



## THE EFFECTS OF KNOW-WANT-LEARN (KWL) METHOD, DIRECT METHOD AND READING MOTIVATION ON STUDENTS' READING COMPREHENSION OF STATE HIGH SCHOOL 1 BABAT TOMAN

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### ABSTRACT

This study investigates the effects of the Know–Want–Learn (KWL) method and the Direct Method, in relation to students' reading motivation, on the reading comprehension achievement of eleventh-grade students at State High School 1 of Babat Toman. Data were obtained through questionnaires and reading comprehension tests and analyzed using Paired Sample *t*-tests, Independent Sample *t*-tests, and Two-Way ANOVA. The Independent Sample *t*-test yielded a significance value of 0.418, which exceeds the 0.05 significance level, indicating that the null hypothesis ( $H_0$ ) was accepted and the alternative hypothesis ( $H_1$ ) was rejected. This study highlights the importance of instructional methods and motivational factors in reading comprehension. Enhancing the quality of reading instruction requires the application of appropriate teaching strategies that correspond to students' learning needs. The KWL method is proposed as an instructional alternative to support students' engagement and comprehension in reading activities.

**Keywords:** *Effect, KWL method, Direct Method, Reading, Motivation.*

### 1. INTRODUCTION

Language is the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units. de Diego-Lázaro (2022) state that one of the languages is English. English is an International language and it is widely used in the world (Seroja Br Ginting & Fithriani, 2021; Shocheb, 2023; Setyaningrum et al., 2022). It is very important for all people to master English in order to communicate with people from other countries especially in Indonesia which is a developing country. That's why English must be taught as a compulsory subject from high schools up to

University level. In education, English has been chosen as one of the subjects that should be mastered by the students; in junior high school, senior high school, and university level (Fadilah et al., 2023; Sarfraz et al., 2023; Salehi et al., 2023). The objectives of teaching English are focused on four basic skills, namely; listening, reading, speaking and writing. Listening is concerned with the understanding of spoken language, speaking is the use of the language orally, writing refers to expressing people's opinion in written form in order that people can understand, and reading is the understanding of the main and supporting ideas in written language (Poonpon, 2019;

Damayanti, 2019; Akteruzzaman et al., 2023).

A good teacher should know and understand the problems faced by their students especially in learning reading. According to Banditvilai (2020) The most common academic goal of reading is reading comprehension. The teachers can play important roles during comprehension instruction to make sure that students participate actively prior in reading, the teacher should need strategies and skills when she is teaching. She has to see that her students understand the language that they are learning (Sheng, 2019; Simatupang, 2020; Destriana et al., 2024). It is essential for the teacher herself to see her initiative to make the students fully understand.

In teaching English at Junior High School, the teachers teach the language based on 2013 Curriculum. The curriculum that has the aim of teaching English at Junior High School is to develop four components of language skills: listening, speaking, reading, and writing.

Puripunyanich (2025) state that reading comprehension is the processes by which the meaning of a written text is read and the writer get the result of understanding. In teaching reading comprehension to the students, the teachers should have their students actively engaged in actual reading and writing through the activities that involved reading, writing, and doing things With the texts (Jaya et al., 2025; Mardhiyatuzakiyah et al., 2021; Parhadjanovna, 2023).

Reading motivation has a key role in reading comprehension achievement (Hashemi, 2021; Ajideh et al., 2024; Yousefabadi et al., 2022). Wei (2023) found that reading motivation had a significantly positive effect on the English reading comprehension. Based on facts above, it is necessary to improve the quality of the

teaching and learning of reading comprehension by using an appropriate method in order to deal with it. Success of learning is determined by the exact use of learning strategy. One of the strategies that could deal with the problem faced by the students, Know-Want-Learn (KWL) method

The Know–Want–Learn (KWL) method will be implemented in teaching reading comprehension. As stated by Sreeletha (2022), this strategy provides a structured framework for organizing an entire lesson by actively engaging students in the learning process. Through KWL, learners are encouraged to activate their prior knowledge related to the text, formulate questions about the topic, and seek answers based on their reading. Learning theory emphasizes that active learning is more effective than passive learning, as students achieve deeper understanding when they are cognitively involved. Students learn most effectively when they are prompted to recall what they already know, develop curiosity by generating questions, and verify or refine their understanding through newly acquired information.

With regard to the background above, through this study, the writer is interested in investigating the effect of Know-Want-Learn (KWL) method and direct method in relation to reading motivation to the eleventh graders' reading comprehension at State High School 1 of BabatToman. The writer will also find out if there is a significant difference in reading comprehension between the students who are taught through Know-Want-Learn (KWL) method and that of those who are not.

## 2. LITERATURE REVIEW

Based on the aforementioned considerations, it is essential to enhance the quality of teaching and learning in reading comprehension through the use of appropriate instructional methods. Learning outcomes are strongly influenced by the

effective implementation of teaching strategies that actively engage students in the learning process. One instructional approach that may address students' difficulties in reading comprehension is the Know–Want–Learn (KWL) method, which is applied in this study. According to Kusuma et al. (2023), the KWL strategy provides a structured framework for organizing an entire lesson by encouraging students to activate their prior knowledge, generate questions related to the text, and seek answers through reading. Learning theories emphasize that active learning is more effective than passive learning, as students learn optimally when they recall what they already know, develop curiosity through questioning, and confirm or refine their understanding based on newly acquired information.

A related study entitled “*The KWL (Know-Want-Learned) strategy for enhancing reading comprehension skills of 7th grade students at SMP Negeri 1 Tanjung Harapan*” was conducted by Marpaung (2024). This study was motivated by the persistent issue that many junior secondary school students demonstrated low levels of reading comprehension. The primary objective was to examine the effectiveness of the Know–Want–Learn (KWL) strategy in improving EFL students' reading comprehension achievement. The research employed a non-equivalent group pretest–posttest design. The population consisted of 326 eighth-grade students at SMP Negeri 1 Tanjung Harapan, from which 40 students were selected as the sample. Data were collected using a multiple-choice reading comprehension test and analyzed using a *t*-test. The findings revealed that the KWL strategy significantly improved students' reading comprehension achievement. Further analysis using stepwise regression indicated that the KWL strategy contributed 60.5% to

students' reading comprehension performance.

Another relevant study was conducted by Muthalib (2021), entitled “*The use of KWL (Know-Want to know-Learned) strategy for reading comprehension in blended learning.*” This study addressed the issue of senior high school students' reading comprehension by focusing on both instructional strategy and learning motivation. Using a group pretest–posttest design, the study involved 36 tenth-grade students selected from a population of 221 students in the 2013/2014 academic year. Data were collected through a reading comprehension test and a motivation questionnaire, and analyzed using an Independent Sample *t*-test. Reliability analysis showed a coefficient of 0.820, indicating that the reading comprehension test was reliable.

Both previous studies share similarities with the present research in terms of their focus on reading comprehension achievement, the use of student samples, and the application of the KWL strategy. However, they differ from the present study in several aspects, including the moderator variables, problem formulation, population characteristics, and research design.

### 3. METHODS

This research was conducted through factorial design method. According to Sugiyono (2021), the 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 interaction with each other, upon a dependent variable. In the above thesis title, there are four variables to be investigated. Those variables are identified in the table 1.

**Table 1. Factorial Design**

Experimental Group	R O <sub>1</sub> X Y <sub>1</sub> O <sub>2</sub>
Control Group	R O <sub>1</sub> C Y <sub>1</sub> O <sub>2</sub>
Experiment Group	R O <sub>1</sub> X Y <sub>2</sub> O <sub>2</sub>
Control Group	R O <sub>1</sub> C Y <sub>2</sub> O <sub>2</sub>

Legends:

R : Random

O<sub>1</sub> : Pretest

O<sub>2</sub> : Posttest

X : Treatment (KWL Method)

C : Control Group (Direc Method)

Y<sub>1</sub> : High Motivation

Y<sub>2</sub> : Low Motivation

In this design, the sample was selected randomly. It was the

modification of the pre-test-post-test control group design. It involved one treatment, Know-Want-Learn (KWL) method (X<sub>1</sub>) and (X<sub>2</sub>) one moderator variable having two levels, high motivation and low motivation (Y<sub>1</sub> and Y<sub>2</sub>). There were two groups that received the treatments and two groups. Both groups received the treatment on Y.

The design related to the study is called 2x2 designs and can be shown in Table 2. as follows:

**Table 2. Factorial Design 2x2**

	<i>Methods of Teaching</i>	
	Know-Want-Learn (KWL) Method (X <sub>1</sub> )	Direct Method (X <sub>2</sub> )
High Reading Motivation (Y <sub>1</sub> )		
Low Reading Motivation (Y <sub>2</sub> )		

Source: Sugiyono (2021)

According to Neuman (2019), "Population is the larger group to which the results of the study are intended to apply." The population of this research was all of the eleventh grade students of State High School 1 of Babat Toman in the academic year of 2017 with the total number of 210 students. There were two classes of the eleventh grade students at State High School 1 of Babat

Toman and the total number of students was 70 students. The distributions of population can be seen in Table 3. below:

**Table 3. The Population of the Research**

No	Class	Total
1	XI IPA 1	35

2	XI IPA 2	35
3	XI IPA 3	35
4	XI IPS 1	35
5	XI IPS 2	35
6	XI IPS 3	35
Total		210

According to Sugiyono (2021), a sample in a research study refers to any group on which information is obtained. In this study, the research took the sample by using two-stage random sampling; (1) cluster random sampling and (2) simple random sampling technique.

**Table 4. Sample of Study**

No	Group	High Reading Motivation	Low Reading Motivation	Total
1	Experimental	10	10	20
2	Control	10	10	20
	Total	20	20	40

In relation to this study, the writer gave a written test which consisted of thirty items of multiple choices in narrative text. The writer gave two tests; the pretest and posttest. The pretest was given before doing the treatment (both to experimental and the control groups). The purpose of the pretest was to find out the students' progress in reading comprehension in the previous class meetings.

After all students did the pretest and then their test work was marked. In marking each item for each student's test papers, there were two possibilities that were a correct answer or wrong answer. The correct answer was scored one and the wrong answer was scored zero. Then the correct answer is multiplied by 100, and finally was divided with total items. Therefore, if one student got 10 correct answers, she got 50 for her mark.

The posttest was be given at the end of treatment for both experimental group and control group. The posttest was used to know the result of teaching reading comprehension by using Know-Want-Learn (KWL) method for the experimental class and the reading

comprehension by using Direct Method for control class. The material for the test and the scoring procedures were same as pretest.

In this study, the writer used the score ranges to find out the students' individual score in test given. The score range is presented in Table 5.

**Table 5. The Range Score of the Test items**

Interval Score	Category
86-100	Very good
71-85	Good
56-70	Average
41-55	Poor
0-40	Failed

(Source: Arikunto, 2021)

The reseacher gave a list of questions of four likert-scale to the students as the respondents in order to get information about thier Reading Motivation. The questionnaire of this study was adapted from theories of foreign language classroom reading concept proposed by (Horwitz, 2020). There was one

kind of questionnaire, students' motivation in reading. The students' motivation was used to acquire information about how high and low motivation in reading. They chose their answers by check marking the suitable box space based on four options. The giving time to answer the whole questions of the students' motivation is fifteen minutes. The scores were then calculated and it was used to divide students' in groups based on their reading motivation in Table 6 below:

**Table 6. Students' Motivation Responses**

No	Responses	Score
1	Often Read	4
2	Sometimes Read	3
3	Rare Read	2
4	Never Read	1

The result of the students' response on reading motivation questionnaire was analyzed to determine whether the students had low reading motivation or high reading motivation.

**Table 7. The Range Score of Students**

No.	Score	Ranges	Qualification
1.	61 – 100	>50%	High
2	20 – 60	<50%	Low

From the table above, the writer considered the students who have high reading motivation at 61% - 100% qualification and those who get 20%- 60% were in low qualification.

#### 4. RESULTS

With regard to data analysis, students' achievement in reading descriptive texts taught through the KWL method was interpreted based on statistical procedures and empirical findings. Several major results emerged from the analysis.

**Table 8. Descriptive Statistics of Pretest and Posttest Scores in the Experimental Group (KWL Method)**

Test	Mean	Std. Deviation	Std. Error Mean
Pretest	63.23	10.416	2.329
Posttest	77.40	8.568	1.916

First, the experimental group's pretest scores showed a mean of 63.23, a standard deviation of 10.416, and a standard error of the mean of 2.329. After the treatment, the posttest scores increased to a mean of 77.40, with a standard deviation of 8.568 and a standard error of 1.916. The Paired Samples *t*-test produced a significance value of 0.000,

which is lower than  $\alpha = 0.05$ , indicating a statistically significant improvement in students' reading comprehension after being taught using the KWL method. This finding confirms the instructional effectiveness of KWL in enhancing reading achievement through structured cognitive engagement and

schema activation (Crawford et al., 2005; Ogle, 1986).

**Table 9. Descriptive Statistics of Pretest and Posttest Scores in the Control Group (Direct Method)**

Test	Mean	Std. Deviation	Std. Error Mean
Pretest	60.00	9.032	2.020
Posttest	70.00	6.609	1.478

Second, the control group, which was taught using the Direct Method, showed a pretest mean score of 60.00, with a standard deviation of 9.032 and a standard error of 2.020. The posttest results increased to a mean of 70.00, a standard deviation of 6.609, and a standard error of 1.478. The Paired Samples *t*-test also yielded a significance

value of 0.000 ( $p < 0.05$ ), indicating a significant improvement in students' reading ability. This suggests that the Direct Method also contributes positively to reading development, particularly through explicit instruction and structured teacher guidance (Richards & Rodgers, 2014).

**Table 11. Comparison of Posttest Scores between Experimental and Control Groups**

Group	Mean	Standard Deviation	Standard Error Mean	Sig. (2-tailed)
Experimental (KWL)	77.40	8.568	1.916	
Control (Direct)	70.00	6.609	1.478	0.004

Third, comparison of posttest scores between the experimental and control groups revealed that the experimental group ( $M = 77.40$ ,  $SD = 8.568$ ) outperformed the control group ( $M = 70.00$ ,  $SD = 6.609$ ). The Independent Sample *t*-test produced a significance value of 0.004, which is lower than  $\alpha = 0.05$ , indicating a statistically significant difference in reading comprehension achievement between students taught using the KWL method and those taught using the Direct Method. This finding supports constructivist learning theory, which emphasizes learner-centered strategies and active cognitive processing in comprehension development (Bruner, 1966; Vygotsky, 1978).

Fourth, a Two-Way ANOVA was conducted to examine the interaction effect between instructional method (KWL) and reading motivation on students' reading comprehension achievement. The analysis yielded a significance value of 0.902, which is higher than  $\alpha = 0.05$ . This indicates that there was no statistically significant interaction effect between the KWL method and reading motivation. In other words, the impact of the KWL strategy on reading comprehension was not significantly influenced by students' levels of reading motivation.

**Table 13. Comparison of Posttest Scores Based on Reading Motivation in the Experimental Group**

Reading Motivation	Mean	Standard Deviation	Standard Error Mean	Sig. (2-tailed)
High Motivation	79.00	8.420	2.662	

Low Motivation	75.80	8.854	2.800	0.418
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Finally, analysis of posttest scores within the experimental group based on motivation levels showed that students with high motivation obtained a mean score of 79.00 (SD = 8.420; SE = 2.662), while students with low motivation obtained a mean score of 75.80 (SD = 8.854; SE = 2.800). Although the mean score of highly motivated students was higher, the Independent Sample *t*-test produced a significance value of 0.418 ( $p > 0.05$ ), indicating that the difference was not statistically significant. Consequently, the null hypothesis ( $H_0$ ) was accepted and the alternative hypothesis ( $H_1$ ) was rejected, suggesting that reading motivation did not significantly differentiate students' reading comprehension achievement when taught using the KWL method.

## Discussion

The findings of this study demonstrate that the Know–Want–Learn (KWL) method significantly improves students' reading comprehension achievement. As shown in Table 8, students in the experimental group experienced a substantial increase in their mean scores from pretest to posttest after being taught using the KWL strategy. The Paired Samples *t*-test revealed a significance value of 0.000 ( $p < 0.05$ ), indicating that the improvement was statistically significant. This result suggests that the KWL method effectively enhances reading comprehension by activating students' prior knowledge, encouraging purposeful questioning, and facilitating the integration of new information. These findings are consistent with Muthalib (2021) assertion that KWL promotes active reading through schema activation and metacognitive engagement, as well as Muammar et al. (2023), who emphasize that structured thinking strategies improve comprehension outcomes.

Similarly, the control group taught using the Direct Method also showed a statistically significant improvement in reading comprehension, as indicated in Table 9. The increase from pretest to posttest scores, supported by a significance value of 0.000 ( $p < 0.05$ ), demonstrates that explicit instruction and teacher-centered guidance can positively affect students' reading ability. This finding aligns with Richards (2021), who argue that the Direct Method supports language learning through systematic explanation, modeling, and practice. However, while effective, the improvement achieved through the Direct Method was lower than that of the KWL method.

A comparison of posttest scores between the experimental and control groups (Table 11) revealed a statistically significant difference favoring the experimental group ( $p = 0.004 < 0.05$ ). This indicates that students taught using the KWL method outperformed those taught using the Direct Method in reading comprehension achievement. This result supports constructivist learning theory, which emphasizes learner-centered instruction and active cognitive involvement in meaning construction (Bruner, 2018; Vysochan et al., 2024). The KWL method encourages students to take an active role in learning by linking prior knowledge with new information, which leads to deeper comprehension.

In contrast, the results of the Two-Way ANOVA showed that there was no significant interaction effect between instructional method (KWL) and reading motivation on students' reading comprehension achievement ( $p = 0.902 > 0.05$ ). This finding suggests that the effectiveness of the KWL method was not significantly influenced by students' levels of reading motivation. In other words, KWL benefited students regardless of whether they

had high or low motivation. This result implies that cognitive engagement strategies embedded in KWL may compensate for differences in motivational levels, particularly in structured classroom contexts (Marpaung, 2024).

Furthermore, the comparison of posttest scores between highly motivated and low-motivated students within the experimental group (Table 13) revealed no statistically significant difference ( $p = 0.418 > 0.05$ ), despite a higher mean score for students with high motivation. This finding indicates that while motivation may contribute to slightly better performance, it did not significantly differentiate students' reading comprehension outcomes when taught using the KWL method. This supports the view that instructional strategy plays a more decisive role than motivation alone in determining reading achievement, particularly when the strategy actively guides students' cognitive processes (Schunk & DiBenedetto, 2020; Tanaka, 2023; Ajideh et al., 2024).

Overall, the discussion confirms that the KWL method is more effective than the Direct Method in improving students' reading comprehension. However, reading motivation did not function as a significant moderating variable, nor did it interact significantly with the instructional method. These findings suggest that the KWL strategy provides a robust instructional framework that supports reading comprehension development across varying motivational levels.

## 5. CONCLUSION

Based on the findings of this study, several conclusions can be drawn. First, the application of the Know–Want–Learn (KWL) method was found to have a significant effect on the reading comprehension achievement of eleventh-

grade students at State High School 1 Babat Toman. Second, the Direct Method also demonstrated a significant influence on students' reading comprehension achievement at the same grade level. Third, a significant difference in reading comprehension achievement was identified between students with high and low reading motivation when instruction was delivered through both the KWL and Direct methods. Fourth, the results indicate a significant interaction effect between instructional method and reading motivation on students' reading comprehension achievement. Finally, a significant difference was observed in reading comprehension achievement between highly motivated and less motivated students who were taught using the KWL method at the eleventh-grade level of State High School 1 Babat Toman.

From a pedagogical perspective, these findings imply that the selection of appropriate instructional strategies plays a crucial role in enhancing students' reading comprehension. The KWL method, in particular, can be recommended as an effective learner-centered strategy that promotes active engagement, prior knowledge activation, and meaningful comprehension processes. Teachers are therefore encouraged to integrate KWL into reading instruction to support diverse learners and foster more interactive classroom practices. Additionally, although the Direct Method remains effective, combining it with more cognitively engaging strategies may further optimize learning outcomes.

For future research, it is recommended that similar studies be conducted with larger and more diverse samples across different educational levels and text types to enhance generalizability. Further research may also explore additional moderating variables, such as reading strategies, metacognitive awareness, or digital literacy, to gain deeper

insights into factors influencing reading comprehension. Longitudinal or mixed-methods designs could provide a more comprehensive understanding of how instructional strategies like KWL affect students' reading development over time.

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