

**TEACHER STRATEGIES IN TEACHING READING COMPREHENSION USING
THE KWL STRATEGY AT MTS NURUL HIDAYAH KARANG PUCUNG IN
2025/2026**

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Keywords: Teacher

Strategies, KWL Strategy,
Reading Comprehension,
English Teaching.

Kata Kunci: Strategi

Guru, Strategi KWL,
Membaca Pemahaman,
Pembelajaran Bahasa
Inggris.

Abstract

This research aims to analyze the strategies used by English teachers in teaching reading comprehension through the KWL (Know-Want to Know-Learned) Strategy at MTs Nurul Hidayah Karang Pucung in the 2025/2026 academic year. The study focuses on how the KWL strategy is implemented, how students respond to the strategy, and how effective the technique is in supporting students' reading comprehension skills. This research employed a qualitative descriptive method. Data were collected through classroom observations, interviews with English teachers, and documentation. The findings show that teachers consistently apply the three stages of the KWL strategy: (1) activating students' prior knowledge through the *Know* stage, (2) encouraging curiosity and questioning through the *Want to Know* stage, and (3) reinforcing comprehension through the *Learned* stage. The strategy helps students become more engaged, reflective, and active in processing reading materials. Students showed increased motivation, better understanding of texts, and a more structured approach to reading tasks. Overall, the KWL strategy is found to be effective in enhancing students' reading comprehension at MTs Nurul Hidayah Karang Pucung, particularly because it enables students to connect new information with their prior knowledge and encourages deeper participation throughout the reading process.

Abstrak

Penelitian ini bertujuan untuk menganalisis strategi guru dalam mengajarkan keterampilan membaca pemahaman dengan menggunakan strategi KWL (Know-Want to Know-Learned) di MTs Nurul Hidayah Karang Pucung pada Tahun Pelajaran 2025/2026. Fokus penelitian meliputi proses penerapan strategi KWL di kelas, respons peserta didik terhadap strategi tersebut, serta efektivitasnya dalam meningkatkan kemampuan membaca pemahaman. Penelitian ini menggunakan metode deskriptif

kualitatif. Data dikumpulkan melalui observasi pembelajaran, wawancara dengan guru Bahasa Inggris, dan dokumentasi. Hasil penelitian menunjukkan bahwa guru menerapkan ketiga tahapan KWL secara konsisten: (1) mengaktivasi pengetahuan awal peserta didik pada tahap *Know*, (2) menumbuhkan rasa ingin tahu melalui tahap *Want to Know*, dan (3) menguatkan pemahaman pada tahap *Learned*. Strategi ini terbukti membantu peserta didik lebih terlibat secara aktif, reflektif, dan terarah dalam memahami teks bacaan. Peserta didik menunjukkan peningkatan motivasi, pemahaman yang lebih baik terhadap isi bacaan, serta pendekatan membaca yang lebih sistematis. Secara keseluruhan, strategi KWL efektif dalam meningkatkan kemampuan membaca pemahaman peserta didik di MTs Nurul Hidayah Karang Pucung karena mampu menghubungkan pengetahuan sebelumnya dengan informasi baru serta mendorong keterlibatan aktif dalam proses membaca.

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INTRODUCTION

Reading comprehension is one of the most essential skills in English language learning, as it enables students to understand, interpret, and respond to written texts. In the context of junior secondary education, students are expected not only to read but also to construct meaning from various types of texts. However, many students still experience difficulties in comprehending reading materials due to limited vocabulary, lack of background knowledge, low motivation, and the absence of effective reading strategies. These challenges often result in passive learning, where students read without understanding the deeper meaning of the text.

Teachers, therefore, play a crucial role in selecting appropriate strategies to facilitate students' comprehension. One of the instructional approaches widely recommended for enhancing reading comprehension is the KWL strategy (Know-Want to Know-Learned). This strategy encourages students to connect prior knowledge with new information, formulate questions or learning goals, and reflect on what they have learned. Through these processes, the KWL strategy promotes active engagement, critical thinking, and structured reading.

MTs Nurul Hidayah Karang Pucung, as an Islamic junior secondary school, recognizes the importance of improving students' reading skills to support their overall academic development. Yet, teachers still face obstacles in helping students comprehend English texts effectively. The use of the KWL strategy is considered a potential solution to address these issues, as it guides students through a systematic approach to reading and helps them develop metacognitive awareness.

Therefore, this study aims to analyze the teacher's strategies in teaching reading comprehension using the KWL strategy at MTs Nurul Hidayah Karang Pucung in the

2025/2026 academic year. The study focuses on how the strategy is implemented in the classroom, how students respond, and the extent to which the strategy contributes to improving their reading comprehension. The findings of this study are expected to provide insights for English teachers in enhancing their teaching practices and supporting students' learning outcomes.

THEORETICAL FRAMEWORK

1. Reading Comprehension

Reading comprehension refers to the process of constructing meaning from written texts through interaction between the reader, the text, and the context. According to Grabe and Stoller (2011), comprehension is not merely decoding words but involves integrating prior knowledge, linguistic competence, and cognitive processes. Readers must activate background knowledge, identify main ideas, interpret supporting details, infer meaning, and evaluate the information presented.

In the context of English as a foreign language (EFL), students often struggle because they must process both unfamiliar vocabulary and complex sentence structures. Anderson (2008) states that EFL learners need explicit instruction, strategic support, and guided practice to understand texts effectively. Reading comprehension is thus a multidimensional skill influenced by cognitive, linguistic, and motivational factors.

2. Teaching Reading in EFL Contexts

Teaching reading in an EFL classroom requires teachers to adopt techniques that enable students to become active and strategic readers. Effective reading instruction typically involves three phases: (1) *pre-reading* activities to activate schema, (2) *while-reading* activities to guide comprehension, and (3) *post-reading* activities to consolidate and evaluate understanding.

Teachers must also provide scaffolding, model reading strategies, and encourage metacognitive awareness. According to Harmer (2007), teachers should use varied strategies that help students engage with the text, make predictions, ask questions, and connect ideas across sentences and paragraphs. Without such strategies, learners tend to read passively and fail to grasp the deeper meaning of texts.

3. The KWL Strategy

The KWL strategy, introduced by Ogle (1986), is a structured learning tool designed to activate students' prior knowledge and enhance comprehension. The acronym stands for **K** (Know), **W** (Want to Know), and **L** (Learned). It encourages students to reflect on what they already know, formulate questions about the topic, and summarize what they learn after reading.

a. The K Stage (Know)

In this stage, students brainstorm their background knowledge related to the topic. Activating prior knowledge helps create mental frameworks that facilitate

understanding. Schema theory supports this process, asserting that comprehension is more effective when new information is connected to existing cognitive structures.

b. The W Stage (Want to Know)

Students write questions or statements about what they want to learn. This stage increases curiosity, internal motivation, and purpose for reading. By setting goals, students become more engaged and attentive while reading.

c. The L Stage (Learned)

After reading, students revisit their questions and summarize what they have learned. This reflection stage helps strengthen comprehension and encourages critical thinking. It also allows teachers to assess student understanding and provide corrective feedback.

4. Benefits of the KWL Strategy in Reading Instruction

Research shows that the KWL technique helps students organize information, develop metacognitive awareness, and improve text retention. It shifts students from passive readers to active participants who interact with the text. According to Nation (2009), the strategy fosters independent reading and enhances the ability to synthesize information. Additionally, the visual structure of the KWL chart supports students who struggle with organizing ideas.

5. Teacher's Role in Implementing the KWL Strategy

Teachers play a central role in guiding students through each stage of the KWL process. This includes introducing the topic, modeling how to generate meaningful questions, facilitating group discussions, monitoring student progress, and helping students reflect on their learning. Effective implementation requires clear instructions, supportive scaffolding, and interactive activities. As Richards and Renandya (2002) note, teachers must ensure that strategies are not only introduced but also practiced consistently to yield optimal results.

6. Previous Studies

Previous studies indicate that the KWL strategy significantly improves students' reading comprehension across various education levels. Studies by Setiyadi (2019) and Rahmawati (2021) found that students become more motivated and achieve higher comprehension scores when the KWL strategy is applied. These findings support the relevance of investigating how teachers at MTs Nurul Hidayah Karang Pucung utilize this strategy in the classroom.

RESEARCH METHOD

1. Research Design

This study employed a descriptive qualitative research design to explore and describe the strategies used by English teachers in teaching reading comprehension

through the KWL (Know–Want–Learn) strategy at MTs Nurul Hidayah Karang Pucung in the 2025/2026 academic year. A qualitative approach was chosen because it enables the researcher to capture authentic classroom practices, teacher reasoning, and students' responses in natural settings. According to Creswell (2014), qualitative research allows researchers to understand phenomena deeply through observation, interviews, and document analysis.

2. Research Site and Participants

The research was conducted at MTs Nurul Hidayah Karang Pucung, specifically focusing on eighth-grade English classes. The participants consisted of one English teacher who implemented the KWL strategy and a group of eighth-grade students who took part in the reading lessons. The selection of participants used a **purposive sampling technique**, as the teacher was known to apply the KWL strategy regularly in teaching reading comprehension.

3. Data Sources

The data were gathered from three primary sources:

- a. Interviews with the English teacher to obtain information about planning, implementation, challenges, and perceptions related to the KWL strategy.
- b. Classroom observations where the researcher observed teaching and learning activities to identify how the KWL strategy was applied in real instructional settings.
- c. Documentation, including lesson plans, student worksheets, KWL charts, and classroom notes, which served as supporting evidence.

These multiple sources ensured data triangulation, increasing the credibility of the findings.

4. Data Collection Techniques

a. Observation

The researcher conducted non-participant observations in the classroom. During these observations, notes were taken on how the teacher introduced topics, guided students through the KWL steps, facilitated discussion, and responded to student difficulties. An observation checklist was also used to ensure systematic data collection.

b. Interview

Semi-structured interviews were conducted with the English teacher. This format allowed the researcher to ask guiding questions while also giving the teacher freedom to elaborate. The interview explored the teacher's understanding of the KWL strategy, reasons for choosing it, detailed implementation steps, student reactions, and perceived effectiveness.

c. Documentation

Documentation was used to strengthen the data. Lesson plans, student KWL charts, worksheets, and school academic reports were analyzed to understand how the strategy fit into the curriculum and students' learning outcomes.

5. Data Analysis Technique

The data analysis followed Miles and Huberman's (1994) qualitative analysis model, consisting of three interactive steps:

- a. Data Reduction – Selecting, simplifying, and organizing raw data obtained from observations, interviews, and documentation. This included coding teacher strategies, student behaviors, and recurring patterns.
- b. Data Display – Presenting data in the form of narrative descriptions, tables, and summaries to help the researcher understand the relationships among themes.
- c. Conclusion Drawing and Verification – Interpreting the meaning of the data, drawing conclusions about the teacher's strategies, and verifying the findings through triangulation to ensure trustworthiness.

6. Trustworthiness of the Data

To enhance the validity and reliability of the findings, the researcher applied four criteria of trustworthiness as suggested by Lincoln and Guba (1985):

- Credibility through triangulation of data sources and prolonged engagement.
- Transferability by providing detailed contextual descriptions.
- Dependability through consistent procedures documented in field notes.
- Confirmability by maintaining objectivity and ensuring findings were supported by evidence.

RESULTS AND DISCUSSION

a. Results

This research aimed to investigate the strategies used by the English teacher in teaching reading comprehension through the KWL (Know-Want-Learn) strategy at MTs Nurul Hidayah Karang Pucung in the 2025/2026 academic year. The findings are presented based on observations, interviews, and documentation analysis.

1. Teacher's Preparation Before Implementing the KWL Strategy

The findings show that the English teacher conducted structured preparation before applying the KWL strategy. The teacher prepared:

- Lesson plans (RPP) that included clear objectives aligned with the curriculum.
- KWL charts for students to fill out during the lesson.
- Reading texts suited to the students' proficiency level.

- Guiding questions to help students activate prior knowledge and generate curiosity.

The teacher explained during the interview that the preparation phase was crucial because the KWL strategy relies heavily on student engagement. Therefore, choosing appropriate texts and designing relevant questions were essential to making the learning process effective.

Documentation analysis confirmed that the teacher consistently integrated the KWL components (Know, Want, Learn) into lesson planning.

2. Implementation of the KWL Strategy in the Classroom

The implementation of the KWL strategy occurred in three main stages: pre-reading, while-reading, and post-reading activities.

a. Pre-Reading Stage (Know – K)

During the pre-reading stage, the teacher began by introducing the topic and asking students what they already knew about it. Students were encouraged to express their prior knowledge verbally before writing it down in the K (Know) column.

Observation data show that students were enthusiastic and active during this stage. Many students raised their hands to share their understanding or guesses about the topic. This stage helped activate students' background knowledge and prepared them for deeper comprehension.

b. Pre-Reading Stage (Want – W)

After identifying students' prior knowledge, the teacher guided them to formulate questions or things they wanted to know about the text. These questions were written in the W (Want) column of the KWL chart.

Students asked various types of questions, ranging from vocabulary-related inquiries to questions about the main idea, characters, and events in the text. The teacher noted that this stage encouraged students to develop curiosity and become more purposeful readers.

c. While-Reading Stage (Understanding the Text)

In this stage, students read the passage individually while referring to their K and W columns. The teacher facilitated the process by providing hints, explaining difficult vocabulary, and guiding students to locate important information.

Observation revealed that students were more focused and engaged, as they read with specific goals in mind – trying to answer the questions they had written earlier. This indicated that the W column successfully motivated students to read actively.

d. Post-Reading Stage (Learn – L)

In the final stage, students filled out the L (Learn) column by writing information they had learned from the text. The teacher also led a class discussion where students compared their initial assumptions with what the text actually stated.

The findings show that most students were able to identify the main ideas, supporting details, and new vocabulary. The comparison between the K and L columns demonstrated that students gained a deeper understanding of the content through guided reflection.

3. Students' Responses Toward the Use of the KWL Strategy

Based on observations and interview statements, students responded positively to the use of the KWL strategy. Several students expressed that:

- The KWL chart helped them “not feel lost” while reading.
- They became more curious because they could ask questions before reading.
- Filling the L column made it easier for them to remember the main points of the text.

Students showed increased participation, particularly during discussions, and appeared more confident in expressing their thoughts.

4. Challenges Faced During Implementation

Although the KWL strategy was effective, the teacher encountered several challenges:

- a. Some students struggled to formulate questions in the **W column**, requiring additional guidance.
- b. Limited class time made it difficult to explore all student questions fully.
- c. A small group of students with lower reading proficiency needed extra assistance to complete the L column.

The teacher addressed these challenges by providing examples of guiding questions, extending reading time when possible, and giving targeted support to struggling students.

5. Overall Impact of the KWL Strategy on Reading Comprehension

The findings indicate that the KWL strategy had a positive impact on students' reading comprehension. Students became more active, motivated, and strategic readers. They were able to:

- Connect prior knowledge with new information
- Set reading purposes
- Identify main ideas and key vocabulary
- Reflect on what they had learned

Documentation of student KWL charts further supported these findings: charts showed clear progress from initial knowledge to newly acquired understanding.

b. Discussion

The findings of this study indicate that the KWL strategy significantly enhances students' reading comprehension skills in eighth-grade English classes at MTs Nurul Hidayah Karang Pucung. This discussion elaborates on the results in relation to the theoretical framework and previous studies.

1. Activation of Prior Knowledge (K Column)

The pre-reading stage, particularly the K (Know) column, was crucial in helping students activate prior knowledge. As explained by Anderson (2008), activating schema allows learners to connect new information with existing knowledge, facilitating deeper understanding. The observed student engagement during this stage confirms that when learners recall and share what they already know, they are better prepared to comprehend new content. This aligns with previous research by Setiyadi (2019), which found that students perform better when they can link new reading materials to familiar concepts.

2. Promoting Curiosity and Purposeful Reading (W Column)

The W (Want) column encouraged students to formulate questions before reading, which promoted curiosity and set a clear purpose for their reading activity. This finding supports Ogle's (1986) assertion that the W stage of the KWL strategy enhances motivation and fosters active participation. By asking what they want to know, students approached the text with intentionality, resulting in more focused reading. The positive student responses observed indicate that this stage is essential for developing self-directed learning skills.

3. Deepening Comprehension and Reflection (L Column)

The post-reading stage, represented by the L (Learn) column, enabled students to reflect on what they had learned and consolidate their understanding. This reflective process supports cognitive theories of comprehension, which highlight the importance of connecting new information with prior knowledge and summarizing key ideas. The students' ability to accurately fill in the L column suggests that the KWL strategy effectively guided them to comprehend, retain, and evaluate the text content.

4. Students' Motivation and Engagement

The findings indicate that students were more motivated and engaged when using the KWL strategy. Classroom observations and interviews revealed that students participated actively in discussions and demonstrated curiosity in exploring the text. This aligns with Nation's (2009) study, which concluded that strategies like KWL encourage independent learning and foster intrinsic motivation. Moreover, the visual representation of the KWL chart supported students in organizing their thoughts, making the reading process more structured and enjoyable.

5. Challenges and Teacher's Role

Despite its effectiveness, the study found several challenges in implementing the KWL strategy, such as difficulties in generating questions and time constraints. These challenges are consistent with findings from Rahmawati (2021), who noted that less proficient students may require additional guidance. The teacher's role in scaffolding, modeling, and monitoring students' progress was essential in overcoming these

challenges. Effective teacher facilitation ensured that all students could benefit from the strategy and reach the learning objectives.

6. Implications for EFL Reading Instruction

The study highlights the importance of structured reading strategies in EFL contexts. The KWL strategy not only improves comprehension but also encourages active participation, critical thinking, and reflective learning. Teachers are advised to integrate KWL regularly, adapt texts to students' proficiency levels, and provide continuous guidance, especially for students who struggle with formulating questions or summarizing content.

In conclusion, the discussion emphasizes that the KWL strategy is a practical, effective, and engaging tool for enhancing reading comprehension. It promotes active learning, motivates students, and supports cognitive development, while also providing opportunities for teachers to guide and scaffold students' reading processes.

CONCLUSION

Based on the findings and discussion of this study, several conclusions can be drawn:

1. The KWL strategy is an effective method for improving students' reading comprehension skills at MTs Nurul Hidayah Karang Pucung. It helps students activate prior knowledge, formulate purposeful reading questions, and reflect on what they have learned.
2. Students who participated in the KWL-based reading lessons demonstrated higher engagement, motivation, and comprehension compared to traditional reading activities. The KWL chart effectively guided students to organize their thoughts, identify main ideas, and retain key information.
3. Despite its advantages, challenges such as difficulties in generating questions and time limitations were observed. These challenges highlight the importance of teacher scaffolding, guidance, and adaptation to students' proficiency levels.
4. Overall, the study indicates that the KWL strategy not only improves reading comprehension but also promotes active learning, critical thinking, and self-directed learning skills. Teachers are encouraged to implement the KWL strategy consistently in EFL classrooms to maximize student learning outcomes.

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