STUDENTS' BEHAVIORAL ENGAGEMENT THROUGH KWL STRATEGY IN READING COMPREHENSION

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Abstract

This study aims to determine the extent of the involvement of students' behavior with the KWL strategy in reading comprehension. To find out students' responses to students' reading comprehension using the KWL strategy. The research method used is descriptive with a qualitative approach. The sample used in this study was only 28 students who were taken from one class. The sample used in this study was only 28 students who were taken from one class. The data analysis used consisted of collecting data, examining, and reviewing data until the last process, namely the presentation of data in narrative form. The students gave positive feedback. First, the KWL strategy can help students in reading comprehension. The KWL strategy helps students understand by reading English faster, making students a great learning experience in reading. Second, the KWL strategy makes students active in analyzing reading comprehension. Students can understand and analyze reading well and correctly, students study it carefully using the KWL strategy to get reading comprehension through report text. Finally, the KWL strategy can offer learning that makes students more enthusiastic about learning reading comprehension, almost all students feel enthusiastic about reading comprehension through the KWL strategy.

Keywords: *Student Behavior Engagement, KWL Strategy, Reading Comprehension*

INTRODUCTION

Reading comprehension might be considered a challenging aspect of studying English for Indonesian secondary school students (Syahabuddin, K., Yusny, R., & Zahara, 2019) . Many Indonesian secondary students often find difficulties in reading the information from texts (Jayanti, 2016) . The students will often fail in understanding the information when they read English texts and become underachievers in reading comprehension(Sholeh, A., Rosalina, NE, Weganofa, 2020)Poor reading comprehension among EFL learners occurs due to students' lack of vocabulary, learning support, and reading motivation (Park, 2020) . In this situation, teachers need to apply an appropriate learning strategy to give language learners meaningful language experience and enthusiasm.

KWL strategy can be an alternative for teachers in the teaching of reading comprehension. One of the comprehension strategies to understand that can be used by EFL students is the KWL strategy. KWL strategy can make the students as active readers who analyze texts in three steps, starting with K table (what they know), then W table (what they want to learn more), and end with L table (what they have learned) (Carr and Ogle, 1987). This strategy aims to facilitate students' metacognitive thinking processes (Rahmawati, 2018) . This strategy can help the students focus on reading and find the information they want from English texts (Amtha A, 2017) . Therefore, it can be concluded that the KWL strategy can help students obtain detailed information from the texts and engage them in the reading activity for comprehending the English texts.

Many researchers have been interested in studying KWL strategy for reading comprehension. Usman, B., Fata, IA, & Pratiwi (2018)found out that KWL strategy can trigger the students to be autonomous learners. Sholeh, A., Rosalina, NE, Weganofa (2020) discovered that the KWL strategy could facilitate students' involvement in the teaching-learning process, and made students engaged and interested in reading activities. Nanda, DW (2021) reported that KWL strategy boosts students' engagement and understanding. Damaranti, A., Saefullah, H., & Ridwan (2021)found out that KWL strategy provides positive engagement and self-assessment for EFL students. (Kusumaningrum I. & Widiyanto MW, 2018)discovered that the students' reading skill taught by using KWL strategy in criteria as good. Those previous studies have shown interest in and examined the KWL strategy's application and its effectiveness on the students' reading comprehension.

Based on previous research studies, the KWL strategy can be an alternative strategy for teachers to teach students comprehension skills in reading English texts. However, the nature of students' reading engagement in the KWL strategy has not been widely investigated. Therefore, to fill the gap this research aims to explore how KWL strategy facilitates students' behavioral engagement in reading comprehension.

1. **Step of KWL Strategy**

The KWL strategy implemented in this study follows the steps from Angelina H, (2021)The steps of the KWL strategy are represented in a KWL table, consisting of three columns, to be filled up by the students. In the first column (K)students begin by giving an idea about what they know on the topic. Then students generate a list of questions about what they Want to know about the topic. These questions are listed in the (W) column. During or after reading, students answer these questions. What they have learned after reading is recorded in the (L) column.

2. **Behavioral Engagement**

This research attempts to investigate three categories of behavioral engagement in the implementation of KWL strategy. First, students' conduct in class concerns with the behavior of students in classroom, expectations and rules. Such behavior can show either a positive or a negative behavior. Second, student participation the classroom-related activities such as student's support, interaction, and attendance that increase student engagement. Last, student interest in their academic tasks which refer to the tangible behavioral actions exhibited by the students to show their will to engage in classroom activities as well as their will to overcome challenging material.

RESEARCH METHOD

This study uses a descriptive method with a qualitative approach. A qualitative approach is used in this study because some problems or issues need to be explored and carried out to study a group or population (Creswell, 2007). The problem analyzed in this study is the involvement of students' behavior in reading comprehension through the KWL strategy.

Researchers also use case studies as research designs. The case study was chosen because the researcher wanted to investigate and understand how the involvement of students' behavior in reading comprehension of KWL strategies. The researchers used a case study to investigate how the KWL strategy builds behavioral engagement in students' reading comprehension.

This research was conducted in a high school in Karawang, West Java, Indonesia. Purposive sampling is the process of selecting a sample by taking a subject that is taken for a specific purpose. Purposive sampling is where a researcher selects a sample based on the needs of the research.

The sample used in this study was only 28 students who were taken from one class.the researcher chose XII IPA 2 as part of the experiment because the class has English-level competence characteristics.

In collecting data, researchers used two forms, namely classroom observation and interviews. In addition, the researcher analyzed the involvement of students' behavior on the KWL strategy in reading comprehension.

The data analysis used consisted of collecting data, examining and reviewing the data until the last process, namely the presentation of data in narrative form.

RESEARCH FINDINGS AND DISCUSSION

Study this investigate involvement behavior students from experience they moment read understanding in text report through KWL strategy. Three dimensions of involvement behavior were investigated in a study including the behavior of students in class, participation students in activity-related school, and interest students in Duty academics (Nguyen TD, 2016) In Thing behavior students, based on findings, some big student show behavior positive. Students participate during class, like _ reading text report , follow instruction given by the teacher and fill given KWL column. Also, from findings , some big student behave positive .

Based on findings that , a lot students who contribute to the class , including discuss with her friend During learning (Yazzie-Mintz, E., & McCormick, 2012) . Besides that , student no shy ask to what teacher they experience difficulty in understand reading . Besides that , student more active follow activity classroom learning and more _ active in read text report .

The research results also state that student could initiative work report text assignment with use KWL strategy . Fact that they take initiative for use KWL

strategy in Duty text report prove that they finally interested with Duty academic them , which is aspect final from involvement behavior student (Wang, MT, & Holcombe, 2010) Other findings prove that that part big student increase ability read they with use KWL strategy , which allows they for develop understanding they about understanding reading . This is caused because using KWL strategy in report text makes students remember the chart they stack (Rahmawati, 2018) . Student more active learn text report through strategy KWL . They no only listen teacher 's explanation but also do other activities such as remember what are they know , determine what do you want they learn , and learn with determination when they read use KWL strategy .

The findings also show that use KWL strategy in activity read make student enthusiastic read text Szabo report , 2007 in (Nanda, DW, 2021)During activity study , students also look motivated and happy study language England . The teacher also did not find it difficult to introduce the KWL strategy to the students. By using the KWL strategy, students are guided to learn and build their understanding and interest in reading English texts. The KWL strategy found positive responses from students, such as feeling happy, interested, and able to build understanding of the text and its contents.

CONCLUSION AND SUGGESTION

Based on the results of the research that has been done, this research was conducted in schools, the researchers conclude the overall results, interpretations and discussions in the previous chapter, the researchers propose the following conclusions:

This study explains the extent to which the KWL strategy involves students' behavior in reading comprehension and how students respond to learning to read in the report text using the KWL strategy. Based on the data obtained from class observations and interviews, several conclusions can be drawn. First, the behavior of students in class, most of the students showed positive behavior. Students participate during class, such as reading the report text, following the directions given by the teacher and filling in the KWL column given. Second, student

participation in class-related activities, many students contribute in class, such as discussing with their friends, asking the teacher if they do not understand the material, and also, they play an active role in the lesson more actively in reading. . Lastly , interest student to Duty academic , student could initiative work report text assignment with use KWL strategy .

The students gave positive feedback. First, the KWL strategy can help students in reading comprehension. The KWL strategy really helps students understand by reading English faster, making students have a great learning experience in reading. Second, the KWL strategy makes students active in analyzing reading comprehension. Students are able to understand and analyze reading well and correctly, students study it carefully using the KWL strategy to get reading comprehension through report text. Finally, the KWL strategy can offer learning that makes students more enthusiastic in learning reading comprehension, almost all students feel enthusiastic about reading comprehension through the KWL strategy.

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