

THE INTEGRATION OF THE KWL (KNOW, WANT, LEARN) STRATEGY AND THE ZOOM CONFERENCE IN TEACHING READING: AN ACTION RESEARCH

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Abstract

This research aimed to improve the students' reading comprehension by using the Know Want Learn (KWL) strategy. The objectives of this research were to investigate whether the integration of the Know Want Learn (KWL) strategy in the Zoom conference can improve the students' reading comprehension and identify the students' perception of using the KWL Strategy in the Zoom conference. In this research, the researchers used classroom action research as the research design in collecting the data. The research was conducted in three cycles. The samples of this research were 30 students. The researchers employed questionnaire, observation and test for the data collecting technique. The test used in this research was reading test consisted of 25 questions. The researchers used descriptive analysis for analyzing the data. The findings of this research show that the integration of the Know Want Learn (KWL) strategy in the Zoom conference successful to improve students' reading comprehension and reading activity. The improvement of students' reading comprehension can be concluded from the mean score of the pre-test is 65.42 and the mean score of the post-test is 85.49. Moreover, there are 26% (8) students who show moderate perception, 24% (7) students offer positive perceptions, and 50% (15) students show very positive perceptions. Furthermore, the combination of KWL Strategy and Zoom conference can help students achieve the learning target. The students can get many benefits from using this combination to study English. They also can conduct an effective teaching-learning activity in a modern way even though they are not allowed to attend the face-to-face classroom.

Keywords: KWL Strategy, Reading Comprehension, Zoom Conference

INTRODUCTION

Reading is the process of understanding something (Brown 2004). In the case of education, it is for understanding the text or passage. This skill should be mastered by the students in order to make them easier in comprehend something matter or some information. Nowadays, most of all things are in written form, therefore someone needs the ability to read to get the information.

Reading is a skill that could improve students' knowledge because there are lots of information can be obtained in reading activities (Perfetti, Landi, & Oakhill 2008; Ayustina

& Martina, 2020). Reading considers one of the basic ways of acquiring information in an academic setting in particular (Saputri, Rizal, & Afriani, 2021). It can be assumed that the person who is not able to read well, will face some difficulties in delivering ideas or arguing about something, especially with regard to the educational terms.

The process of learning reading could be separated from the collaboration between teacher and students (Duke & Pearson 2017; Hudaa, et.al). Both of them need to collaborate well each other in order to make the material clear and would not leave the confusedness. Teaching reading is not only about how to teach the students to read a text or passage but also teach them how to recognize all vocabularies and sentences meaning in a reading text. The context of reading must be understood by the students, because different context could deliver different meaning of sentences. The students would not comprehend the text well if they could not comprehend the context.

The readers must be able to interpret the text by analyzing the organization of the text itself (Fletcher, 2009). It makes them easy to catch the meaning and comprehend the text. In line with the reading skill in the education field, the ability to comprehend the text is called reading comprehension. Reading could be just for pleasure and for getting comprehension or information. In the case of reading comprehension, the students should learn how to get all of the information involved in a reading text.

Comprehension is a skill that has progress in case of attach meaning in the beginning of sentence until the end of text or story (Oakhill, Cain, & Elbro 2014). The teacher must emphasize brief explanation including the definition of text to the students, so that they could understand the material and doing their exercise well in case of answering the questions in the text given. The teacher must guide the students in reading comprehension, for example to get the main idea of the text. This is important thing to do, because the students cannot understand the text well by their own perspective. It could be wrong interpretation.

Moreover, reading comprehension is deeper than just reading so that the teacher should give more effort to the process of teaching and learning (Kočíský et al. 2018). There must be an activity of recognizing vocabulary and sentences meaning, the main idea, etc. These activities affect the students' ability in learning reading. Generally, there are some problems that happen in the reading classroom such as; the students' having difficulties knowing or identifying the content of the text, they often hard to conclude the text in form of a short explanation, and more similar problems. These problems also exist at SMK YPI Tanjung Bintang, especially in tenth grade. The researchers chose this school because this school has an Memorandum of Understanding where the researcher works, so there is collaboration to develop and implement research topics on the integration of the KWL

Strategy with Zoom conference to improve students' reading ability. Furthermore, the researchers got some information related to the process of teaching-learning reading and the student's difficulties in reading.

Based on the on the interview done with an English teacher in the tenth grade of SMK YPI Tanjung Bintang, the researchers found that there are some problems of reading comprehension that still exist such as the students having difficulty identifying specific ideas or information in a text, the students are also having difficulties comprehending the context of the text and they have difficulties understanding the meaning of unfamiliar words, especially to comprehend those words as contextual. Based on these problems, the researchers decided to solve the students' problems of reading and increase the students' reading comprehension skill. The result of preliminary research was got from an interview with English teacher at tenth grade of SMK YPI Tanjung Bintang. The teacher said that actually the students' problem could be decreased by using appropriate strategy because as long as the teacher teaches in the reading material she found that sometimes the students can comprehend the text if she uses suitable a strategy such as reading for each paragraph, and identifying each words meaning but this way takes longer time.

Based on all of this explanation, the researchers decided introduce a new strategy in teaching reading comprehension that is related to the students' problems in this school namely the Know-Want-Learn (K-W-L) strategy. The K-W-L is a strategy for teaching reading comprehension where the students commit their own knowledge starting by Knowing what they want to learn (what they have known about the text) it is such a prediction before they read the text fully, then there is an asking-answering section (teacher ask students questions related to the text given). In the end, there is Learn section where the students will be asked to read the text, then they learn how to combine their background knowledge with the content of the text (Risnawati and Lismayanti 2014). The teacher could add an additional procedure that might ask students to report whether or not their background knowledge is related to the content of the text.

The KWL strategy involves the participant's prior knowledge, textual knowledge, and active learning (Tran et al. 2015). There is a high correlation between prior knowledge and reading comprehension. Activating relevant prior knowledge is effective to make learners improve their comprehension. It means that KWL is effective to be used in teaching learning reading comprehension, because it make students activate other sides of their reading. So that the activity would not just read the text but also to correlate the prior knowledge, textual and active learning.

There is a limitation to the implementation of the KWL Strategy that can be found in the previous researchers, such as (Andriani 2017; Farha and Rohani 2019; Rahmawati 2018; *Linguists: Journal of Linguistics and Language Teaching* Vol. 8, No. 1, July 2022

Risnawati and Lismayanti 2014; Thi et al. 2020). The previous researchers did not integrate this strategy into educational technology, such as Zoom Conference. In the pandemic Covid-19, the teaching-learning activity was not allowed to conduct face-to-face meetings, so the researchers decided to integrate the KWL Strategy into the Zoom conference. Moreover, the previous researchers did not investigate the students' perception of using the KWL Strategy in Education technology, so this research aimed to investigate the students' perception of this integration for teaching reading subjects. Furthermore, there is an element of novelty in this action research, namely the researchers pursue to integrate the implementation of the KWL Strategy in the Zoom conference. The integration is in line with the needs of students in the modern era, namely the need for appropriate learning strategies that can be done online.

In this action research, the researchers implement the KWL Strategy with educational technology Zoom conference to develop learning strategies in the modern era. The researchers can create action research without having to meet face to face with students. This activity is also in line with government policies requiring students to take home lessons. The researchers chose the Zoom conference because there are various advantages such as a free application, rich features, and easy access. There is a finding that Zoom conferences can improve students' English skills (Alfadda and Mahdi 2021). Improved English skills can occur because students can access the Zoom application without being hindered by space and time to learn to focus and carry out learning activities to the maximum. Features such as video recording can help students repeat various information conveyed by the teacher. Meanwhile, the breakout room feature is a facility that facilitates students to participate in reading activities in virtual classes actively. On the other hand, students do not need to pay a subscription fee because it is the teacher's responsibility to enjoy all the facilities without thinking about the cost.

Therefore, students have learning experiences with conventional learning strategies and online learning strategies (Moghaddam Zanjani and Ramazani 2012). Online learning at the university level can improve students' independent critical thinking skills, produce various original projects, and increase student motivation. Based on this statement, the researchers decided to identify and investigate whether integrating the KWL Strategy in the Zoom conference could improve students' reading skills and investigate the students' perception of this integration.

METHOD

Respondents

The population in this researcher was the tenth grade students of SMK YPI Tanjung Bintang. There are 102 students as the population in the three classes of the tenth grade students at this. The sampling technique of this study is random cluster sampling, in which the researchers chose the samples based on making up the statistical population. The research data could be divided into smaller groups using this technique, and the result of the study would be more productive than utilizing the total population. There are 30 students as the research sample in this study. The researchers employed a lottery for choosing the sample class.

Instruments

There are two kinds of tests to evaluate the students' reading comprehension as the research instruments. A formative test is the first test to assess the students' learning outcome in each meeting of the Zoom conference. Furthermore, the researchers evaluated the students' learning outcomes at the end of each cycle using the summative test as the second test.

Procedures

Action research is the research design used by the researchers in this study. There are two variables in this study: the ability to read as the dependent variable and the application of the KWL Strategy as the independent variable. The researchers employed four stages in this action research: planning, action, observing, and reflecting. Planning is an activity where the researcher has prepared all the teaching material and media. The researchers delivered a reading activity based on the syllabus in this step. Furthermore, the researchers chose the Zoom conference because the teaching activity must be conducted in distance and online learning because of the pandemic Covid-19. Next, action is an activity in which the researchers implemented the KWL strategy in the Zoom conference. Moreover, the researcher collected the research data using two instruments of research. Last, the researchers reflected on implementing the KWL Strategy in the Zoom conference to identify what aspects can be revised to improve student's learning outcomes.

Data analysis

There are field notes, observation sheets, and interviews as a technique for collecting research data. The integration KWL Strategy in the Zoom conference can be monitored and evaluated using those data collecting techniques to assess the progress of the learning

process. The researchers could also collect the students' perceptions of this integration. The students' learning completeness score can be conducted using the t-test formula for quantitative data analysis.

FINDINGS AND DISCUSSION

Result of Students' Reading Comprehension

Table 1. Paired Samples Statistics for Students Reading Comprehension

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	65.42	30	6.33	1.10112
Post-test	85.49	30	3.82	.66828

The influence of implementing KWL Strategy in the Zoom conference for teaching reading is the first question of this study and analyzed using a sample t-test. There is a comparison of the pre-test and post-test scores based on the description of table 1 above. The mean score of the pre-test is 65.42, and the mean score of the post-test is 85.49. The researchers conclude that there is an improvement in the pre-test and post-test mean scores. Moreover, the standard deviation in the post-test is 3.82, and the standard deviation in the pre-test is 6.33.

Table 2. Paired Samples Test Significant Difference

Paired Differences				t	df	Sig. (2-tailed)	
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
			Lower	Upper			
-16.96774	7.51658	1.35002	-19.72484	-14.21064	-12.569	30	.000

The value of Sig. (2-tailed) is $0.000 < 0.05$ based on description on table 2. Based on the data above, there is a significant difference between students' reading comprehension using the KWL Strategy in the Zoom conference.

Table 3. Frequencies for Students Perception (N = 30)

Scale value		N	%
1.00 – 1.80	Very negative	0	0
1.81 – 2.61	Negative	0	0
2.62 – 3.40	Moderate	8	26
3.41– 4.21	Positive	7	24
4.22 – 5.00	Very positive	15	50

The frequencies of students' perceptions about the integration of KWL Strategy in the Zoom conference are presented in table 3. The respondents in this study are 30 students. There are 26% (8 respondents) who show moderate perception. Furthermore, 24% (7 respondents) offer positive perceptions. Last, 50% (15 respondents) show very positive perceptions.

Discussion

Students' Learning Outcomes

After the researchers implemented the KWL Strategy at the Zoom conference, they improved their learning outcomes. The statement was supported by the result of mean score in pre-test is 65.42, and the development of mean score in post-test is 85.49. This finding is relevant to previous study, which explained that KWL Strategy could improve the students' reading skills because it is an instructional reading strategy designed for helping learners to learn text based on its context (Tran et al. 2015).

The students' reading comprehension can be affected by implementing KWL Strategy in the Zoom conference. This idea aligns with the previous study which states that students can positively affect when the teacher implements the KWL strategy in teaching-learning activities (Farha and Rohani 2019). The KWL involves the participant's prior knowledge, textual knowledge, and active learning. There is a high correlation between prior knowledge and reading comprehension. Activating relevant prior knowledge is effective to make learners improve their comprehension.

On the other hand, reading problems can be solved effectively using KWL Strategy (Rahmawati 2018). The result of research showed that by applying KWL Strategy they became more active and creative because the students can solve the reading problems effectively. Therefore, the researchers decided to enlighten that this strategy is really useful. It was easy to be taught and make the students able to activate their prior knowledge to the text given. Thi et al. (2020) supports this idea by saying that KWL Strategy effectively solves students' difficulties in the reading aspect. Implementing KWL Strategy facilitates the

students to understand the content in the text so the students can solve the problems by using the prediction ability as one step in this technique. Moreover, students' reading ability can improve based on the benefits of using this strategy in the teaching-learning activity. This idea is supported by Usman, Fata, and Pratiwi (2019) who define that the KWL Strategy is one of the strategies that the teacher can use for improving students' learning outcomes. The students can develop their critical thinking and creativity because they must explore the content of the text as the initial step in this technique.

Integration of the KWL Strategy in Zoom Conference

The researchers decided to integrate KWL Strategy in the Zoom conference because the teaching-learning activity must be conducted in long-distance learning and online to obey the regulation that the Government mentions. The spread of coronavirus must be avoided so that the mobilization of students and teachers must be limited. So, the researchers must choose a strategy that can facilitate the students to improve their reading comprehension besides conducting face-to-face learning activities.

Zoom is an application of conference that the researchers employed as educational technology. The researchers chose Zoom conference because so many features can facilitate the teacher and students to conduct long-distance learning (Khusniyah and Khusniyah 2020). The beneficial features are video recording, breakout room, polling, live chat, streaming, etc. The researchers utilize these features to teach reading using KWL Strategy to develop their reading ability to the learning target.

The students can benefit from using Zoom as educational technology because they can study English beyond the place and time (Singh et al. 2020). After that, the video recording can help students rewatch the explanation of the teaching activity that has already been conducted. After that, the students can employ the video breakout room to implement the KWL Strategy in the small group so they will be focused on studying and developing their reading ability. Last, the students can use live chat features to discuss the reading content and the problems to solve the difficulty of the reading section individually.

In summary, the use of Zoom conference as educational technology integrated by KWL Strategy is the best choice based on the findings in this research. The combination of them can help students to improve their reading ability. The students can get many benefits from using this combination for learning English. They also can conduct an effective teaching-learning activity in a modern way even though they are not allowed to attend the face-to-face classroom (Suadi 2021).

Students' Perception of Implementing KWL Strategy in the Zoom Conference

In this part, the researchers described the students' perception in implementing KWL Strategy in the Zoom conference. The students have high-level participation in this research because there are so many features in the Zoom conference that can help the teacher implement the KWL Strategy in the virtual classroom. For example, the students can use live-chat to predict to guess what kind of content will be discussed in the reading section (Nurieva and Garaeva 2020). They can deliver ideas confidently without being worried about getting a false answer. So, the discussion of the text can be conducted effectively, and this activity can make students more independent to create a new idea in the reading section. The finding supports this statement that KWL Strategy can improve students' participation in reading subjects (Farha and Rohani 2019).

On the other hand, the students showed positive responses while the teacher implemented the KWL Strategy in the Zoom conference. For example, the students can watch the recording video if they miss the teacher's explanation. Watching the recorded video can help them understand more about the material to solve the reading problems in this section. The integration of KWL Strategy and Zoom conference can offer a unique learning experience to the students. This statement is supported by (Mansur and Asmawati 2021), who state that learning a foreign language can be conducted effectively if the teacher implements a good strategy for helping the students to attach the learning target.

The students spend too much time doing the exercises during teaching and learning activities (Mansur and Asmawati 2021). A conventional learning strategy requires the students to try harder in the learning activity, but integrating KWL Strategy and Zoom conference can solve this problem. The students can get many benefits from this integration to improve their reading ability. This integration also facilitates the students to develop their critical thinking and creativity in the virtual classroom activity. So, the teacher can conduct learning activities effectively even though this strategy must be delivered in education technology, namely Zoom conference.

CONCLUSION

Based on the explanation above, the researchers conclude that KWL Strategy is one of the strategies that the teacher can use for improving students' learning outcomes. The students will develop their critical thinking and creativity because they must predict the content of the text as the initial step in this technique. Furthermore, the combination of KWL Strategy and Zoom conference can help students achieve the learning target. The students can get many benefits from using this combination to study English. They also can conduct an effective teaching-learning activity in a modern way even though they are not allowed to

attend the face-to-face classroom. Last, the students spend too much time doing the exercises during teaching and learning activities. A conventional learning strategy requires the students to try harder in the learning activity, but integrating KWL Strategy and Zoom conference can solve this problem.

On the other hand, the small sample size in this research is one limitation of this study. Furthermore, this research only uses two cycles as the second limitation. The researchers will employ age and gender as other variables to conduct another experiment related to this topic in future research.

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