

THE IMPACT OF THE K-W-L TECHNIQUE ON STUDENTS' READING COMPREHENSION PROFICIENCY IN GRADE 9 DURING READING DESCRIPTIVE TEXT

Dr. Kalpeshkumar Vitthabhai Patel

Assistant Professor
V. T. CHOKSI SARVAJANIK COLLEGE OF EDUCATION
Lal Bungalow, Athwalines, Surat – 395007
Cell No. 8780157500, E-Mail. Kalpesh.amity@yahoo.in

Abstract

This study aims to determine whether students who get instruction using the K-W-L (Know-Want to know-Learn) method and those who receive instruction using the conventional method achieve significantly different levels of reading comprehension. The researcher employed quantitative research in this investigation. Students from Shri Sharda Mandir High School, Daheli in Bharuch made up the study's participants. Ten meetings were required to complete this investigation. The four stages of this study's execution were the pilot test, pre-test, treatment (using the K-W-L approach), and post-test. After comparing the pre- and post-test scores, it was determined that students who received instruction using the K-W-L method significantly outperformed students who received instruction using the standard method in reading comprehension. As a result, it can be said that using the K-W-L strategy as a teaching tool improves students' reading comprehension abilities.

Key Word: K-W-L technique, Effectiveness, and Reading Comprehension.

INTRODUCTION

The most often used language in international communication is English. English is one of the languages used by individuals to communicate in modern society. It is backed up by Nehemiah (2011), who claimed that those who engage in globalization in terms of commerce, culture, employment, travel, technical expertise, information, education, and practice must learn English as a communication tool. For this reason, it is crucial for us to learn English. The English language could be our tool for navigating the globalization era if we can grasp it. Since elementary school, English lessons have been taught in schools due to the significance of the English language for everyone. English is being taught to youngsters at playgroups in addition to elementary schools. In other words, reading is the most significant way to learn English. Students frequently struggle with reading. The readings are not being understood by the kids.

RATIONALE

Students struggle with reading comprehension, as evidenced by the fact that they have no understanding of the material at all, claims Yeselson (2000). They misunderstand the text by completely altering its meaning and by removing words and phrases from context. According to Katemba, C. & Samuel (2017), reading literature presents various challenges for pupils in general. For instance, tricky words, phrase comprehension, how to read a word or sentence correctly, etc. The majority of the reading exercises in reading class center on comprehension reading. Additionally, Katemba, C. However, the majority of English language instruction in Indonesian schools focuses on helping children learn the proper grammatical structures or forms, expanding their vocabulary, working on activities at the sentence level, and having them repeatedly repeat comparable structures. Additionally, reading might be boring for students quite a bit of the time. When they don't comprehend what they read in the reading material, they even become unhappy. According to Sasson (2007), students can easily lose motivation when they are struggling to understand what they are reading. In other words, as educators, we must think outside the box to develop reading resources that will teach kids various approaches to bettering their comprehension of reading.

RESEARCH GAP

Based on the aforementioned issues, the researcher is curious to learn more about teaching reading utilizing the K-W-L method. A chart with three columns—know, desire to know, and learn—is used in the K-W-L (Know-desire to know- Learn) technique. "Know" is the first column. The pupils list their knowledge of the subject that the author of the text will be discussing in this column. "Want to know" is the second column. The student's

interest in this column is in learning more about the subject. The students must respond to the questions in column "What to Know" in the final column, "Learned," which is a component of the K-W-L approach. According to Sasson (2008), the K-W-L strategy can aid teachers in encouraging children to read since they will consider both what they want to know and what they have already learned. Additionally, the K-W-L method will aid kids in improving their reading skills. Reading using the K-W-L chart, as per Carr and Ogle (1987), entails using this chart to assist readers activate their prior knowledge and become active, critical readers of the text.

According to Philip (2010), the K-W-L technique is more suited for students who have a high level of interest, whereas the Direct Instructional Method is better suited for students who have a low level of interest. The results of his study indicate that the two factors, teaching approach and interest, interact. In this situation, it would be better for students to employ the K-W-L strategy to increase their reading comprehension skills.

According to the K-W-L technique's definition, the researcher would attempt to conduct some research on how to teach reading comprehension to high school students utilizing the K-W-L method.

STATEMENT OF THE PROBLEM

This study aims to address the following issue in relation to the study titled "The Impact of the K-W-L Technique on Students' Reading Comprehension Proficiency in Grade 9 during Reading Descriptive Text" for Grade 9 Class of Shri Sharda Mandir High School, Daheli

There are numerous methods available for teaching reading comprehension. However, the researcher in this study concentrated on the K-W-L strategy for teaching reading comprehension. The population for the study was two classes of grade 9 high school students in the 2022–2023 school year at Shri Sharda Mandir High School, Daheli, Bharuch.

RESEARCH QUESTION

Is there a discernible difference between students who are taught using the K-W-L technique and those who are taught using the standard technique in terms of their reading comprehension?

OBJECTIVE OF THE STUDY

To determine whether the K-W-L approach can improve pupils' reading comprehension is the goal of this study.

THIS STUDY EMPLOYS THE FOLLOWING HYPOTHESIS:

Ho = There will be no significance difference in reading comprehension between students who get instruction using the K-W-L method and those who receive instruction using the traditional method.

IMPORTANCE OF THE STUDY

This study is anticipated to serve as a resource and one of the alternatives used by English teachers to train students to read descriptive texts. The results of this study will be helpful to students, teachers, program designers, and researchers in a variety of ways. Students, The K-W-L approach will assist pupils become more interested in reading as a result of this study's findings.

For Educators, The K-W-L method, which is effective for pupils in primary levels, can be used by educators to assist students in improving their reading skills.

For Course creators, this study can aid in the adoption of the K-W-L strategy as a method for teaching English in curricula.

RESEARCH METHODOLOGY

The researcher combined a quantitative approach with an experimental methodology for this investigation. In this experiment, the experimental group and the control group's reading comprehension scores are compared. Russeffendi (2010) states that the research's design is as follows.

Table 1 Research design

GROUP	PRE-TEST	TREATMENT	POST-TEST
Experimental	X ₁	T	X ₂
Control	X ₁	O	X ₂

The explanation:

X_1 = Score of students in pre-test.

T = Treatment application the sing K-W-L technique

X_2 = Score of students in post-test.

O = Control group without treatment.

According to the table, there were two groups in this study: an experimental group and a control group. The control group did not receive a K-W-L treatment, but the experimental group did.

According to Fraenkel & Wallen (2006), this study uses two different kinds of variables. They both function as independent and dependent variables. The K-W-L method is the independent variable in this study, and student achievement in reading comprehension is the dependent variable.

Students in grade 9 at Shri Sharda Mandir High School, Daheli in Bharuch during the academic year 2022/2023 made up the study's sample. The grade 9C and grade 9A classes were randomly selected by the researcher. There were 36 students in grade 9A class as the control group and 38 students in grade 9C class as the experimental group. There were a total of 74 pupils present.

The pre-test and post-test from the Researcher made test were used. The K-W-L method was used to teach the experimental group of ninth graders. The control group, grade 9A, received instruction following the standard method.

The K-W-L strategy utilized by the researcher to teach reading was descriptive text. A text that describes a specific person or thing is called a descriptive text. In other words, the pupil can better understand the detailed material.

On January 2023, a pilot test for grade 9A students at Shri Sharda Mandir High School, Daheli in Bharuch was held. To choose acceptable questions from the instrument, a pilot test was undertaken. 55 multiple-choice questions with the four answers A, B, C, and D constructed for the test. The questions were examined for validity, degree of difficulty, discrimination index reliability, and practical suitability for pre- and post-testing. The researcher employed the Anates statistic to assess the data from the pilot test.

The Pre-Test was conducted on February 2023. For the pre-test, there were 31 questions with multiple choices. The same test was administered to the experimental and control groups. There were 34 pupils in grade 9A and 38 in grade 9C. The pre-test could only be completed in 90 minutes.

Students in grades 8C and 8A were placed into two groups: the experimental group and the control group. Beginning on February 2023, the treatment continued until March 2023. The researcher held two 45-minute classes every week, twice a week. The study took 32 hours to complete in total.

The K-W-L method is used to teach reading comprehension in accordance with Ogle's (1986) teaching framework.

The researcher instructed the class to create three columns on a piece of notebook paper. On the columns, they scribbled a "K" over the left column, a "W" over the middle column, and "L" over the right column.

Column 1	Column 2	Column 3
What we Know(K)	What we Want to know(W)	What we Learned(L)

K stands for what the pupils already know about the subject they are studying, the researcher said to the class. Inform the pupils of the issue at hand and invite them to contribute any existing knowledge they may have.

The W speaks for what the pupils want to learn about the topic, the researcher explained. The researcher will write all of the students' queries on the board and instruct them to write the same thing beneath the letter W on their papers.

The students were given reading instructions by the researcher. This can be done silently and independently or aloud as a class. As students learn from the reading, instruct the class to mark items in their K lists as true or untrue. Additionally, instruct them to place stars next to W list questions that the text answers.

After reading the book and taking notes on their first two columns, the class discussed what they learned. Inform the kids that L represents the knowledge they have gained. Give them some time so they can record any new information they have acquired that isn't in the K or W columns.

Worksheet 2 was given as homework by the researcher at the conclusion of the session. On March 2023, the post-test was given during the most recent meeting. The same test was administered to the experimental and control groups. This test's goal was to determine whether the K-W-L approach had any discernible effects on the results. For the post-test, there were 31 questions with multiple choices. The post-test could only be completed in 90 minutes.

In order to determine whether there is a significant difference in reading comprehension between students who are taught using the K-W-L technique and those who are taught using the conventional technique, this paper presents the results of data analysis and findings based on normality, homogeneity, and t-test.

DATA ANALYSIS AND FINDINGS

The researcher employed the following techniques to collect data:

Carrying out the pre-test. 68 students took the multiple choice test that the researcher provided them, which had 31 questions in all.

Putting the remedy to use. For ten meetings, the researcher taught reading to pupils in grade 9C using the K-W-L method.

CONDUCTING POST-TEST

The pre-test and post-test protocols were followed by the researcher during the course of the treatment. The post-test was given to 68 Students. 34 students in each group. The post-test was used to compare the results of the two groups and look for any significant differences between the two approaches.

Scoring

The perfect score was 100, and the score was determined based on the participants' accurate responses.

Interpreting the score

The researcher employed the t-test to determine the significance difference between the pre-test and post-test in order to evaluate the study's findings.

The descriptive statistic for the pre-test, post-test, and normalized gain is displayed in the following table.

Table 2. Normalized Gain

Class With	K-W-L Techniques		Conventional Method	
	Mean	St. deviation	Mean	St. deviation
Pre-test	49.73	7.85	51.67	13.79
Post-test	69.41	8.70	62.26	15.19
Gain	0.39	0.15	0.21	0.21

It can be seen from the table 2 above that the average normalized gain of the student who are taught using the K-W-L technique is higher than the students who are taught using the conventional method.

CONCLUSION

The researcher can derive the following conclusion from the data calculation. The K-W-L method is superior than conventional method for teaching reading comprehension achievement. On the gain based on mean of the experimental and control groups, this could be noticed. In contrast to the control group's increase of 2.179 and mean post-test value of 62.26, the experimental group's gain was 39.32, and the mean post-test value was 69.41.

According to the justification given, using the K-W-L approach could help pupils read more comprehension-level texts.

Sasson (2008) backed up this claim, saying that using the K-W-L method can assist teachers pique students' interest in reading since they will consider both what they want to know and what they have already learned. According to Ogle (1986), K-W-L is a reading strategy that teachers employ to help students understand a text. It starts with pupils pondering all they know about the subject.

The K-W-L technique, according to Backman (2006), is a good tactic since it allowed professors to gauge their students' prior knowledge and interests before the lecture. It then enables teachers to assess the knowledge that has been gained. K-W-L approach offered on an individual or in a group basis.

REFERENCES

- [1] Ahmad, I. S. & Asraf, R. M (2004). Making sense of text: Strategies used by good and average readers. *Reading Matrix*, 26-37.
- [2] Akyol, H. (2006). *Türkçe öğretim yöntemleri*. [Turkish teaching methods]. Ankara: KökPublication. From: http://www.readingmatrix.com/articles/asraf_ahmad/article.pdf
- [3] Bader, C. (2007). *KWL plus reading strategy*. Retrieved on November 16, 2022 from <http://hercules.gcsu.edu/~cbader/5210SPED/kwl.htm>.
- [4] Brantmeier, C. (2002). Second language reading strategies research at the secondary and university levels: Variations, disparities and generalizability. *Reading Matrix*, 1-14. Retrieved on November 14, 2022, from: <http://www.readingmatrix.com/articles/brantmeier/article.pdf>
- [5] Brown, H.D. (2001). *Teaching by Principles: an Interactive Approach to Language Pedagogy* (2th ed).

- England: Longman.
- [6] Conner, Jennifer (2006) Advanced study of the Teaching of Secondary school Reading. Instructional reading strateg. [http : \ \ www . Indiana . edu \ 1517 \ KWL. Htm](http://www.Indiana.edu/1517/KWL.Htm).
- [7] Katemba, C. (2013). Anxiety Level of Indonesian Students and Its Relationship To Academic Achievement In English. *Journal of Education and Practice* Vol.4 No.27 , 2013
- [8] <http://www.iiste.org/Journals/index.php/JEP/article/view/9873/10097>
- [9] Katemba, C. & Samuel (2017). Improving Student's Reading Comprehension Ability Using Jigsaw 1 Technique. *Acuity: Journal of English Language Pedagogy, Literature and Culture*. Vol. 2, No. 2 Universitas Advent Indonesia. <http://jurnal.unai.edu/index.php/acuity/article/view/613/468>
- [10] Nehemiah, (2011). *Role of English as a Tool for Communication in Tamil Society*. Retrieved on November 11, 2022 from <http://www.languageinindia.com/aug2009/santhisenglish.html>
- [11] Steven (2009), *teaching reading comprehension*. Retrieved on December 20, 2022 from: <http://www.readingresource.net/teachingreadingcomprehension.html>
- [12] Yeselson, (2000). *Common Reading Comprehension Problems and Basic Exercise*. Retrieved on December 8, 2022. from: <http://docs.google.com/viewer?a=v&q=cache:obIYQpAt1hoj:planger.e.rutgers.edu/documents/tutors/commonreadingcomprehentionproblems.pdf>