

K-W-L: CHIẾN LƯỢC DẠY KỸ NĂNG ĐỌC HIỂU TIẾNG ANH CHO SINH VIÊN KHÔNG THUỘC KHỐI NGÀNH NGÔN NGỮ

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THÔNG TIN BÀI BÁO	TÓM TẮT
Ngày nhận: 31/7/2023	Nghiên cứu này nhằm mục đích tìm hiểu khả năng hiểu của sinh viên không thuộc khối ngành ngôn ngữ trong quá trình học tiếng Anh thông qua việc đưa vào giảng dạy chiến lược K-W-L (kiến thức/hiểu biết sinh viên đã có, những điều sinh viên muốn biết, và những điều sinh viên tự giải đáp/trả lời) cho sinh viên ở bậc đại học. Trong nghiên cứu này, nhóm tác giả đã sử dụng phương pháp nghiên cứu định tính, bao gồm <i>trả lời bảng câu hỏi khảo sát, quan sát và phỏng vấn</i> để thu thập dữ liệu. Ba mươi hai sinh viên năm thứ ba thuộc Khoa Quản trị Kinh tế Quốc tế, Trường Đại học Lạc Hồng đã được chọn để tham gia vào nghiên cứu này. Những sinh viên này đang học Anh văn 6, sử dụng giáo trình chính <i>Cutting-edge Intermediate (3rd Edition)</i> do Sarah Cunningham Moor và Jonathan Bygrave (2013) chủ biên. Nhóm tác giả được phân công phụ trách giảng dạy kỹ năng Nghe, Nói với sự hỗ trợ không thể thiếu của kỹ năng Đọc. Nhóm tác giả hi vọng rằng chiến lược K-W-L sẽ chuyển sinh viên thụ động thành sinh viên chủ động nhằm giúp họ đạt được kỹ năng đọc hiểu tốt hơn. Kết quả nghiên cứu cho thấy việc áp dụng chiến lược K-W-L có hiệu quả rõ rệt đối với khả năng đọc hiểu của sinh viên, từ đó giúp nắm vững ý trong bài đọc để giao tiếp bằng tiếng Anh thành công hơn.
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K-W-L: A TEACHING STRATEGY IN TEACHING READING COMPREHENSION SKILLS AMONGST NON-ENGLISH MAJORS

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ARTICLE INFO	ABSTRACT
Received: Jul 31 st , 2023	This research aims at enhancing non-English major students' comprehension in the process of learning English exploiting the K-W-L (Know, Wanted to know, and Learned) strategy for teaching at the tertiary education level. In this study, the researchers used the qualitative research method, including <i>questionnaires, observations</i> and <i>interviews</i> to collect data. Thirty-two junior students from a class of the Faculty of International Economics Administration at Lac Hong University were selected to engage in this research. They were studying English 6 using the main textbook <i>Cutting-edge Intermediate (3rd Edition)</i> by Sarah Cunningham Moor and Jonathan Bygrave (2013). The teachers were assigned to be responsible for teaching Listening and Speaking skills with the inevitable supplementation of Reading skills. It was hoped that the K-W-L strategy would shift passive students into active ones for the purpose of achieving their reading comprehension skills. The result showed the extraordinarily significant effect of applying the K-W-L strategy towards students' ability in reading comprehension, resulting in mastering the idea in the reading texts so as to be successful in communication in English.
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1. INTRODUCTION

1.1 Rationale of the study

Reading is one of the four major skills in language learning. It is obvious that textual comprehension is the primary key in helping readers understand the texts less painfully (Sutisna et al., 2020). In addition, achieving a certain amount of vocabulary is the most crucial element in improving students' grammar, communication and comprehension skills. Besides, Sholeh et al. (2020) boldly states that getting the whole sense of the text is prohibitively more important than gaining from every single word during the reading comprehension process, leading students to enriching and to developing their knowledge.

However, seeing students frowning when encountering difficult comprehension questions, catching the feeling of boredom on their faces as working new lengthy reading texts, and/or catching hold of sparkling eyes of students who detect the answer for some tough questions following the reading texts is the stimulus urging the authors conducting this action research.

1.2 Aims of the study

Actually, in foreign language instruction, reading is one of the most important factors in assessing a learner's linguistic competence. Obviously, the ability to read effectively and also, to comprehend what is written, is fundamental to success in Vietnamese educational system. Therefore, as devoted language teachers, the researchers wish to foster students' reading comprehension skills by offering effective reading approaches. There are plenty of evident studies viewing that reading strategies refine reading comprehension (Farha & Rohani, 2019).

Moreover, the love for all of the students the authors have been having fun with is a strong inspiration for this study. Furthermore, as avid readers whose jobs are teaching both English for communication and English for test-taking, how can the authors be indifferent to their students' obstacles to first comprehending the reading text given and afterwards becoming active constructors of meaning?

In an attempt to guide this study, two main formulated research questions are proposed:

1. Does K-W-L strategy help students studying at Lac Hong University develop their reading skills?

2. What are significant differences in reading comprehension, if any, between those who are applied K-W-L strategy to and those who are not?

1.3 Significance of the study

Once the study has been completed, the writers are in the hope that K-W-L strategy can bring benefits in students'

reading comprehension in a text, facilitating their communication skills.

Firstly, the study will be the supplementary materials for English teachers in Vietnam when using the K-W-L strategy to teach reading comprehension. Besides, for subsequent researchers whose fields are shared with the writers easily have an insightful understanding on this topic.

Secondly, using the new strategy can bring the teachers unexpected awards. Just listening to students' personal ideas, observing and taking notes what is going on when students are eagerly involved in reading activities, and seeing happy faces when improved test scores are announced are true pleasure to any devoted teacher. This is an award unto itself.

Ultimately, it is hoped that K-W-L strategy is a useful tool for students' independent learning when making connection between prior knowledge and newly-approaching information in order to construct meaning, helping teaching-learning activities become learner-centered. In fact, other teachers and the School Board's attention are expected to use an alternative strategy to make the teaching-learning process more worthwhile and fun.

1.4 Definition of K-W-L strategy

Numerous definitions on the K-W-L teaching and learning strategies but it was first described by Ogle (1986) as an effective approach to help readers involve in reading texts. It stands for "what I Know", "what I Want to know", and "what I Learned".

Usman et al. (2019) defined "K-W-L is an activity in which the teacher leads active readers to engage with reading texts."

In this research, the researchers have strived to help the students connect their prior knowledge and reflect about a topic in terms of deeper insights of reading texts.

1.5 Literature review

Obviously, good learners are in constant search for ways to enhance learning in their classrooms; hence, countless studies have been conducted to search for and develop suitable strategies to both improve students' reading comprehension and cultivate students' ability to learn independently. These studies reveal that good learners know how to apply appropriate learning strategies to make meaningful connection between their prior knowledge and new information, reorganize it, and create their own meaning. As teachers, our duties are to encompass proper classroom instructional strategies in order to facilitate students' ability in constructing their own meanings (Ardiyani et al., 2022).

In the research on the practical effectiveness of the K-W-L conducted by Nanda & Pratama (2021) for the subjects of both students and 3 English teachers who applied the treatment in the teaching and learning of reading comprehension so as to

gain deep understanding of the K-W-L strategy towards students' reading comprehension for the reason that teachers' attitudes to the application of the strategy might benefit students as well, they offer the participant teachers opportunities to learn, reproduce and develop a combination of the teaching strategies. After the study, while the teachers adapt the strategy, writing out comments and reflections are also encouraged. One of the teacher participants of Nanda & Pratama's study, who is a senior high school teacher in West Sumatera, Indonesia, notes that she likes the K-W-L strategy because it helps find out what her students bring to various topics and gets students involved in the process of learning, things that they would not often do when encountering new reading texts. More importantly, improved test scores have been found, which apparently pleases her. Nanda & Pratama, besides, note down how the teachers adopt the K-W-L strategy to take full advantage of it.

Usman, et al. (2019) employs the K-W-L strategy in their classroom and gain acclamations for its efficiency. Similarly, Suhaimi (2020) asserts that "K-W-L charts elicit students' prior knowledge, sets a purpose for the students to read, and helps students to monitor and track their own comprehension." Actually, students in Suhaimi's paper first note down what they have already known about the topic (K section) and then write down in the W section questions that they want answered.

Moreover, fortunately, a study conducted in Vietnam by Tran (2016) suggests that active learning process and the students' proliferation of reading comprehension skills can be acquired through the implementation of the K-W-L strategy. And in one more study done with the approach using K-W-L strategy in Vietnam with Le and Nguyen (2020), they contend that the students' reading comprehension could be reached from the effect of the aforementioned strategy. Their study did not reach out to the higher education populations of university level rather than the fifth-grade students at Vstar school.

To sum up, the previous studies on the influence of the K-W-L strategy on students' reading comprehension seem convincing, forcing the researchers to conduct this study. Thus, it is suggested to an active way for other teachers to overcome obstacles in teaching reading and have a flexible lesson in which reading comprehension skills are taken into consideration.

2. METHODS AND METHODOLOGY

2.1 Participants

The study is set in an English class of the Faculty of International Economics Administration for juniors studying mainstream in Lac Hong University, the earliest school in Dong Nai Province, Vietnam. The class consists of 32 students aged from 20 to 22, all of whom are non-English majors, which means their ultimate aim when entering this university is but considering English as their main concern.

The main coursebook and also the material for the study is Cutting-edge Intermediate (3rd Edition) by Sarah Cunningham Moor and Jonathan Bygrave (2013).

The participants are selected randomly on the basis of study schedule availability and convenience without any of their awareness of being chosen to be correspondents to a survey whose results can at least enhance their interest in studying English in general and reading skills in particular as well as facilitate effective teaching from teachers.

2.2 Data collection

The current study takes on qualitative research as its method with the aims of exploring the effectiveness of the K-W-L reading strategy that has never been considered in the context where the author is involved in. One point that makes this study a qualitative is owing to the fact that the number of participant samples are small, with only 32 students in one English class of a medium-sized university (based on Vietnam's standards) in a small town of Vietnam.

The instruments employed in the study are questionnaires, teacher's observations and note-taking, and peer interviews in focus groups. With these means of collecting data, the author examines and explores not only students' reaction to the new reading texts but their thoughts about the topics as well.

The qualitative method certainly brings certain undisputable advantages. It helps discover deeply the participants' feelings, thoughts and behaviors towards the newly-used strategy, explore new areas for future research, and obviously is more economical and less labor-intensive.

2.2.1 Pre-established questionnaire

A pre-established questionnaire is employed to elicit students' opinions on their reading habits and to help them self-regulate their learning. When dealing with many participants, questionnaires can save time and assist collection of organized information; hence, the collected ideas are condensed and easily followed.

On the first day of the study, a questionnaire was delivered to all the students to serve the purpose of basically assessing students' motivation in reading after a 2-year time studying English at college. The results gained from this tool could ideally provide an overview on students' reading motivation which helps with the provision of more suitable future teaching strategies.

The questionnaire consists of three small parts: Curiosity, Compliance, and Reading Work Avoidance; each part comprises five questions each of which uses a four-point scale that allows students to indicate how much they agree with each item: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). All the terms together with their purpose in the questionnaire were explained directly in class before the distribution occurred with the presence of the authors.

2.2.2 Observation and note-taking

Observation is considered as one of the critical methods that help see how much progress can be achieved during the educational experiment. The observation method used in this study occurred right after the introduction of the new teaching strategy to students—the K-W-L which is the initials of Know, Want to know, and Learned respectively. The process begins with what students already KNOW about a certain topic, then moves to students’ wishes for new information—what students WANT TO KNOW, and continues its current to what students have LEARNED.

In showing students how to use this strategy, the authors first drew a 3-column chart (Figure 1) on the board and requested all of the students to draw the same chart into their notebooks. The students then were asked to work in groups to discuss the reading topic and fill in the first column of the chart (Know column) with all and everything they knew related to the topic; the teacher wrote students’ ideas on the board without any correction of information misconceptions. This certainly gets students involved due to offering students chances to link between their prior knowledge and knowledge that will appear in the texts.

The next step is for students to write into the Wanted-to-know column two or three questions of their most interest. These questions provide students with opportunities to predict what they might learn or what they wanted to learn about the topic. This step helps with stimulating students’ interest and providing a reason for reading.

Afterwards, the students began to read the text and were asked to make notes in the third column what they had learned from the text. Moreover, it was necessary for the students to look for the answers to the questions listed in the W column. In addition to answering the questions in the Wanted-to-know column, the students are encouraged to add in the Learned column anything from the text that they found interesting.

KNOW	WANTED TO KNOW	LEARNED
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Figure 1. *The K-W-L frame drawn on the board by teacher and on the notebooks by students.*

2.2.3 Interview

In order to collect the students’ reflection on the new teaching strategy—K-W-L, in the last week of the study (week 10) a semi-structured interview was employed in which each pair of students would have three questions to ask his/her partner, take careful notes or videotape while listening to the sharing, and give the information recorded to the teacher.

The three interview questions were as follows:

1. *Do you think reading is important to your study and your life?*
2. *How do you like the new teaching strategy used in the past 10 weeks?*
3. *Do you think your reading skill has improved? Do you find it easier to understand the text and answer the questions that follow?*

2.3 Ethical issues

With the purpose of protecting the rights of research participants, enhancing research validity, and maintaining scientific integrity, ethical considerations have always been adhered to.

Consent from School Board and the Dean was officially approved providing that effective and kept-to-schedule syllabus guarantee are strictly committed.

As university students they are allowed to have some days off, but in order to make the data reliable, they are required to be present during the study period. What is more, the unwillingness to answer the interview questions might make the problem of getting strong data emerge; hence, the authors were committed to granting bonus scores to those who are really keen on trying the new teaching strategy, which may go against the nature of grading students especially when being compared with English classes conducted by other teachers.

2.4 Research time-frame

The study was conducted for 10 weeks during the academic year of 2022-2023.

Week 1: The pre-established questionnaire was distributed. The K-W-L strategy was explained to the class. Students were required to follow all the steps of filling information in the K-W-L 3-column table. Students then discussed all the information in 3 columns and compare differences. Finally, the teachers discussed students’ information in the Learned column as a class. The teachers observed and took note what was going on in class.

Week 2-9: Except for the questionnaire, the same steps were carried out from drawing the K-W-L frame to discussion in front as a class.

Week 10: The interview session was done and the data from the interview were transcribed.

3. FINDINGS

3.1 Data from the questionnaire

The questionnaire includes three parts whose results are shown the Table 1, 2, and 3.

As it is shown in Table 1, nearly three quarters responded that they would read more if the teacher

discussed something motivating and only more than half a tenth of the respondents would not. It is clear from the table that up to 75% have their favorite subject that they like to read about. This figure is an hint that it is essential for teachers to know each student’s favorite topics as well as their interests to provide the most effective teaching strategies in order to enhance students’ reading comprehension. In the time of short videos and audio books, it was also amazing to know that half of the class liked to read about new things. The table also reveals that if a book is interesting, nearly half of the class are willing to enjoy it however hard it is.

In sum, Table 1 shows that if they can find interest in what they are reading, many students are enthusiastic about reading more regardless of whether the reading text is easy or difficult.

Table 1. *The results of the part CURIOSITY*

	SA	A	D	SD
If the teacher discusses something interesting, I might read more about it.	0%	25%	68.75%	6.25%
I have favorite subjects that I like to read about.	75%	18.75%	6.25%	0%
If I am reading about an interesting topic, I sometimes lose track of time.	0%	31.25%	56.25%	1.25%
I like to read about new things.	43.75%	50%	6.25%	0%
If a book is interesting I don’t care how hard it is to read.	31.25%	43.75%	25%	0%

While 87.5% of the students did not read things that were not assigned, more than 80% read because they had to. These talking figures shows that the majority of respondents do not possess any self-motivation ability in learning English at college. All of the students agreed that doing reading work carefully was important to them, but nearly all (81.25%) did schoolwork in order that the teacher could make sure they were paying attention to the teacher’s instruction.

To sum up, the figures in Table 2 are strong evidence that the majority of respondents strictly comply with requirements from the teacher even though this compliance does not come from their own voluntary spirit.

Table 2. *The results of the part COMPLIANCE*

	SA	A	D	SD
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I read things that are not assigned.	0%	1.25%	87.5%	11.25%
I read because I have to.	0%	81.25%	18.75%	0%
It is important for me to do my reading work carefully.	62.5%	37.5%	0%	0%
I always try to finish my reading on time.	50%	25%	18.75%	6.25%
I do schoolwork so that the teacher can make sure I am paying attention.	43.75%	37.5%	6.25%	12.5%

The last section, reading work avoidance, offers essential elements to consider when selecting materials to read, what types of activities the teacher needs to plan, what kinds of teaching strategies the teacher needs to apply to teaching and so forth. Around half of the students in survey did not like to have activities, such as reading out loud in front of the class, writing about what they read, and reading more challenging books. However, around three fourths of the class did not care about the number of characters appearing in the story as long as the content was of interest to them. Although about one third of the class thought worksheets were tedious and dull, nearly 70% found them interesting enough.

Table 3. *The results of the part READING WORK AVOIDANCE*

	SA	A	D	SD
I don’t like to read out loud in class.	6.25%	50%	31.25%	12.5%
I think worksheets are boring.	0%	31.25%	68.75%	0%
I don’t like having to write about what I read.	12.5%	43.75%	31.25%	12.5%

3.2 Data from observation

Due to the fact that the study is qualitative in nature and can be used for both exploratory and explanatory research purposes, observational research methods were applied in order to facilitate understanding of what people do and how these can alter in response to situations and over time (Ciesielska, 2018).

As stated, the study was conducted in 10 weeks. Every week, the students were asked to draw the K-W-L chart, fill in the three columns with information they had already know, questions asking about what they wanted to know in the topic, and what they had learned after reading the text, and discuss in pairs/groups and as a whole class with the teacher.

In each week, the teacher embraced the duties of not only an instructor but also an observer in order to collect useful data for the study. Though to some extent, teacher's observations can be subjective, in most cases their role as observer can bring extremely useful and reliable results.

Through thorough observations and plenty of detailed note-taking, the eagerness in the facial expressions of the students, the positively noisy atmosphere of discussion activities, and the sparkling eyes of the volunteer to stand up and discuss with the teacher about the topic were apparently recognised during the ten weeks of applying the new teaching strategy.

This is self-evident fact that helps the researchers answer their research question 1.

3.3 Data from the interview

It is significant to note that the information recorded from the interview gives the researchers another tool to help them answer Research Question 2.

1. Do you think reading is important to your study and your life?

In spite of the fact that over four fifths of the respondents in the questionnaire admitted they only read when asked to do so (Table 2), it was surprisingly interesting when knowing that most of the answers given to Question 1 were that "I think, reading in English is important because this is the only skill we are taught since high school, together with grammar". It was equally stimulating to note that two thirds of the interviewees reported that reading was important because it helped for their jobs in the future. One of the students said that it was important due to the need of good reading skills and of wide variety of vocabulary in order to chat with a friend in the U.S. Only two among the thirty two students did not really know the importance of reading; they read just because they were told to, and gradually it unconsciously formed a deep-rooted habit.

2. How do you like the new teaching strategy used in the past 10 weeks?

When asked Question 2, more than half of the class reported the new teaching strategy to be interesting and motivating. "It brings something new", "We have chance to walk in groups and talk to each other about our own experiences. It's interesting", "It makes me want to read the text." are among the most common correspondence from the participants of the interview. A participant whose hobby is daily surfing on the Internet replied "I like the activity after we finish the L (Learned) column because I have to google the information the text cannot provide. I have chance to use my Internet skills. And my findings are also informative, interesting, and sometimes awesome!". It was very happy for the teacher to hear from the students that they thought their reading skill had improved, even just a little bit. "With this

new strategy, I can read the text more quickly. I love this new way of teaching reading" "I like it. In my opinion, my reading skill is getting better. I can understand the text easily and thoroughly." "I like this new strategy because I like working in groups. When working in groups, we can help each other with difficult information and questions." A girl aged 22, the oldest one in class, asserted "This is a new way to present vocabulary. I don't like your old way of presenting new vocabulary, although it's clear and understandable, but I prefer this way. Do you let us do this anymore?"

3. Do you think your reading skill has improved? Do you find it easier to understand the text and answer the questions that follow?

When asked whether the K-W-L helps get better understanding the text, almost all the interviewees agreed their reading skill had improved. They found it easier to comprehend the reading text and could confidently answer the questions that followed (if any) without any obstacles. About a third of the respondents even used the same strategy with the same steps when approaching any reading texts of other subjects rather than English one and admitted that the very strategy brought to them unexpected results especially in aiding in overcoming tough experiences related to reading in other examinations.

4. DISCUSSION

4.1 Result summaries

The data gained from the questionnaire, observations, and peer interviews shows the K-W-L strategy truly provides students with more interest when they approach a new reading text with a clear topic, whether new or old, hence leading to understanding faster and with greater comprehension. This fully correlates with the research findings provided by Ardiyan (2022), Farha (2019), Nanda (2021), Sholeh (2020), and Usman (2018), just to name a few.

What is more, the findings from the peer interviews exposes some significant discrepancies between the students to whom the new strategy is applied and those with old strategies rather than K-W-L; to be exact, that is between the old version of students (without K-W-L) and the new version of those same students (with K-W-L). The main contribution of K-W-L strategy over the old method the authors had been using is students' interest increased, their ability to remember the material was enhanced, thus reading comprehension was improved. This was also concluded by Le and Nguyen (2020).

4.2 Implications

Some strengths of the innovation were found in this study.

Firstly, the innovation benefited not only the researchers but also their students. Due to an antiquated style of teaching and learning as well as the pupils' lack of self-interest in reading, both the researchers and their learners obviously

needed a new wind to blow the tedious reading lessons and welcome a novel way to approach a text.

Secondly, the students found the discussion session when dealing with the Learned step could completely replace the “compare-your-answers-with-your-partner” technique which is rather old-fashioned in today’s fast-moving society. Moreover, this activity contributed to assisting them in obtain a deeper understanding of their texts as well as enrich their vocabulary.

Thirdly, the input of information the students already knew and wanted to know together with peer discussion using extra online educational tools not only created or recreated students’ self-motivation in learning English in general and reading in particular but also relieved the teachers off the heavy burden of finding suitable updated reading texts to replace unavoidably outdated ones.

Apart from all the strengths abovementioned, some shortcomings were discovered during study period.

The study is limited only to just one small-size class in a university in Vietnam with the big purpose of obtaining thorough results. Pre-tests and post-tests should have been used as one of the trustworthy additional methods to measure the students’ performance before and after the K-W-L strategy was applied, which could lead to more valid and reliable findings. Moreover, time constraint must be considered as a problem of the research. It would have been better if the authors could have tried applying the K-W-L Plus to the teaching-learning environment. The Plus column is for the students to fill in “What I still want to know”. In this column students list any topic that they wanted to learn but still did not know at the end of their study. This can serve as a post-reading activity in which students begin their research at home and share with class the information found in a report or presentation.

The participant students in the study might not have clearly and carefully taken notes while conducting interviews in pairs. Moreover, students’ opinions given in the answers to pre-established questions may not have reflected what they really think due to their lack of competence to comprehend and respond. The students also may have limited background knowledge to fill in the Know column of the framework, leading to boredom feeling right at the beginning of the especially when the new strategy is used day after day.

4.3 Challenges of using K-W-L strategy

Being reader-centered, K-W-L is constrained by the background knowledge of readers. As a result, often in the K phase, students provide irrelevant, false, or incomplete information that could blur their reading.

Likewise, the information that students provide in the W step also limits K-W-L. That students do not know what they do not know, and similarly they do not know

what they want to know leads to their filling in the Want to know column with inconsequential, insignificant, trivial or unavailable information in the reading texts.

It is widely accepted that in reading comprehension, though the author-reader connection is vital, it is the author’s thoughts that we must comprehend, not ours as readers. However, it is clear that K-W-L strategy puts too much emphasis on the reader side, or in other words retrieving prior knowledge (K) and setting a purpose for reading (W) are to some extent supportive but over-valued.

4.4 Recommendations

First of all, based on the data gathered and analysis after the treatment, it could be concluded that most of the students are far more effective and active in comprehending reading texts owing to the use of K-W-L strategy. However, the study should take into consideration any other useful tools for assessing such as the pre- and post-tests.

Secondly, the students at Lac Hong University in particular and those who are not in general are expected to turn the K-W-L strategy into their learning by becoming active and independent learners of different reading topics during their reading process for the sake of deepening into reading comprehension.

Thirdly, other concerned teachers of English, particularly when teaching the reading skill, should put the K-W-L teaching strategy on top of their choices as amazing excuses of helping their students connect prior knowledge and improve students’ cognitive understanding in reading texts.

5. CONCLUSION

5.1 Future work for further study

5.1.1 Other skills, such as listening, speaking, and writing were not carried out their efficiency on students’ improvement. Accordingly, further research should be conducted on these skills.

5.1.2 Different English ability levels of proficiency can be dug up to have a comprehensive overview on the K-W-L approach towards various types of learners’ competence in English because this study is only confined to Intermediate level.

5.2 Conclusion

It is true that K-W-L strategy is a useful tool for students’ independent learning when making connection between prior knowledge and newly-approached information in order to construct meaning. It is assumed that K-W-L is going to help students answer more reading comprehension questions correctly than usual. Moreover, K-W-L is expected with confidence to motivate inactive students to actively participate in classroom’s reading

activities in particular, resulting in automatically uttering any words of English of the other skills. Students feel respected when their ideas about the topic are listened and appreciated by the teacher, which feeds them with confidence to make more questions on the topic. In the context where the authors are working, K-W-L is one strategy that should be taught carefully because the students may feel bored when the new strategy is used day after day.

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