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# KWL (Know, Want to Know, Learned) Plus strategy: Does it have an impact on the ninth-grade students' reading comprehension achievement?


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# Introduction

- English is an international language spoken around the world and needs to be mastered (Imbaquingo & Cárdenas, 2023).
- Recount texts are texts whose main purpose is to tell the readers about an experience they have had in the past. Recount texts describe "what happened" and are centered on a sequence of incidents that are all connected to the event (Hutagalung F, et al.).
- The role of teaching strategies in education cannot be overstated, as they help students understand the subject matter being taught (BALA RAJ RAI, 2021).
- KWL Plus Strategy not only aids in text comprehension but also encourages critical thinking and structured summarization, making it a highly effective approach for diverse learning contexts (Amelia & Kamalasari, 2018).
- the pre-observation was conducted at MTs. Bi'rul Ulum. Based on the interview with one of the English teacher, it was found that the students' reading comprehension skills of the English subject still need to be improved.

# Research Question

*"Does the KWL Plus strategy have an impact on ninth-grade students' reading comprehension?"*

# Instrument and Participant

- The instruments were pre-test and post-test, consisting of multiple-choice and matching questions. These tests measured students' understanding before and after the use of KWL Plus.
- Two classes were selected randomly: 9A as the experimental group and 9B as the control group. The experimental group was taught using the KWL Plus strategy, while the control group used traditional methods. The students were given tests before and after treatment to measure their improvement

# Data Analysis

- The data collected for this descriptive quantitative research. Specifically, students' reading achievements in the experimental group were compared to those of the control group to evaluate the impact of the KWL Plus strategy treatment. The data is analyzed using Microsoft Excel, which allows calculating various statistical measures using IBM SPSS Statistics 26.

# Research Findings

- The experimental group's average score increased from 78.60 to 92.64. The control group's score increased from 80.50 to 87.58. Both increased, but the experimental group improved more significantly. The significance value was 0.000 for both groups, which means the result is statistically significant.

| | | Pretest Experiment | Posttest Experiment | Pretest Control | Posttest Control |
|---|---|---|---|---|---|
| N | Valid | 25 | 25 | 24 | 24 |
| | Missing | 0 | 0 | 1 | 1 |
| Mean | | 78.60 | 92.64 | 80.50 | 87.58 |
| Std. Error of Mean | | .603 | .556 | .341 | .340 |
| Median | | 79.00 | 92.00 | 80.50 | 88.00 |
| Mode | | 74[a] | 89[a] | 79[a] | 88 |

# Statistical Analysis

- pre-test and post-test data in the experimental and control groups were tested using two methods, namely Kolmogorov-Smirnov and Shapiro-Wilk. This normality test aims to determine whether the data obtained in the study is normally distributed.

**Tests of Normality**

| | | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|---|
| | Class | Statistic | df | Sig. | Statistic | df | Sig. |
| Learning Outcomes | Pretest Experiment | .086 | 25 | .200* | .957 | 25 | .366 |
| | Posttest Experiment | .128 | 25 | .200* | .939 | 25 | .143 |
| | Pretest Control | .149 | 24 | .180 | .921 | 24 | .060 |
| | Posttest Control | .140 | 24 | .200* | .918 | 24 | .053 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

# T-test

- Based on the Paired Samples Test results, there is a significant difference between the pretest and post-test scores in the experimental and control groups. In the first pair (Pretest Experimental Class – Posttest Experimental Class), the mean difference is 14.040, with a standard deviation of 2.318 and a standard error of the mean of 0.464. The 95% confidence interval for the difference falls within the range of -14.997 to -13.083. The t value obtained was 30.284 with a degree of freedom (df) of 24 and a significance value (Sig. 2-tailed) of 0.000, indicating a significant difference. In the second pair (Pretest Control Class – Posttest Control Class), the mean difference is 7.083, with a standard deviation of 2.552 and a standard error of the mean of 0.521. The 95% confidence interval is within the range of 8.161 to 6.006, with a t-value of 13.596 and df of 23. The significance value (Sig. 2-tailed) of 0.000 indicates a significant difference.

**Paired Samples Test**

| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|---|---|---|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference Lower | Upper | | | |
| Pair 1 | PretestExp - PosttestExp | -14.040 | 2.318 | .464 | -14.997 | -13.083 | -30.284 | 24 | .000 |
| Pair 2 | PretestCont - PosttestCont | -7.083 | 2.552 | .521 | -8.161 | -6.006 | -13.596 | 23 | .000 |

# Research Hypothesis

- Research Hypothesis:

➢ Null Hypothesis ($H_0$): There is no significant difference between the pretest and posttest scores of the experimental and control groups.

➢ Alternative Hypothesis ($H_1$): There is a significant difference between the pretest and posttest scores of the experimental and control groups.

# Decision Framework

- Decision Framework:

➢ If the significance value (Sig. 2-tailed) > 0.05, then $H_0$ is accepted, and it is concluded that there is no significant difference between the pretest and posttest scores.

➢ If the significance value (Sig. 2-tailed) ≤ 0.05, then $H_0$ is rejected, and $H_1$ is accepted, which means there is a significant difference between the pretest and posttest scores.

➢ In this result, since the significance value for both pairs is 0.000 (≤ 0.05), $H_0$ is rejected, and $H_1$ is accepted, indicating a significant difference between the pretest and posttest scores in both groups.

# Discussion

- The application of the KWL Plus method in learning recount text in the experimental class significantly improved learning outcomes. Before the implementation of the process, students could only achieve an average score of 78.60 in the initial test (pretest). However, after the treatment using the KWL Plus strategy, which combines active reading activities with note-taking and reflection on learning, there was a significant jump in scores on the final test (post-test) to an average of 92.64. This result indicates that the KWL Plus method increased students' engagement in the learning process.

# Conclusion

- In conclusion, KWL Plus significantly have an impact on the ninth-grade students' reading comprehension, KWL Plus improves reading comprehension, especially Students were given more opportunities to comprehend the context of English reading comprehension in the recount text, they were able to discuss and share ideas in a natural setting, and they were encouraged to share their ideas to help them complete more worksheets that would help them improve their English comprehension skills.

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