

The Difference of Reading Comprehension Between the Students Who Are Taught by Using KWL Strategy and Students Who Are Not in The Year Ten Students of SMA Negeri 1 Mamasa

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Abstract

The aim of this research is to find out the effects of the KWL method on reading comprehension skills, specifically to determine if there is a difference in reading comprehension between students taught using the KWL Strategy and those who are not. This study was conducted at SMA Negeri 1 Mamasa over the course of one month (4 meetings), with two groups: an experimental group and a control group, totaling 72 participants (36 in each group). The treatment was applied to the Experimental group, while the Control group did not receive it. The study used SPSS to analyze the data to determine the differences in scores between the experimental and control groups. The result of the Independent Samples t-test shows a significance (2-tailed) value < 0.05 , specifically 0.000, indicating a significant difference between the Experimental group and the Control group. This outcome signifies that the use of the Know, Want, and Learn method has led to a statistically significant improvement in students' reading comprehension at SMA Negeri 1 Mamasa.

Keywords: Reading Comprehension, KWL, Students.

INTRODUCTION

Zuparova, et al (2020) mentioned that English is a widely used language, and it helps people to get involved in many international social activities, English is one of the most important languages in the world. Mahu (2012) also mentioned that English is the most spoken language around the world and nowadays no country does not teach English in Schools. There are many benefits if people can speak in English, such as it widens our understanding, helps us to increase our understanding of culture, enjoy travelling, discovering entertainment from around the world, an asset for a professional career, emigration, making friends, and stand out in applying higher education. Learning English needs time and dedication, so while learning English we need

effective methods that can help us understand it easily. In learning English, reading is also one of the important parts, it means that without reading, someone can't be claimed as fluent in English.

Reading is one of the crucial areas of teaching and an important academic skill that students must have. Reading is also the window to see the world, which means from reading we can learn a lot of information. Addison (1996) mentioned that reading ability plays a central role in teaching and learning success at all education stages, and almost all the teaching and learning materials are in written form. It means students need to improve their reading skills to understand the materials, if the students don't have good reading skills, it can make them fail in academics. Reading is an interactive process to build a meaningful representation of a text using effective strategies. According to The International Association for the Evaluation of Educational Achievement 2003 that mentioned by Riswanto, et al (2014), reading score of Indonesian students in East Asia is still low. Indonesian students are only capable of mastering 30 % of reading material. To learn reading effectively students need to integrate new material into their existing knowledge base, construct new understanding, and adapt existing conceptions and beliefs as needed (Riswanto et al., 2014). Lack vocabulary have a lower score in reading comprehension (Hansen, 2009). Suryani (2015) in SMA N 1 Kretek, Indonesia. She found out that the students feel bored and did not enjoy the lesson about reading; low motivation to read a text, and did not master vocabulary well. As a consequence, they got difficulty interpreting the meanings of the difficult words and they were not able to find the topic of the text. According to Pearson, et al (1992), there is prior knowledge used by a good reader to get the information: ask a question about the text before, during and after reading; draw inference from the text; monitor comprehension; use fix-up strategies when meaning breaks down; determine what is important; and synthesize information to create the sensory image.

KWL (Know, Want, Learn) strategy is a teaching and learning strategy developed by (Ogle, 1986) and used mainly for information text. KWL stands for "what I know", "what I want to know", and "what I learned". It is of diverse aims. It contributes to readers to elicit some prior knowledge on the topic in the focused text and define a purpose on reading, monitor and evaluate their own Comprehension of the text, and develop ideas going beyond the text (Aladwani et al., 2022). Rakhmawati (2015) conducted a study of KWL chart, she noted that KWL strategy was used in teaching students' reading comprehension is effective. In other word, KWL strategy is a good strategy in teaching students' reading comprehension. It was because KWL strategy needs the students' prior knowledge in K chart of KWL chart. And the students must generate some questions based on the topic in W chart, then the students must answer their questions or write some new information that they had learn based on the text in L chart (Katemba and Sihombing, 2023). Additionally, Riswanto et al (2014) and Rahmawati (2018) noted that the majority of students in the experimental group had improved reading comprehension scores and were passionate, engaged, and enjoyed understanding texts by employing the KWL technique. After completing multiple KWL exercises, students are encouraged to use it as a stand-alone learning technique to activate their past knowledge and expand their KWL framework to verify the accuracy of both what they have already learned and what they have learned. This aids children in establishing a clear goal for reading and documenting what they have learnt (Conner, 2006). Rois (2020) found that year ten of students in SMAN 1 Giri who are taught by using KWL technique achieve better score on reading comprehension test than those who are taught by using group discussion.

SMA Negeri 1 Mamasa is an education institution located in Mamasa, West Sulawesi which known as one of the National Standard School in Mamasa (Lebok et al., 2023). Jirana et al (2023) conducted observations and interviews with teachers at SMA Negeri 1 Mamasa, it has been identified that students lack the ability to independently identify and solve problems. This has been a significant factor contributing to the current inadequacy in implementing effective teaching models, leading to students' limited capacity to master and deeply understand the subject matter. Students also struggle to think critically about resolving problems presented within the curriculum on their own. The school's teaching methods are not optimal because they do not require students to actively engage in learning or encourage them to actively seek issues within the material. Furthermore, another issue discovered in the teaching process at SMA Negeri 1 Mamasa is the lack of instructional media used during lessons. The ongoing teaching process, particularly at SMA Negeri 1 Mamasa, fails to guide students towards advancing their critical thinking skills due to the continued use of some conventional teaching models that students find challenging to grasp. But still there is no research about English reading comprehension in SMA Negeri 1 Mamasa.

Based on the background above, through this study, the writer is interested to find out whether there is a significant difference in reading comprehension achievement between the students who are taught using KWL strategy and that of those who are not.

LITERATURE REVIEW

Reading

Reading is one of the most important language skills that should be developed inside and outside the classroom. It is also one of the most common ways to get information. Generally, there are two skills in Language learning, namely the receptive skill and the productive skill. Receptive skill is the ability to listen and read, while productive skill is the ability to speak and write. Reading is a receptive skill in which the students are introduced and exposed to the written text. Reading is a fluent process of combining information from the text and the background knowledge of the reader (Nunan, 1991). Nuttal (1982) states that the view of reading is valid at any level. A concern with meaning, and with reader's responsibility for getting meaning out of the text, is not out of place in the earnest reading lessons from a primer, although some primers make an approach difficult by providing texts in which meaning is lack equally.

Hornby (2000) claims that reading is the action of a person who reads or an attempt to make a meaning from what an author has written. Reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing information in the text with background knowledge and previous experience. Thus, reader knowledge plays a role in understanding reading texts. (Amalia, 2016).

Reading comprehension is an interactive process of meaning making between the reader and the author through the text, which involves mental activities and background knowledge. Comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known" (Grabe, 2009). Meanwhile Snow and Sweet (2003) also said that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It can be interpreted that

reading comprehension is the process of getting information from texts that are read using prior knowledge (Kalali and Pishkar, 2015).

KWL (Know, Want, and Learn)

David (1979) stated that K-W-L is a strategy that models the active thinking needed when reading expository text. The letters K-W-L stand for three activities students engage in when reading to learn; recalling what they KNOW, determining what they WANT to learn, and identifying what they LEARN as they read.

According to Jannah (2015) there are the purpose of using K-W-L Strategy: 1) Ogle developed a teaching strategy/model in order for the teacher and the students to graphically organize information based on what students know about a topic, what they want to know about a topic, and what was learned after reading about the topic (KW-L). 2) The KWL strategy is designed for teachers to effectively respond to students' knowledge when they read expository material, but can also be used for narrative material that comes under the heading of genres such as myths, poems, haikus, etc. 3)It also encourages students to become involved in active thinking and cooperative learning with their classmates. 4) To elicit students' prior knowledge of the topic of the text, set reading goals (for what they want to know), and monitor their comprehension of the topic after reading the text.

K-W-L not only helps the teacher assess the students' levels of understanding, but also models the learning process and activates thinking on the topic. This strategy is designed to help students develop a more active approach to reading expository material. Teacher first model and stimulate the kinds of thinking needed for learning and then give students individual opportunities to list what they know, what questions they want to answer, and what they have learned from reading the text.

This strategy has been shown to be an effective tool to help students become more active thinkers and to help them remember better communicate the active nature of reading in-group setting. This strategy is designed for group instruction and can be used with either whole classes or smaller groups. It can be used in all curricular areas and at all grades in which students are reading expository material. KWL strategy is used as an organizational framework from which to begin the study of the coursework. Through the explicit outline students create for themselves, they will anticipate new information, relate it to what they know or want and formulate new questions. It helps students monitor their own learning and understanding of concepts.

METHOD

Research Design

The research design considered the data and research objectives, and the researcher used a pre-experimental design. It consisted of pre-test, treatment, and post-test designs. The design was presented as follows:

Table 1. Research Design

Experimental group	Pre-Test	Have treatment (KWL strategy)	Post-Test
Control Group	Pre-Test	Without treatment	Post-Test

		(Conventional strategy)	
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Time and Place of The Research

This research conducted one month at SMA Negeri 1 Mamasa, it is located in Jl. Pendidikan, No.277, Mamasa Sub-district, Mamasa Regency, West Sulawesi, Indonesia.

Population and Sample

The population of this research are year ten students at SMA Negeri 1 Mamasa. This research used purposive sampling. In total researcher will use two classes, one class for experimental group and one class for control group, there was 72 students (36 students each group) in total in this research.

Research Variable

There are two variables in this research, there are independent variable and dependent variable. The independent variable is the use of KWL method in reading comprehension and the dependent variable is student’s reading comprehension.

Research Instrument

The instrument of that research was a reading test. The test was applied in the pre-test and post-test. The pre-test was used to find out the students' reading comprehension before using the KWL method, and the post-test was used to find out the students' reading comprehension after using the KWL method. The researcher used 20 multiple-choice questions in the pre-test and post-test.

Technique of Collecting Data

Pre-test is done before implementing KWL strategy. While post-test is implemented after using KWL strategy. The process of pre-test, treatments, and post-test will be explained below:

- a. Pre-test
Pre-test is the first steps of this research before giving treatment and it is to know students’ reading comprehension. Pre-test was held on the first meeting each group (class).
- b. Treatment
Treatment was held on second and third meeting in experimental group (class), After the pre-test, the researcher gave treatment for the students through teaching KWL method, while the control group without treatment.
- c. Post-test
Post-test was given to know the different score between the experimental and the control group. The post-test was given after the treatment was completed and it was used to find out the differences mean of the experimental and control group. Post-test was held on the fourth/last meeting each group (class).

Table 2. Procedure of Collecting Data

Experimental group	Control group
Pre-test	Pre-test

Researcher gives the multiple choices test that the researcher has prepared	Researcher gives the multiple choices test that the researcher has prepared
Treatment Step 1 Before reading a. Brainstorm: what do we already know about the topic? b. Create a K-W-L chart. c. Brainstorm word that associates with a topic, and record them in the K column of their chart. d. Arrange some questions to find out about the topic. Step 2 During reading a. Read the text b. Reread the text to look for clues Step 3 After reading a. Discuss the information b. Answer the question which record in W column, the answer record in L column.	
Post-test Researcher gave the post-test to the students giving a reading text and answer the questions.	Post-test Researcher gave the post-test to the students giving a reading text and answer the questions.

Data Analysis

In data analysis, data collected through pre-test and post-test. Calculating the students' mean score, standard deviation, and T-test (for measuring the significant difference between the result of the pre-test and post-test) was calculate using SPSS (Statistical Package for Social Sciences) 25.

FINDINGS

The purpose of this research is to determine the increase in students' reading comprehension through the KWL method at SMA Negeri 1 Mamasa. A pre-test was administered to 72 students, with 36 students in each group. Prior to the pre-test, the researcher provided instructions. The purpose of the pre-test was to assess the students' initial levels of improvement in reading comprehension. This pre-test comprised 20 multiple-choice questions focusing on interpretive reading comprehension.

For the control group, no treatment was applied, whereas the experimental group received a specific treatment. The treatment for the experimental group involved the following steps: first,

students began by discussing and noting their prior knowledge about the topic to be studied, this process aimed to connect new material with existing knowledge. Second, students created a list of questions or information they wished to explore further about the topic, thereby fostering curiosity and setting clear learning goals. Third, after engaging with the topic through reading or study, students recorded new information they had learned, which facilitated reflection and the integration of new knowledge with what they already knew or wanted to know. This method, known as the KWL strategy (What I Know, What I Want to Know, What I Learned), promotes deeper understanding and active engagement by allowing students to start with their prior knowledge, explore what they wish to learn, and ultimately connect new information with their existing knowledge, thus enhancing comprehension and retention.

A post-test was also administered to both groups—the control and the experimental group. This post-test, which also comprised 20 multiple-choice questions, aimed to evaluate improvements and differences between the two groups. The result of the data found that students' Reading Comprehension using Know, Want, Learn (KWL) method at the Ten Grade Students of the SMA Negeri 1 Mamasa in the further interpretation of the data analysis were given below:

Students' Scores in Pre-test and Post-test

Table 3. Students' scores of Reading Comprehension in Pre-test and Post-test

No.	Experimental Group			Control Group		
	NAME	PRE-TEST	POST-TEST	NAME	PRE-TEST	POST-TEST
1	AVB	90	95	APR	55	55
2	A	75	85	A	35	40
3	AP	50	80	AM	75	80
4	ADB	55	85	ATSD	10	15
5	AMD	40	80	AFR	65	65
6	AL	60	85	BBK	35	45
7	BFS	50	85	CR	75	55
8	CY	50	80	CAC	20	15
9	CVM	65	85	CNL	50	20
10	EEP	30	85	DS	30	45
11	FP	50	80	DRKP	75	75
12	HB	70	95	FS	45	45
13	HF	10	60	F	35	20
14	ISA	65	90	FYT	60	60
15	JW	45	80	GAB	80	55
16	JMO	65	85	GFFN	70	60
17	JN	60	85	JR	20	45
18	JWR	40	80	JFR	55	50

19	JBM	55	80	JA	35	20
20	JAK	70	90	M	45	45
21	KA	55	80	MI	75	65
22	KK	45	85	MRRR	55	55
23	LR	40	80	MSR	55	55
24	MJL	20	70	MRY	75	50
25	MAS	50	75	N	25	50
26	M	65	80	OO	25	40
27	N	65	85	O	50	55
28	NO	55	80	PI	10	15
29	OSP	70	85	RJ	45	40
30	ST	35	75	S	75	65
31	SAP	50	80	VN	50	50
32	S	70	85	VWY	75	65
33	SG	55	75	W	30	50
34	TMS	45	75	YB	30	20
35	VRA	45	80	Y	5	15
36	W	45	75	MA	60	60
Average		52,9	81,5	Average	47,5	46,1

Table 3 above shows that students' scores increased after using the Know, Want, Learn (KWL) method in the teaching and learning process. This is proven by comparing student scores on the pre-test and post-test. The student's score in the Pre-test of Experimental Group showed there is 1 student get the lowest score which is 10 and in the Control Group there is one student get the lowest score which is 5. However, significant progress was clearly visible in the Post-test results, where the lowest score of the Experimental Group increased to 75 and Control Group is 15, and the highest score of Experimental Group had reached 95 and Control Group is 80.

Independent Sample T-test

Decision criteria based on the results of the Independent Samples T-tests are as follows (Santoso, 2014):

- If the sig (2-tailed) of the Independent T-test ≥ 0.05 , then H_0 is accepted and H_1 is rejected.
- If the sig (2-tailed) of the Independent T-test ≤ 0.05 , then H_0 is rejected or H_1 is accepted.

Table 4. Paired Samples Statistics Post-test in Control and Experimental Group

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post-Test Control Group	46.1111	36	17.93286	2.98881
	Post-Test Experimental Group	81.5278	36	6.52681	1.0878

Based on Table 4 above, it is evident that there is a difference in scores between the post-test group not taught using the KWL method (control group) and the post-test group taught using the KWL method (experimental group). The mean score of students in the control group during the post-test was 46.1, whereas in the experimental group it was 81.5, indicating descriptively that there is a difference in the average post-test scores between students in the experimental and control groups. Furthermore, data verification was conducted to ensure that the difference in mean scores was not due to sampling error, as interpreted from the analysis of paired samples test results in Table 5. The hypothesis used in the Independent Samples T-test are:

- a. H₀: There is no significant difference between experimental group and control group.
- b. H₁: There is a significant difference between experimental group and control group.

Table 5. The Result of Independent Sample T-Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Post -Test Control Group - Post-Test Experimental Group	-35.417	18.1806	3.030	-41.568	-29.265	-11.69	35	.000

Table 5 indicates sig (2-tailed) value < 0.05, specifically 0.000, which means H₁ can be accepted and H₀ rejected. Therefore, there is a significant difference between the experimental group and the control group. This outcome signifies that, in the context of this study, the use of the Know, Want, Learn method has indeed led to a statistically significant improvement in students' literal and interpretive reading comprehension in year tenth SMA Negeri 1 Mamasa.

DISCUSSIONS

Based on the study's findings, the interpretations presented aim to underscore its significance. The study revealed a statistically significant difference in reading comprehension achievement between two groups: one taught using the KWL method (experimental group) and another using traditional methods (control group). This difference was evident in both the pre-test and post-test scores of the experimental and control classes. Specifically, the experimental group showed a notable increase from a mean pre-test score of 52.9 to 81.5 in the post-test, while the control group's scores decreased slightly from 47.5 to 46.1 over the same period. Furthermore, the t-test results confirmed a significant difference between the post-test scores of the experimental and control groups. These findings align with previous research. For instance, Rakhmawati (2015) demonstrated the effectiveness of the KWL method in enhancing reading comprehension.

Similarly, Hamid et al. (2016) emphasized its positive impact, and Sinambela et al. (2015) concluded that the method improved reading comprehension. Collectively, these studies reinforce the assertion that the KWL strategy enhances reading comprehension. The KWL method contributes to improving comprehension levels by activating students' prior knowledge related to the reading material, facilitating meaningful learning. It encourages students to establish conceptual connections and organize their knowledge, fostering cognitive development. By engaging in processes such as comprehension, interpretation, analysis, and synthesis, students actively construct knowledge, thereby gaining deeper insights and understanding. This active engagement supports the creation of meaningful frameworks for new experiences and enhances students' ability to process information independently and effectively.

In teaching, the KWL method aligns with course content and complexity, accommodating students' abilities and facilitating the correction of misconceptions. Previously, Riswanto et al. (2014) documented that students taught using the KWL strategy exhibited superior performance compared to those taught through traditional methods. Additionally, integrating the KWL strategy into teaching and learning reading can foster a dynamic classroom environment characterized by active discussions between teachers and students, as well as among students themselves. Reading comprehension, as a process of meaning construction, integrates textual information with students' cognitive backgrounds. Students' interpretations of texts are influenced by their prior knowledge, highlighting the critical role of the KWL method in enhancing reading comprehension. In conclusion, this study provides empirical evidence that the KWL method effectively enhances students' reading comprehension compared to traditional methods. It activates prior knowledge, improves interpretation skills, and aligns with cognitive processes, thereby promoting meaningful learning outcomes.

CONCLUSIONS

Based on the result of the study, the conclusions are the independent sample test (t-test) indicates sig (2-tailed) value < 0.05 , specifically 0.000, which means H1 can be accepted and H0 rejected. Therefore, there is a significant difference between the experimental group and the control group. Thus, it can be concluded that there is a significant effect of applying Know, Want, Learn on students' reading comprehension.

English teachers are suggested to use KWL method in a teaching- learning process in order to improve the students' reading achievement in comprehend the text and students can be guided to applying KWL method to reach their achievement in reading a text and enrich their knowledge. KWL strategy is very applicable and suitable for teaching reading comprehension of hortatory exposition texts because this three-phase approach assists students' process of reading before, during and after they deal with the text.

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