

The Effectiveness of Know - Want – Learn Chart Strategy Combine with Picture on Reading Comprehension

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Abstract

Reading skill is generally thought of as comprehension and interpreted sentences contained in a text to achieve success in English language learned (ELT), but these skills were considered very difficult to achieve. In fact, there are still low scores due to lack of student motivation. Therefore, the aim of this research was to determine the effectiveness of the Know-Want-Learned Chart strategy combined with picture on students' reading comprehension in English subject descriptive text material. This research employs a quantitative approach with a quasi-experimental design. The sample used in the quasi-experiment included 60 students in class VIII MTs Zumrotul Wildan Jepara used purposive sampling. Data collection used a written test in the form of multiple choices as an instrument. The research results show that KWL chart combined with pictures was effective in improved students' reading comprehension and providing motivation in finding the main idea in descriptive text.

Keywords: Reading Comprehension; KWL Chart; Picture

1.Introduction

Reading is very important for students in junior high school. Based on a survey in 2011, the United Nations Educational, Scientific and Cultural Organization stated that the Indonesian people's reading interest index only reached 0.001, indicated that out of 1,000 people, only one person has a high interest in reading (Apriliansa, 2022). Reading was an important skill because by reading we could find out things we don't know yet, reading also provides broad insight. Without reading, students cannot expand their knowledge, access information technology in depth (Rosalia & Candraloka, 2023). Reading involves an active process of identifying key ideas, comparing, evaluating, and applying them. Therefore, when reading, we must try to understand the main idea of the reading. (Mardhotillah & Fajaria, 2021). Based on various points of view, it could be concluded that reading basically involves the reader in the process of deciphering and constructed the meaning of the message conveyed in written or literary texts.

Erwina D. D (2023) stated that the low reading and writing literacy abilities of grade 3 students at SDN Utan Kayu Selatan 05 were caused by various internal factors which included low intelligence abilities, low interest in learned, also lack of student motivation to learn. Then, Afrianti & Marlina (2020) found that one student was still experiencing difficulties in reading comprehension, especially in reading with literal comprehension. The student was able to read the text but struggled to understand its content; the child could not repeat or retell the content of what he had read. Students' low understanding was due to lack of motivation in reading a passage. The previous statement was also reinforced by Putu Bagus et al (2020) That in elementary school, students still had low motivation to read. Researchers proved that elementary school students in Indonesia were ranked 26th and 27th among the countries surveyed. In line with the survey results above, Hasanudin & Puspita (2017) also found several problems faced by class I students at MI Muhammadiyah



27 Geger. There was still a lack of interest in reading among students, so students were less motivated to study the material that had been presented by the teacher previously, and this ultimately had an impact on student learning outcomes. In addition, Ariana (2013) found facts from schools at SMA Negeri 18 Makasar that it turned out that class X3 students had an average English score of only 5.0, and their English was less dominant in reading comprehension. Based on the findings from observation and interview with teachers at MTs Zumrotul Wildan Ngabul Jepara, students' reading comprehension was still very low, this was caused by students' lack of interest in reading and lack of motivation. This was also a factor in students' low understanding. To overcome this problem, author used KWL that combine with pictures as a solution to improve students' reading comprehension.

(Reading Comprehension)

Reading comprehension is an individual's ability to understand, explore and discover the main ideas and information from reading, both the implied and explicit meaning of the reading (Hanura & Jono, 2021). Reading comprehension process also involves individual activities, namely reading experience with previous knowledge, then connect it to the content of the reading (Nurjanah & Nugraheni, 2022). Reading comprehension was very important basic skill for students to master. Therefore, it was important for students to be active in reading activities so that students can improve their overall comprehension and learning abilities in reading (Widodo et al., 2020). Reading comprehension was very important, because this activity was intended to find the meaning of writing and information in reading. To improve the ability to understand texts from an early age, namely while still in junior high school, was a necessity in the learning process in our education system.

(Know-Want-Learn Chart)

Brozo et al. (2015) stated that the KWL strategy was a strategy that could activate students' previous knowledge and raise questions before carrying out reading activities through three stages, namely "K" what I know, "W" what I want to know, and "L" what I learn. According to Ahmad (2017) KWL technique was a learned technique that requires students to understand the entire content of the reading, ask questions, then answer those questions. In addition, Balandai & Palopo (2018) stated KWL strategy could help students understand the new information they receive, Because the steps of the KWL learned strategy were simple and clear, and had a significant impact on reading comprehension activities in class. From several opinions above, it could be concluded that the KWL chart strategy could be used as a strategy in learning descriptive text, The KWL chart strategy was chosen because in implementing this strategy students trained to be able to increase their curiosity, so that the activities of asking questions and communicating with fellow students in group discussions, could be conveyed clearly. This strategy would be more effective if combined with media. One of the effective media used in the KWL chart strategy was picture.

(Picture)

Pictures were considered the best media in teaching reading because they provide students with a clear picture of correlated topics in narrative texts and improved students' reading comprehension (Efendi, 2021). KWL activities combined with pictures could be used to introduce something new, so that it could attract students' attention in following the lesson (Usman et al., 2019). KWL combined with pictures could help students become more active, so that students understand the text more easily and students were expected to be able to dig up information and develop communication skills in cooperative discussions with famous artists (Suciani et al., 2022). The author chose to use picture to attract students' interest in found information and motivate them to develop their imagination in understanding descriptive text topics.

There were some previous studies about KWL to improve student comprehension. First research conducted by Asipi (2020) aimed to test the significant differences in reading descriptive texts between students who received learning through the KWL strategy and students who receive learning without the KWL strategy, this research used a quasi-experimental quantitative approach, the results of implementing the Know Want Learned strategy in this research in learning could improve students' reading skills. The study of Karmilasari (2018) aimed of used the KWL strategy was to improve reading skills through the Classroom Action Research (CAR) approach. The research results show that students respond positively to reading activities presented in an interesting way through the Prezi platform, and students can better understand reading by used the KWL strategy. Mardhotillah & Fajaria (2021) conducted study which aimed to increase students' self-confidence to participate active in discussions and increasing students' motivation in finding difficulties when reading material, this research method employed a qualitative descriptive researcher approach, the research results stated that students enjoyed reading activities presented in an interesting way through Prezi, and they felt more helped by each step of the KWL strategy. After that, Magdalena et al. (2020) conducted research on students' low reading comprehension abilities. The implementation of KWL was providing guide sheets so that students could improve their reading skills and reduce difficulties in understanding reading, the research results show that the use of the KWL strategy had a significant impact in improving students' reading comprehension skills. The last previous study conducted by Felin et al. (2021) that aimed to improve students' reading comprehension, at Pangudi Rahayu Middle School, used the KWL

technique the method used is classroom action research used a qualitative approach, the results show that students can improve reading comprehension by used the KWL technique.

The difference between this research and previous research lies in the use of the KWL chart, where in previous research only the (KWL) strategy was used. Therefore, the novelty of this research was Know-Want-Learn chart strategy combined with picture media. The aim of this research was to determine the effectiveness of the KWL chart strategy combined with picture media in improved students' reading comprehension at MTs Zumrotul Wildan Ngabul Jepara and to determine the differences in reading comprehension of students taught with and without used this strategy.

2.Method (Research Design)

This study employed a quantitative approach with a quasi-experimental design, specifically utilized a non-equivalent control group design. A quasi-experimental approach was chosen because the author wanted to be carried out an action or treatment in small classes. The action or treatment in question was the Know-Want-Learn learn chart strategy. This was to determine the effect of experiments or treatment of the KWL chart strategy combined with picture on students' reading comprehension. In this study, the experimental group received the treatment with KWL chart strategy combined with picture, while the control group used conventional methods. Data collection was carried out through pre-test, treatment and post-test. The population in this study include 60 students in class VIII Mts Zumrotul Wildan Ngabul Jepara for the 2023/2024 academic year. The sampling technique in this study was purposive sampling, because the entire population was selected to be used as a sample. The sampling method was based on ability, class VIII-A and VIII-B were chosen as samples because they have almost the same abilities. So, class VIII-A was chosen as the control group, given treatment used conventional methods, while class VIII-B was chosen as the experimental group, given treatment used the KWL chart strategy combined with picture.

(Validity of Instrument)

Written test used as the instrument because wanted to know the results of students understand in reading and found the main idea and analyzed the generic structure in descriptive text. Written tests in the form of multiple-choice questions as an assessment instrument because multiple choice tests could determine various cognitive levels, such as understanding, application, analysis and evaluation. Additionally, multiple choice tests make easier the assessment process for author and provide quick feedback for students.

The validity of this research used expert and empirical validity carried out with expert assistance on learning tools such as syllabus, Learning Implementation Plan, teaching materials, worksheets, pretest and posttest questions. The validator in the expert validity test was a teacher in English subjects. Apart from that, researchers used empirical validity in this research which was carried out using instruments in the form of tests. The technique used to test validity was used the product moment correlation technique with pre-test and post-test questions in the form of multiple choice which was 50 questions were tested outside the research sample. Question items that were declared valid will be used as pretest and post-test questions and questions that were declared invalid will be considered invalid or not used for pre-test post-test questions.

Based on the expert validity results on the pre-test and post-test question instruments, it shows that some of the questions fulfill the assessment aspects so that the questions were declared worthy of being tested and some of the questions do not fulfill the assessment aspects so that the questions are not worthy of being tested. Questions that are suitable for tested will be given to students other than the control and experimental class.

In this research, the validity of the test measured using SPSS and the contents of the test validated by experts. The validity calculation refers to the r-table product moment with a significance level of 5% and a sample size of $n = 30$. The instrument is considered valid if the $r_{xy} > R$ table for $\alpha = 5\%$.

Table 1. The Calculation Valid And Invalid Questions

Valid	Invalid
1,2,7,9,11,13,14,16,20,21,23,24,26,	3,4,5,6,8,10,15,17,18,19,22,25,27,
29,31,32,34,35,39,40,42,43,46,47,49	28,30,33,36,37,38,41,44,45,48,50
SUM:25	SUM:25

Based on the table 1 above, the valid test is 25 questions and invalid test was 25 questions. The valid test was used for pre-test and post-test questions.

(Method of Collecting Data)

The data collection method in this research used a written test. At the beginning of the meeting, experimental and control group students were given a pre-test with the same questions, especially a written test in the form of multiple-choice questions. Students work on a pre-test of 25 multiple choice questions. After the students finished working on the pretest questions, then the researcher corrected the pretest results. This was intended to determine students' basic abilities in reading descriptive text. At the next meeting, treatment was carried out three times. In the experimental class, treatment was carried out used the Know-Want-learn chart strategy combined with picture, while students in the control group were treatment used conventional methods.

Initial activities during treatment in the experimental group, students took part in a brainstorming session, then students were divided into several groups, after that students were given material about descriptive text by applied the KWL chart strategy combined with picture. Students were guided in understanding each step of implementing the KWL chart strategy, starting from finding the main idea, cultivating curiosity to getting answers that were appropriate to the topic. Then each group presents the results of their analysis in front of the class. Then, the author provides feedback to students. This approach was different from the control group which used conventional methods. At the beginning of the activity, students were explained material about descriptive texts as usual according to the discussion topic that had been previously determined by the researcher.

Then the experimental and control groups would be given a post-test with the same questions. At the beginning of the activity, students work on a post-test consisting of 25 multiple choice questions. After students had finished the questions, then the author would correct the post-test results. The post-test was given to determine the results of students' reading comprehension after being given treatment and to determine the effectiveness of used the KWL chart strategy combined with picture.

3. Findings and Discussion (Capitalized 1st letter, New Romans, Bold, 12pt)**Finding**

This section describes the analysis of data obtained regarded the effectiveness of Know-want-learn chart strategy combine with picture in reading comprehension the material descriptive text for eighth grade students at MTs Zumrotul Wildan Ngabul in 2023/2024. The data presented consists of normality data, data homogeneity and t-test.

The data normality test was used to determine whether the data follows a normal distribution. In this study, to analysis the normality of the pretest and post-test results for both research groups using the SPSS version 25.0 program, it was shown in the following table:

Table 2. Normality Data
Asymp. Sig. (2-tailed)

Test	Control	Experiment
Pre-test	0.053	0.20
Post-test	0.079	0.057

Based on table 2, the normality results in the control group pre-test were 0.053 and in the post-test it shows 0.079. Meanwhile, the normality result of the pre-test for the experimental group was 0.20 and the post-test showed 0.057. From these data shows that the data was normal because the score of ASMP. Sign. (2-tailed) was more than 0.05.

The homogeneity test used to determine whether to come from population with homogeneity variance. To calculate the data, author used the SPSS version 25.0 program. The results of the calculations were as follows:

Table 3. Homogeneity
Asymp. Sig. (2-tailed)

Test	Control	Experiment
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Pre-test	0.141	0.146
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Based on table 3, the homogeneity result in the control group pre-test was 0.141, while the homogeneity result in the experimental class was 0.146. These two nominal values show that ASMP. Sig. (2-tailed) more than 0.05. It means that the data was homogeneous.

The author analyzed the data used the t-test formula in SPSS version 25.0 this technique was used to statistically determine whether there were differences in students reading comprehension in both the experimental and control groups.

Tabel 4. T-Test
Independent sample t test

Test	<i>df</i>	<i>t</i>
Post-test	58	13.357

Based on the table 4, with 58 degrees of freedom, the calculated t-value was 13.357, which was higher than the t-table value of 1.671. This indicate a significant difference between the control group and the experimental group.

Discussion

This section describes the process or steps for implemented, effectiveness and student responses to the use of the KWL chart strategy combined with pictures in reading comprehension. Before discussing the implementation steps, it is important to note that author used a combination of media in the form of images. The aim of using picture was to attract and foster students' interest in reading descriptive text on various facilitated topics such as videos and pictures about animals, tourist attractions and objects. The use of picture in teaching learning process can stimulate students' imagination, so that students could easily express thoughts and ideas to describe a picture (Marlia Muklim et al., 2022). In reading activity, interesting media and topics could stimulate students' interest in reading. This makes activities in the teaching and learning process more effective so that students do not get bored while learning and students would felt comfortable when reading descriptive text (Junaidi, 2019). Media was a very important part in facilitated the teaching and learning process, because it really helps students' understanding. Therefore, choosing the right media is very important so that the desired learning objectives could be achieved smoothly, therefore the use of appropriate learning media supports effectiveness, efficiency and involvement in the learning process (Wulandari et al., 2023).

The steps for implementing the KWL chart strategy involves three stages The first stage, "K" (what I know), referred to what students know about the topic, which was done before read a text. At this stage, the author directed students to write words or expressions based on their prior knowledge about the topic, specifically places, animals and objects in the first column. The more things students know, the greater the students' opportunity to understand the content of the text. Providing brainstorming to students at the beginning of the activity can activate students' initial knowledge before discussing the material in more depth according to the discussion topic. This aims to provide instructors who are effective in engaging and activating students' brains. It is the same line with Misa & Neno (2023) who stated that brainstorming is important in the teaching learning process because it becomes for understanding new information. Brainstorming can help students connect new material with what they already know, thereby increasing students' understanding (Busch et al., 2022).

The next step, "W" (What I Want to Know) means the student's desires. In this step, students create a list of questions regarding what they want to know more about the topic of discussion. The researcher asked students to write down any questions that were triggered by curiosity about the topic of discussion, specifically tourist attractions, animals and objects in the second column. At this stage the researcher wants students to be able to think critically about the topics discussed in the descriptive text, thereby raising many questions in their minds. This was in line with the opinion of Pinatih, (2020) said that provided opportunities for students to seek and convey opinions to other students would make students feel comfortable and appreciated, but there needs to be filtered in expressed opinions so that they were appropriate to the topic of discussion. Therefore, at this stage students really need motivation to think more critically so that students were more enthusiastic in expressed the expected ideas or questions. Nurhasanah & Sobandi (2016) also argue that motivated students would foster situational interest which arises through curiosity which was influenced by the surrounded environment, so that students would have an interest in learning and think more critically. This was also supported Rahman (2021) that motivation was one of the factors that influences student success. Students would obtain

the desired learning outcomes if they had the desire to learn within themselves. Motivation could function as a drove force to achieve good results. When students had high motivation in learning, optimal results would be achieved.

The final step "L" (What Have I Learned) shows what students have learned. In this step the author would ask students to read the descriptive text that has been provided according to the topic of discussion, especially about tourist attractions, animals and objects, then the author would direct students to write in the third column by paraphrased important information. Then, students adapt the content of the text to the questions asked obtained in column W. To get good learning results also need good reading skills. In line with the opinion of Ruslan & Wibayanti (2019) reading skills are very important for students because they are the basis for getting information from texts and it will be easier for them to understand the contents of the text. The same opinion by Korompot et al. (2020) stated that learning to read was an activity that has implications for changes towards progress regarding knowledge and skills, besides that, to achieve success in learning to read, a driving factor was needed, namely interest in learning. The author implemented the KWL strategy in three meetings. At the first meeting, namely provided descriptive text material about tourist attractions, to build student enthusiasm before entering the material, the researcher first provided a brainstorming as a method supporter in the form of a video according to the topic, especially the Pink Beach tourist attraction, then at the second meeting the author provided a brainstorming by presented a video about the butterfly breeding process because the theme of the second meeting was descriptive text about animals. At the last meeting the author brainstormed used tools available in the classroom such as a whiteboard, eraser, chair, table. Because it fits the topic of discussion, namely descriptive text about objects.

The implementation of KWL chart strategy combine with picture in reading comprehension of descriptive text has a significant effect on the reading comprehension ability of class VIII students at MTs Zumrotul Wildan, which means the alternative hypothesis was accepted. The implementation of the KWL strategy was very effective because it could improve students' reading comprehension being more interactive when combined with picture. Based on Wiwin Suciati & Hastini, (2023) KWL technique was a valuable and effective strategy in improved students' reading experience. According to Sayar & Anilan (2021) KWL strategy could improve student learning achievement. Apart from that, the KWL strategy effectively increases the success of students' reading comprehension. The same opinion from Nanda & Pratama (2021) stated that learning reading comprehension used the KWL strategy has a significant impact on increasing student achievement. This could be seen from the results of the increased scores obtained by students in reading comprehension used the KWL strategy. However, there were weaknesses when implementing this strategy, including differences student's ability of MTs Zumrotul Wildan Ngabul Jepara to understand KWL chart combined with pictures. Therefore, applying the KWL diagram method requires more time so that students could better understand the steps according to the instructions.

It could be concluded that the eighth grade students at MTs Zumrotul Wildan Jepara gave a positive response to the implementation of the Know-Want-Learn chart strategy combined with picture in learning descriptive text to improve reading comprehension. It appears that students was very enthusiastic in participating in the learning process as well as the improvement in learning outcomes before and after being given treatment used the KWL chart strategy combined with pictures. Providing guidance and direction to students was also very necessary to obtain maximum learning results. Apart from that, students would become more active and independent in carried out the tasks given. To attract students' attention, as previously explained, used KWL charts combined with picture. Results of the same research carried out by, Sholeh et al. (2020) stated that students were very active in asking questions when they had difficulty understanding, thus contributed to increased students' understanding of the material provided by the teacher. This was the same as the opinion of Ardiyan (2022) That throughout the implementation process it was seen that students enjoyed reading descriptive texts, were actively involved in teaching and learning activities, and felt that the classroom environment was very conducive when discussing.

4. Conclusion

Based on the study result, the reading comprehension ability of class VIII student at MTs Zumrotul Wildan Ngabul Jepara had increased, which means that KWL chart strategy combined with picture was effective in improved students' reading comprehension. This was obvious from the everage pre-test scores of the experimental group 54.50 and the average post-test score being 82.40. Meanwhile, the average pre-test score of the control group was 36.53, and the average post-test score was 48.27. Then, to ascertain the significance of the differences in scores between the two groups, inferential analysis was conducted. The homogeneity test used to test the experimental and control groups showed a significance value (2-tailed) higher than alpha ($\alpha = 0.05$). These results showed that were been no significant difference in student scores on the pre-test of the two groups. It could be concluded that the reading comprehension of students in two groups before being given treatment was equivalent. Then, after the two groups were given different treatment in three meetings, a post-test was carried out with a t-table in the Independent Sample t-test to obtain a t-table of 13.357. It showed that the t-test was higher than the t-table of 1.671. The author suggests that next studies implementing the KWL strategy should use additional media to enhance student engagement throughout the teaching learning process. The

author recommends extending the application of the KWL method to different types of research, such as, evaluating students' understanding of narrative texts. This method aims to increase student engagement and enhancing the efficiency of the KWL chart technique in different educational settings.

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