< 0.05), indicating that there is a clear difference between the experimental class and the control class after the treatment. In addition, the effect size value (Cohen's d = 0.66) shows a moderate to strong impact, meaning that the strategy gives a meaningful improvement in students' reading performance.
2. The result of the post-test comparison also shows that students in the experimental class performed better than those in the control class. Students who learned through the KWL strategy showed better understanding in reading recount texts, especially in identifying main ideas, finding important details, understanding vocabulary, and making sense of the text. Overall, it can be concluded that the KWL strategy is effective in helping students improve their reading comprehension at the tenth grade of SMA Santo Yoseph Medan.

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