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The Influence of the Knowwantlearned (KWL) Strategy on the Tenthgrade Students' Reading Comprehensionof Recount Textat Sma Santo Yoseph Medan

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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.

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1. 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 [1]. Similarity, reading is considered a meaningful activity that contributes to the development of knowledge and critical thinking abilities rather than a passive act of receiving information [2].Reading practices continue to develop in modern society, especially in today's digital era, reading is not merely a simple activity of understanding a text. It involves interaction among the reader, the text, the reading task, and the surrounding social context[3]; [4].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 [5] ; [6]. Through good reading comprehension, students are able t o 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 [7].

In the implementation of the Kurikulum Merdeka, tenth grade students are expected to develop their ability to understand various types of texts, including recount texts, through meaningful and student centered learning. Students are expected not only to read text but also to analyze structure, interpret meaning, and respond critically to information in the text. However, based on classroom observations at SMA Santo Yoseph Medan in the 2025/2026 academic year, many students still face difficulties in comprehending recount texts, such as identifying main ideas, following the sequence of events, and answering comprehension questions correctly. In addition, teacher-centered instruction tends to limit students' participation and engagement during learning activities [8].

Several previous studies have examined the implementation of the KWL strategy in reading instruction. [9], 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, [10] 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.

Based on the gap identified above, this study focuses on the application of the KWL strategy in teaching reading comprehension of recount texts to tenth-grade students at SMA Santo Yoseph Medan. Therefore, the objective of this study is to investigate whether there is a significant effect of the KWL strategy on students' reading comprehension and to determine the extent of its influence. Accordingly, the title of this research is "The Effect of KWL Strategy on Students' Reading Comprehension of Recount Text at Tenth Grade of SMA Santo Yoseph Medan.

2. Literature Review

Reading comprehension is generally understood as an active process of constructing meaning through interaction between readers and texts. According to [1] comprehension occurs when readers connect textual information with their prior knowledge and experiences. Similarly, [5] explains that reading comprehension involves both extracting and constructing meaning from written language. To achieve successful comprehension, readers must identify main ideas, interpret details, make inferences, and evaluate information presented in a text. [11]further argues that effective comprehension requires readers to apply cognitive and metacognitive strategies to monitor understanding and overcome reading difficulties. Within the context of English language learning, reading comprehension is particularly important in understanding recount texts, which require students to recognize chronological sequences, identify important events, and interpret information from past experiences ([12]; [13]). Therefore, students need not only linguistic knowledge but also strategic reading skills to comprehend recount texts effectively.

One instructional strategy that supports the development of reading comprehension is the Know Want Learned (KWL) strategy. [14]proposed the KWL strategy as a framework that encourages learners to activate prior knowledge, formulate questions before reading, and reflect on newly acquired information after reading. This process is consistent with constructivist learning theory, which emphasizes the importance of connecting existing knowledge with new information. [11]further explains that the KWL strategy promotes metacognitive awareness because students actively monitor their understanding throughout the reading process. Previous studies have also demonstrated its effectiveness in reading instruction. [9] ; [15] reported that the implementation of the KWL strategy significantly improved students' reading achievement and classroom participation, while [10] found that students taught through the KWL

strategy achieved higher reading comprehension scores than those taught through conventional methods. Since recount texts require students to organize information chronologically and relate textual content to prior knowledge, the KWL strategy is considered an appropriate instructional approach for improving students' comprehension of recount texts.

Problem Statement

Based on the theoretical perspectives and previous studies discussed above, research concerning the implementation of the KWL strategy in improving tenth-grade students' reading comprehension of recount texts within the context of the Kurikulum Merdeka remains limited. Therefore, this study seeks to answer the following research questions:

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

Hypotheses

H_0: There is no significant effect of the KWL strategy on students' reading comprehension of recount texts at SMA Santo Yoseph Medan.
H_1: There is a significant effect of the KWL strategy on students' reading comprehension of recount texts at SMA Santo Yoseph Medan

3. Method

This study employed a quantitative research approach because it focused on numerical data that were analyzed statistically, objectively, and systematically. The study aimed to determine the effect of the KWL (Know Want Learned) Strategy on students' reading comprehension achievement. The independent variable of this study was the KWL Strategy, while the dependent variable was students' reading comprehension achievement. The research was conducted during the 2025/2026 academic year through face-to-face classroom instruction at SMA Santo Yoseph Medan, located on Jl. Flamboyan Raya No. 139, Tanjung Selamat, Medan, North Sumatra.

The population of this study consisted of all tenth-grade students of SMA Santo Yoseph Medan in the 2025/2026 academic year, totaling 86 students from three classes. The sampling technique used was purposive sampling, which is a method of selecting samples based on specific criteria and the researcher's considerations (Sugiyono, 2013). Two classes were selected as the research sample. Class X-3, consisting of 29 students, was assigned as the experimental group, while Class X-1, consisting of 29 students, was assigned as the control group.

This study used two types of data, namely primary data and secondary data. Primary data were obtained directly from students through reading comprehension tests administered before and after the treatment. Secondary data were collected from school documents, class lists, and other supporting records available at the research site. The data sources in this study included tenth-grade students, the English teacher, and school documentation. Data collection was carried out through test and documentation methods. The test method consisted of a pre-test and a post-test, which were used to measure students' reading comprehension achievement before and after the implementation of the KWL Strategy.

The research procedure consisted of three stages: preparation, implementation, and final analysis. The preparation stage included identifying the research problem, preparing learning materials, developing research instruments, and validating the instruments. The implementation stage involved administering the pre-test, conducting the treatment in the experimental class using the KWL Strategy and conventional

teaching in the control class, and administering the post-test. Before being used, the instruments were tested to ensure their quality through validity and reliability testing. The collected data were analyzed using SPSS (Statistical Package for the Social Sciences) version 26. The analyses included descriptive statistics, validity testing, reliability testing, normality testing, homogeneity testing, and hypothesis testing using the Independent Samples t-test to determine whether the KWL Strategy significantly affected students' reading comprehension skill.

4. 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 skill 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. 1 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 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.

Table 4.2 Visualization of Results

Variable	Control Class	Experimental Class
Pre-test Mean	68.44	70.68
Post-test Mean	60.68	76.72
Difference	-7.76	+6.04

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.

Table 4.3 Percentage of Values in Classes Using the Problem KWL on KKM

Class	Number of Students	Number of Students	Persentase
Kontrol	29	6	20,69%
Eksperimen	29	20	68,97%

Based on the post-test results, 6 students (20.69%) in the control class achieved the minimum mastery criterion (KKM = 75). In contrast, 20 students (68.97%) in the experimental class reached or exceeded the KKM. These findings indicate that a higher proportion of students in the experimental class successfully achieved the expected learning outcomes after the implementation of the KWL strategy.

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 4.3 Mann-Whitney Test

Test Statistics[a]	
	Results
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 of Research Results

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 (1986), 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 suggests that comprehension becomes more effective when learners relate new information to their existing knowledge structures (Anderson, 1984). 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 centre 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 on the effectiveness of the KWL strategy in teaching reading comprehension. Previous studies have shown that the implementation of the KWL strategy can significantly improve students' reading comprehension achievement and learning outcomes by encouraging active engagement throughout the reading process (Otta et al., 2024). In addition, students who are taught using the KWL strategy tend to achieve higher reading comprehension scores than those who receive conventional instruction, indicating that the strategy contributes positively to students' understanding of reading texts (Siahaan et al., 2025). Similarly, the present study found that students who learned through the KWL strategy demonstrated better reading comprehension performance than those who were taught using traditional methods. The strategy encouraged students to activate their prior knowledge, become more actively involved in learning activities, and comprehend recount texts more effectively. Therefore, these findings provide further evidence supporting the effectiveness of the KWL strategy in improving students' reading comprehension skill.

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.

5. 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.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. 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.

Despite the positive findings of this study, several limitations should be acknowledged. This research was conducted in a single school and involved a relatively limited number of participants, which may restrict the generalizability of the findings to broader educational contexts. In addition, the study focused exclusively on recount texts and examined students' reading comprehension within a relatively short period of instructional intervention. Therefore, the results should be interpreted within the specific context of the study.

Considering these limitations, future research is recommended to involve larger and more diverse samples from different educational settings to enhance the external validity of the findings. Further studies may also explore the effectiveness of the KWL strategy across various text genres and language skills, such as writing or speaking, to provide a more comprehensive understanding of its pedagogical value. Moreover, longitudinal studies are needed to examine the sustained impact of the KWL strategy on students' academic development and reading achievement over time.

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