

# THE IMPACT OF COMBINING KWL (KNOW-WANT TO KNOW-LEARNED) AND LRD (LISTEN-READ-DISCUSS) STRATEGIES IN READING COMPREHENSION

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## Abstract

KWL (Know-Want to Know-Learned) and LRD (Listen-Read-Discuss) Strategies are the strategies that could be applied to teach reading skill especially in comprehending a text. This research is conducted to know the impact of combining KWL (Know-Want to Know-Learned) and LRD (Listen-Read-Discuss) Strategies on students' reading comprehension achievement. The design used in the research is Quasi Experimental Design which used nonrandomized sampling. In this research, the research took X IPS I as the experimental group which consists of 35 students who got application of combination of KWL (Know-Want to Know-Learned) and LRD (Listen-Read-Discuss) strategies as the treatment and X IPS IV as the control group which consists of 34 students who got Think-Pair-Share strategy as the treatment. The researcher used Analysis of Covariance (ANCOVA) to analyze the data. The result of data analysis showed the significant of strategy is 0.000 which lower than 0.05. The mean score of experimental group is 72.00 and the mean score of control group is 63.82. It means the null hypothesis is rejected. So, There is significant difference on reading comprehension between students who are taught by using combination of KWL (Know-Want to Know-Learned) and LRD (Listen-Read-Discuss) strategies and the students who are not taught by using combination of KWL (Know-Want to Know-Learned) and LRD (Listen-Read-Discuss) strategies.

**Keywords** : KWL, LRD, Reading comprehension

KWL (Know-Want to Know-Learned) dan LRD (Listen-Read-Discuss) Strategi merupakan strategi yang dapat diterapkan untuk mengajar keterampilan membaca terutama dalam memahami sebuah teks. Penelitian ini dilakukan untuk mengetahui dampak dari menggabungkan strategi KWL (Know-Want to Know-Learned) dan LRD (Listen-Read-Discuss) pada pencapaian pemahaman membaca siswa. Desain yang digunakan dalam penelitian ini adalah Quasi Experimental Design dengan menggunakan sampel tidak acak. Dalam penelitian ini, kelas X IPS I dipilih sebagai kelompok eksperimen yang terdiri dari 35 siswa dengan aplikasi kombinasi strategi KWL (Know-Want to Know-Learned) dan LRD (Listen-Read-Discuss) sebagai perlakuan dan X IPS IV dipilih sebagai kelompok kontrol yang terdiri dari 34 siswa yang mendapat Think-Pair-Share strategi sebagai perlakuan. Peneliti menggunakan Analysis of Covariance (ANCOVA) dalam menganalisis data. Hasil analisis data menunjukkan signifikansi strategi adalah 0,000 yang lebih rendah dari 0,05. Nilai rata-rata kelompok eksperimen adalah 72,00 dan skor rata-rata kelompok kontrol adalah 63,82. Hasil tersebut menandakan bahwa hipotesis nol ditolak. Jadi, ada perbedaan yang signifikan pada pemahaman membaca antara siswa yang diajar dengan menggunakan kombinasi strategi KWL (Know-Want to Know-Learned) dan LRD (Listen-Read-Discuss) dan siswa yang tidak diajarkan dengan menggunakan kombinasi strategi KWL (Know-Want to Know-Learned) dan LRD (Listen-Read-Discuss).

**Kata Kunci:** KWL, LRD, Pemahaman membaca

## Introduction

English is important as it is global language which is used to communicate with everyone all over the world. English plays an important role in our everyday life; there is a great utility of English in modern world (Reddy, 2016:181). There are four skills in English which correlate each other. Those four English skills include speaking, writing, reading and listening. An important skill that is used to get more knowledge is reading. One strategy that could be applied by English teacher to help students to comprehend a text is K-W-L (Know-Want to Know-Learned) strategy. The previous studies are becoming the reason for the researcher to conduct the combination of strategies. Riatika *et.al* in *The Use of KWL (Know-Want to Know-Learned) to Improve Students' Reading Comprehension* reveals that students with low background knowledge are difficult in comprehending the text, it also indicates that students' background knowledge gives impact to students' reading comprehension achievement. The researcher also suggest the further researcher to combine KWL (Know-Want to Know-Learned) strategy with additional technique. From the finding of KWL (Know-Want to Know-Learned) strategy, LRD (Listen-Read-Discuss) strategy is chosen to be combined with KWL (Know-Want to Know-Learned) strategy. LRD (Listen-Read-Discuss) strategy is chosen from the advantage of LRD (Listen-Read-Discuss) strategy which it builds students' background knowledge before reading the text. Another previous study by Dwiono in *Listen-Read-Discuss in Teaching and Learning Reading Comprehension: A Case Study of Private Senior High School in Lampung* mentions that teaching and learning process by using LRD was still less effective and not maximal. Based on that problem the better application of both strategies is needed. Based on the finding of the previous studies, this research is used to investigate the impact of combining KWL (Know-Want to Know-Learned) strategy and LRD (Listen-Read-Discuss) strategy in teaching reading comprehension of Narrative text. In addition, the research entitles the present study, *The Impact of combining KWL (Know-Want to Know-Learned) and LRD (Listen-Read-Discuss) Strategies in Reading Comprehension*.

The researcher formulates the objective of the research is "To know whether students who are taught by using the combination of KWL (Know-Want to Know-Learned) and LRD (Listen-Read-Discuss) strategies achieve better reading comprehension than those who are taught without using the combination of KWL (Know-Want to Know-Learned) and LRD (Listen-Read-Discuss) strategies". And the statement of the problem in this research is "Do students who are taught by using the combination of KWL (Know-Want to Know-Learned) and LRD (Listen-Read-Discuss) strategies achieve better reading comprehension than those who are taught without using the combination of KWL (Know-Want to Know-Learned) and LRD (Listen-Read-Discuss) strategies". In addition, in this research, the researcher uses quantitative research and use experimental research which is quasi experimental research design as the design of the research.

## Theoretical Review

### 1. KWL (Know-Want to know-Learned)

KWL strategy is a strategy that could help student to improve their reading comprehension by exploring students' prior knowledge, enhancing students' curiosity and connect them with what they already learned. The steps of KWL strategy according to Ogle (1986) include, K (Know), W (Want to Know) and L (Learned) steps. The KWL strategy also include the use of KWL chart. K step is the first step telling what the students know about the topic before they read. In this step, the teacher asks the students to tell the class what they already know. In other words, in the K column in KWL chart, the teacher tries to activate students' prior knowledge. The second step is W (Want to Know), the students generate questions about the topic. They tell the teacher about all the things that they want to learn from the topic. Then the teacher can determine what they think is important about the topic. The last step is L (Learned), after reading the text, the students match what they knew in advance and what they wanted to know with what they learned.

## **2. LRD (Listen-Read-Discuss)**

According to McKenna (2002), LRD (Listen-Read-Discuss) is reading lesson format especially arranged for struggling students. Manzo et al in Salman (2013) explain the steps of LRD strategy. Firstly the teacher prepares the material how to deliver material through ask about background knowledge of the students about the material. Then the teacher present or show the summary of the text by using graphic organizer and the students listen the explanation of the teacher (L). The following step is R (Read) step. In this step, the teacher commands the students to read the text. The last step is D (Discuss). In this step, the teacher and students discuss about the whole material.

## **3. Reading Comprehension**

According to Sadiku (2015), Reading is a fun way to knowledge hunt, Through reading, we learn a lot and it is the most prominent language skill. Brown (2003) states micro- and macro skills of reading comprehension that represent the spectrum of possibilities for the objectives in the assessment of reading comprehension. The study is focused on some micro- and macroskills by Brown include Recognize that a particular meaning may be expressed in different grammatical forms and Infer links and connections between events, deduce causes and effects, and detect such informations as main idea, supporting idea, new information, given information, generalization and exemplification. In addition, the researcher used interactive reading as the type of reading, that is reading as process of negotiating meaning; the readers bring to the text for understanding it. Typical genres of interactive readings include anecdote, short narratives and descriptions, excerpts from longer text, questionnaires, etc.

## **Method**

According to Charles in Latief (2016), when the researcher can only assign randomly different treatments to two different classes, the researcher uses quasi-experimental research design. In this study, the researcher uses quantitative research and use experimental research which is quasi experimental research design as the design of the research. In this research, there are two groups chosen as the sample of the research. Those two group are experimental class or the class that receives experimental treatment and control class for control treatment. The experimental class receives the application of cobination of KWL (Know-Want to know-Learned) and LRD (Listen-Read-Discuss) strategies in teaching reading comprehension of narrative text, while the control class receives control treatment that is conventional teaching method which is Think-Pair-Share strategy. The pre-test and post-test are given to both experiential class and control class. The data collection of the research include conducting pretest, giving treatment and posttest. The research instrument in this study are pretest and posttest questions, All test are constructed into multiple choices. In conducting the test, the test are measured in validity and reliability. After collecting the data, the next step is analyzing the data. In this research, the research used Analysis of Covariance (ANCOVA) to know the impact of combination of KWL and LRD strategies in reading comprehension.

## Result

Based on the research problem, this research was conducted to know whether students who are taught by using the combination of KWL (Know-Want to Know-Learned) and LRD (Listen-Read-Discuss) strategies achieve better reading comprehension than those who are taught without using the combination of KWL (Know-Want to Know-Learned) and LRD (Listen-Read-Discuss) strategies. The data presents the result from the data analysis of ANCOVA by using SPSS. In this research, the researcher applied four meetings both experimental group and control group. The X IPS 1 Class as the experimental group and X IPS 4 as the control group. The first meeting researcher did pretest to both groups. The pretest was conducted at 3<sup>rd</sup> January 2018. The second meeting was given treatment for both groups at 5<sup>th</sup> January 2019. Then, The third meeting was given to continue the treatment for both groups at 9<sup>th</sup> January 2019. In addition, the last meeting was conducted for posttest at 12<sup>nd</sup> January 2019. Before analyzing the data in ANCOVA, the researcher test the data for the normality and homogeneity in order to know the data has been normal and homogen or not.

### 1. Normality

In normality, the data was analyzed through *Kolmogorov-Smirnov Test*, in addition, the data were distributed normal if  $Sig \geq \alpha$ , where the  $\alpha = 0,05$

**Table 4.1 Normality Output for Posttest of control group**

One-Sample Kolmogorov-Smirnov Test		
		Posttest_Cont rol
N		34
Normal Parameters <sup>a,b</sup>	Mean	63,82
	Std. Deviation	7,887
Most Extreme Differences	Absolute	,196
	Positive	,186
	Negative	-,196
Kolmogorov-Smirnov Z		1,144
Asymp. Sig. (2-tailed)		,146

a. Test distribution is Normal.

b. Calculated from data.

**Table 4.2 Normality Output for Posttest of Experimental Group**

One-Sample Kolmogorov-Smirnov Test		
		Posttest_Exp erimental
N		35
Normal Parameters <sup>a,b</sup>	Mean	72,00
	Std. Deviation	5,966
Most Extreme Differences	Absolute	,226
	Positive	,165
	Negative	-,226
Kolmogorov-Smirnov Z		1,336
Asymp. Sig. (2-tailed)		,056

a. Test distribution is Normal.

b. Calculated from data.

Based on the tables above, it can be seen that the significance of posttest for control group is  $.146 > 0.05$  and the significance of posttest for experimental group is  $0.056 \geq 0.05$ . it can be concluded that the data of posttest in both groups are distributed normally.

## 2. Homogeneity

After conducting the test of normality of posttest data, the following test is homogeneity test. It is conducted to know whether the data is homogenous or not. The variance is concluded to be homogenous if Significance  $> 0.05$ .

**Table 4.3 Homogeneity output of posttest score**

	Levene Statistic	df1	df2	Sig.
Posttest Based on Mean	2,277	1	67	,136
Based on Median	2,076	1	67	,154
Based on Median and with adjusted df	2,076	1	65,483	,154
Based on trimmed mean	2,271	1	67	,137

Based on the table, it can be seen that based on mean significance of posttest is  $.136 > 0.05$ . It can be concluded that the variance of the data is homogenous.

## 3. ANCOVA

As the research is conducted to know the impact of the combination of KWL and LRD strategies to the students' reading comprehension of Narrative text, it can be analyzed through the posttest score that had been analyzed by using ANCOVA. The descriptive statistics of both experimental and control groups are presented in the table 4.4 below:

**Table 4.4 Descriptive Statistics**

Dependent Variable: Posttest

Strategy	Mean	Std. Deviation	N
KWLLRD	72,00	5,966	35
TPS	63,82	7,887	34
Total	67,97	8,059	69

Based on the table 4.6, the mean of the experimental group who were taught by using the combination of KWL and LRD strategies is 72,00 and the mean of the control group who were taught by using TPS strategy is 63,82. It means the experimental group got a higher score than the control group.

**Table 4.5 Test of Between-Subjects Effects**

Tests of Between-Subjects Effects

Dependent Variable: Posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1804,255 <sup>a</sup>	2	902,127	22,798	,000	,409
Intercept	6371,560	1	6371,560	161,016	,000	,709
Background_Knowledge	651,254	1	651,254	16,458	,000	,200
Strategy	789,797	1	789,797	19,959	,000	,232
Error	2611,687	66	39,571			
Total	323200,000	69				
Corrected Total	4415,942	68				

a. R Squared = ,409 (Adjusted R Squared = ,391)

From the table 4.5, teaching strategy showed at .000 significant value. The significant value of teaching strategy was less than 0.05, it means that reading comprehension achievement of Narrative text between the experimental group who were taught by using combination of KWL and LRD strategies and the control who were taught by using LRD strategy were significantly different. So null hypothesis is rejected and the alternative hypothesis is accepted. Then, the significance of students' background knowledge showed at .000 significance value which less than 0.05, it means that students' background knowledge also influenced the students' reading comprehension achievement. In addition, related to the partial eta score, it can be seen that the Partial Eta Score of background knowledge is .200 and the Partial Eta Score of Strategy is .232. It means that students' background knowledge influences 20% for students' reading comprehension achievement and Strategy influences 23.2% for students' background knowledge.

## **Discussion**

The result of the study showed that students who were taught Narrative text by using the combination of KWL (Know-Want to Know-Learned) and LRD (Listen-Read-Discuss) strategies have different score from the students who were taught by using Think-Pair-Share strategy in reading comprehension. In the application from the combination strategy of KWL (Know-Want to Know-Learned) and LRD (Listen-Read-Discuss) strategies, the researcher begun the lesson with Listen (L) step, in this step the teacher presented text and share graphic organizer in a worksheet to the student then start some questions with students to active students' prior knowledge about the material. The second step was Know (K) step, in this step the teacher instructed the students to fill in the K column in KWL chart in the worksheet about the information they had known include from the L (listen) step about the material. The third step was Want to Know (W) step, in this step the teacher instructed the students to fill in W column from KWL chart in the worksheet about the information that the students want to know related to the material. The fourth step was Read (R) step, in this step the students started to read the text given related to the material followed by answer some questions in the worksheet individually. The last step was Discuss (D), in this step the students made small group discussion to discuss about the the correct answer from the questions in the worksheet related to the material then discuss with the teacher about the whole material.

Related to the previous study by Riantika et.al (2012), KWL strategy gives positive impact to students' reading comprehension, however, students' background knowledge is still influence students' reading comprehension. Based on the learning activity and data analysis of combining KWL (Know-Want to Know-Learned) and LRD (Listen-Read-Discuss) strategies in students' reading comprehension in this reasearch. It can be concluded that combining KWL (Know-Want to Know-Learned) and LRD (Listen-Read-Discuss) strategies is effective. In which the mean score of experimental group is 72.00 and the mean score of control group is 63.82. In addition, the ANCOVA analysis had shown that the Sig. Value of the strategy and students background knowledge were .000 which lower than 0,05. So students' background reading comprehension achievement were not only influenced by the strategy but also students' background knowledge. In addition, the Partial Eta Score of of strategy was .232 and Partial Eta Score of students' background Knowledge was .200. It means strategy influence 23.2% for students' reading comprehension achievement and students' background knowledge influenced 20% for students' reading comprehension achievement. It can be concluded that Ho is rejected, so there is significant difference on reading comprehension between students who are taught by using combination of KWL (Know-Want to Know-learned) and LRD (Listen-Read-Discuss) strategies and the students who are not taught by using combination of KWL (Know-Want to Know-learned) and LRD (Listen-Read-Discuss) strategies.

Based on the finding of the research, it means the statement of the problem which "Do students who are taught by using the combination of KWL (Know-Want to Know-Learned) and LRD (Listen-Read-Discuss) strategies achieve better reading comprehension than those who are

taught without using the combination of KWL (Know-Want to Know-Learned) and LRD (Listen-Read-Discuss) strategies” is answered that is “Students who are taught by using the combination of KWL (Know-Want to Know-Learned) and LRD (Listen-Read-Discuss) strategies achieve better reading comprehension than those who are taught without using the combination of KWL (Know-Want to Know-Learned) and LRD (Listen-Read-Discuss) strategies”.

## **Conclusion**

Based on the data analysis of ANCOVA by using SPSS, the researcher concluded that the combination of KWL (Know-Want to Know-Learned) and LRD (Listen-Read-Discuss) strategies is effective in teaching reading comprehension of Narrative Text to the first grade students of SMA PGRI 2 Jombang. It is based on Test Between-Subject Effect which can be seen that the significance value of teaching strategy and students’ background knowledge were .000 which less than the alpha value 0.05. It indicates that students’ reading comprehension achievement are not only influenced by the strategy but also influenced by students’ background knowledge.

Related to the Partial Eta Squared, the Partial Eta Squared for strategy is .232 and the Partial Eta Squared of students’ background knowledge is .200. So the strategy influences 23.2% for students’ reading comprehension achievement and students’ background knowledge influenced 20% for reading comprehension achievement. So the null hypothesis is rejected and it can be said that the experimental group who were taught by using the combination of KWL (Know-Want to Know-Learned) and LRD (Listen-Read-Discuss) strategies have different achievement from the control group who were taught by using Think-Pair-Share Strategy in reading comprehension.

In addition, the mean score of experimental group was 72,00 and the mean score of control group 63,82. It indicates that the statement of the problem is answered that students who are taught by using the combination of KWL (Know-Want to Know-Learned) and LRD (Listen-Read-Discuss) strategies achieve better reading comprehension than those who are taught without using the combination of KWL (Know-Want to Know-Learned) and LRD (Listen-Read-Discuss) strategies. It means the combination of KWL (Know-Want to Know-Learned) and LRD (Listen-Read-Discuss) strategies is effective in teaching reading comprehension of Narrative text to the first grade of SMA PGRI 2 Jombang. Based on the finding of the research, the researcher gives some suggestions to the English teacher and the further researcher.

### **1. For the teacher**

The researcher suggest the teacher to use combination of KWL (Know-Want to Know-Learned) and LRD (Listen-Read-Discuss) strategies in teaching reading comprehension. But for the implementation of combination of (Know-Want to Know-Learned) and LRD (Listen-Read-Discuss) strategies in teaching reading comprehension, the teacher could involve the use of media to be applied in the teaching learning process in order to make students more comprehend the text.

### **2. For further researchers**

The researcher suggest the further researchers to combine KWL (Know-Want to Know-Learned) strategy with the other strategy in order to know the effectiveness of the combination of strategies to the students’ reading comprehension achievement rather than students’ background knowledge. In addition, the further researchers are suggested to conduct combination of KWL (Know-Want to Know-Learned) and LRD (Listen-Read-Discuss) strategies in different text and students’ skill.

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