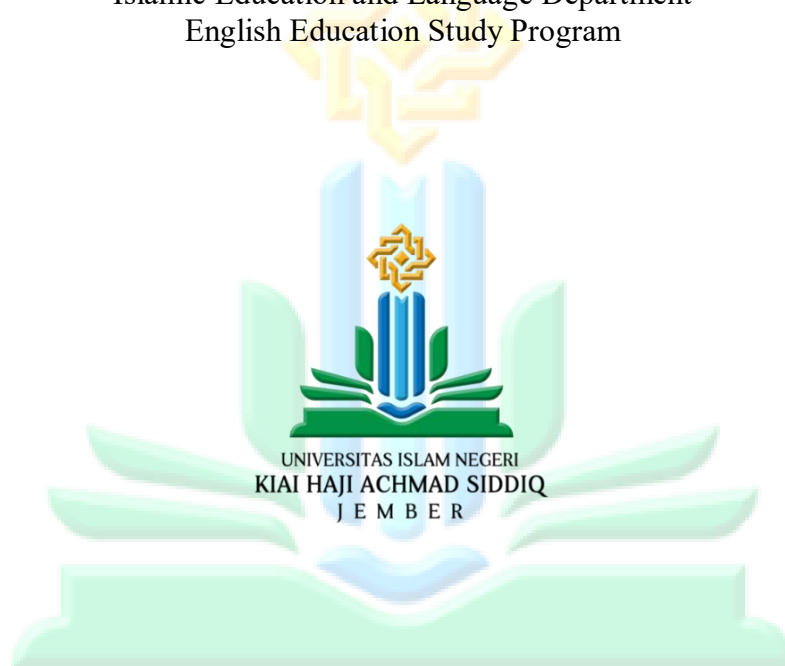


**EXPLORING SECONDARY SCHOOL STUDENTS' BEHAVIORAL
READING ENGAGEMENT IN
KNOW, WANT, LEARNED (KWL) STRATEGY**

THESIS

Submitted to Kiai Haji Achmad Siddiq Jember State Islamic University
in Partial Fulfillment of the requirements for Education Bachelor Degree (S.Pd.)
Tarbiyah and Teacher Training Faculty
Islamic Education and Language Department
English Education Study Program



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**ENGLISH EDUCATION STUDY PROGRAM
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STATE ISLAMIC UNIVERSITY
MAY 2024**

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English Education Study Program

Day : Wednesday
Date : 29th May 2024


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MOTTO

وَلَا تَهِنُوا وَلَا تَحْزَنُوا وَأَنْتُمْ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ

"So do not weaken and do not grieve, and you will be superior if you are [true] believers."

(Qs. Ali Imran: 139)¹



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¹ Taqiudin Al Hilali and Muhsin Khan. English Translation of The Noble Quran. Ali Imran: 139

DEDICATION

I respectfully to dedicate this thesis for:

1. Mr. Moh. Anshori and Mrs. Imroni, My beloved parents who always never stop to give me support and always taking care of me. To my beloved mother who always remind me to eating or mealtime, and of course who always loves me well. To my hero that's my father who always support and motivates me to finish my thesis. They are my angels for in the world, they are so awesome. I Love You.
2. Mr. Azzam Fawaid, my beloved brother, who always loves, supports, and accompanies me to finish my thesis. Thanks a lot.
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4. Sinta Arum Safira, my best friend I just want to say thank you because she always supports, helps, and accompanies me to gather the data of completing my thesis. I wish you luck on your future.



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First, I want express thanks to Allah who has mercy and blessing, who has blessed me a health body to complete me my thesis. In addition, I would like to express my deepest gratitude to these people as follows:

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Hopefully, Allah will reward all the extraordinary acts of kindness done by the people who helped me in completing this thesis.

Jember, 18th of May 2024

Researcher

ABSTRACT

Yulia Sidhan Fadila, 2024: Exploring Secondary School Students' Behavioral Reading Engagement in Know-Want-Learned (KWL) strategy

Keywords: *Reading Comprehension, Students' Behavioral Engagement, KWL (Know, Want, Learned) Strategy.*

Students' behavioral reading engagement is critical to academic success, personal growth, and future readiness. As educators, it is important to prioritize the creation of engaging reading experiences that promote deep learning, critical thinking, and lifelong learning. While there are numerous studies dedicated to improve reading engagement, there is a limited number of studies that specifically investigate the utilization of the Know-Want-Learned (KWL) strategy as a tool to foster students' behavioral reading engagement. To address this void, this study focuses on the potential of the KWL strategy as a tool to develop reading engagement behaviors. Facilitating the development of reading engagement behaviors among secondary school students through the KWL strategy presents an interesting and highly effective approach to encourage their proficiency in the reading classroom. Therefore, this case study research aims to investigate how the KWL strategy is used to facilitate students' behavioral reading engagement.

The research design taken by the researcher is a qualitative approach with a case study. This research project was conducted in one of the secondary schools in Banyuwangi. The participants involved were taken from students of class IX B, aged between 15 and 16 years. The three methods used to collect data are semi-structured in-depth interviews supported by audio recordings (which are presented in the form of transcripts), analyzing student-related document, and observation reinforced by recording some important events. The data processing of this study used an analysis with an interactive model adopted from Miles, Huberman, and Saldana.

This study has uncovered two main findings that highlight the role of the KWL strategy in shaping students' experiences as they seek to develop reading engagement behaviors: 1) Increasing Students' Reading Activities through the KWL Strategy, 2) Challenges of Initial Adaptation to the Use of the KWL Strategy in Reading Class. Based on the research findings, it can be concluded that KWL (Know-Want-Learned) strategy is effective in increasing students' engagement in reading in class. The benefits are that students become more active and enthusiastic in expressing opinions, motivated to present discussion results, and encouraged to summarize after reading. Theoretically, the KWL strategy encourages active student engagement, deepens reading comprehension, and allows for reflection. Practically, KWL helps teachers set clear reading objectives and improve teaching competence, create a more interesting learning environment and increase students' interest in the material. Therefore, this study strongly recommends KWL strategy as an effective learning approach for students who want to improve their behavioral engagement in reading class.

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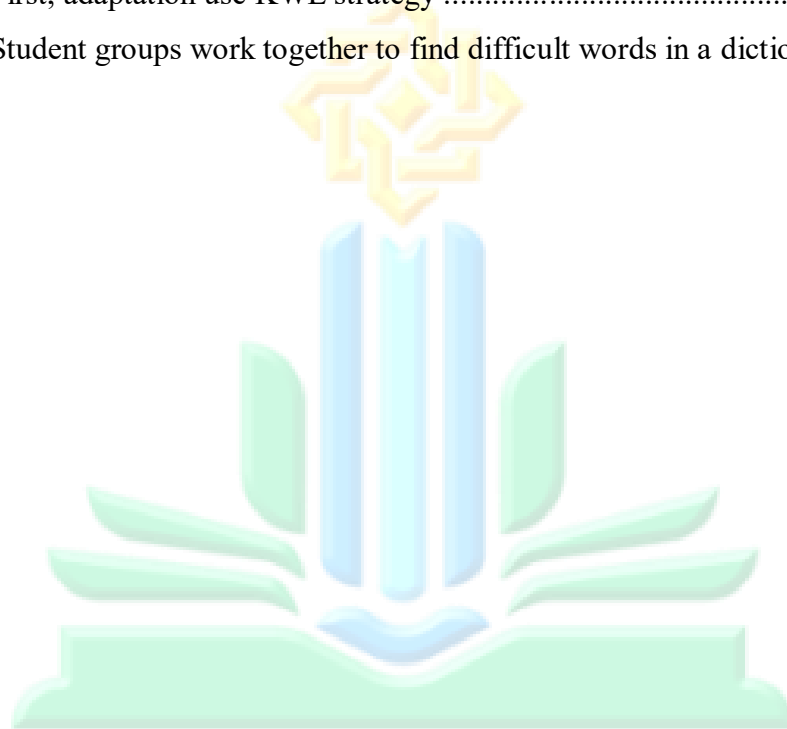
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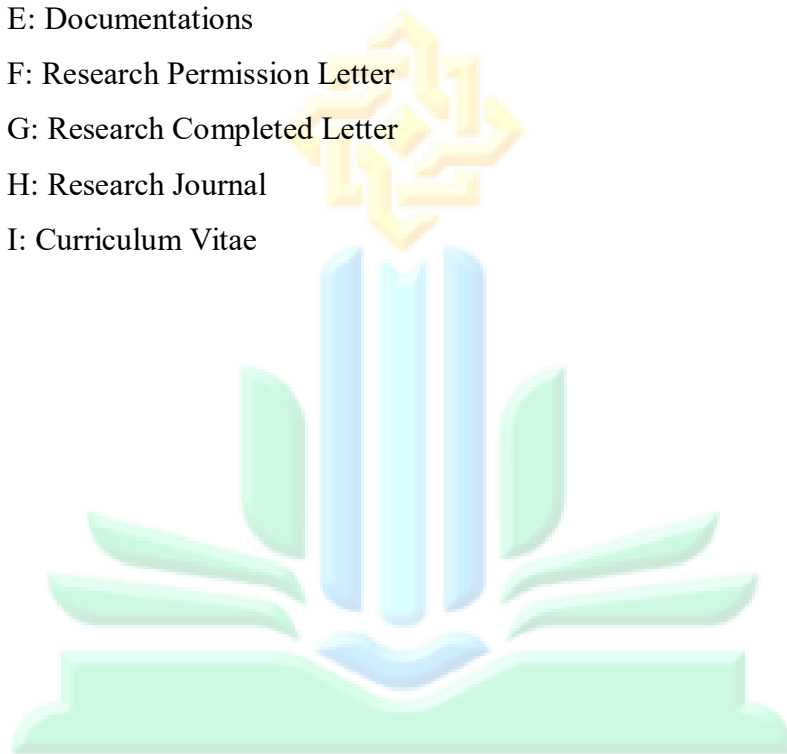
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CHAPTER I

INTRODUCTION

This chapter explores five points namely background of study, research question, research objective, significance of research, and definition of key term.

A. Background of Study

In English as a foreign language, reading has become an important skill to help students understand various texts and their contexts. Reading in foreign language learning generally focuses on developing students' skills in understanding meaning through intensive reading. This skill allows students to have access to ideas communicated by people in different locations and eras, giving them the opportunity to broaden their horizons and increase their knowledge (Dongoran & Rivi, 2018). In the context of education, good reading skills are fundamental to students' academic success in various subjects. In this case, teachers must make good techniques and a lot of knowledge to make students easy in English (Arini & Wahyudin, 2022). Therefore, effective reading teaching strategies, such as the use of phonics methods, vocabulary development, and comprehension exercises, are very important to implement.

Reading ability plays an important role to improve students' learning progress especially in English as a foreign language (EFL) context. Basically, reading is very important activity to gain knowledge, engagement in culture, and a career in the future (Castles *et al.*, 2018). Therefore, Reading is a crucial skill that English learner must master, as it provides them with access

to linguistic input through texts. One of the numerous benefits of reading is the ability to learn more after reading, share the gained knowledge with others, and expand one's understanding (Suciati & Hastini, 2023). It indicates that reading can help learners to improve students' capacity through sharing with others so that their knowledge also enhances. Harrison dan Collin (2004) showed that reading is important for students, as it enables them to develop their knowledge and develop the way they think, including moral values, emotional intelligence, and verbal aptitude. Therefore, learning to read in EFL settings can assist students to improve their English, expand their knowledge, and shape their positive attitude.

Reading comprehension might be perceived as a challenging learning by students. Reading comprehension is an activity where the students do not only read the text but also have to comprehend what the text tells about. However, EFL students often encounter difficulty in reading information from text (Jayanti, 2016). Sholeh *et al.*, (2020) found that most students will often experience failure in understanding information when they read English texts. Poor reading comprehension among EFL students occurs due to several factors, including lack of vocabulary, lack of engagement, complex text structures, and differences in learning environment, background knowledge, and prior knowledge of students determine their level of reading comprehension (Al- Jarrah & Ismail, 2018). In other words, many aspects influence the development of students' reading comprehension. This problem

must be solved immediately to help their reading comprehension improvement.

Lack of engagement is one of the factors causing poor student reading comprehension. Student engagement has three variables: cognitive, emotional, and behavioral engagement (Fredricks et al., 2004). Behavioral engagement is positively and negatively related when talking about learning. To support, Ace (2015) stipulated that behavioral engagement also includes student effort, perseverance, participation, and agreement with the school structure. Students' behavioral engagement is very important to reach the goal of the teaching process in EFL students' secondary school classes. Harbour *et al.*, (2015) underscore that more often students are involved in class or in academic interactions, the better the academic results the students able to achieve. On the other hand, if the students are less engaged in the classroom activity, they tend to get bored, anxious, angry, depressed, and rebellious (Skinner & Belmont, 1993). It indicates that student engagement influences student participation, which is also related to student achievement.

In previous research, Ayudhia et al., (2015) reported that only 30% of students had high behavioral engagement, while 70% of students have low behavioral engagement. This is evident in students' lack of motivation and persistence in studying, both inside and outside the classroom, as well as their negative reactions to learning tasks and a lack of focus on ongoing learning. As a result, students may not fully comprehend what is being conveyed. However, it is crucial to recognize that student behavioral engagement plays a

vital role in supporting the learning process, ultimately enabling it to unfold effectively (Ladd & Dinella, 2009). In this problem, teachers need the right strategy to provide interesting learning to increase EFL students' enthusiasm, such as through Know, Want, Learned (KWL) strategy.

The use of KWL has been increasing during the last two decades in language learning. Carr and Ogle (1987) argued that previous research has identified the KWL (Know, Want, and Learned) strategy as a valuable approach that has been employed by educators. EFL students at secondary schools have many problems in class, one of which is boredom with the strategies implemented by teachers in class which makes them less active and lack of engagement. KWL strategy can make the students as active readers who analyse texts in three steps, start with K column (what they know), then W column (what they want to learn more), and last with L column (what they have learned) (Carr & Ogle, 1987). To support, Zuhria and Mutia (2023) emphasized that KWL strategy is a valuable tool that allows teachers to guide EFL students in organizing information before, during, and after lessons. This approach can be particularly effective in reading classes, where students can use the KWL strategy to understand and retain the material better.

Many researchers have been interested in studying KWL strategy in students reading engagement. For example, Gunawan and Rahmawati (2022) found that KWL strategy can offer learning making the students more enthusiastic in learning reading. Sholeh *et al.*, (2020) discovered that the KWL strategy can encourage students' participation in the learning process

and make them more engaged and interested in reading activities. Hamidia's (2021) research indicated that the KWL strategy is well-suited for teaching reading, as it can foster students' enthusiasm for reading, encourage their curiosity about the text, and promote the ability to summarize and restate what they have learned from the text.

Based on previous research studies, the KWL strategy can serve as a viable alternative methodology for teacher to teach students comprehension skills in reading English texts. However, the nature of students' reading engagement in the KWL strategy had not been widely investigated. Therefore, to fill the gap this research aims to explore How KWL (Know, Want, Learned) Strategy can facilitate the development of EFL student behavioral reading engagement.

B. Research Question

To guide the study, the research question is formulated as follow: How can KWL (Know, Want, Learned) Strategy facilitate the development of students' behavioral reading engagement?

C. Research Objective

Based on the previous research questions, this study investigated how the KWL (Know, Want, Learned) strategy is used to facilitate students' behavioral reading engagement.

D. Significance of Research

The result of this study is expected to be useful both theoretically and practically. The significance of the research is explained as follows:

1. Theoretically

The outcome of this research is anticipated to provide valuable insights and contribute to the understanding of effective teaching and learning practices in English, particularly in the area of reading comprehension. Additionally, this study aims to shed light on the theoretical underpinnings of English language education, specifically in relation to students' behavioral engagement in reading narratives through the KWL strategy.

2. Practically

a. Pre-service and in-service English teacher

The result of this study is expected to provide inputs to the English teacher and also to offer the teacher new knowledge about students' behavioral engagement in learning reading through the KWL strategy

b. Further Researchers

The results of this study can serve as a useful reference for further researchers. This research can be used as a reference to understand students' behavioral engagement in learning reading through the KWL strategy. Additionally, this idea can be further developed by researchers in the future and applied to other educational levels.

E. Definition of Key terms

1. Reading Comprehension

Reading comprehension is an ability that assists readers in developing their understanding of a text by combining logical reasoning with a sequence of words. The goal of reading comprehension in English texts is not only to enable students to read fluently but also to comprehend the meaning of what they read. Additionally, reading comprehension is intended to foster an understanding of text meanings that students can express in their everyday language.

2. Students' Behavioral Engagement

Students' Behavioral Engagement is an act of student participation that can be observed through activity and enthusiasm in the classroom. This engagement includes several important behaviours such as attending class, completing assignments, participating in discussions, and focusing on the teaching and learning process. Student behavioral engagement is an important aspect that supports positive academic outcomes. This reflects not only students' physical presence but also their active cognitive and emotional engagement in learning activities.

3. KWL (Know, Want, Learned) Strategy

The KWL strategy is a tool that can facilitate students to better understand and comprehend the texts they read. This strategy comprises three columns that students need to traverse. K (know) column represents the initial understanding of the students regarding the text. W (want) column contains questions that students want to learn from the text. L (Learned) column contains what they have learned from the text. These

columns enable students to contemplate and uncover new information from the readings, merging it with their pre-existing knowledge. The objective of this strategy is to foster greater student engagement during the classroom learning process.



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CHAPTER II

LITERATURE REVIEW

This chapter reviews two key areas: previous research and theoretical framework. The previous research section summarizes several studies which are relevant to the current study, while the theoretical framework section explains the various theories that underpin the current study. The discussion below elaborates on these points.

A. Previous Research

In the context of previous research, several studies are relevant to the current study, including:

First, journal by Suciati & Hastini, 2023 entitled “The Role of the KWL (Know-Want-Learned) Strategy in Fostering Reading Comprehension: A Case Study at MAN 1 Parigi, Indonesia” This study aimed to investigate the effectiveness of the Know-Want-Learn (KWL) strategy in enhancing the reading comprehension of tenth-grade students at MAN 1 Parigi. The research findings conveyed that the KWL strategy was successful in improving reading comprehension among these students, as demonstrated by the results of the paired sample t-test analysis.

Second, journal by Usman *et al.*, (2018) entitled “Teaching Reading through Know-Want-Learned (KWL) Strategy: The Effects and Benefits” This research focused on what are the effects and benefits from (KWL) Know - Want - Learned strategy by Blachowicz and Ogle for students reading comprehension. In general, the study demonstrates that the Know-Want-

Learn (KWL) strategy has a positive impact on students' reading comprehension. The strategy is particularly effective in reading class skills, as it enables teachers to incorporate group work and encourage student engagement. However, it is recommended that teachers carefully select topics that align with their lesson material to ensure the optimal effectiveness of the KWL strategy.

Third, journal by Damaranti *et al.*, (2021) entitled “Exploring EFL Students’ Reading Engagement in KWL Strategy” The purpose of this study was to examine the effectiveness of the KWL strategy in enhancing EFL students' reading engagement. The results showed that the implementation of KWL strategies in the classroom can facilitate students' active involvement in reading activities, with multiple stages. The majority of EFL students responded positively to the KWL strategy, reporting increased motivation, interest, and comprehension. However, some students expressed reservations about the strategy, citing decreased interest and difficulties in completing the KWL columns.

Fourth, journal by Astriana *et al.*, (2018) entitled “Improving Students’ Reading Comprehension on Narrative Text through Know-Want to Know-Learned (KWL) Strategy”. The purpose of this study was to examine the impact of the KWL strategy on students' reading comprehension skills, with a focus on understanding the generic structure of narrative text. The results show that the KWL strategy can lead to a significant improvement in students' ability to identify the generic structure of narrative text

Fifth, journal by Rianti and Swando (2020) entitled “The Effect of Using Know-Want to Know learned (KWL) Strategy on Students’ Achievement in Reading Comprehension”. This study aimed to investigate whether the KWL Strategy has a significant impact on students' reading comprehension achievement. The findings of this research indicated that using the Know-Want to Learn-Learned (KWL) strategy had a notable and guaranteed effect on improving students' reading comprehension skills.

Table 2.1

The similarities and differences between previous studies and the current study

No.	Researcher’s name and title	Similarities	Differences
1.	An article journal is written by Suciati & Hastini, (2023) “The Role of the KWL (Know-Want-Learned) Strategy in Fostering Reading Comprehension: A Case Study at MAN 1 Parigi, Indonesia”	Both of research investigated the use of KWL strategy.	<ul style="list-style-type: none"> • Research Participant • Research focus The previous research focused on KWL strategy might help students enhance their reading comprehension and the present study focuses on students’ behavioral reading engagement. • Research Design The previous research used quasi-experimental study with pretest-post-test design and the present study use case study.
2.	An article journal is written by Usman et al., (2018) “Teaching Reading Through Know-	Both of research investigated effect of the use KWL strategy.	<ul style="list-style-type: none"> • Research Participant • Research focus The previous research focused on KWL

	want-Learned (KWL) Strategy: The effects and benefits”		<p>strategy can increase students reading ability and the present study focuses on students’ behavioral reading engagement.</p> <ul style="list-style-type: none"> • Research Design The previous research used quasi-experimental study with pretest-post-test design and the present study use case study.
3.	An article journal is written by Damaranti et al., (2021) “Exploring EFL Students’ Reading Engagement in KWL Strategy”	Both of research focus on students’ reading engagement using KWL strategy.	<ul style="list-style-type: none"> • Research Participant • Research focus The previous research focused on all parts of reading engagement at the present only focus on one’s part that is behavioral engagement.
4.	An article journal is written by Astriana et al., (2018) “Improving Students’ Reading Comprehension on Narrative Text through Know-Want to Know-Learned (Kwl) Strategy”.	Both of research investigated the Implementation of KWL strategy	<ul style="list-style-type: none"> • Research Participant • Research focus The previous research focused on KWL strategy can improve students’ reading comprehension on narrative text and the present study focuses on students’ behavioral reading engagement. • Research Design The previous research used Classroom action research in three cycle design and the present study use case study.

5.	An article journal is written by Rianti & Swando (2020) at the title “The Effect of Using Know-Want to Know learned (Kwl) Strategy on Students’ Achievement in Reading Comprehension”.	Both of research investigated effect of implementation KWL strategy.	<ul style="list-style-type: none"> • Research Participant • Research Design The previous research used quasi-experimental study with pretest-post-test design and the present study use case study.
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Previous studies demonstrated that the KWL strategy has been extensively explored in English language teaching. Nevertheless, there is a need for further research on the implementation of the KWL strategy in specific contexts, such as reading comprehension. With this consideration in mind, the researcher aimed to investigate the effective application of the KWL strategy in enhancing behavioral reading engagement among EFL students.

B. Theoretical Framework

1. Reading Comprehension

a. Teaching reading comprehension in English Foreign Language (EFL) context

Reading ability is one of the challenges experienced by the English foreign language (EFL) classroom. Many theorists and researchers argue that EFL learners face two main issues. Some attribute the problems to a lack of reading skills, while others believe that the issue lies in a deficiency of language knowledge (McDonough, 1995). Nurfadila (2020) stated good reading is that which offers both pleasure and benefits to students, fostering organization and

consistency in their reading habits. It serves not only provides a source of entertainment and information, but also serves as a means to acquire and expand one's knowledge and understanding. Reading comprehension is the process by which readers engage with written text, actively constructing meaning and interpreting the author's message. Castles *et al.*, (2018) emphasized that the goal of reading comprehension is that reading comprehension is ultimately about grasping the underlying meaning of a text. By teaching reading comprehension in EFL settings, teachers can provide students with the tools to overcome their difficulties and succeed.

Teaching reading is a tool to help expand students' reading knowledge. Usadi & Oktavia (2017) claimed that through reading, individuals can create their own knowledge, form meaningful connections with others, and cultivate empathy by exploring diverse experiences and perspectives. This process also fosters new ideas and helps readers develop a more nuanced understanding of the world. As know, comprehenssion is goal of teaching reading but, that is difficult skill especially, for English foreign language (EFL) learner. Teaching reading comprehension enables students to be deliberate and engaged readers, taking charge of their own ability to comprehend what they read (Dwiningtyas, *et al*, 2020). There are several basic comprehension steps that students will go through when starting to understand reading. (Klingner *et al.*, (2007: 9-11), stated that five fundamental

comprehension processes that operate concurrently and mutually enhance each other: micro-processes, integrative-processes, macroprocesses, elaborative processes, and meta-cognitive processes.

- 1) Micro processes involve the intricate workings within individual sentences, requiring the capacity to retain specific details and grasp the underlying meaning of a text.
- 2) Integrative processes encompass the skill of comprehending and deducing connections among clauses, facilitating the establishment of relationships across sentences.
- 3) Macro processes entail the ability to systematically organize ideas, achieved through the selection of crucial information for retention and the exclusion of relatively less significant details.
- 4) Elaborative processes involve linking the information presented in the text with prior or background knowledge, enhancing the depth of understanding.
- 5) Metacognitive processes denote the conscious awareness and control of cognitive activities. In these processes, readers actively seek to understand texts, decide which information to retain, and employ various strategies such as repetition for improved recall, underlining important elements, note-taking, and assessing comprehension.

Therefore, based on statement above the role of the teacher is very influential in making all processes successful in teaching students' reading comprehension.

b. Inferential and literal meanings in reading comprehension

The primary objective of reading instruction is to achieve reading comprehension. While word recognition serves as a method to reach this goal, the ultimate aim or outcome of reading is the attainment of reading comprehension. There are several meanings of reading comprehension:

1) Definition of Inferential Meaning

Inferential comprehension takes reading to the next level, enabling readers to extract information that is not explicitly stated in the text. For example, if a text describes a character walking with an umbrella on a cloudy day, an inference can be made that the character is anticipating rain. This type of comprehension is more advanced than literal comprehension because it requires the reader to actively combine and interpret information from the text with their own prior knowledge and experiences. (Brassell & Rasinski 2008:17).

2) Definition of Literal Meaning

Literal comprehension is the most basic level of comprehension, requiring readers to simply recall or retell the factual information presented in a text. This level involves

identifying specific details, such as character names, settings, and plot elements. The information needed for literal comprehension is mainly drawn from the text itself, and readers can easily demonstrate their understanding through recall (Brassell & Rasinski 2008:17).

2. Narrative text

In English language teaching there are several genres (types) of text used in school. Narrative text is one of genre in reading comprehension. Narrative text is a text that tells something that happened in the past. Anderson (1997) stated that narrative refers to a text that presents a story, which aims to engage or educate the reader or listener. Hornby (1995) defined narrative is a way of recounting events, often in the form of a story or novel, and involves the process of experiencing or conveying a story. In another hand it can be inferred that a narrative story is a tale that revolves around something intriguing, intended to captivate, entertain, or engage the audience. Narratives are commonly employed when sharing interesting personal experiences, such as events at work or school, or when recounting a humorous anecdote to a friend.

Narrative texts also possess their own inherent structure. Anderson (2005) stated for constructing a narrative are orientation, complication, climax, resolution, and reorientation. The language elements use in writing narrative paragraph are nouns, individual participant, past tense, conjunction, action verb, and saying verb (Djuharie, 2007). Neo (2005)

claimed there many different types of narrative texts among others humour, romance, crime, real life fiction, theoretical fiction, mystery, fantasy, science fiction, diary novels, adventure. Narrative text has various endings, namely happy or sad but still has a moral message conveyed.

3. Reading Engagement

Engagement is described as the degree of interest and attention exhibited by students throughout the learning process. Students' engagement is characterized by their level of focus, enthusiasm, curiosity, and passion for learning, which is reflected in their motivation to participate in educational activities and make progress in their academic journey (Hidden Curriculum, 2014). Harpe and Quaye (2009) described engagement goes beyond mere involvement or participation, it necessitates comprehension, meaningful connection, and active involvement. Coates (2007) described engagement as “a broad construct intended to encompass salient academic as well as certain non-academic aspects of the student experience”. On the other hand, students' engagement involves actively participating in classroom learning, requiring a level of understanding that significantly influences academic performance.

a. Behavioral Engagement

A recent comprehensive analysis of research on reading engagement has identified four distinct categories or aspects that contribute to this concept: behavioral, cognitive, affective, and social, of reading engagement (Lee et al., 2021). In behavioral engagement

students can be seen in classroom. Behavioral engagement pertains to the visible demonstration of students actively participating in the learning process. This involves their involvement in academic activities and their endeavours to complete academic tasks (Fredricks et al., 2004). Reeve (2012) defined behavioral engagement as students' active, observable involvement in academic tasks as typified by time, effort, persistence, and productivity.

Students' behavioral engagement refers to students' participation in learning process. It is affirmed that students who are behaviourally engaged would typically comply with behavioural norms, such as attendance and involvement, and would demonstrate the absence of disruptive or negative behaviour (Trowler, 2010). Nguyen *et al.*, (2018) stated have a concept about behavioral engagement. It is student's conduct and participation in school related activities as passive behavioural engagement (i.e., follows classroom expectations and participates in the classroom activity set forth by the teacher) and interest in the academic task as active behavioural engagement (i.e., moves beyond following expectations to ask questions, contribute to class discussion, persist despite distractions). Based on definition behavioral engagement is the productivity and enthusiasm of students in class in participating in learning and doing assignments.

Furthermore, Fredericks *et al.*, (2004) defined behavioral engagement can be described in three ways:

- 1) It is characterized by positive behaviour, signifying students' adherence to norms and rules, coupled with the absence of disruptive behaviour that could impede school activities.
- 2) Behavioral engagement is centered around students actively participating in academic and learning tasks, encompassing behaviours such as diligence, consistency, attention, persistence, questioning, and involvement in class discussions.
- 3) Another perspective defines behavioral engagement as active participation in various school-related activities. In summary, behavioral engagement encapsulates students' behavioral involvement in both academic and non-academic activities within the school environment.

b. Factor influencing of behavioral reading engagement

A range of studies have been carried out to identify the key factors that impact student engagement. Kahu (2013) argued that students' characteristics and experiences influence their learning engagement. The behavioral factors influence include effort, persistence, concentration, asking questions, and class communication (Pike & Kuh, 2016). Jian and Sue (2023) stated several crucial factors that contribute to student engagement, including students' cognitive and intellectual abilities, their behavioral tendencies, and their unique personality traits. Additionally, they have highlighted the importance of teachers' interactions with students, access to relevant learning

resources, and the overall learning environment. On the other hand, the factor of self-will is the most crucial element influencing behavioral engagement.

c. The importance of behavioral reading engagement for EFL

Student engagement is one important aspect of the learning process in EFL reading class because that focussed on students' participation, student's concentration, and students' obedience. Skinner & Blemont, (1993) stated student engagement is a vital component in an English as a Foreign Language (EFL) classroom, as it reflects the extent to which students are fully focused, attentive, motivated, persistent, emotionally invested, and committed to the learning process. Finn et al., (1995) defined behavior engagement as students' proactive and deliberate efforts in an academic setting. This includes students' initiatives, such as actively seeking information, asking and answering questions, attempting to work well, and engaging in conversations with teachers (Efendi et al, 2020).

The advantages of students taking initiative in actively seeking information demonstrate that behavioral engagement is crucial for EFL students in reading comprehension class. Ginting (2021) reported that Behavioral engagement has as much influence on students as the first adhering to rules, following class norms, or engaging in disruptive activities like playing truant. The second crucial habit is demonstrating interest in learning and academic work, including persistence,

concentration, asking questions, and active participation in class discussions. The third option involves participating in school-related extracurricular activities. Furthermore, behavioral engagement is crucial for EFL students because Engaging students in the learning process increases their attention and focus and moves them to more critical thinking.

d. Aspect of behavioral reading engagement

Behavioral reading engagement refers to the concrete actions performed by readers as they interact with a text. It encompasses various aspects that indicate how active and engaged readers are in the reading process. Here are some key aspects of behavioral reading engagement along with their references. According to Guthrie & Wigfield (2000):

- 1) Reading Frequency: Measuring how often a person reads within a certain period.
- 2) Reading Duration: The amount of time a person spends reading in one session.
- 3) Number of Books Read: The number of books or other reading materials completed within a certain period.
- 4) Participation in Reading Discussions: Participation in discussions about books or texts that are read, whether in formal or informal groups.

- 5) Use of Reading Strategies: The use of various strategies to understand the text, such as summarizing, asking questions, or making predictions.
- 6) Emotional Response to Reading: Emotional responses and expressions of joy or interest shown while reading.
- 7) Engagement in Additional Reading Activities: Participation in Reading-related activities outside of regular reading time, such as book clubs, library activities, or journal writing.

These aspects support understanding how behavioral reading engagement can be measured and enhanced. Active and engaged reading can improve comprehension, literacy skills, and enjoyment of reading.

4. Know, Want, and Learned (K-W-L) strategy in English learning

The KWL (Know-Want-Learned) strategy is a pedagogical approach that enables teachers to empower students to take an active part in the learning process, by guiding them to identify their prior knowledge, express their curiosity, and reflect on their new understanding. Ogle (1986) asserted that KWL is an instructional reading strategy that is used to guide students through the text. Al Adwani *et al.*, (2022) stated The KWL strategy is a reading comprehension technique that consists of three stages: pre-reading, during reading, and post-reading. This approach is a reading-thinking strategy that emphasizes the student's role as a learner, encouraging them to question and think critically about the ideas they

encounter while reading. (Mc Kena, 2002) claimed the KWL strategy enables students to set their own goals for reading nonfiction, making them more engaged and active in the learning process. By determining their own purpose, students take ownership of their learning and become more invested in the reading process. Therefore, based on these definitions, it can be inferred that the KWL strategy facilitates interactive activities for both students and teachers throughout the teaching and learning process. Moreover, it allows students to brainstorm what they already know and dig deeper about things they do not know yet.

a. Procedure of K-W-L Strategy

This research deals with exploring EFL students' behavioral reading engagement using KWL strategy in teaching reading constructed by Donna M. Ogle (1986). The researcher employed the KWL strategy because numerous previous studies have demonstrated its effectiveness in improving reading comprehension outcomes in students. This approach, which involves teaching reading through the KWL strategy, involves a series of procedures. Ogle (1986):

- 1) Choose a text
- 2) Create KWL sheet strategy
- 3) Ask students to brainstorm words, terms, or phrases, they associate with a topic and write in K column
- 4) Ask students what they want to learn about the topic and write in W column

- 5) Have students read the text and fill out the L column of their charts
- 6) Discuss the information that students recorded in L column,
- 7) Encourage students to research any question in the W column that are not answered by the text.

The KWL strategy involves a three-step process. First, students engage in a brainstorming activity to identify what they already know about a topic. Next, students generate questions about what they want to learn and record them. The teacher may also guide students to categorize their existing knowledge and predict the text's organization. After reading, students reflect on what they've learned, record their new understanding, and discuss any unanswered questions that remain (Ogle, 1986). The following is the K-W-L chart worksheet:

Table 2.2
Format Worksheet from Jo Anne L.Vacca *et al.*, (2015)

Know	Contains information that student knows taught related to the reading topic and pictures displayed by educators.
Want	Student predictions in form interrogative sentences about information want to know
Learned	Information obtained from reading
Conclusion.....	

There are three columns on the worksheet above that are described as follows from Jo Anne L.Vacca *et al.*, (2015):

- 1) K (Know) column (Pre- reading activities)

Pre-reading activities are the first step. The teacher involves a group of students to concentrate on their current subject awareness. The questions of the teacher lead children to think about

and respond to the topic in particular. Teachers of multicultural students need to learn the cultures and schemes of the student to "press" their previous knowledge on a subject. This brainstorming process aims to help children to understand what they are going to read in the text. Then, the answers of the children are entered on the worksheets and on the chart in column K.

2) W (want) column (Reading)

The second step is to determine the outcomes of the brainstorming and categorization exercises naturally. When children recognize contentious areas and/or main categories containing little or no details, a reading intent is created. Although this phase is mainly done as a group activity, in column W each student writes the questions for which he or she is most interested in learning. The personal interests of the students may guide and promote their reading.

3) L (learned) column (after reading)

The last, students report their results on their worksheets during the final step of the KWL process. The students have the option of writing details while they read it or as soon as they finish reading it. With the instruction and assistance from the teachers, the students determine whether they have answered their questions and concerns satisfactorily by reading the text. Furthermore, if students need or want more information on a subject, they should be guided

to other information sources in column L and the last students can make a conclusion and summary from the text.

b. Advantages and Disadvantages of K-W-L Strategy

There are some advantages and disadvantages in the KWL strategy. Melisa dan Aswati (2018) showed that strategy helps students think about new information acceptance also explores what he already knows. Even This strategy can also strengthen students' developing abilities questions on various topics and also to evoke the setting students' background knowledge regarding the content of the reading, making it easier for students in understanding reading content quickly, practicing thinking skills students when reading, trains students to think critically about the content reading. Additionally, Ibrahim (2012) listed some advantages of KWL, such as:

- 1) It is appropriate for all education levels from beginners up to advanced;
- 2) It can be used for all skills but is most suitable for reading skills;
- 3) It helps students to monitor their comprehension and knowledge;
- 4) It encourages students to do critical thinking. It makes teacher and students become more interactive in the teaching and learning process;
- 5) It sets out a purpose for reading. This means that readers have some ideas about the text before reading the whole text and focus to find the important points whilst reading.

The shortcomings of the KWL strategy are (Ibrahim, 2012:52):

- 1) It is difficult for students with no prior knowledge;
- 2) It takes time to complete;
- 3) It is not appropriate for readers who are not active thinkers;
- 4) Students will give up and get bored easily

Ibrahim (2012:53) further stated that some students will find it difficult to complete the KWL sheet on their own by using the steps of KWL; many students avoid taking the risk of revealing what they know or do not know about the topic.

Besides, Ogle (1986) argued that strategy also has several disadvantages that need to be considered. The following are some of the weaknesses of the KWL method along with references:

- 1) Time Constraints:

The KWL method can take a considerable amount of time because students have to note what they know, what they want to know, and what they have learned. This can be a challenge, especially in classes with tight schedules.

- 2) Limitations with Complex Topics:

This method may be less effective for very complex or abstract topics where students might struggle to identify what they know or want to know beforehand.

3) Diverse Student Abilities:

The KWL method might not always be effective for students with varying levels of ability and different learning styles. Students who are less skilled in writing or critical thinking might find it difficult to fill out the KWL columns.

4) Lack of Depth in Material:

There is a risk that students will fill out the KWL table superficially without truly reflecting on their answers, which can reduce the effectiveness of this method in deepening their understanding of the material.

5. Challenges of Exploring Secondary School Students' Behavioral Reading Engagement in KWL (Know, Want, Learned) Strategy

EFL learners often encounter several challenges in reading comprehension classes. Some may struggle with understanding grammar, while others may lack vocabulary. Kasim & Raisha (2017) stated EFL students' difficulties in understanding English texts are also a result of their poor vocabulary, low motivation for reading comprehension, inability to identify the main idea, and teachers' frequently boring and uninteresting teaching methods. That is one of the challenges for teachers to have their own strategies for resolving students' difficulties in the classroom.

Behavioral engagement is an important aspect that supports student participation and obedience in reading comprehension class. Fredericks (2004) claimed Behavioral engagement pertains to students' involvement

in the learning process and academic tasks, encompassing behaviors such as effort, persistence, concentration, paying attention, asking questions, and contributing to class discussions. Therefore, teachers must choose the right strategy in learning, and the KWL strategy is the suitable choice for EFL students in the reading classroom. Utami (2017) showed the KWL approach enables students to reflect on their prior knowledge about a topic before reading, allowing them to identify what they already know and what they want to learn from the text. This strategy helps students develop their ability to monitor their comprehension, enabling them to regularly check their understanding of the text as they read.

Exploring EFL students' behavioral reading engagement within the KWL strategy at secondary schools poses several challenges. Overcoming these hurdles requires a concerted effort from both educators and policymakers. By addressing issues related to diverse learning backgrounds, limited language proficiency, cultural relevance, teacher training, and passive learning tendencies, we can pave the way for a more effective and inclusive reading environment for EFL students. The journey to enhance behavioral reading engagement is an ongoing process that demands continuous adaptation and innovation in language teaching methodologies.

CHAPTER III

RESEARCH METHOD

This chapter provides an overview of the research process, which is organized into several sections. These sections include research design, research setting and participants, instructional procedures, data collection, data analysis, and trustworthiness. The following descriptions provide detailed information on each of these aspects.

A. Research Design

The present study is informed by qualitative methodology with a case study research design. A case study is a research approach that involves a detailed, in-depth investigation of a specific contemporary issue or phenomenon in its actual setting, using multiple types of evidence to gather insights (Robson, 1993). Additionally, Ary *et al.*, (2010) defined a case study is a type of qualitative research that involves an in-depth investigation of a group or individual, with a focus on providing a detailed and rich description of the case. It means case study is strategies are employed to thoroughly investigate specific cases, phenomena, or issues in depth.

The case study approach is commonly employed in educational research, whether by seasoned researchers or students, as a valuable methodology for exploring complex phenomena. Coombs (2022) stated that case studies can incorporate multiple data sources, including interviews, observations, and documentary evidence, to provide a comprehensive understanding of the case subject. The primary goal of case study research is

to obtain a rich and nuanced understanding of the case and to develop novel theories or insights that can shed new light on the subject. In several case studies, researchers choose multiple case studies to exemplify a specific issue or concern, providing a diverse range of examples to illustrate the complexities and nuances of the problem. (Creswell & Poth, 2018). Based on the statement description, the present study aims to investigate how the Know Want Learned strategy contributes to developing EFL secondary school students' behavioral reading engagement.

B. Research Setting and Participants

This research was conducted at one of the Islamic Secondary Schools located in Banyuwangi, East Java. This school was deliberately chosen for several reasons, including: (1) The school provided supporting facilities that helped learning activities during the research, such as an LCD projector, language laboratory, computer laboratory, etc; 2) the school had an Islamic nuance called PRA-KBM, an activity where students recited the Qur'an together before beginning their lessons. The aim of encouraging students' reading literacy is highly related to this research, which focuses on reading skills. (3) The school not only excels in religion, but also in language-related fields, such as speech and storytelling competitions; and (4) lastly, the principal and teachers at the school demonstrate high empathy and a willingness to collaborate with researchers during projects. Therefore, the researchers wanted to conduct this research at the school to not only explore

phenomena or problems in the learning process but also gain insights into researchers' expectations regarding learning English at the school.

At the outset, the researcher began by visiting the school and meeting with the English teacher, with the goal of gaining access to conduct fieldwork. This initial meeting led to the establishment of a communication channel, with the teacher agreeing to communicate with the researcher via instant messaging. The next day, the researcher reached out to the English teacher via text to discuss their research project. The teacher suggested that the researcher obtain a letter of permission or signed informed consent from a university administrator as a necessary step in conducting ethical research. Following this advice, the researcher contacted the campus administration to obtain the necessary informed permission before conducting the research at the school.

The following day, the researcher met with the English teacher again and introduced the research project they wanted to conduct at the school. The researcher was interested to do research conducting at the school is related Exploring Secondary School Students' Behavioral Reading Engagement in Know, Want, Learned (KWL) Strategy. The researcher explained the concept and objectives of the study to the English teacher. The teacher was enthusiastic about the researcher's proposal and welcomed the opportunity to have the research conducted at the school.

Furthermore, researcher discussed with the English teacher for conducting the research. The teacher offered researcher the IX B class because the teacher thought that reading materials in 9th grade were related to this

research. The total number of students in the accelerations class where I did the research was 26 students. There were 16 females and 10 males. And the average age of acceleration students was 15 years old. However, for the interview, the researcher selected 3 students who volunteered willingly to be interviewed. Pseudonyms are assigned in this study because ethical consideration, Wiles (2012) postulated that pseudonyms can be used to protect participants' privacy from unintentional breaches.

C. Instructional Procedures

In In this study, researcher attempted to teach secondary school students reading comprehension in narrative text using the KWL strategy. The Know, Want, Learned (KWL) strategy is a teaching approach that encourages students to engage actively with expository texts by building on their prior knowledge and experiences. This strategy comprises three columns: K (know), W (want), and L (learned). Students' prior knowledge is activated by prompting them to share what they already know. Subsequently, students set goals focusing on what they want to learn. After reading, students engage in discussions about what they have studied. This strategy actively involves students in the learning process, allow them to express opinions and engage in discussions with their peers. Before commencing the lesson, the researcher prepared a narrative text that was unfamiliar to the students entitled “Roro Jonggrang” The researcher chose to use Indonesian folktales as the subject matter because they aimed to increase students' knowledge and understanding

of the cultural heritage of Indonesia, which is often overlooked by today's young generation.

Table 3.1. Know- Want- Learned strategy project

Stage	Goals	Activities
Introducing Know- Want- Learned Strategy in	<ul style="list-style-type: none"> • To introduce to students about narrative text • To introduce about KWL strategy 	<ol style="list-style-type: none"> 1. The teacher explained a little material about the narrative text 2. The teacher gives an example title of narrative text 3. The teacher explains what is and how KWL strategy can implement in learning contexts. 4. The teacher and students do questions and answers about KWL strategy.
Making Group	<ul style="list-style-type: none"> • To build behavioral reading engagement student's interest in group • To build the students' cooperation as a good team 	<ol style="list-style-type: none"> 1. The teacher asks students to make a group that consists of 4 until 5 students in each group. 2. The teacher asks students to determine each member job. It does as evidence that the members group have good communication, responsible solid and compact.
Organize and Discussion	<ul style="list-style-type: none"> • To build behavioral reading engagement student's interest in reading discussion • To build the students' cooperation in learning • To build the students' comprehension skills in the reading activity 	<ol style="list-style-type: none"> 1. The teacher gives worksheet and an example title about narrative text 2. The teacher gives a question for help students to fill in the first (K) and second (W) column in the worksheet 3. The teacher gives a narrative text, after students has fill discussion about the first and second column 4. The students read the text for guidance them to fill the last column.
Investigation and develop the task	<ul style="list-style-type: none"> • To build behavioral reading engagement student's seriousness in completed task 	<ol style="list-style-type: none"> 1. The students make a conclusion and individual summary through group discussions, with the guidance by the teacher.

First, the researcher initiated the learning activity by providing information to EFL students, offering detailed explanations about narrative text, such as its definition, structure, purpose, and types. This activity encompassed an explanation of the material, incorporating several text examples. The researcher also explained the KWL strategy that was employed in this material, elaborating on its definition and how to implement this strategy. The reading materials used were based on the students' existing school resources and media from the researcher, and the activities were designed to enhance students' comprehension skills, focusing on building their understanding of the texts.

Second, the researcher guided the students to make groups consisting of 4 to 5 students. The researcher helped students to determine each member's job. Third, the researcher gave a worksheet (table 2.2) and titled it about narrative text. The researcher guided the students to fill in the worksheet in groups. Students could start from column K (know) and W (want), and the researcher checked the student work and provided guidance if there were errors. Next, the researcher shared the reading material about narrative text, and students could read it and discuss it with their group to fill the L column. These activities were designed to build the students' collaboration skills.

Lastly, students made a summary about the text with their group. For the next meeting, the researcher used this procedure again for learning activity but, students did it independently and with different titled text. In addition to student activities, the researcher prepared post-assignments Worksheet to help

students share reflections after using KWL as a strategy in the learning process.

D. Data Collection

To conduct empirical studies, the researcher needed to collect data through a multi-stage process. This involved collecting data through three stages: observation, document analysis, and interviews.

1. Observation

In qualitative research, observation is a method used to gather data by observing the phenomenon of interest, specifically students' activities and learning processes within the classroom setting. Adler *et al.*, (1987: 389) stated that observation is a fundamental foundation of qualitative research, particularly in the social and behavioral sciences. By directly observing the phenomenon, researchers are able to analyse what is happening at the research location, gaining insight into the phenomena being studied.

Based on this premise, researcher conducted observations by directly observing student participation in the learning process when EFL students got the implementation KWL strategies. Here, the researcher used the participant observation and acted as a teacher who participated directly in the learning process. Simultaneously, researchers organized observations by teaching and taking notes to record events in the classroom and using a mobile phone camera to capture student activities during the learning and teaching process. Therefore, making observations

through recording and taking pictures of student activities in class while applying KWL strategies in learning reading, thus it can facilitate data analysis for researcher to review the collected notes and pictures.

2. Interview

Interview is when the researcher conducts face to face interviews with participants, telephone interviews, or engages in focus group (Creswell, 2014). Data collection techniques with interviews can be carried out in a structured or unstructured manner and can be done face to face or by telephone. There are three types of interviews; structured interview, unstructured interview, and semi-structured interview.

The researcher used a semi-structured interview. The implementation of this interview is freer when compared to structured interviews. The purpose of this type of interview is to determine the problem more open, where the interviews are asked for their opinions and ideas.

Example:

Table 3.2 Instrument Interview

Focus	Questions
Exploring students learning reading experience	<ol style="list-style-type: none"> 1. Do you think KWL strategy develop your comprehension skills in reading texts? 2. After applying KWL strategy in learning process, do you think this is an effective activity to use in learning reading comprehension? Give the reason! 3. How do you respond when given the KWL strategy? 4. Do you feel enjoy when using this strategy?

	5. Which part do you like in learning reading comprehension through KWL strategy?
Exploring behavioral engagement students in learning reading	<ol style="list-style-type: none"> 1. How do you learn efficiently using the KWL strategy? 2. After applying the KWL strategy, how is your behavior when receiving reading assignments? 3. Are you actively contributing in group assignments and how do you utilize assignment time? 4. What do you do when encountering difficult vocabulary? 5. How do you solve questions that are less understood?

During the interview, the researcher took notes by hand and also recorded the conversation. The interview was conducted in Indonesian, and the notes were later translated into English. The data obtained in this interview activity is Exploring Secondary School Students' Behavioral Reading Engagement in Know, Want, Learned (KWL) Strategy.

3. Document Review

The Last stage, researcher use document review to collect the data. Documentation review, also referred to as document analysis, is a method of data collection that involves gathering and examining various written documents, drawings, and electronic materials (Arikunto, 2006). Lodico *et al.*, (2010), stated documents and artifacts created prior to the study by participants can include public records, personal writings, and instructional materials. Additionally, documents can be gathered from transcripts, photographs, and recordings.

E. Data Analysis

The process of examining and interpreting data gathered from various sources is referred to as data analysis. Miles, Huberman, & Saldana (2014) stated that it was noted that in qualitative data analysis, the process is conducted interactively and iteratively, with ongoing analysis continuing until the data is deemed to be saturated, meaning that no new insights or themes emerge. Data analysis involves four main stages, which include data collection, data condensation, data display/ presentation, and drawing conclusions.

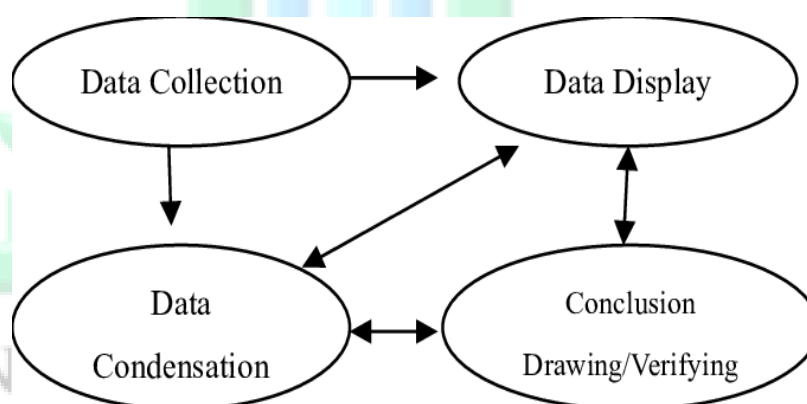
First, researcher acquired necessary information for the study through data collection, ensuring its relevance and authenticity to the research topic. The methods employed for data collection included observation, interviews, and documentation studies.

Second, after gathering the data, the next step involved condensing or refining it. This process entailed reviewing and rectifying any inaccuracies or inconsistencies in the data to enhance its quality and minimize potential bias during the analysis.

Third, Following the refinement of the data, the presentation phase ensued, where the data was presented in a form easily comprehensible to readers. Various tools such as interview excerpts and photographic observations were utilized for purpose, facilitating a clearer understanding and enabling readers to draw conclusions from the presented data.

Lastly, the researcher drew conclusions based on the analysed data. Ensuring accurate interpretation was crucial for deriving valid conclusions, and the research findings were expected to either validate the research hypotheses or provide answers to the research questions.

Throughout every stage of data analysis, researchers must guarantee the validity and relevance of the data they utilize, conducting meticulous and precise analyses. This is crucial for arriving at accurate conclusions and ensuring that the research outcomes make a substantial contribution to the respective field of study. According to Miles, Huberman, & Saldana (2014, p: 12) analysis consists of three activities that occur simultaneously: data condensation, data display, conclusions drawing/ verification.



1. Data Collection

The initial stage of data analysis involved data collection, which was a crucial step that preceded analysis. The researcher employed various methods to gather data, including interviews, observations, and questionnaires. The goal of collecting data was to provide a solid foundation for the research, which would be essential throughout the entire research process.

2. Data Condensation

The process of condensation involved distilling complex data, such as field notes, interview notes, and documents, into a more concise and meaningful form. Through this process, the researcher was able to clarify and strengthen the data, making it more reliable and transparent. Additionally, condensation allowed the researcher to identify and separate accurate from inaccurate data, paving the way for the next step in the analysis process.

- a. Selecting
- b. Researcher should be selective in collecting data. She should know which one is secondary and primary data.
- c. Focusing
- d. Researcher should limit which data is needed and not based on research question. Because research question leads to the course of research.
- e. Simplifying and Abstracting

To conclude this research, it is important to summarize all the core steps, processes, and statements. Furthermore, the quality of the data should also be evaluated to ensure the validity and reliability of the findings.

3. Data Display

Presenting data requires the activity of displaying data in a way that facilitates the researcher's understanding of the information. This can

be achieved by condensing the data into brief descriptions, charts, graphics, matrices, or other visual representations that highlight relationships between categories. By doing so, the researcher is able to gain a clearer understanding of the data and make informed decisions about their next steps.

4. Conclusion Drawing and Verification

The previous conclusion was temporary; it changed as time went on and reflected what was happening during its conduct. If it needed to be changed because there was a newer opinion or other factors, it had the newest conclusion as well.

F. Trustworthiness

The reliability of research findings in empirical studies pertains to the accuracy of the data presented in the reports. To assess validity data, the researcher used data triangulation. Moleong (2008) stated that “triangulation is a technique to check the trustworthiness of data which uses something else to be compared toward that data”. Cross-method triangulation was utilized to assess possible patterns across the various data sources, including observation, document analysis, and interviews.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents two points related to the results of research project namely, research findings and discussion. The following information about the findings and discussion of research is presented as follows:

A. Research Findings

The present study aimed to investigate students' behavioral reading engagement when they began to read and understand the text in the KWL strategy. The findings of this research were presented and organized contextually based on the information collected from classroom observation, document analysis, and semi-structured interviews. The interview transcripts were used as evidence to illustrate the implementation of the Know-Want-Learned strategy. Two emerging themes of students' behavioral reading engagement through the KWL strategy included (1) increasing students' reading activities through the KWL strategy and (2) challenges of initial adaptation to the use of the KWL strategy in reading class. The extracts of each data were displayed as evidence and used to explain the interconnectedness of data and the emerging themes.

Increasing Students' Reading Activities through the KWL Strategy

In teaching narrative texts, the teacher began the process by providing a comprehensive explanation of the definition, structure, and types of texts. To ensure clarity, the teacher added this explanation with common and relevant examples. Specifically, in this case, the focus was on legend stories. After

establishing a basic understanding of narrative texts, the researcher explained several activities that the students undertook using the KWL strategy. The researcher provided a basic understanding of the usage and components of this strategy. The researcher also explained the purpose of the three columns provided one by one. Additionally, the teacher asked questions to stimulate the students' knowledge, which was essential for helping students to fill in the first and second columns (Know and Want). Some students stated that this phase made them more active when answering questions and exchanging opinions with their group members.

Teacher : After applying KWL strategy in learning process, do you think this is an effective activity to use in learning reading comprehension? Give the reason!

Student 2 : "It's very effective because it makes the students more active, Miss, and they don't get bored quickly."

Student 1 : "Yes, Miss, and then we can exchange opinions with group mates, so everyone works together and no one plays around." (Interview student of IX/B, 7th May 2024)

In the context given, the text suggested that during the interview or discussion, some students shared their thoughts and viewpoints while others also expressed their opinions

Student 3 : “effective miss, because we have to guess the answer to the question asked and it is more effective when we share what we know to help and enrich each other's understanding” (Interview student of IX/B, 7th May 2024)



Figure 4.1. Discussion and exchange of opinions in groups
(Figure 1, 29 February 2024)

From the interview excerpts, students felt more active in the learning process. They engaged in challenging activities, such as guessing answers and discussing, which kept them interested and prevented boredom. This was where students' knowledge started to become visible and began to be reflected upon. Additionally, students had the opportunity to exchange opinions and collaborate with their group mates. This enhanced social interaction and ensured that all students participated actively, so no one was distracted or playing around. Therefore, the KWL strategy could help create a more dynamic, active, and collaborative learning environment.

After completing the first and second columns, the next activity was reading the text, which was the core activity of this strategy. At this stage, students engaged in deep reading, understanding the text, and integrating it with their prior knowledge. Students could discuss with their group members to find new information. During this phase, students evaluated whether the questions or things they wanted to know (from the W column) had been

answered. This helped to measure the extent to which the learning objectives had been achieved. Additionally, students could identify key points or essential facts from the text. This trained them to find the core of the material being studied and helped them to fill in column L (Learned).

After filling in all the KWL columns, the next phase was to present the results of the discussion. In this phase, students had to share what they had discussed and learned. Presenting the results of the discussion meant that students communicated their findings to the group or class. This presentation could be in oral form. The purpose of this presentation was to reinforce learning through the sharing of knowledge and to ensure that all students understood the topic that had been discussed.



Figure 4.2. Percentage of group discussion results
(Figure 2, 29 February 2024)

“When I know that there is a percentage given after the discussion, I become more excited, Miss. I want to compete to show that my group's work is better. I thought it was only me who felt this way, but when I saw my male classmates who had progressed, I realized that all my friends felt motivated to compete with each other to show *their best*.”
(Interview student of IX/B, 7th May 2024)

The interview transcript showed that this strategy not only increased student engagement in reading but also encouraged students to be more courageous and confident in sharing their findings through presentations. Students exhibited a competitive attitude when the teacher gave directions for presentations. This proved that students were more enthusiastic and focused. As a result, it showed that students involved in group discussions and presentations tended to have a deeper understanding and better communication skills. Thus, the KWL strategy was considered effective in creating an interactive learning environment, which ultimately enhanced students' motivation and active participation in the learning process.

To train focus after presentations, students were encouraged to write a summary of the story. By writing the conclusion, students were encouraged to focus on following each given procedure. This particular task posed a challenge for them because they had to understand the reading in depth, especially those related to the benefits of the moral message in the story. By engaging in this exercise, students naturally gained a deep understanding of what they read. Writing conclusions not only encouraged students to focus but also enabled them to think critically and reflect on their learning experiences more deeply. This helped them understand their strengths and weaknesses in understanding the learning material better. Writing conclusions strengthened students' memory of the material they had learned. By summarizing information, students strengthened their connections with newly learned

concepts. This helped them consolidate the knowledge they had gained during learning

Researcher : After the presentation, how do you draw conclusions from the material you've learned?

Student 2 : I begin by organizing the information I know, want to know, and have learned. But I also gather information from the presentations of other groups, miss. But, in this phase I must more focus for take more information miss. So, it helps me deepen my understanding of the readings and discussions. (Interview student of IX/B, 7th May 2024)



Figure 4.3. Writing individual summary
(Figure 3, 29 February 2024)

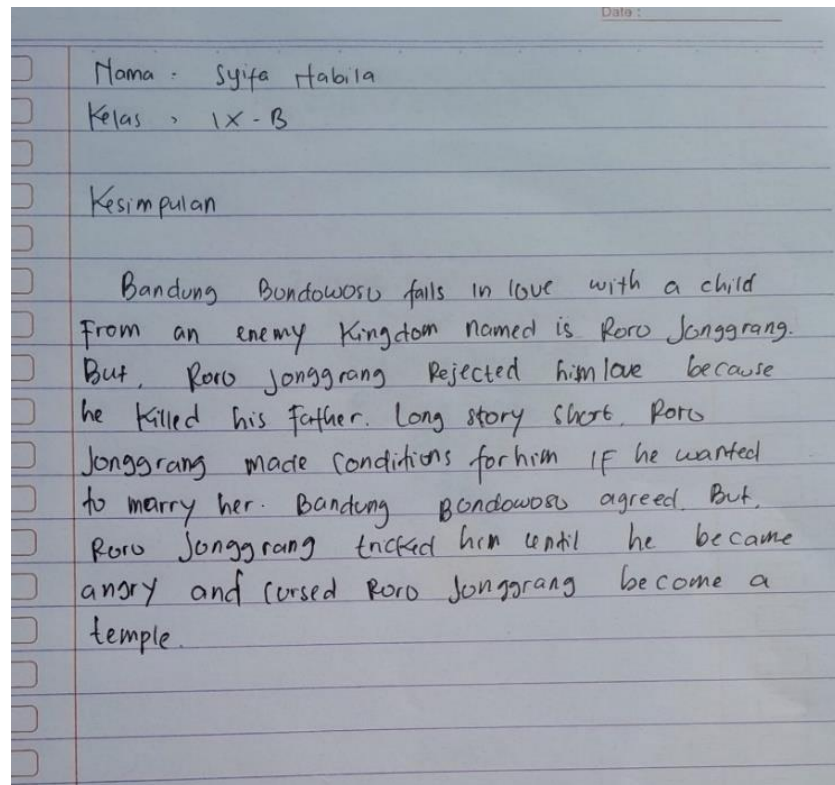


Figure 4.4. The result of writing individual summary
(Figure 3, 29 February 2024)

In this interview, the student explained their approach to the process of writing summaries. They began by organizing the information they already knew, the information they wanted to know, and the information they had learned. Additionally, they gathered information from other groups' presentations. At this stage, the respondent emphasized the importance of greater focus to obtain more information. This approach helped them deepen their understanding of the readings and discussions, thus enabling them to comprehend the material studied more thoroughly. Therefore, writing summaries was essential to support more effective learning. Writing summaries could foster more positive student engagement behavior.

Based on the research data, it was found that the KWL strategy could enhance students' reading activity behaviors. They actively exchanged opinions, were motivated to present their discussion results, and developed the habit of making summaries. These three activities were interconnected to improve students' reading comprehension. This activity demonstrated that providing some questions to stimulate background knowledge could make students more interactive and inspire them to read a text. Additionally, students were motivated to present their discussion results, which was an important skill in collaborative learning. Finally, after understanding the main points of the reading thoroughly, they were accustomed to making summaries to enhance comprehension and information retention. Ultimately, the KWL strategy could increase students' motivation and active participation in the learning process.

Challenges of Initial Adaptation to The Use of The KWL Strategy in Reading Class

Helping students increase their engagement in reading class was indeed very important. This could help students achieve better reading comprehension outcomes. Therefore, the use of the KWL strategy was very helpful in increasing student activity. Although the KWL strategy had many benefits, there were some challenges that could hinder its implementation, especially for students who were new to this method or who had language difficulties. Students might have had difficulty adapting to the KWL format, particularly if they were not used to structured learning strategies. To

overcome this, educators could provide clear guidelines and examples and train students gradually until they felt comfortable with the process.

- Teacher : What was your response when given the KWL strategy?
- Student 3 : At first, I was surprised, miss, you've never been given something like that, but over time I understood what it meant
- Student 1 : Yes, Miss, I was surprised, but it turns out it's not difficult, it's actually fun when working on it, especially while discussing it.
- Student 2 : At the beginning of use it may seem confusing and difficult to miss, but because you are given continuous guidance and help with questions and group discussions, it becomes easier. (Interview student of IX/B, 7th May 2024)



Figure 4.5. First, adaptation use KWL strategy
(Figure 5, 23 February 2024)

Data showed that some students initially felt hesitant or unfamiliar with using the KWL strategy. For example, some of them expressed initial confusion when the strategy was introduced, as seen in the transcripts where students voiced their initial surprise. At this stage, the main challenge for researchers was to ensure that students felt comfortable and accustomed to the strategy. Therefore, the researchers provided intensive guidance at the

beginning of the learning process. During the initial implementation phase, researchers offered intensive support by explaining the KWL steps in detail and providing relevant examples. The researcher explained each column of the students' tasks by stimulating their knowledge with questions related to the narrative text to be presented. The researcher also used visual aids such as pictures and small group discussions to help students more easily understand and apply this strategy.

After intensive guidance, students began to adapt and understand the use of the KWL strategy. This guidance played an important role in helping students overcome initial confusion and build their confidence in applying this strategy. They started to feel more comfortable expressing their opinions. They were no longer hesitant to speak in front of the class or in small groups, which showed an increase in active engagement. Students also began to feel more confident in answering questions related to the text being read. They could connect their prior knowledge with new information obtained from the reading, as well as answer questions more accurately and in more detail. Lastly, the interaction among students became more dynamic. They started to get accustomed to group discussions, exchanging ideas, and collaborating to complete KWL tasks. This process not only enhanced their understanding of the text but also developed their social skills and critical thinking abilities.

Another challenge that EFL students faced when using the KWL strategy was language difficulties. Language difficulties were indeed common among EFL students, as they were still learning to navigate the complexities

of a new language. In this study, some students experienced difficulties, particularly when reading English texts. They often felt confused when encountering unfamiliar vocabulary, which made it difficult for them to comprehend the text. For instance, they struggled to understand the meaning of idioms, colloquialisms, or technical terms that were unfamiliar to them. This led to feelings of frustration and confusion, making it challenging for them to engage with the text. To address this challenge, the researcher suggested that students use a dictionary to look up unfamiliar words. This approach could help students build their vocabulary and gain a better understanding of the text. By providing students with a resource to help them overcome language difficulties, the researcher aimed to empower them to take control of their learning and improve their overall comprehension of the text.

Teacher : Alright, I'll distribute the reading sheet after we fill it out. Do you have any difficulties when understanding the reading?

Student 3 : It's difficult because we don't know the meaning and we want to translate it into Indonesian, but it's hard.

Student 1 : It's hard because there are many unfamiliar words.

Teacher : But I already told you to use a dictionary and help translate some difficult words, right?

Student 2 : Yes, with the dictionary, we're more helped and also your assistance. (Interview student of IX/B, 7th May 2024)



Picture 4.6 Student groups work together to find difficult words in a dictionary.
(Figure 6. 23 February 2024)

Based on the data presented, it was clear that students greatly benefited from the use of a dictionary and the teacher's guidance. The dictionary proved to be a valuable resource, enabling students to understand difficult words that they had previously struggled with. In fact, many students reported that the dictionary was instrumental in helping them comprehend the text. Moreover, some students also attributed the teacher's guidance as a significant factor in their ability to understand the text. The teacher's assistance and support were seen as crucial in helping students overcome difficulties and obstacles in their reading comprehension. This suggested that the teacher's role in facilitating student learning was not only important but also essential. Overall, the data suggested that the combination of using a dictionary and receiving guidance from the teacher had a profound impact on students' ability to comprehend complex texts. By utilizing these resources, students were able to overcome difficulties and improve their understanding of the material, leading to greater academic success.

B. Discussion

In the first finding, it was discovered that the KWL strategy could increase student activity in reading. This finding included several points, namely that the KWL strategy could encourage students' reading behavior in exchanging opinions when answering questions within the text. Students could be actively involved when using this strategy. Abdullah et al., (2012) stated that students who exhibited active behavior in the classroom were those who engaged in discussions, shared their thoughts and opinions, and actively participated in the topics being taught by the teacher. Supported by Thanh (2015), the advantage of the KWL strategy was that it also encouraged students' academic success; students became more active in discussing, answering questions, making them more connected to class and the topics or subject matter. This engagement was facilitated by the structured nature of the KWL process, which encouraged students to think critically about the text and actively participate in discussions. In this context, students were more likely to engage in discussions with their peers, sharing insights and perspectives based on their understanding of the text.

In addition to actively exchanging opinions, another point of using the KWL strategy was that students were also motivated to present their discussion results. Anjelinah and Liansari (2023) claimed that the process of using the KWL strategy not only improved their understanding of reading material but also developed public speaking skills. Supported by Zulaikha (2021), by using the KWL strategy, students were motivated to read, discuss, and present

English texts. As a result, students could build self-confidence when receiving feedback from friends and teachers and strengthen their understanding through repetition and clarification of information they had learned. For other students, this became an opportunity to help expand their perspectives and add new questions that may not have been thought of before. These advantages made the KWL strategy very suitable for use in teaching reading in the classroom

Another point in this finding was that the use of the KWL strategy could make students very enthusiastic about making a summary after reading. Jewaru et al., (2020) stated that the success of implementing the KWL strategy was influenced by several factors and steps in applying the strategy, which included prior knowledge related to the reading topic, discussion, formulating questions through the text, and rewriting or retelling the text content after reading. Supported by Ramli et al., (2023), the KWL strategy helped students understand reading materials more comprehensively, quickly grasp what they needed to know, and interpret the material in a concise form to form a more deeply ingrained concept in their minds. By using the KWL strategy, students were encouraged to organize their understanding in a more systematic way. This process not only helped them absorb information more effectively but also improved their ability to write a comprehensive and structured summary. As a result, students became more active and motivated in completing reading and writing tasks, ultimately improving their overall learning quality.

The second finding discussed the challenges of initial adaptation to the use of the KWL strategy in reading class. In this finding, there were 2 points.

The first point was students' difficulties when initially adapting to the use of the KWL strategy. Rasyid and Asrori (2013) stated that in reality, the fundamental challenge of using the KWL strategy was first students' adaptation in difficulty pouring their initial knowledge and what they wanted to learn into sentences. Supported by Satria dan Syafei (2019), the students' difficulty in identifying what they already knew and what they wanted to know became the initial adaptation of using the KWL strategy. This difficulty could prevent them from continuing to the next stage. Uncertainty about what they knew prevented them from determining their reading goals.

The next point was the language difficulty, which was one of the points in the second finding. The difficulty in understanding language was a common problem for EFL students because English was still a foreign language in Indonesia. Nugroho et al., (2023) showed that the difficulties students faced in determining ideas, understanding vocabulary, using terms, and creating coherent sentences in English became challenges when using the KWL strategy. In addition, Asipi (2020) stated that students had difficulty understanding the text. Most students only read the text without knowing what they were reading. This made students not enjoy the learning process.

From the discussion above, to overcome these challenges, teachers could provide students with guidance and support on how to use the KWL strategy effectively, and could also provide opportunities for students to practice using the strategy in different contexts. Additionally, teachers could provide feedback and encouragement to students as they used the KWL

strategy, which could help to build confidence and motivation. The teacher should have been able to facilitate student learning by providing guidance and support as they explored the text. The teacher's role was crucial in ensuring that students achieved their learning goals, and a good strategy combined with good motivation could make a significant difference.



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CHAPTER V

CONCLUSION

The conclusion and suggestion for this concluding phase of the research have been delineated. Condensed overviews of the complete research chapter and a proposition have been provided within the conclusion, aimed to offer direction for prospective researchers. The next parts sections highlight the most important elements that support the conclusion and provide suggestions.

A. Conclusion

Based on the findings, researchers conclude that language learners can benefit from using the Know-Want-Learned (KWL) strategy to develop students' behavioural reading engagement in the classroom. The benefits include: 1) students actively share their opinions in answering questions; 2) students are more motivated to present their discussion results; 3) students are encouraged to make a summary after reading. The results show that students feel more engaged when reading and receive new learning experiences by participating in the reading project.

This study introduces a new strategy that has not been previously experienced by students, resulting in innovative outcomes and fostering a desire to increase student reading engagement. Moreover, high enthusiasm among students to achieve deeper reading comprehension is evident through their active participation in completing tasks, discussing, and making summaries after reading. This innovative approach project not only increase student behavioral reading engagement but also contributes to reading

comprehension and vocabulary development. Student presentations of their discussion results represent a unique experience, promoting their linguistic growth. Lastly, this study highlights the role of the KWL strategy as a media that instills learning processes with joy and enthusiasm.

Besides, this research has two implications, both theoretically and practically. The theoretical implications of this research show that the Know-Want-Learned (KWL) strategy encourages students to be actively involved in the learning process, deepens reading comprehension, and enables reflection on reading experiences. On the other hand, the practical implications of the KWL strategy are helping teachers to set clear goals and directions for student reading, as well as increasing teachers' teaching competence to achieve professional standards in the learning process. This research can also be an innovation in learning to create a new atmosphere using strategies like KWL. For example, in practice, a teacher who is too focused on boring tasks can make students lose interest, so it is expected that the application of an attractive learning strategy can increase students' interest in the material presented by the teacher.

B. Suggestions

At the end of this research, the researcher provides the following recommendations for the use of the Know-Want-Learned (KWL) strategy for EFL students' behavioral reading engagement:

1. For English language teachers, both pre-service and in-service

The use of learning methods may be one of techniques to achieve learning goals in English language learning and teaching. To provide a new learning strategy, therefore, the researcher believes that the use of the KWL strategy can be an alternative tool in teaching reading comprehension to EFL students. Additionally, it is expected to support English language teachers who want to use the KWL strategy to teach student comprehension.

2. For future researchers

Researcher hopes that this finding has relevance to fellow scholars interested in combining the KWL strategy to increase students' behavioral reading engagement. Additionally, this study offers a path for comparison with current research efforts in the planning stage.

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stated that the undergraduate thesis entitled **“EXPLORING SECONDARY SCHOOL STUDENT'S BEHAVIORAL READING ENGAGEMENT IN KNOW- WANT- LEARNED (KWL) STRATEGY”** is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact, I'm only person who is responsible for the thesis if there is any objection or claim from others.

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APPENDIX B

RESEACH MATRIK

Title	Variables	Indicators	Source of Data	Research Method	Research Question
Exploring Efl Students' Behavioral Reading Engagement In Kwl (Know, Want, Learned) Strategy at Secondary School	<ol style="list-style-type: none"> 1. Behavioral Reading Engagement 2. Kwl (Know, Want, Learned) Strategy 	<ol style="list-style-type: none"> 1.1 The definition of behavioral reading engagement 1.2 Aspect of behavioral reading engagement 2.2 The Definition of KWL 2.3 The Procedures of KWL strategy 	<ol style="list-style-type: none"> 1. Primary data: Students participation in reading class 2. Secondary data: <ol style="list-style-type: none"> a. Observation b. Interview c. document review 	<ol style="list-style-type: none"> 1. Research approach: Qualitative approach 2. Research design: Case Study 3. Data Collection: <ol style="list-style-type: none"> a. Observation b. Interview c. Document Review 	<ol style="list-style-type: none"> a. How can KWL (Know, Want, Learned) Strategy facilitate the development of student behavioral reading engagement?

APPENDIX C

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMP Darussalam Kalibaru

Mata Pelajaran : Bahasa Inggris

Kelas /Semester : IX (Sembilan) / Genap

Tahun Ajaran : 2023/2024

Alokasi Waktu : 45 menit x 6 (3 Pertemuan)

C. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampakmata
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

D. Kompetensi Dasar

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis	3.7.1 Mengidentifikasi fungsi social, struktur teks, unsur kebahasaan dari teks naratif berbentuk cerita rakyat.

dengan memberi dan meminta informasi terkait fairy	3.7.2 Mengidentifikasi berbagai informasi rinci dalam teks naratif berbentuk cerita rakyat. 3.7.3 Mendapat poin penting dalam teks naratif berbentuk cerita rakyat.
4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif lisan dan tulis sangat pendek dan sederhana terkait fairy tales	4.7.1 Dapat menceritakan Kembali isi teks naratif yang telah dibaca 4.7.2 Dapat membuat ringkasan cerita beserta nilai sosial dari teks naratif

E. Goal of Learning

- First meeting:
 1. Identify the social function of spoken or written texts in the form of narrative texts critically and creatively
 2. Analyze the structure and linguistic elements of spoken or written texts in the form of narrative texts carefully
 3. Students are able to estimate and predict reading texts through images, vocabulary and titles in a text
- Second Meeting:
 1. Students are able to interpret and interpret narrative texts appropriately
 2. Students are able to capture implied and explicit information in narrative texts
 3. Students are able to express information obtained from narrative text
- Third Meeting
 1. Students are able to present the results of discussions about narrative texts

2. Students are able to summarize and rewrite using their own language related to the action of giving and asking for information related to narrative text according to the context of its use
3. Students are able to simulate moral messages in everyday life

F. Learning Material

Lampiran

G. Learning Method

Approach : Scientific approach
 Method : Cooperative Learning, Discussions, questions and answers
 Model : Know, Want, Learned

H. Media, Tools, and Source

Media : PPT, IT board
 Tools : LCD, projector, white board, eraser, marker
 Sources : Class IX English book, Dictionary, and Article

I. Step Learning Activities

Meeting 1

Activities	Description
<p style="text-align: center;">Opening (15')</p>	<ul style="list-style-type: none"> • Teacher says greetings and greets learners • The teacher prepares the students to take the learning seriously, such as asking how they are and taking attendance • Teacher asks students to pray together before the lesson starts • Teacher gives ice breaking • Teacher reviews previous learning activities (Apperception) <ul style="list-style-type: none"> ▪ <i>Do you still remember what we learned last week?</i> ▪ <i>What is that...?</i>

	<ul style="list-style-type: none"> • The teacher conveys the next topic, activity and learning agenda (Providing Reference)
<p>Main Activity (65')</p>	<p>Presentation of Material</p> <ul style="list-style-type: none"> • The teacher explains what narrative text is shown in the PPT on the projector layer. • The teacher explains the structure and linguistic elements of a narrative text • The teacher introduces three types of Narrative text: legend, folklore, and fairy tale. • The teacher gives the learners the opportunity to give opinions about the material. <p>Introduction of Learning Model.</p> <ul style="list-style-type: none"> • The teacher introduces KWL as a narrative text learning strategy. • The teacher explains and gives examples of KWL application in learning. <p>Implementation of Learning Model</p> <ul style="list-style-type: none"> • Teacher gives KWL worksheet/ LKPD to students • Teacher displays pictures related to narrative text to help filling the worksheet • Teacher gives instructions to fill in each column K and W • After filling in the K and W columns,

	<p>the students start reading the text that has been presented on the projector screen.</p> <ul style="list-style-type: none"> • The teacher guides the students to understand the text. • The teacher guides the students to start filling in column L and make a conclusion of the story according to the teacher's instruction. <p>Results Testing and Evaluation</p> <ul style="list-style-type: none"> • Students collect the results of the discussion • The teacher gives feedback on the results of the students' discussion.
<p>Closing (10')</p>	<ul style="list-style-type: none"> • Teachers ask students to express their opinions or feelings on the learning done • Learners get feedback on the learning process and results: <i>Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?</i> • Teacher conveys the activity plan for the next meeting • The teacher closes today's meeting with prayer and greetings

Meeting 2

Activities	Description
<p>Opening (15')</p>	<ul style="list-style-type: none"> • Teacher says greetings and greets students • The teacher prepares the condition of the students to take the learning

	<p>seriously, such as asking for news and taking attendance of students</p> <ul style="list-style-type: none"> • Teacher asks students to pray together before the learning begins • Teacher gives ice breaking • Teacher reviews previous learning activities (Apperception) <ul style="list-style-type: none"> ▪ <i>Do you still remember what we learned last week?</i> ▪ <i>What is...?</i>
<p>Main Activity (65')</p>	<p>Presentation of Material</p> <ul style="list-style-type: none"> • The teacher gives a re-explanation of the material that has been learned • The teacher provides opportunities for students to give opinions about the material. <p>Class Discussion</p> <ul style="list-style-type: none"> • The teacher instructs the students to make groups with classmates consisting of 4-5 people. <p>Implementation of Learning Model</p> <ul style="list-style-type: none"> • Teacher gives KWL worksheet/ LKPD to students again • Teacher displays pictures related to narrative text to help fill in the worksheet • Teacher gives instructions to fill in each column K and W • After filling in the K and W columns, students start reading the text that has been presented on the projector screen.

	<ul style="list-style-type: none"> • The teacher guides students to understand the text. • Students begin to fill in column L and conclude the story according to the educator's instructions. <p>Result Testing and Evaluation</p> <ul style="list-style-type: none"> • The teacher tries to instruct students to present the results of the discussion • The teacher collects the results of the discussion • The teacher gives feedback on the results of the learners' discussion.
<p>Closing (10')</p>	<ul style="list-style-type: none"> • The teacher gives guidance to summarize the story • The teacher asks the learners to express their opinions or feelings on the learning done • Students get feedback on the learning process and results: <i>Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?</i> • Teacher conveys the activity plan for the next meeting • The teacher closes today's meeting with prayer and greetings

Meeting 3

Activities	Description
<p>Opening</p>	<ul style="list-style-type: none"> • Teacher says greetings and greets students • The teacher prepares the condition of the students to take the learning

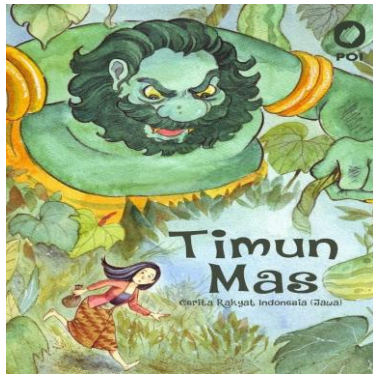
<p>(15')</p>	<p>seriously, such as asking for news and taking attendance of students</p> <ul style="list-style-type: none"> • Teacher asks students to pray together before the learning begins • Teacher gives ice breaking • Teacher reviews previous learning activities (Apperception) <ul style="list-style-type: none"> ▪ <i>Do you still remember what we learned last week?</i> ▪ <i>What is...?</i>
<p>Main Activity (65')</p>	<p>Presentation of Material</p> <ul style="list-style-type: none"> • The teacher gives a re-explanation of the material that has been learned • The teacher provides opportunities for students to give opinions about the material. <p>Class Discussion</p> <ul style="list-style-type: none"> • The teacher again instructs students to gather with their respective groups. <p>Implementation of Learning Model</p> <ul style="list-style-type: none"> • Teacher gives KWL worksheet/ LKPD to the learners again • Teacher displays another picture related to narrative text to help fill in the worksheet • Teacher gives instruction to fill in each column of K and W • After filling in the K and W columns • Students start reading the text that has been presented on the projector screen. • The teacher guides students to

	<p>understand the text</p> <ul style="list-style-type: none"> • Students begin to fill in column L and conclude the story according to the teacher's instructions. <p>Result Testing and Evaluation</p> <ul style="list-style-type: none"> • The teacher tries to instruct the students to present the results of the discussion. • The teacher instructs students to summarize the results of the story individually. • The teacher collects the results of the discussion and summary • The teacher gives feedback on the results of the learners' discussion. • The teacher gives an assignment for the students to summarize the story.
<p>Closing (10')</p>	<ul style="list-style-type: none"> • Teacher gives guidance to summarize the learning outcomes • Teacher asks learners to express their opinions or feelings about the learning process. • Students get feedback on the learning process and results. Thank you very much for your participation. <i>You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?</i> • The teacher closes today's meeting with prayer and greetings

APPENDIX D

Lampiran 1

NARRATIVE TEXT MATERIAL



Narrative teks naratif adalah jenis teks yang menceritakan atau menggambarkan Kejadian dan peristiwa yang terjadi pada masa lalu. Tujuan teks naratif adalah untuk menghibur atau memberi informasi kepada pembaca dengan menyajikan serangkaian peristiwa secara koheren dan menarik.

Teks naratif terdiri dari tiga bagian:

1. Orientasi yaitu menetapkan adegan dan memperkenalkan tokoh.
2. Komplikasi yang memberikan permasalahan yang dihadapi tokoh.
3. Resolusi yang menyatakan bagaimana permasalahan diselesaikan
4. Re-orientasi (opsional) yang menyimpulkan cerita.

Kebahasan teks naratif menggunakan:

1. Simple past Tense, seperti: I played football last week

2. Kalimat langsung, seperti "Dad asked, "When are you leaving for work?"
3. Kata keterangan waktu, seperti: "The doctor went to the hospital two hours ago."

Macam- macam teks naratif:

1. Fable (cerita binatang)
2. myth (mitos),
3. legend (legenda)
4. fairy tale (dongeng)
5. science fiction (fiksi ilmiah)
6. short story (cerpen)

TEXT 1

Malin Kundang



1. Do you know what is this picture?
2. What do you think about this picture?
3. Who are the characters in the story?
4. Do you know the story behind it?
5. What you want to know about this story?

Know	
Want	

A long time ago, in a small village near the beach in West Sumatra, lived a woman and her son, Malin Kundang. Malin's father had passed away when he was a baby, so he and his mother had to work hard to survive. Malin was a strong and diligent boy who often went to sea to catch fish, which he would either bring home to his mother or sell in town.

One day, while sailing, Malin saw a merchant's ship being attacked by pirates. Brave and strong, Malin helped the merchant defeat the pirates. Grateful, the merchant invited Malin to sail with him, promising a better life. Malin agreed and left his mother behind.

Years later, Malin Kundang became wealthy. He owned a large ship and many crew members, and he was married to a beautiful woman. On a trading journey, his ship landed near his old village. The villagers recognized him and spread the news that Malin Kundang had returned rich.

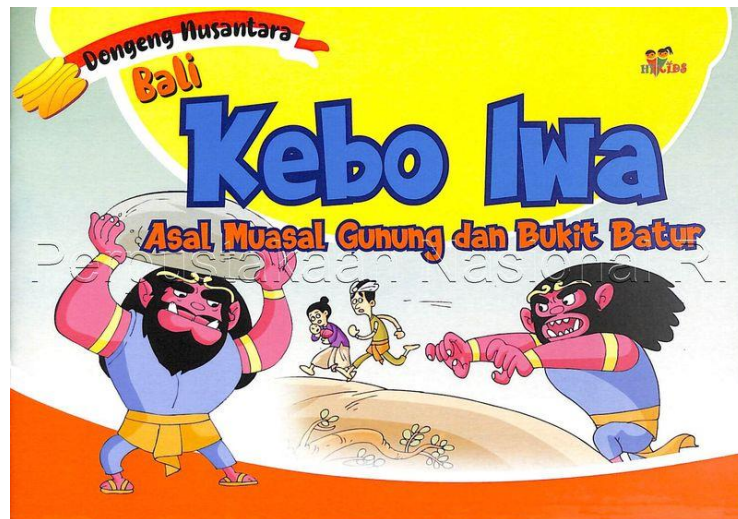
Hearing this, his mother ran to the beach to meet him. But when she approached, Malin Kundang, now proud and arrogant, refused to acknowledge her as his mother. He yelled at her, denying their relationship and insulting her appearance.

Heartbroken and angry, his mother cursed him, saying he would turn to stone if he did not apologize. Malin Kundang laughed and sailed away. Suddenly, a violent thunderstorm wrecked his ship, and Malin was thrown onto a small island. It was too late for him to escape the curse, and he turned into stone.

6. After reading the story above, what can you learn? Present the results of your discussion!
7. determine the structure of the text
8. Make a conclusion of the story!

TEXT 2

Mount Batur



A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all of the houses and even the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

TEXT 3



Once upon a time in the kingdom of Prambanan, there was a beautiful princess named Roro Jonggrang. Her father, King Baka, ruled the land peacefully until one day, a powerful prince named Bandung Bondowoso attacked and defeated him. Prince Bandung Bondowoso was enchanted by Roro Jonggrang's beauty and demanded to marry her. Roro Jonggrang, heartbroken over her father's death, didn't want to marry the man who killed him. However, she couldn't refuse directly, fearing for her people.

To avoid the marriage, Roro Jonggrang came up with a clever plan. She told the prince she would marry him if he could build a thousand temples in one night. Confident in his magical powers, the prince agreed and summoned spirits to help him. As the night went on, the temples were built quickly. Seeing this, Roro Jonggrang grew worried and decided to trick the prince. She asked the village women to start pounding rice and light fires, making it seem like morning was coming.

The spirits, thinking it was dawn, fled before finishing the last temple. When the prince saw only 999 temples, he was furious. Realizing he had been tricked, he cursed Roro Jonggrang and turned her into stone. To this day, the Prambanan Temple Complex in Central Java stands with firmly with 1000 temple.

APPENDIX E

DOCUMENTATION



Interview with Students

Know	<ul style="list-style-type: none">- The girl who was cursed into a temple- Bandung Bondowoso who built a thousand temples
Want	<ul style="list-style-type: none">- why did Roro Jonggrang cheat Bandung Bondowoso?- what is the name of event occurred?- what is Roro Jonggrang's father's name?
Learned	<ul style="list-style-type: none">- Roro Jonggrang rejects Bandung Bondowoso's love because he killed her father.- This story is the legend of Prambanan temple- Roro Jonggrang's father was Prabu Baka and Prabu Bondoso father was Prabu Baka
<p>SUMMARY: Bandung Bondowoso falls in love with a child from an enemy kingdom named Roro Jonggrang, but, Roro Jonggrang reject him because he killed his father. Long story short, Roro Jonggrang made conditions for him if he wanted to marry her. Bandung Bondowoso setuju, but Roro Jonggrang tricked him until he became angry and cursed Roro Jonggrang become a temple</p>	

Students Worksheet Result

APPENDIX F



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-5536/In.20/3.a/PP.009/02/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP DARUSSALAM KALIBARU
Jl. Kh afifie PO Box 10 Kajarharjo Kalibaru Banyuwangi

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 204101060012
Nama : YULIA SIDHAN FADILA
Semester : Semester delapan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "EXPLORING SECONDARY SCHOOL STUDENTS' BEHAVIORAL READING ENGAGEMENT IN KNOW-WANT- LEARNED (KWL) STRATEGY" selama 4 (empat) hari di lingkungan lembaga wewenang Bapak/Ibu Bapak Hasan Basri, S. Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 16 Februari 2024

Dekan,

[Signature]
Dekan Bidang Akademik,



MHOTIBUL UMAM

APPENDIX G



YAYASAN PONDOK PESANTREN DARUSSALAM
SMP DARUSSALAM KALIBARU
NIS : 200580 NSS : 202 052 510 127 Terakreditasi B
JL.KH. Afifie POBOX 10Kajarharjo Kalibaru, 0333 (897 049)
TAHUN PELAJARAN 2023/2024

SURAT KETERANGAN

Yang bertanda tangan dibawah ini:

Nama : Hasan Basri. S.Pd
Jabatan : Kepala Sekolah
Unit Kerja : SMP Darussalam Kalibaru

Dengan ini menerangkan bahwa:

Nama : Yulia Sidhan Fadila
Tempat, tgl lahir : Banyuwangi, 20 Juli 2002
Jenis Kelamin : Perempuan
NIM : 204101060012
Fakultas : Tarbiyah dan Ilmu Keguruan
Prodi : Tadris Bahasa Inggris

Mahasiswa tersebut benar- benar telah melaksanakan penelitian di SMP Darussalam Kalibaru Banyuwangi dalam rangka penulisan skripsi “ Exploring Secondary School Students Behavioral Reading Engagement in Know- Want- Learned (KWL) Strategy”

Demikian surat keterangan ini dibuat dengan sebenarnya, agar digunakan sebagaimana mestinya.

KI

Kalibaru, 8 May 2024
Kepala Sekolah

Hasan Basri. S.Pd.



APPENDIX H



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
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JURNAL KEGIATAN PENELITIAN

EXPLORING SECONDARY SCHOOL STUDENTS' BEHAVIORAL READING ENGAGEMENT IN KNOW, WANT, LEARNED (KWL) STRATEGY

NO	Day/ Date	Activities	Name of Informant	Signature
1.	Monday, 19 February 2024	Submit a research permit letter	Hasan Basri, S.Pd	
2.	Wednesday, 22 February 2024	Observation, and Documentation	Erna Hidayati S.Pd	
3.	Wednesday, 23 February 2024	Observation, and Documentation	Erna Hidayati S.Pd	
4.	Wednesday, 29 March 2024	Observation, Interview, and Documentation	Erna Hidayati S.Pd	
5.	Monday, 1 March 2024	Observation, Interview, and Documentation	Erna Hidayati S.Pd	
6.	Friday, 3 May 2024	Interview and Documentation	Erna Hidayati S.Pd	
7.	Tuesday, 7 May 2024	Interview and Documentation	Erna Hidayati S.Pd	
8.	Friday, 10 May 2024	Received a letter of complication of research	Hasan Basri, S.Pd	

Banyuwangi, 9 May 2024
The Headmaster of SMP Darussalam

Hasan Basri, S.Pd

APPENDIX I

CURRICULUM VITAE



Personal information

- Full name : Yulia Sidhan Fadila
- NIM : 204101060012
- Gender : Female
- Place, date of birth : Banyuwangi, 20 July 2002
- Adress : Kec. Kalibaru, Kab. Banyuwangi
- Religion : Islam
- Department / Major courses : FTIK / English Department
- Email address : yuliafadila143@gmail.com

Educational background

- 2006 – 2008 TK Darussalam Kalibaru
- 2008 – 2014 SDN 7 Kajarharjo
- 2014 – 2017 SMP Darussalam Kalibaru
- 2017 – 2020 MA Darussalam Kalibaru

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R