

THE EFFECTIVENESS OF KNOW WANT LEARN (KWL) ON STUDENTS' READING COMPREHENSION AT THE FIFTH GRADE OF SDN SARUNI 1

Syarah Nurfadilah¹, Masrupi², Dede Imtihanudin³

¹STKIP Syekh Manshur, ²Universitas Sultan Ageng Tirtayasa, ³STKIP Syekh Manshur

Surel: nurfadilahsyarah5@gmail.com,

masrupi@untirta.ac.id, dedeimtihanalbantani@gmail.com

Informasi Artikel

Sejarah Artikel:

Dikirim: 12-02-2026

Perbaikan: 24-02-2026

Diterima: 26-02-2026

Key Words:

Reading Comprehension

KWL Strategy

Learning Strategy Effectiveness

Corresponding Author:

Syarah Nurfadilah

ABSTRACT

This research examines the KWL strategy on reading comprehension of grade V students at SDN Saruni 1. This research aims to determine the effectiveness of using the KWL strategy on students' reading comprehension in grade V. The researcher used a quantitative research method by implementing a quasi-experimental research design. The sample of this research consisted of Class V A as the control class and Class V B as the experimental class. The research instrument consisted of a pre-test and a post-test, which required students to fill out multiple-choice questions. The results of the pre-test and post-test were analyzed using IBM SPSS 29. The results of the hypothesis test showed that the t-count value was greater than the t-table value ($3.238 > 2.042$), so the null hypothesis was rejected, and the alternative hypothesis was accepted. In conclusion, the Know Want Learn (KWL) strategy has a significant effect on the reading comprehension of fifth-grade students of SDN Saruni 1.

© 2026: Jurnal Pendidikan dan Penelitian

BACKGROUND OF THE PROBLEM

English is one of the international languages that needs to be mastered by everyone from various circles. English language proficiency is an urgency that needs to be considered by the government. The era of rapid development where the era of globalization encompasses all human life in the world. English is an integral part of education and its presence cannot be ignored. Learning English is one of the keys to

preparing students to face various aspects that use English in their daily lives.

Learning English helps students to be able to communicate both verbally and in writing. In the context of education, English is one of the main subjects that is expected to be able to improve students' language skills, both orally and in writing. English skills include four main aspects, namely listening, speaking, reading, and writing. English language

proficiency is a must for all students at elementary school, junior high school students, senior high school students, and of course college students. The era of globalization is one of the main factors in the emergence of the assumption of the importance of English in everyday life. In learning English, there are many main elements that students need to have in order to achieve the goal of learning English well.

In learning English, reading comprehension is one of the main focuses in the learning process. Kusmelinda & Swondo (2024) Reading comprehension plays a very important role in the context of education. Reading comprehension is the basis or foundation for mastering knowledge or lesson content. Reading comprehension is one of the basic things that students need to have and master at elementary school level. Marpaung (2024) Reading comprehension is one aspect that has a crucial nature in the learning process and in the context of education. Reading comprehension is one of the main skills in learning English. This makes reading comprehension one of several important skills that are found in learning English, especially for students in elementary school. Reading comprehension includes several things in a text, reading comprehension includes activities such as understanding, interpreting, and evaluating the meaning of a given text. Sultan & Gorontalo (2025) Reading comprehension is defined as a reading activity

where students need to understand the contents of the text properly and allow students to analyze the meaning of the text properly. This shows that reading comprehension requires a skill that can connect an idea in the text. In the process of learning English, reading comprehension becomes a process that involves a deep thinking process with the aim of understanding the contents of the text as a whole. Reading comprehension also includes the process of recognizing the main idea in a text to be understood. Suandi et al (2023) Indicators of reading comprehension consist of several things, namely as follows, the first is general information. General information is information that has a general nature. In general information, it consists of two sub-indicators, namely topic. Where students with Reading comprehension can find the topic told in a story text. In general information there is also a main idea, namely where students with reading comprehension learning make students able to find the main idea of a story paragraph from a text. The second indicator of reading comprehension is the meaning of words. Meaning of words has two sub-indicators consisting of synonyms and antonyms.

Reading comprehension includes the process of concluding information obtained from a text and connecting a text with previous experiences or knowledge. In the context of elementary education, reading

comprehension has its own purpose and function. Reading comprehension plays a role as a basis or reference for academic success in various subjects, especially in English. This shows a major benefit of having reading comprehension. This is because with reading comprehension, students are expected to be able to change what was originally learning to read into reading to learn.

The majority of class V at Elementary School Saruni 1 are difficulties in understanding of topic sentence and main idea in the reading passage, because of lack of vocabulary and main problem faced by elementary school students is how efforts can be made to help students' reading comprehension. An unattractive and ineffective learning environment during the learning process can also be a major problem that teachers need to think about. Several learning methods have been applied by English teachers, but students' reading comprehension in class is still relatively low. The assumption that English learning is very monotonous makes students less interested in paying attention. This makes English learning feel more burdensome for students, and of course burdens teachers in achieving learning goals. The learning methods or approaches used by teachers tend to be less innovative, which causes students' reading comprehension to be hampered.

Reading comprehension learning should be fun, especially to elementary school

student's. One thing that can be used to improve students' reading comprehension is Know Want Learn strategy. KWL encourages students to be actively involved in the learning process. Know Want Learn is a reading strategy applied to students with the aim that students can determine what or their goals are in reading something. Know Want Learn strategy makes students more active in learning and help students to think about some new information that they want to know. Alhidri et al (2025) KWL strategy plays a role in learning, especially in language learning. Students can strengthen their ability to think about new things and obtain information by reading new texts. Sari et al (2023) KWL is one of the keys to a learning strategy that can improve students' reading comprehension.

Previous research by Amel Al Adwani, Anam Al Fadley, Maha Al Gasab, and Ahmad F. Alnwaiem in 2021. With a research entitled "The Effect of Using KWL (Know-Want-Learned) Strategy on Reading Comprehension Of 5th Grade EFL Students in Kuwait". The research conducted by Amel et al. is a type of quasi-experimental research. This research uses a nonequivalent group pre-test and post-test design. This research shows that the use of Know Want Learn is effective in developing reading comprehension of EFL students in Kuwait. The application of Know Want Learn make students more interactive and have diverse opinions. This research revealed that the use of Know Want Learn for

students makes it easier for them to store and remember new information in the long term. The research conducted by Amel et al. has differences with the research that conducted by the researcher. The difference can be seen in the population used. Previous research used a population or sample in Kuwait. This research uses a population of elementary school students in Pandeglang.

Based on the discussion regarding the effect of KWL strategy on the Reading Comprehension of Grade V Students of SDN Saruni 1, the researcher would like to propose the following problem formulation: Is there any significant effect of using the Know Want Learn (KWL) strategy on student's reading comprehension of grade V at SDN Saruni 1. This research is expected to contribute to help teacher to improve the student's reading comprehension of fifth grade students at Elementary Saruni 1. With this research, it is also expected to help students to be actively involved in the classroom. Helping passive students turn into active students, so that English learning can take place interactively. The results of this research are also expected to help become a reference for educators, policy makers, and related parties in improving the quality of English education. Thus, students are expected to not only be able to master English as a subject, but also as a life skill that can support them in facing global challenges in the future.

RESEARCH METHOD

In this research, the researcher used quantitative research method by implementing quasi experiment research design. Berlianti et al (2024) quantitative research involves a process of collecting some data which is then analyzed in depth and in the form of numbers. The quantitative research approach in research has predetermined characteristics, statistical data analysis and statistical data interpretation. This quantitative research method is used in research to examine a particular population or sample, data collection using research instruments, data analysis that is quantitative or can also be said to be statistical with the aim of testing the hypothesis that has been made by the researcher. The research method that used by the researcher in this research is the experimental research method, namely testing the causal relationship by providing treatment.

This research conducted at SDN Saruni 1, with population in this research is 441 students of Elementary Saruni 1. In sampling, researcher used cluster random sampling. Gunawan & Ramdhani (2024) Cluster random sampling is a sampling technique in which samples are taken for research based on taking a group or class randomly. The sample in this research taken from two classes. One class used as an experimental class, while the other class used as a control class. The researcher used class V

A as a control class, and class V B as an experimental class consisting of the same number of 30 students. So the number of samples in this researcher used is 60 students in class V.

The data collection techniques used in this research are test. The instrument try out was used in the try out class and the results were tested using validity and reliability test. In collecting data for research, a data collection technique is needed. In this research, the researcher used several data collection techniques, namely pre-test and post-test. Keane et al (2025) Pre-test is the first test conducted by researchers to research samples before the delivery of the material is carried out. This pre-test aims to see and review the extent of the material that has been taught to students.

Yulianti Yulianti et al (2023) Post test is a final step which is carried out after treatment or after the learning process ends. Post Test is carried out with the main objective of reviewing and assessing how well students understand and follow the learning process using strategies or methods used as experiments by researchers. Post test is the final test carried out by students to assess whether the methods or strategies used by researchers during the research are effective.

RESULT AND DISCUSSION

Before examining the data using descriptive statistics, and the independent sample t-test, the researcher determines whether the data are normally distributed and homogenous. The Shapiro Wilk test is used to evaluate these data characteristics because the number of respondents is less than 50 people. The respondents are 30 students.

Table 1. Normality Test

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Student Learning Outcomes	Pre Test Experiment	.137	30	.154	.953	30	.201
	Post Test Experiment	.130	30	.200*	.955	30	.228
	Pre Test Control	.103	30	.200*	.982	30	.873
	Post Test Control	.086	30	.200*	.987	30	.968
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

In this normality test, the researcher used Shapiro-Wilk with the help of SPSS 29 version application, with the provision of decision making, namely if the Sig value obtained is > 0.05 then the data can be said to be normally distributed. Conversely, if the Sig value is <0.05 then the data is not normally distributed. Based on the normality test table above, the following conclusions can be drawn.

1. In the pre-test experimental class, the sig value = 0.201 > 0.05 was obtained, so the data was normally distributed.
2. In the post-test experimental class, the sig value = 0.228 > 0.05 was obtained, so the data was normally distributed.
3. In the pre-test control class, the sig value = 0.873 > 0.05 was obtained, so the data was normally distributed.
4. In the post-test control class, the sig value = 0.968 > 0.05 was obtained, so the data was normally distributed.

After conducting the normality test, the next thing the researcher did was a homogeneity test with the aim of finding out the similarity of quality between the experimental class and the control class. The homogeneity test is needed to find out whether the research sample comes from a homogeneous sample or population. The researcher conducted a homogeneity test with the help of IBM SPSS (Statistical Procedure and Service Solution) version 29 and the results are shown in the following table:

Table 2. Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Learning Outcome	Based on Mean	3.711	1	58	.059
	Based on Median	3.684	1	58	.060
	Based on Median and with adjusted df	3.684	1	55.665	.060

Based on trimmed mean	3.771	1	58	.057
-----------------------	-------	---	----	------

1. If the significance value is > 0.05, then the data is homogeneous.
2. If the significance is < 0.05, then the data is not homogeneous.

Based on the results of the SPSS version 29 Homogeneity test, the Sig. value in this research data is .059; .060, and .057. This value is greater than 0.05, this indicates that the pre-test and post-test data for both the experimental and control classes have a homogeneous distributed. The sig. value indicates that there is insufficient evidence to reject the null hypothesis.

This means that the variance between groups is homogeneous. In other words, the variance of the groups being compared can be considered the same. The result of the homogeneity test indicate that the variance between groups is not significantly different, so the assumption of homogeneity of variance is fulfilled.

Table 3. Descriptive Statistic

Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre Experiment	30	32	15	47	956	31.87	6.766
Post Experiment	30	64	30	94	1896	63.20	13.752
Pre Control	30	35	13	44	752	26.53	9.548

Post Control	30	70	18	88	1484	49.47	18.724
Valid N (listwise)	30						

In the experimental class, the pre-test scores ranged between 15 and 47 with an mean of 31.87 and a standard deviation of 6.766, indicating that the variability was at a moderate level. After the treatment, the post-test showed an increase in scores between 30 and 94 with an mean of 63.20 and a higher standard deviation of 13.752. This indicates good performance with more variation among students. Meanwhile, in the control class, the pre-test scores were between 13 and 44 with a mean of 26.53. For the control class pre-test, the standard deviation was 9.548. In the post-test scores, the control class also experienced an increase in scores from 18 to 88. The mean in the control class post-test was 49.47 with a standard deviation of 18.724. Both classes showed improvement, but the variation was greater in the control class than in the experimental class. When viewed as a whole, both the control class and the experimental class experienced an increase. However, the experimental class showed a more significant increase in mean and less variability after treatment compared to the learning outcomes of the control class.

After conducted normality, descriptive statistic, and homogeneity tests, the researcher calculated the data using the t-test on SPSS version 29 with the main

objective of determining the significance of reading comprehension between students in the experimental class and the control class. The researcher used the t-test to determine the effect of implementing the KWL learning strategy on the reading comprehension of fifth grade students whose testing used SPSS version 29. The researcher used data on the post-test from the experimental class and the control class and obtained scores from both classes. The results of the t-test of the post-test scores of the control class and the experimental class are as follows:

Table 4. The Result of Independent Sample Test

Independent Samples Test												
Val	Equal	Levene's Test for Equality of Variances	F	Sig.	t	df	t-test for Equality of Means					
							One-Sided p	Two-Sided p	Mean Difference	Error Difference	95% Confidence Interval of the Std. Difference	
											Lower	Upper
ue	variances assumed		4.292	.043	3.238	58	<.001	.002	13.733	4.242	5.243	22.224

Equal varian ces not assum ed			3.238	53.235	.001	.002	13.733	4.242	5.227	22.240
--	--	--	-------	--------	------	------	--------	-------	-------	--------

The results of this research indicate that with the assumption of the same variance, the t value is $3.238 > t\text{-table is } 2,042$. It can be concluded that null hypothesis is rejected and alternative hypothesis is accepted. These result indicate a statistically significant differences between the mean of the two classes. The researcher concluded that this research, it means that using the KWL strategy has significant effect on students reading comprehension of fifth grade of SDN Saruni 1.

The number of data (N) in this research is the same, namely 30 people in the experiment class and control class. The mean in the experimental class after treatmet by using KWL was 63.20, while the mean in the control class after treatmet with convensional strategy was 49.47. The experimental class showed a better improved increase after being given KWL treatment. In the Independent sample test, it shows the results of this research indicate that with the assumption of the same variance, the t value is $3.238 > t\text{-table is } 2,042$. It can be concluded that null hypothesis is reject and alternative hypothesis is accepted. These result indicate a statistically significant differences between the mean of the two classes. It means, that

using the KWL strategy has significant effect on students reading comprehension of fifth grade of SDN Saruni 1.

Based on the calculations in the previous section, the researcher can conclude that the use of the KWL strategy has significance effect for the reading comprehension of fifth grade students at SDN Saruni 1. Result of this research in line with theory Sari et al (2023) which said if KWL is one of the keys to a learning strategy that can improve student’s reading comprehension. With the research results above, it can be concluded that the result of this research is strengthen the theory and in accordance with previous research, namely research conducted by Dwi, Angelia and Lulus in 2021 with the title “ The Use Of Know Want Learned Strategy On Students’ Reading Comprehension’ . It means, that the result of this research is still relevance to the previous research.

CONCLUSION

The number of samples or in this research is the same, namely 30 people in the experimental class and the control class. The mean xperimental class after being given treatment showed greater results than the control class. In the experimental class the mean increased to 63.20, while mean in the control class was 49.47. The experimental class showed a better increase compared to the control class. The Independent sample test showed that the results of this research

showed that with the assumption of the same variance, the calculated t count was $3.238 > t$ table of 2.042. It can be concluded that the null hypothesis is rejected and the alternative hypothesis is accepted. The researcher concluded that this research, it means, the use of the KWL strategy has significant effect on the reading comprehension of fifth grade students of SDN Saruni 1. These results answer the formulation of the problem in this research.

REFERENCES

- Alhidri, W. N., Tofani, D., & Ratnaningsih, A. (2025). *Peningkatan Kemampuan Pemahaman Membaca Melalui Metode KWL (Know, Want to Know, & Learned) Pada Materi Cerita Rakyat Kelas 4 SD Negeri Turus*. 2, 1–10.
- Berlianti, D. F., Abid, A. Al, & Ruby, A. C. (2024). Metode Penelitian Kuantitatif Pendekatan Ilmiah untuk Analisis Data. *Jurnal Review Pendidikan Dan Pengajaran*, 7(3), 1861–1864.
- Gunawan, G., & Ramdhani, S. (2024). Pengaruh Sikap Asertif Terhadap Pemecahan Masalah Matematika Dengan Metode Pembelajaran Teams Games Tournament (TGT) Siswa Kelas VIII SMP. *JUPENJI : Jurnal Pendidikan Jompa Indonesia*, 3(1), 9–19. <https://doi.org/10.57218/jupenji.vol3.iss1.1021>
- Keane, S., Daniyola, D., Muljono, J. B., Felizio, S., Gabriela, A., Kristen, U., Wacana, K., Tanjung, J., & Raya, D. (2025). *Pengaruh pre-Test dan post-Test pada Inklusivitas Ekstrakurikuler Python bagi Siswa- Siswi SMA di Jakarta*. 5(2).
- Kusmelinda, D. R., & Swondo, A. P. (2024). Increasing Students' Reading Comprehension Of Descriptive Text By Using Survey, Question, Read, Reflect, Recite And Review (SQ4R) Strategy. *English Language Education ...*, 2(2). <https://kti.potensi-utama.org/index.php/ELEJ/article/view/1707%0Ahttps://kti.potensi-utama.org/index.php/ELEJ/article/download/1707/751>
- Marpaung, F. A. (2024). *The K-W-L (Know-Want-Learned) Strategy for Enhancing Reading Comprehension Skills of 7th Grade Students at SMP Negeri 1 Tanjung Harapan*. 02(01), 24–33.
- Sari, K. I., Astrid, A., & Salsabila, M. (2023). Improving Students' Reading Comprehension by Using K-W-L (Know, Want to Know, Learned) Strategy. *Jadila: Journal of Development and Innovation in Language and Literature Education*, 3(2), 183–194. <https://doi.org/10.52690/jadila.v3i2.422>
- Suandi, S., Ason, A., & Atmaja, M. K. (2023). Kemampuan Membaca Pemahaman Pada Siswa Dalam Pembelajaran Bahasa Indonesia Kelas Vi Sd Negeri 05 Landau

Tubun. *Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar*, 1(3), 26–35.

<https://doi.org/10.46368/jppsd.v1i3.140>
2

Sultan, I., & Gorontalo, A. (2025). *Jurnal Pendidikan Integratif Jurnal Pendidikan Integratif*. 6(1), 63–74.

Yulianti Yulianti, Ridwan Said Ahmad, &

Supriadi Torro. (2023). Pengaruh Pretest Dan Posttest Terhadap Motivasi Belajar Sosiologi Pada Siswa Kelas XI IPS Di UPT SMA Negeri 2 Jenepono. *Jurnal Pendidikan Dan Ilmu Sosial (Jupendis)*, 2(1), 236–245.
<https://doi.org/10.54066/jupendis.v2i1.1>
211