

Effect of KWL Reading Strategy on Reading Comprehension of Grade Nine Students, in District Khushab

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Abstract

The study was about the effect of KWL reading strategy on reading comprehension of grade nine Students. Nowadays, the KWL strategy, created by Ogle in 1986, is used in schools. All grades can benefit from this strategy of teaching reading. The researcher designed a study to check the effect of KWL reading strategy on reading comprehension of grade nine students. It was an experimental study with pre and post-test. The researcher makes two groups for this experiment. One group was controlled, the researcher gave no feedback, and this group remained traditional; the researcher gave KWL treatments to the experimental groups and saw the effect of KWL reading strategy. The objectives of the study were, (a) to find out level of students to identify main idea of topic, (b) to find out the effect of KWL Strategy on reading comprehension of students at secondary level. The study was delimited to only one public GHSS Mitha Tiwana District Khushab enrolled students in 9th grade in academic session 2022-2023, two groups were made from 60 participants. Group A (control group 30 students), group B (experimental group 30 students) of the 9th class. An achievement test of reading comprehension was developed to check co-relate prior knowledge to lesson, set specific learning goals and focus their attention while reading, reflecting on what students learned from the reading material. Different tests were used to describe the results like mean and standard deviation, for more analyses inferential statistical tools were used like, t-test. It was found that KWL reading strategy (what know, what want to know, what learned) positively effect on reading comprehension. It is recommended that KWL reading strategy (what know, what want to know, what learned) should be under observation of teachers.

Keywords: KWL Reading Strategy, Reading Comprehension, Grade Nine, Student Performance, Educational Intervention

Effect of KWL Reading Strategy on Reading Comprehension of Grade Nine Students, in District Khushab

Introduction

Understanding what is being read is one of the most difficult activities that humans are capable of performing. Reading theorists have struggled to find a way to depict reading comprehension in a way that is both comprehensive and meaningful, and in the past several decades, a wide variety of theoretical models have been offered.

In social interactions, language plays a crucial role. Language is used as a tool for communication. Without language, we are unable to convey our message to others in a way that will help them grasp what we need. In addition to these other purposes, language is used to avoid misunderstandings between parties. English is one of the many languages used worldwide. Due to its status as a worldwide language, English plays a part in the communication sector (Ahmad et al., 2023; 2024; Altaf et al., 2023; Dehraj & Hussain, 2024; Hussain et al., 2023; 2024; Muhammad et al., 2023; Sindhu et al., 2023).

A person's ability to read and understand what they read is a cornerstone of their personal and societal growth. Reading is an ability that requires the use of a wide variety of mental operations centered on constructing an internal model of a text. Reading Comprehension Include Phonological Awareness, Phonics, Vocabulary Knowledge, and Reading Fluency (Zafar et al., 2023; Shahzadi et al., 2023; Hussain & Khoso, 2021).

Nowadays, the KWL strategy, created by Ogle in 1986, is used in schools. All grades can benefit from this strategy of teaching reading. KWL can learn to read explanatory texts actively. Students use previous information in the first K phase (Know). After that, in the second stage, they predict what extra knowledge they will most likely want to know (W) and come up with a plan to get it. As the plan is carried out in the concluding part L, students consider the fresh information they have learned or retrieved (Learned). Students use higher-order thinking techniques to analyze their progress toward their objectives and to derive meaning from the readings.

KWL is a reading Strategy that allows pupils to be guided through a book through the use of an instructional approach. KWL Strategy is a type of visual organizer that can assist students in organizing knowledge before, during, and after a lesson or a unit of study. Activating students' preexisting knowledge, sharing learning goals, engaging students in a new topic, and monitoring students' progress in their learning are all possible uses for these tools. They may be utilized on their own, but they can also be used to spark conversation in the classroom (Amaliani, 2017).

The ability to comprehend what one reads is difficult to enhance since it is both complicated and multidimensional. To improve reading comprehension across grade levels, it is vital to place an early and consistent emphasis on the development of abilities in the areas of background knowledge, vocabulary, inference, and comprehension monitoring (Ogle, 1986). On the basis of these signs, the researcher was interested in examining how well the KWL Strategy worked to enhance the reading comprehension skills of ninth graders at GHSS Mitha Tiwana in the academic year 2022/23.

Definitions of key Terms

K (Know): Students brainstorm what they already know about the topic. This encourages people to use their past knowledge and expertise on the topic. Students can list or mind map their information individually or in small groups.

Effect of KWL Reading Strategy on Reading Comprehension of Grade Nine Students, in District Khushab

W (Want): Students state their interests or inquiries in the second phase. This process helps students discover knowledge gaps and interests. It also guides their research.

L (Learned): After topic-related learning activities, pupils enter the third phase. They evaluate and document their findings. This stage encourages students to synthesize new information, reflect on prior questions, and fill in gaps highlighted in the "Know" phase.

Statement of Problem

People from all over the world find it challenging to communicate in English. Most children struggle with classroom English instruction. Problems with reading are frequently cited as a key difficulty in the classroom. There was a widespread inability to read and speak the words correctly. From elementary school through college, students in Pakistan are required to take English classes. In all areas of study, students report having trouble with reading, writing, and speaking the English language. According to PEC 2019-21, English results are 56 percent in grade 8- CRQs (Constructed Response Questions) resulted in English 48 percent, while in district Khushab, the result was English 53 percent. When a text is given to study in school, students typically have a limited vocabulary and are unfamiliar with the meanings of the majority of the text's words. Learning tactics like relying on prior information, generating predictions, skimming and scanning, or assuming meaning from context are not known to our teachers or students. Pupils do not like to read a book. To fill this gap, especially in reading comprehension, researchers have introduced a strategy. The plan is to get teachers excited about teaching reading and provide them with effective reading strategies in Pakistani educational culture. There are many metacognitive teaching strategies, but KWL is a more effective strategy for improving the reading comprehension ability of 9th-grade students. KWL strategy enhances educational activities in the classroom to help students understand what they are learning. So, the researcher wanted to conduct an experiment on 9th-grade students in GHSS Mitha Tiwana District Khushab.

Objectives of The Study

The following main objectives were aimed to be achieved in the study:

1. To find out the level of students who are interested in identifying the main idea of the topic.
2. To find out the effect of the KWL Strategy on the reading comprehension of students at the secondary level.

Research Questions

Following where the research questions, the researcher investigates through a cross-sectional survey before conducting the experimental research;

1. Do students know something about the lessons in the ninth class's English book (PTB)?
2. Do students set goals for their lessons?
3. Do students monitor their comprehension when they feel difficulty rereading the lesson?

Does your teacher ask questions about the topic?

ii Does your teacher guide you carefully when reading?

iii Do you discuss with peers what you learn in the text?

Effect of KWL Reading Strategy on Reading Comprehension of Grade Nine Students, in District Khushab

iv Do you make learning charts?

4. What is the student's perception of the KWL Strategy?

5. How does the KWL Strategy affect students' reading comprehension at the secondary level?

I. Do students have knowledge of and understanding of vocabulary?

ii. Do students have phonemic awareness?

iii. Do Students Read a topic with Fluency?

iv Do Students have knowledge about phonics?

Research Hypothesis

1. **H-1** There is a significant difference between the Reading Comprehension skills of students taught through the KWL Strategy.

2. **H-0** There is no significant difference between the Reading Comprehension skills of students taught through the KWL Strategy.

Significance of The Study

This study will be beneficial for both teachers and students, who are the basic pillars of each country's education system. This study will be beneficial for students, teachers, and stakeholders in the following; Students who do not read English and face a lot of trouble during their educational career will get benefits. At the school level, students who do not achieve their best grades due to low reading problems in many subjects, especially English, will benefit from this new strategy.

This study will assist English teachers in selecting an approach to make reading skill instruction more engaging for students. The outcome will assist instructors, particularly those who worked with pupils in the ninth grade, in developing their reading skills. It will be beneficial for the students to have the chance to better their reading, particularly in terms of comprehending, creating, and responding to the text's questions.

Delimitation of the Study

The study was delimited to investigate the effect of the KWL Strategies on the following areas;

1. Reading comprehension.

2. Only 9th grade students.

3. GHSS Mitha Tiwana District Khushab.

Research Methodology

This study was experimental and quantitative in nature, but prior to the experiment, a small survey was also conducted to check the student's knowledge and attitude levels. A questionnaire was used to collect data from 9th students. Then, pre and post-tests were conducted on control and experimental groups. The researcher applied some statistical tools for data interpretation. For this purpose, mean, standard deviation, and t-test were used. The survey was conducted in GHSS Mitha Tiwana on the whole 9th class, and two groups were made for exponents through a pre-test. Then, I gave treatment to one group and checked the results.

Effect of KWL Reading Strategy on Reading Comprehension of Grade Nine Students, in District Khushab

Study Design

Nineth graders' reading comprehension was the intended target of this study's KWL (What Know, What Want to Know, and What Learned) reading strategy assessment. For survey data collection, an attitude scale was used, which consisted of 10 items about reading strategy and reading comprehension. The second scale was a pre and post-test about reading strategy and reading comprehension to check the effect of KWL effect after treatment. All collected data was put into SPSS, and then the mean and standard deviation and t-test were also used to see attitude and significant level. Then, find results and make conclusions.

Population of the Study

The population of the study was the 9th class of GHSS Mitha Tiwana. A total of 120 students were enrolled in class 9th. In this way, the targeted population was 120 students admitted to the 9th class.

Sample of the Study

The sample was selected using Krejcie and Morgan's (1970) sample table for social sciences; for the survey study, all students were selected as the sample because the population was very small. After that, 60 students were selected for the experiment with the help of a pre-test; only average scorer students were selected for the experiment. High scorers and below scores were excluded from the sample.

Development of the Research Tool

A pre- and post-test for achievement was created, and a standardized attitude scale was utilized for the survey study. On a 5-point Likert scale, from completely disagree to completely agree, the items were rated. Experiment tests were developed through three rubrics, each rubric having an equal weight.

Validation of the Research Tool

Both research tools were validated through expert opinion and pilot testing. A list of experts is attached in appendix A in the portion of appendices.

Expert opinion

The adopted tool was presented before the expert panel; the expert consisted of language experts, school faculty, and English teaching teachers; the statements of the survey questionnaire checked into the Pakistani educational context and curriculum. Ethical consideration was kept in mind; some statements were revised, and some were omitted. Some new statements were added according to the need for research. Finally, with the advice and consent of experts, the questionnaire was redeveloped and prepared for pilot testing, and experiment tools were accepted for pre- and post-tests.

Pilot testing

The questionnaire was pilot-tested before collecting the data. Scholars chose 20 students of 9th and then administered the survey questionnaire. Collected data was put into SPSS to check the reliability of the tool. The reliability of the tool was excellent, and with the consent of the

Effect of KWL Reading Strategy on Reading Comprehension of Grade Nine Students, in District Khushab

expert's scholar, the questionnaire was finalized.

Reliability of the tool

Scholar pilot tested the questionnaire; for this purpose, 20 students from class 9th were chosen, and the survey questionnaire was presented. Cronbach's alpha was 0.91 for the overall scale.

Administration of the Research Tool and Data Collection

The scholar conducted the survey personally and administered the research tool; it was possible, with the help of respected teachers, to collect the data and then put it in SPSS V25 for more interpretation. First of all, mean values and standard deviations were drawn, and then a t-test was applied to see the significant. For the experiment, a pre-test was presented to students, and after six months of treatment, then post-tested both groups, post-test scores were co-related with the pre-test, and results were drawn.

Analysis of Data

After conducting the survey and collecting the data, the whole data was put in SPSS and interpreted; results were drawn and inserted in tabulation form, then described briefly in the 4th chapter. First of all, statements were analyzed separately, and then factor-wise analyses were done. Researcher match the mean values and standard deviation and check the significance level of all factors further with the help of a t-test. After calculating the means and standard deviations of the pre- and post-tests, we used a t-test to see whether there were any significant changes.

Level of Students to Identify the Main Idea of Topic

Table 1: You know something about lessons in the ninth class's English book (PTB)

Agreements	<i>f</i>	%	M	S. D	t	Sig. (2-tailed), $\alpha=0.05$
Fully Disagree	28	23.3				
Partly disagree	75	62.5				
Partly agree	12	10.0	2.00	.708	30.159	.000
Fully agree	5	4.2				
Total	120	100.0				

Table 1 shows the results of the question "You know something about lessons of the ninth class's English book (PTB)." the mean value was (2.00), the standard deviation was (.708), the value of the t-test was (30.159) and $p < 0.5$.

Table 2: You set goals for your lessons

Agreements	<i>f</i>	%	M	S. D	t	Sig. (2-tailed), $\alpha=0.05$
Fully Disagree	26	21.7				
Partly disagree	68	56.7				
Partly agree	15	12.5	2.09	.840	27.273	.000
Fully agree	11	9.2				
Total	120	100.0				

Effect of KWL Reading Strategy on Reading Comprehension of Grade Nine Students, in District Khushab

Table 2 shows the results of the question, "You set goals for your lessons." The mean value was (2.09), the standard deviation was (.840), the value of the t-test was (27.273), and the $p < 0.5$.

Table 3: You monitor your comprehension when you feel difficulty rereading the lesson

Agreements	<i>f</i>	%	M	S. D	t	Sig. (2-tailed), $\alpha=0.05$
Fully Disagree	27	22.5				
Partly disagree	72	60.0				
Partly agree	13	10.8	2.02	.778	28.407	.000
Fully agree	8	6.7				
Total	120	100.0				

Table 3 shows the results of the question, "You monitor your comprehension when you feel difficulty rereading the lesson." The mean value was (2.02), the standard deviation was (.778), the value of the t-test was (28.407) and the $p < 0.5$.

Table 4: Your teacher asks questions about the topic

Agreements	<i>f</i>	%	M	S. D	t	Sig. (2-tailed), $\alpha=0.05$
Fully Disagree	26	21.7				
Partly disagree	80	66.7				
Partly agree	14	11.7	1.90	.571	36.450	.000
Fully agree	120	100.0				
Total	26	21.7				

Table 4 shows the results of the question, "Your teacher asks questions about the topic." The mean value was (1.90), the standard deviation was (.571), the value of the t-test was (36.450), and $p < 0.5$.

Table 5: Your teacher guides you about reading carefully

Agreements	<i>f</i>	%	M	S. D	t	Sig. (2-tailed), $\alpha=0.05$
Fully Disagree	27	22.5				
Partly disagree	74	61.7				
Partly agree	13	10.8	2.00	.733	29.634	.000
Fully agree	6	5.0				
Total	120	100.0				

Table 5 shows the results of the question, "Your teacher guides you about reading carefully." The mean value was (2.00), the standard deviation was (.733), the value of the t-test was (29.634), and $p < 0.5$.

Table 6: You discuss with peers what you learn in the text

Agreements	<i>f</i>	%	M	S. D	t	Sig. (2-tailed), $\alpha=0.05$
Fully Disagree	32	26.7				
Partly disagree	71	59.2				
Partly agree	13	10.8	2.00	.710	29.442	.000
Fully agree	4	3.3				
Total	120	100.0				

Effect of KWL Reading Strategy on Reading Comprehension of Grade Nine Students, in District Khushab

Table 6 shows the results of the question, "You discuss with peers what you learned in the text." The mean value was (2.00), the standard deviation was (.710), the value of the t-test was (29.442), and the $p < 0.5$.

Table 7: You make your learning chart

Agreements	f	%	M	S. D	t	Sig. (2-tailed), $\alpha=0.05$
Fully Disagree	28	23.3	2.00	.616	34.080	.000
Partly disagree	74	61.7				
Partly agree	18	15.0				
Total	120	100.0				

Table 7 shows the results of the question "You make your learning chart." The mean value was (2.00), the standard deviation was (.616), the value of the t-test was (34.080), and $p < 0.5$.

Table 8: All Questions combined analysis

	N	M	S. D	t	df	Sig. (2-tailed)
Questions	120	1.9800	.23500	92.295	119	.000

Table 8 shows the results of the All Questions combined analysis. The mean value was (1.9800), the standard deviation was (.23500), the value of the t-test was (92.295), and $p < 0.5$.

Experiments

Table 9: Pre-test of the control group

Tests	M	S. D	t	df	Sig. (2-tailed)
Co-relate prior knowledge to the lesson	2.9800	.60652	26.911	29	.000
Set specific learning goals and focus their attention while reading	2.7400	.51502	29.140	29	.000
Reflecting on what students learned from the reading material	3.2667	.47658	37.543	29	.000

Table 9 shows the results of the Pre-test of the control group; the results of the test "Co-relate prior knowledge to lesson" the mean value was (2.9800) and the standard deviation was (.60652), the value of the t-test was (26.911) and $p < 0.5$. The results of the test "set specific learning goals and focus their attention while reading" the mean value was (2.7400), the standard deviation was (.51502), the value of the t-test was (29.140), and $p < 0.5$. The results of the test "Reflecting on what students learned from the reading material" showed the mean value was (3.2667), the standard deviation was (.47658), the value of the t-test was (37.543), and the $p < 0.5$.

Table 10: Post-test of the control group

Tests	M	S. D	t	df	Sig. (2-tailed)
Co-relate prior knowledge to the lesson	2.9379	.61899	25.560	29	.000
Set specific learning goals and focus their attention while reading	2.7724	.55991	26.665	29	.000
Reflecting on what students learned from the reading material	3.1862	.58781	29.190	29	.000

Table 10 shows the results of the post-test of the control group; the results of the test "Co-

Effect of KWL Reading Strategy on Reading Comprehension of Grade Nine Students, in District Khushab

relate prior knowledge to lesson" the mean value was (2.9379) and the standard deviation was (.61899), the value of the t-test was (25.560) and the $p < 0.5$. The results of the test "Set specific learning goals and focus their attention while reading" showed the mean value was (2.7724), the standard deviation was (.55991), the value of the t-test was (26.665), and the $p < 0.5$. The results of the test "Reflecting on what students learned from the reading material" showed the mean value was (3.1862), the standard deviation was (.58781), the value of the t-test was (29.190), and $p < 0.5$.

Table 11: Pre-test of the experimental group

Tests	M	S. D	t	df	Sig. (2-tailed)
Co-relate prior knowledge to the lesson	3.0400	.57870	28.773	29	.000
Set specific learning goals and focus their attention while reading	2.9667	.50945	31.895	29	.000
Reflecting on what students learned from the reading material	3.1267	.72108	23.750	29	.000

Table 11 shows the results of the pre-test of the experimental group; the results of the test "Co-relate prior knowledge to lesson" the mean value was (3.0400) and the standard deviation was (.57870), the value of the t-test was (28.773) and $p < 0.5$. The results of the test "set specific learning goals and focus their attention while reading" the mean value was (2.9667), the standard deviation was (.50945), the value of the t-test was (31.895), and $p < 0.5$. The results of the test "Reflecting on what students learned from the reading material" showed the mean value was (3.1267), the standard deviation was (.72108), the value of the t-test was (23.750), and $p < 0.5$.

Table 12: Post-test of the experimental group

Tests	M	S. D	t	df	Sig. (2-tailed)
Co-relate prior knowledge to the lesson	3.9667	.29750	73.030	29	.000
set specific learning goals and focus their attention while reading	3.5733	.35519	55.103	29	.000
Reflecting on what students learned from the reading material	3.9400	.49869	43.274	29	.000

Table 12 shows the results of the post-test of the experimental group; the results of the test "Co-relate prior knowledge to lesson" the mean value was (3.9667) and the standard deviation was (.29750), the value of the t-test was (73.030) and $p < 0.5$. The results of the test "set specific learning goals and focus their attention while reading" the mean value was (3.5733), the standard deviation was (.35519), the value of the t-test was (55.103), and $p < 0.5$. The results of the test "Reflecting on what students learned from the reading material" showed the mean value was (3.9400), the standard deviation was (.49869), the value of the t-test was (43.274), and $p < 0.5$.

Table 13: Post-test of both control and experimental group

Tests	M	S. D	t	Sig. (2-tailed)
Control Group Post-Test	2.9655	.44566	-8.554	.000
Experimental Group Post-Test	3.8267	.31929		

Effect of KWL Reading Strategy on Reading Comprehension of Grade Nine Students, in District Khushab

Table 4.13 shows the comparison results of both the control and experimental group; the results of the test “control group” mean value was (2.9655), and the standard deviation was (.44566). The results of the experimental post-test showed the mean value was (3.8267), the standard deviation was (.31929), the value of the t-test was (-8.554), and $p < 0.5$.

Findings

1. The investigation revealed the comparison results of both the control and experimental group; the results of the test “control group” mean value was (2.9655), and the standard deviation was (.44566). The results of the experimental post-test showed the mean value was (3.8267), the standard deviation was (.31929), the value of the t-test was (-8.554), and $p < 0.5$, the null hypothesis was rejected (Hypothesis No. 1; Objective No. 2; Table 4.16).
2. The result of all the combined analyses related to the objective was “To find out the level of students to identify the main idea of the topic.” The mean value was (1.9800), the standard deviation was (.23500), the value of the t-test was (92.295), and $p < 0.5$, it was found that students identify significantly fewer ideas about topics (Objective No. 1; Table 4.11).
3. The results of the question “You know something about lessons of the ninth class’s English book (PTB)” the mean value was (2.00), the standard deviation was (.708), the value of the t-test was (30.159) and $p < 0.5$ (Table 4.1).
4. The results of the question, “You set goals for your lessons,” The mean value was (2.09), the standard deviation was (.840), the value of the t-test was (27.273), and the $p < 0.5$ (Table 4.5).
5. The results of the question, “You monitor your comprehension when you feel difficulty rereading the lesson,” The mean value was (2.02), the standard deviation was (.778), the value of the t-test was (28.407), and the $p < 0.5$ (Table 4.6).
6. The results of the question, “Your teacher asks questions about the topic.” The mean value was (1.90), the standard deviation was (.571), the value of the t-test was (36.450), and $p < 0.5$ (Table 4.7).
7. The results of the question, “Your teacher guides you about reading carefully.” The mean value was (2.00), the standard deviation was (.733), the value of the t-test was (29.634), and $p < 0.5$ (Table 4.8).
8. The results of the question, “You discuss with peers what you learned in the text.” The mean value was (2.00), the standard deviation was (.710), the value of the t-test was (29.442), and the $p < 0.5$ (Table 4.9).
9. The results of the question “You make your learning chart.” The mean value was (2.00), the standard deviation was (.616), the value of the t-test was (34.080), and $p < 0.5$ (Table 4.10).
10. The results of the All Questions combined analysis. The mean value was (1.9800), the standard deviation was (.23500), the value of the t-test was (92.295), and $p < 0.5$ (Table 4.11).
11. The results of the Pre-test of the control group the results of the test “Co-relate prior knowledge to lesson” the mean value was (2.9800) and the standard deviation was (.60652), the value of the t-test was (26.911) and $p < 0.5$. The results of the test “set specific learning goals and focus their attention while reading” the mean value was (2.7400), the standard deviation was (.51502), the value of the t-test was (29.140), and $p < 0.5$. The results of the test “Reflecting on what students learned from the reading material” showed the mean value was

Effect of KWL Reading Strategy on Reading Comprehension of Grade Nine Students, in District Khushab

(3.2667), the standard deviation was (.47658), the value of the t-test was (37.543), and the $p < 0.5$ (Table 4.12).

12. The results of the post-test of the control group the results of the test "Co-relate prior knowledge to lesson" the mean value was (2.9379) and the standard deviation was (.61899), the value of the t-test was (25.560) and the $p < 0.5$. The results of the test "Set specific learning goals and focus their attention while reading" showed the mean value was (2.7724), the standard deviation was (.55991), the value of the t-test was (26.665), and the $p < 0.5$. The results of the test "Reflecting on what students learned from the reading material" showed the mean value was (3.1862), the standard deviation was (.58781), the value of the t-test was (29.190), and $p < 0.5$ (Table 4.13).

13. The results of the pre-test of the experimental group the results of the test "Co-relate prior knowledge to lesson" the mean value was (3.0400) and the standard deviation was (.57870), the value of the t-test was (28.773) and $p < 0.5$. The results of the test "set specific learning goals and focus their attention while reading" the mean value was (2.9667), the standard deviation was (.50945), the value of the t-test was (31.895), and $p < 0.5$. The results of the test "Reflecting on what students learned from the reading material" showed the mean value was (3.1267), the standard deviation was (.72108), the value of the t-test was (23.750), and $p < 0.5$ (Table 4.14).

14. The results of the post-test of the experimental group the results of the test "Co-relate prior knowledge to lesson" the mean value was (3.9667) and the standard deviation was (.29750), the value of the t-test was (73.030) and $p < 0.5$. The results of the test "set specific learning goals and focus their attention while reading" the mean value was (3.5733), the standard deviation was (.35519), the value of the t-test was (55.103), and $p < 0.5$. The results of the test "Reflecting on what students learned from the reading material" showed the mean value was (3.9400), the standard deviation was (.49869), the value of the t-test was (43.274), and $p < 0.5$ (Table 4.15).

15. The comparison results of both the control and experimental group; the results of the test "control group" mean value was (2.9655), and the standard deviation was (.44566). The results of the experimental post-test showed the mean value was (3.8267), the standard deviation was (.31929), the value of the t-test was (-8.554), and $p < 0.5$ (Table 4.16).

Discussion

It was found that the KWL reading strategy (what you know, what you want to know, what you learned) Positively affects reading comprehension. Research by Hastomo and Zulianti (2022) supported the findings of the present investigation. The results of this study demonstrate how well the Know Want Learn (KWL) Strategy was implemented in the Zoom conference to enhance students' reading comprehension and engagement. The fact that the pre-test mean score was 65.42 and the post-test mean score was 85.49 indicates that the pupils' reading comprehension has improved. Additionally, 26% of students (8) exhibit moderate perception, 24% of students (7) provide good impressions, and 50% of students (15) exhibit extremely positive perceptions. Additionally, using Zoom conferences in conjunction with the KWL strategy can assist students in meeting the learning objective. When studying English with this combination, the pupils can reap several benefits. Even if they are not permitted to attend in-person classes, they can nonetheless carry out efficient

Effect of KWL Reading Strategy on Reading Comprehension of Grade Nine Students, in District Khushab

teaching-learning activities in a contemporary manner. Another study by AlAdwani et al. (2022) explored that without the KWL reading strategy, students were unable to identify the main idea of the topic. Without the KWL strategy, students did not know about the first, second, third, and fourth lessons of the ninth-class English book. It was explored that without the KWL strategy, students could not set lesson goals. Without the KWL strategy, students were unable to monitor their comprehension when they felt difficulty reading the lesson. Different research disproves the current findings produced by (Wijaya & Zulaeha 2021). A comparison analysis is employed to evaluate the relative efficacy of the KWL and DRTA strategies. The study's findings indicate that students' reading comprehension abilities were improved by 73.8 percent with the DRTA technique and 64.2 percent with the KWL strategy. Students' reading comprehension scores are improved by 71.9 percent with the DRTA technique and 63.4 percent with the KWL strategy. The DRTA technique yielded an average score of 85.6 for reading comprehension, whereas the KWL strategy produced an average score of 74.7. We may infer that, in comparison to the KWL Strategy, the DRTA strategy has a more favorable impact on reading comprehension abilities. A study by Maulida and Gani (2016) explores the same results; the researchers conclude that teaching reading by using KWL has a good effect on students' reading comprehension at SMPN 3 Banda Aceh. The abstract that Hanura and Jono (2021) presented indicated that this investigation does obtain some findings. The first benefit of the KWL Strategy is that it has the potential to enhance students' reading comprehension of procedural literature and to raise students' reading scores. In addition, the method has the potential to enhance students' reading comprehension abilities by activating prior knowledge, explicit knowledge, implicit information, and word references, as well as by detecting word meanings that are reliant on context. The method also resulted in an improvement in the classroom environment. According to Farha and Rohani (2019), there was no significant difference in the level of achievement shown by students who were taught using the KWL Strategy as opposed to students who were not taught using this strategy.

Conclusions of the Study

1. It was found that the KWL reading strategy (what you know, what you want to know, what you learned) positively affects reading comprehension.
2. It was explored that without the KWL reading strategy, students were unable to identify the main idea of the topic.
3. Without the KWL strategy, students did not know about the first, second, third, and fourth lessons of the ninth-class English book.
4. It was explored that without the KWL strategy, students could not set goals for their lessons.
5. Without the KWL strategy, students were unable to monitor their comprehension when they felt difficulty reading the lesson.
6. It was found that without the KWL learning strategy, students were unable to read carefully.
7. Without the KWL concept, the student did not discuss with their peers what they learned in the text.
8. Without knowing about the KWL learning strategy, students were unable to make

Effect of KWL Reading Strategy on Reading Comprehension of Grade Nine Students, in District Khushab

learning charts.

9. Without knowing about the KWL learning strategy, students can improve their comprehension.

Recommendations of the Study

According to the findings of the study, the following are some recommendations;

Implement KWL strategy consistently

1. Train teachers and students to use KWL effectively.
2. Incorporate KWL into lesson plans across various subjects.
3. Provide KWL templates and prompts to guide students.

Promote active learning and engagement

4. Encourage students to brainstorm and ask questions before reading.
5. Facilitate discussions and peer learning based on "Learned" sections.
6. Use KWL charts to monitor progress and adapt teaching techniques.

Integrate technology for further engagement

7. Develop interactive KWL platforms for digital classrooms.
8. Utilize online resources and tools to create personalized learning experiences.
9. Encourage students to share their KWL charts and insights online.

Continuous evaluation and refinement

10. Track student progress with KWL implementation.
11. Collect feedback from students and teachers.
12. Adapt and refine the KWL strategy based on the gathered data.

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