

**USING KWL (KNOW, WANT TO KNOW, LEARNED) STRATEGY IN
TEACHING READING ANALYTICAL EXPOSITION TEXTS TO THE
ELEVENTH GRADE OF MA MIFTAHUL ULUM GRESIK**

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Abstract: *This study aimed to describe the implementation of the KWL (Know, Want to Know, Learned) strategy in teaching reading comprehension of analytical exposition texts and to investigate students' responses toward its use. The study employed a descriptive qualitative method involving the eleventh-grade students of MA Miftahul Ulum Gresik as the research subjects. Data were collected through questionnaires and classroom observation. The findings revealed that the KWL strategy was implemented effectively through three stages: activating students' prior knowledge, guiding students to formulate questions, and encouraging reflection after reading. The use of relevant analytical exposition text topics helped increase students' engagement and comprehension. The questionnaire results indicated that most students responded positively to the KWL strategy, showing improved understanding, motivation, and participation in reading activities. Based on the findings, it can be concluded that the KWL strategy is an effective and student-centered approach for teaching reading comprehension of analytical exposition texts in EFL classrooms.*

Keywords: KWL strategy, reading comprehension, analytical exposition text, EFL students

INTRODUCTION

Reading is one of the fundamental skills in learning English as a foreign language because it enables students to access information, expand knowledge, and construct meanings from written texts (Grabe & Stoller, 2011). Effective reading comprehension involves not only decoding words but also understanding the relationships between ideas and interpreting implicit messages conveyed by the author. In EFL contexts, this skill is crucial since most classroom materials and academic texts are presented in written form, making reading an essential means for learners' academic success.

However, many students still face significant problems in reading comprehension. Common difficulties include limited vocabulary, inability to identify main ideas and supporting details, and lack of effective reading strategies, which often result in passive reading behavior and low engagement (Krismalita, Murniati, & Hartono, 2023). These

challenges are exacerbated when students encounter complex texts that require higher-order thinking.

One such challenging text type encountered by eleventh-grade students is analytical exposition text. Analytical exposition text is a genre that aims to persuade readers by presenting logical arguments and evidence about a particular issue or phenomenon. It typically consists of a thesis statement, a series of supporting arguments, and a conclusion that reiterates the writer's viewpoint (Derewianka & Jones, 2016). Understanding analytical exposition texts requires students to interpret opinions, analyze logical reasoning, and evaluate persuasive elements, which can be demanding for EFL learners without appropriate instructional support.

To enhance students' reading comprehension, teachers must implement effective reading strategies. One strategy widely applied in EFL classrooms is the KWL (Know, Want to Know, Learned) strategy, which guides students through three stages of reading engagement: activating prior knowledge, setting learning goals, and reflecting on new information gained from the text (Ogle, 1986). This strategy encourages active participation, helps students organize information systematically, and fosters deeper comprehension as they monitor their understanding throughout the reading process.

Recent research indicates that the implementation of the KWL strategy has positive effects on students' reading comprehension. For example, Zuriah and Mutia (2023) found that KWL significantly improved EFL students' reading comprehension achievement in junior high school contexts. Similarly, Farha and Rohani (2019) reported that application of KWL increased students' motivation and engagement during reading lessons. More recent studies also show that KWL significantly influences reading comprehension outcomes and learning motivation when compared to conventional methods. Additionally, research by Islamiati, Angraini, and Iman (2023) demonstrated significant improvement in students' reading comprehension scores after implementing the KWL strategy.

Considering the complexity of analytical exposition texts and the ongoing difficulties students face in reading comprehension, the KWL strategy is considered an appropriate instructional approach. By guiding students to connect prior knowledge with new content, formulate questions related to the text, and reflect upon what they have learned, the KWL strategy supports students in understanding key features of analytical exposition texts, such as argument structure and writer's perspective. Therefore, this study investigates using the KWL (Know, Want to Know, Learned)

strategy in teaching reading comprehension of analytical exposition texts to the eleventh-grade students of MA Miftahul Ulum, with the expectation that this approach will enhance students' comprehension and engagement in reading activities.

LITERATURE REVIEW

1. Teaching Reading

Teaching reading in EFL contexts aims to develop students' ability to comprehend, interpret, and evaluate written texts. Reading is an active cognitive process in which readers construct meaning by integrating prior knowledge with textual information (Grabe & Stoller, 2019). Effective reading instruction emphasizes comprehension strategies rather than mere word recognition. However, EFL learners often face difficulties such as limited vocabulary, lack of background knowledge, and absence of appropriate reading strategies, which hinder comprehension (Nation, 2015). Therefore, teaching reading should involve strategy-based and student-centered approaches to support learners before, during, and after reading activities.

2. Analytical Exposition Text

Analytical exposition text is an argumentative genre that aims to persuade readers by presenting the writer's viewpoint supported by logical arguments. This text consists of three main structures: thesis, arguments, and conclusion or reiteration (Derewianka & Jones, 2016). Understanding analytical exposition texts requires higher-order reading skills, including identifying main ideas, analyzing arguments, and interpreting the writer's intention. Due to these demands, analytical exposition texts are often challenging for EFL students and require appropriate instructional strategies to facilitate comprehension (Hyland, 2019).

3. KWL (Know, Want to Know, Learned) Strategy

The KWL strategy is a reading comprehension strategy that guides students to activate prior knowledge, set reading purposes, and reflect on learning outcomes (Ogle, 1986). This strategy promotes active learning and improves students' engagement and comprehension. Recent studies show that KWL effectively enhances reading comprehension and critical thinking skills in EFL classrooms (Farha & Rohani, 2019; Zuriah & Mutia, 2023). In teaching analytical exposition texts, the KWL strategy helps students understand text structure, analyze arguments, and evaluate the writer's perspective, making it an effective strategy for reading instruction.

METHODOLOGY

This study employed a descriptive qualitative method to describe the implementation of the KWL (Know, Want to Know, Learned) strategy in teaching

reading comprehension of analytical exposition texts. The research subjects were the eleventh-grade students of MA Miftahul Ulum Gresik, who were selected because they had learned analytical exposition texts using the KWL strategy. The data were collected through questionnaires and classroom observation to obtain information about students' responses, engagement, and learning experiences during the reading activities. The research instruments used in this study were a questionnaire and an observation sheet, which were designed to capture students' perceptions of the KWL strategy and to document classroom interactions and students' participation throughout the teaching and learning process.

FINDING AND DISCUSSION

Findings

1. The Implementation of KWL in Teaching Analytical Exposition Text

Based on classroom observations, the implementation of the KWL (Know, Want to Know, Learned) strategy in teaching reading comprehension of analytical exposition texts was conducted systematically through three stages. During the implementation, the teacher selected analytical exposition texts with familiar and relevant topics, such as "The Importance of Wearing School Uniforms," "The Use of Smartphones in Education," and "Social Media for Students". These topics were chosen to activate students' background knowledge and encourage active participation.

In the Know (K) stage, the teacher introduced the topic by asking guiding questions related to students' daily experiences, for example, their opinions about school uniforms or smartphone use in learning. Students were encouraged to share ideas orally and write key points in the "Know" column of the KWL worksheet. This activity helped students activate prior knowledge and become familiar with the topic before reading the text.

In the Want to Know (W) stage, students were asked to write questions about what they wanted to learn from the text. Most students generated questions related to the writer's thesis, supporting arguments, advantages and disadvantages, and unfamiliar vocabulary. For instance, when discussing the topic "The Use of Smartphones in Education," students asked questions such as why smartphones are considered beneficial or what negative impacts are mentioned by the writer. Observation results showed that students were more focused and motivated because they had clear reading purposes.

In the Learned (L) stage, students reflected on what they had learned after reading the analytical exposition text. They wrote summaries of the text, identified the thesis and arguments, and stated the writer's point of view. Students were also encouraged to relate the information to their own opinions about the topic. The observation data indicated that students were more confident in expressing their understanding both orally and in written form. Overall, the use of relevant topics in the KWL strategy created a more interactive, meaningful, and student-centered reading classroom.

2. Students' Response toward Learning Analytical Exposition Using KWL

Students' responses toward learning analytical exposition texts using the KWL strategy were collected through a questionnaire. The results showed generally positive responses. Approximately 85% of students agreed that the KWL strategy helped them understand analytical exposition texts more easily, especially when the topics were closely related to their daily lives. Around 82% of students stated that activating prior knowledge in the "Know" stage made the topic clearer before reading the text.

Furthermore, 78% of students agreed that the "Want to Know" stage helped them focus on important information, such as the thesis and arguments presented by the writer. 80% of students reported that the "Learned" stage helped them summarize the text and understand the writer's viewpoint more clearly. In addition, 76% of students felt more motivated and actively involved in reading activities using KWL, while only 15% of students reported difficulties in formulating questions independently. These findings indicate that students responded positively to the use of the KWL strategy in learning analytical exposition texts.

Discussion

The findings indicate that the KWL strategy was effectively implemented in teaching reading comprehension of analytical exposition texts, particularly when the texts used relevant and familiar topics. Activating students' prior knowledge through real-life issues aligns with effective reading instruction principles, which emphasize the importance of background knowledge in text comprehension (Grabe & Stoller, 2019). When students were familiar with the topic, they were more confident and engaged in the reading process.

The positive student responses support previous studies showing that the KWL strategy improves reading comprehension and learning motivation. Farha and Rohani (2019) found that KWL encourages students to actively engage with texts by setting clear reading purposes. Similarly, Krismalita, Murniati, and Hartono (2023) reported

that KWL helps students organize information and enhances comprehension, especially for argumentative texts.

In the context of analytical exposition texts, the KWL strategy was particularly effective because it guided students to understand the text structure and argumentative elements, including thesis, arguments, and conclusion. Analytical exposition texts require readers to analyze opinions and persuasive language, which demands higher-order thinking skills (Hyland, 2019). By using the “Want to Know” stage, students focused on identifying arguments, while the “Learned” stage enabled them to evaluate the writer’s viewpoint and relate it to their own perspectives.

Overall, the findings suggest that combining the KWL strategy with relevant analytical exposition text topics enhances students’ reading comprehension, critical thinking, and active participation. Therefore, the KWL strategy is an effective instructional approach for teaching reading analytical exposition texts in EFL classrooms.

CONCLUSION

In conclusion, the implementation of the KWL (Know, Want to Know, Learned) strategy in teaching reading comprehension of analytical exposition texts proved to be effective for the eleventh-grade students of MA Miftahul Ulum Gresik. The strategy helped students activate prior knowledge, set clear reading purposes, and reflect on what they had learned, which enhanced their understanding of the text structure, arguments, and the writer’s viewpoint. The use of relevant and familiar topics also increased students’ engagement and motivation during reading activities. Moreover, students showed positive responses toward the use of the KWL strategy, indicating improved participation and confidence in reading comprehension. Therefore, the KWL strategy is recommended as an effective and student-centered approach for teaching reading analytical exposition texts in EFL classrooms.

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