



## Influence of KWL Strategy and Reading Habit on Students' Reading Comprehension Achievement

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### ABSTRACT

This research aimed to examine the significant influence of KWL (*know-want-learn*) strategy and students' reading habits on the reading comprehension achievement of eighth-grade students at Salsabila Islamic School Palembang. The study adopted a quantitative approach using an experimental method with a factorial design. The population comprised 120 students from four eighth-grade classes in the academic year 2024–2025. A total of 60 students were selected as the sample through purposive sampling, divided equally into two groups: 30 students in the experimental group and 30 in the control group. Data were collected using two primary instruments: questionnaires and reading comprehension tests. The questionnaire, distributed during both pre-test and post-test phases, aimed to measure students' reading motivation. The comprehension tests consisted of 25 multiple-choice questions with four answer options, administered before and after the treatment. The experimental group received instruction using the KWL strategy, while the control group was taught through conventional methods. The data analysis involved paired sample t-tests, independent sample t-tests, and two-way ANOVA, all processed using SPSS version 23. The results of hypothesis testing showed that all p-values were below the 0.05 significance level, indicating statistically significant differences. Consequently, all alternative hypotheses were accepted, and the null hypotheses were rejected. The findings indicate that the KWL strategy significantly enhances students' reading comprehension. In addition to improving comprehension scores, the strategy also increased student engagement and learning motivation. These results support the integration of KWL as an effective instructional technique in English language teaching, particularly in developing reading proficiency among junior high school students.

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## INTRODUCTION

In this modern era, people demand to have more than one language. Language as the tools for communication takes an important role in our daily activities. Communication in foreign language is a bridge to get information,

knowledge and culture. English is not only an overseas language generally study in the world today but also has an essential feature in people's communication. It is a worldwide language that practically everyone speaks is used in almost all aspects of life. Which is not only needed for international purposes but also for individuals, such as the difference in background, the difference in age, the difference in culture, the difference in belief and also the difference in knowledge.

In Indonesia, English is a taught in schools as a foreign language. According to Cameron (2001), there are four skills taught in the educating and gaining knowledge of machine of English there are listening, reading, speaking and writing. In this case, reading is an ability that teachers anticipate newcomers to accumulate in overseas language learning. It is argued as the most crucial ability for success in all educational contexts.

Reading is important skills to develop and improve the reader's knowledge. It provides to access information due to the fact and give valuable knowledge to the readers. Reading is how readers learn to process information from texts. Cooper et al (1988) claimed that reading is a process constructing or developing meaning from sources. Reading is the activity of using text to create meaning. It means that if in the activity there is no meaning, so it there is no reading taking place (Johnson, 2008:3). By reading, readers get many information from the sources.

Surjosuseno (2011) states, "Reading is an activity which people cannot measure while it is processing. It means that the result can be seen when it has been generated. According to Palani (2012) "Reading habit is an essential and important aspect which shapes the personality of an individual and it helps them to develop the proper thinking methods and creating new ideas." Based on the statement, it can be concluded that in order to build a person's personality in thinking, it takes the activity of reading habit to get used to getting detailed information, can cultivate various ideas about things in their life, not easily provoked by incorrect issues, and have a broader knowledge. Students can open up new worlds and expand their perspectives by doing reading habit that have great benefits to use in everyday life. Thus, to help students speak confidently and grow their potential can be done with reading habit.

In fact, there are still many students who still have problems with reading comprehension. It raises concerns about why there are still many students who are poor in reading comprehension. Indifference and underestimating the importance of reading habit are the main reasons students have problems in reading understanding, so students are unable to explore their potential. Some

factors can affect the lack of reading habit. First, at school students are not asked by their teacher to read a book more often during recess or practice reading habit while at home. They prefer to make television, chat with friends, play games, shopping at the mall than have to take the time to do reading activities. This often leads to students failing reading comprehension tests, especially reading materials that have English content.

On the other hand, According to (Akyay, et al., 2009) "reading habit is an important tool for the development of educational personalities and mental capacities of individuals." Reading habit is one way that students can develop their science, mindset, shrinking, and creativity. In order to improve learning, especially reading comprehension learning can be realized, students should improve their reading habit wherever they are, so that students' learning achievement can improve and create continuous progress in the world of education or teaching learning process.

Based on the problems above, it needs appropriate technique and strategy in the teaching and learning process of reading. In addition, there are many strategies that can be used to teach reading; one of them is the KWL (know-want-learn) Strategy. According to Ogle (in Zulyanti, 2019:3) this strategy can be used for brainstorming at the beginning of the lesson or unit to find out what students already know. *KWL* Strategy can help students to monitor their comprehension.

*KWL* strategy is divided into three columns: K (What I Know), W (What I Want to Know), and L (What I Have Learned). The interactive study approach also teaches students how to further improve their knowledge of a particular subject through reading, writing, analysis, and observation. Before a science unit or lesson, the *KWL* chart is used to engage students in writing about what they already know about the subject. Students also write questions about the subject that they have. Students also write questions about the subject that they have. Students write what they learned after reading, studying, or observing. In the first section, they also review their information to see if it needs to be revised and check to see if the lesson has answered all of their questions. In a further refinement of the *KWL*, Carr and Ogle also recommend asking students to categorize and summarize the information they gathered. By design, the *KWL* requires students to make connections between prior knowledge and new knowledge there by constructing meaning. Based on the explanation before, the writer is interested in conducting research entitled *Influence of KWL Strategy and Reading Habit on Students' Reading Achievement*.

## RESEARCH METHODE

This study is an experimental study in which factorial design is employed. According to (Fraenkel et al., 2012), factorial design is an experimental design that involves two or more independent variables (at least one of which is manipulated) in order to study the effects of the variables individually, and in interaction with each other, upon a dependent variable. In this study, the independent variable is *KWL* (know-want-learn) strategy, the dependent variables the students' reading comprehension and the moderator variable is reading habit. With two types, high reading habit and low reading habit. There were two groups, the first will be experimental group and the second will be control group. After the pretest, the experimental group that is *KWL* strategy is treated. Then, after the treatment post-tests will be conducted to both groups. The population of this research was all eighth grade students of Salsabila Islamic School Palembang in the academic year of 2024-2025 which consists of 4 classes with the total 120 students. Meanwhile, the sample used in this study was eighth grade of Salsabila Islamic School. The sample used two groups, namely the experimental group with the total 30 students and the control group with the total 30 students. Thewiter randomly selected 15 students from each class.

### Research Instrument

The instruments used in this research were questionnaires and tests. The researcher used questionnaires to assess the impact of reading habit on reading comprehension as well as the impact of the *KWL* (know-want-learn) strategy on the students' reading comprehension. The research data was gained through test. It is to determine student's response based on their reading comprehension achievement score through the *KWL* (know-want-learn) strategy and conventional teaching in reading habit.

### Technique of Data Collections

The writer employed questionnaire and two tests (pretest and posttest) to collect data of this study. The questionnaire used in this study used a questionnaire that already existed and was ready to be used for research. The questionnaire consists of 20 questions for reading motivation. By using questionnaire, the writer knows the students' habit and students reading habit is used to acquire information about how high and low habit in reading. The questionnaire consists of 20 item survey. Each item had five scales; strongly agree, agree, neutral, disagree, and strongly disagree. In this research, the writer used Likert Scale type as the technique of scoring the questionnaire. The questionnaire was translated into Bahasa Indonesia by the writer. The writer

took 5 aspects of reading habit; reading tastes, reading types, reading pleasure, reading regularly, and reading importance.

Test is a method of measuring a person’s ability of knowledge in a given area. It is a set of techniques, procedures and items that constitute an instrument of some sort that requires performance or activity on the part of the test taker. (Brown, 2007). To gather data on the student’s reading, the two groups were given a pretest and a posttest. The researcher employed multiple-choice tests which consist of 25 questions with four options for each question. It aims to examine how students' reading comprehension scores reflect their responses to KWL (know-want-learn) strategy and conventional teaching methods.

**Data Analysis Techniques**

Data analysis was conducted using descriptive statistics to summarize and interpret the research findings. This involved computing the mean, median, mode, standard deviation, and variance for each variable to illustrate score distributions and respondent characteristics. To find out the differences between pretest and posttest scores in experimental class and control class, the researcher applied Pre-requirement testing and T-test. Pre-requirement testing included the normality and homogeneity test while t-test included paired sample t-test, independent sample t-test and two-Way Analysis of Variance (ANOVA). Moreover, the researcher analyzed the data by using SPSS statistic 22 for windows software.

**RESULT AND DISCUSSION**

**Research Results**

**Table 1.**  
**Descriptive Statistics of High Reading Habit**

	High Reading Habit									
	Pretest					Posttest				
	N	Mi n	Ma x	Mea n	Std. Deviati on	N	Mi n	Ma x	Mea n	Std. Deviati on
Experimen tal Group (KWL Strategy)	1 5	56	80	71.2 0	8.029	1 5	80	96	87.4 7	5.630
Control Group (Conventio nal Teaching)	1 5	52	64	49.7 3	8.887	1 5	64	84	74.1 3	5.423

**Table 2.**  
**Descriptive Statistics of Low Reading Habit**

	Low Reading Habit									
	Pretest					Posttest				
	N	Mi n	Ma x	Mea n	Std. Devia tion	N	Mi n	Ma x	Mea n	Std. Devia tion
Experimen tal Group (KWL Strategy)	1 5	44	64	55.4 7	9.180	1 5	64	84	76.2 7	6.319
Control Group (Conventio nal Teaching)	1 5	44	76	62.8 0	11.053	1 5	48	76	63.7 3	9.377

From the Table 1 and Table 2 above, it could be seen the result of descriptive statistics of students' reading comprehension. The researcher classified the results based on the students who had high reading habit and low reading habit in each group, namely experimental group (using KWL strategy) and control group (using conventional teaching technique).

**Table 3.**  
**Normality Test**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest of Experimental Group	0.161	30	0.145	0.903	30	0.110
Posttest of Experimental Group	0.131	30	0.200	0.955	30	0.228
Pretest of Control Group	0.237	30	0.101	0.861	30	0.101
Posttest of Control Group	0.188	30	0.108	0.918	30	0.124

From the Table 3 above, the normality test was used to find out whether or not the data of the pretest and posttest experimental and control group gained were distributed normally. From the statistical calculation using the Kolmogorov-Smirnov normality test shown in Table 3, it was found that the pretest and posttest scores of the students in the experimental group were 0.145 and 0.200, respectively. The pretest and posttest scores of the control group were 0.101 and 0.108, respectively. Thus, all data were categorized as normally distributed since the p-values were higher than the significance level of 0.05. Therefore, the data used in this research are normally distributed.

Table 4.  
Homogeneity Test

	Levene Statistic	df1	df2	df3
Experimental Group	8.370	1	58	.205
Control Group	.334	1	58	.560

From the Table 4 above, Levene Statistic was applied to analyze the students' pretest and posttest score in experimental and control group are homogenous or not. The samples are considered homogenous whenever p-value is higher than mean significant difference at 0,05. Based on the results, it was found that the experimental group was 0.205 and the control group was 0.560. These values are higher than 0.05. Therefore the data for the research are homogeneous.

Table 5.  
Significant Differences in High and Low Reading Habit  
within the the Experimental Group

		Independent Samples Test								
		Levene's Test for Equality of Variance s				t-test for Equality of Means				
		F	Sig. .	t	df	Sig. (2- taile d)	Mea n Diffe rence	Std. Erro r Diff eren ce	95% Confidence Interval of the Difference Low er Upp er	
Co mbi nati on Scor e	Equal varianc es assume d	.03 9	.84 6	5.12 6	28	.000	11.20 0	2.18 5	6.724	15.67 6
	Equal varianc es not assume d			5.12 6	27.63 5	.000	11.20 0	2.18 5	6.721	15.67 9

From Table 5 above, it was the calculation for the first hypothesis of this research. The researcher would like to find out the significant differences in

reading comprehension between students with high reading habit and those with low reading habit who are taught by using KWL Strategy. The data was analyzed by using independent sample t-test. When p-value is lower than significance level 0.05, it is significant. Based on the results, it was found that p-value was 0,000. In other word, alternative hypothesis (Ha) is accepted while null hypothesis (Ho) is rejected. It could be concluded that there were significant differences in reading comprehension between students with high reading habit and those with low reading habit who are taught with KWL (know-want-learn) strategy between the eighth-grade students at Salsabila Islamic School Palembang.

**Table 6.**  
**Significant Differences in High Reading Habit Between**  
**Experimental and Control Group**

		Independent Samples Test								
		Levene's Test for Equality of Variance s			t-test for Equality of Means					
		F	Sig .	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Combination Score	Equal variances assumed	.426	.520	6.606	28	.000	13.333	2.018	9.199	17.468
	Equal variances not assumed			6.606	27.961	.000	13.333	2.018	9.199	17.468

From Table 6 above, it was the calculation for the second hypothesis of this research. The researcher would like to find out the significant differences in reading comprehension achievement between the students who have high reading habit taught by using KWL strategy and those who are taught by using



conventional teaching strategy. The data was analyzed by using independent sample t-test. When p-value is lower than significance level 0.05, it is significant. Based on the results, it was found that p-value was 0,000. In other word, alternative hypothesis (Ha) is accepted while null hypothesis (Ho) is rejected. It could be concluded that there were significant differences in reading comprehension between students with high reading habit taught by using KWL (know-want-learn) and those with high reading habit who are taught with conventional teaching strategy between the eighth-grade students at Salsabila Islamic School Palembang.

Table 7.  
Significant Differences in Low Reading Habit Between  
Experimental and Control Group

		Independent Samples Test								
		Levene's Test for Equality of Variance				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Combination Score	Equal variances assumed	1.615	.214	-1.977	28	.038	-7.333	3.710	-14.932	.266
	Equal variances not assumed			-1.977	27.087	.038	-7.333	3.710	-14.944	.277

From Table 7 above, it was the calculation for the third hypothesis of this research. The researcher would like to find out the significant differences in reading comprehension achievement between the students who have low reading habit taught by using KWL strategy and those who are taught by using conventional teaching strategy. The data was analyzed by using independent

sample t-test. When p-value is lower than significance level 0.05, it is significant. Based on the results, it was found that p-value was 0,038. In other word, alternative hypothesis ( $H_a$ ) is accepted while null hypothesis ( $H_o$ ) is rejected. It could be concluded that there were significant differences in reading comprehension between students with low reading habit taught by using *KWL* (know-want-learn) strategy and those with low reading habit who are taught with conventional teaching strategy between the eighth-grade students at Salsabila at Salsabila Islamic School Palembang.

**Table 8.**

**Test of Between Subjects Effects**

Dependent Variable: Teaching and Learning Strategy					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	7949,600 <sup>a</sup>	3	2649.867	48.104	.000
Intercept	316245.600	1	316245.600	5740.973	.000
<i>KWL</i> Strategy	5152.267	1	5152.267	93.532	.000
Reading Habit	2720.267	1	2720.267	49.382	.000
<i>KWL</i> * RH	77.067	1	77.067	1.399	.000
Error	3084.800	56	55.086		
Total	327280.000	60			
Corrected Total	11034.400	59			

a. R Squared = .850 (Adjusted R Squared = .842)

From Table 8 above, it was the calculation for the fourth hypothesis of this research. The researcher would like to find out the significant interaction effect of *KWL* strategy and students' reading habit on reading comprehension. The data was analyzed by two-Way Analysis of Variance (ANOVA). When p-value is lower than significance level 0.05, it is significant. Based on the results, it was found that p-value was 0,000. In other word, alternative hypothesis ( $H_a$ ) is accepted while null hypothesis ( $H_o$ ) is rejected. It could be concluded that that there was any significant interaction effect of *KWL* (know-want-learn) strategy and students' reading habit on reading comprehension between the eighth-grade students at Salsabila Islamic School Palembang.

## Discussion

*KWL* (know-want-learn) strategy constitutes a pedagogical approach of considerable efficacy in enhancing reading comprehension among eighth-grade students at Salsabila Islamic School Palembang. This conclusion is substantiated by the statistically significant differences observed between the experimental group, which received instruction through the *KWL* framework, and the control

group, which was taught using conventional instructional methods. Upon completion of the intervention, students in the experimental group demonstrated a notable and statistically significant improvement in their reading comprehension scores. This improvement reflects not a mere incremental change, but a substantial advancement in their capacity to interpret and comprehend written texts in English.

The structured procedures inherent in the *KWL* strategy, which emphasize purposeful reading through inquiry-based learning and reflective thinking, appear to have facilitated deeper cognitive engagement and the application of more effective comprehension strategies. Conversely, the control group exhibited only minimal gains, if any, thereby underscoring the relative inefficacy of traditional teaching methods when compared with the more interactive and student-centered *KWL* approach.

The findings clearly indicate that the *KWL* strategy is particularly effective in cultivating the cognitive and linguistic skills essential for proficient reading comprehension. The results further suggest that active learner participation within a goal-directed instructional context contributes more significantly to the development of meaningful comprehension than passive modes of instruction. As such, the integration of the *KWL* approach in reading pedagogy offers substantial pedagogical value and warrants broader implementation in language education contexts.

From the explanation above, it could be concluded that students of eighth grade of Salsabila Islamic School Palembang who were taught by *KWL* (know-want-learn) technique obtained higher reading comprehension achievement than those who were taught by using conventional teaching technique. It could be seen from the score after the treatment in experimental group had a significant increase in reading comprehension achievement. The achieved better progress than those in control group did. It indicated that using *KWL* (know-want-learn) technique was effective to be implemented in increasing reading comprehension achievement of the students of eighth grade of Salsabila Islamic School of Palembang. This finding also has important implications for curriculum development and instructional practices at the school, suggesting that a shift towards more task-based activities could yield better outcomes in language learning, particularly in the critical area of reading.

## CONCLUSION

*KWL* (know-want-learn) technique has demonstrated effectiveness in enhancing students' reading comprehension achievement. This instructional strategy not only facilitates the development of students' knowledge but also

fosters increased motivation in the learning process. The effectiveness of the KWL technique lies in its ability to guide learners toward a deeper understanding of the material while simultaneously engaging their interest in the content. Moreover, the interactive and student-centered nature of the KWL method makes it an appealing and stimulating approach for students, thereby supporting both cognitive and affective aspects of learning.

Numerous empirical studies have affirmed the effectiveness of KWL (know-want-learn) strategy in promoting students' reading comprehension. Research conducted by Budiarti (2018) revealed that learners instructed through the KWL framework demonstrated significantly higher performance in reading comprehension compared to those taught using conventional approaches. These findings underscore the pedagogical value of KWL as a strategy that not only supports comprehension but also encourages active student engagement. Similarly, the study by Nikmaturrahmah (2016) confirmed the positive impact of the KWL strategy, highlighting its capacity to foster learner autonomy, facilitate collaborative learning, and promote deeper cognitive processing during reading tasks. Such outcomes suggest that KWL contributes not only to linguistic proficiency but also to the development of independent and critical readers. Supporting evidence from Hamdan (2014) further validated the benefits of the KWL strategy, particularly in enhancing learners' motivation, creativity, and vocabulary acquisition. The study emphasized that student interest and intrinsic motivation are pivotal to successful reading comprehension. Nevertheless, it also identified certain obstacles, such as low levels of motivation and difficulty in understanding texts, which may limit the overall effectiveness of the strategy if not adequately addressed.

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