

## The Development of Critical Reading for German Learners through KWL Concept

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### Abstract

German is taught as a foreign language in high schools or universities. Four basic language skills, namely listening, reading, speaking and writing are to be acquired. Listening and reading comprehension are receptive skills, while speaking and writing skills are productive skills. In reality, many German learners have difficulty reading. Teachers need to have proper reading strategies that can make it easier for German learners to understand text. Difficulties in reading comprehension or a general overstrain with the selected teaching texts can result in a lack of motivation to learn. It could be that a technique used does not fit in the class. One strategy that can be used is the KWL (Know, Want to Know, Learned) reading strategy. The effect of this is that German learners become active themselves in the classroom and also show more motivation, as they can work together to develop titles, images and explanations of a text. The teacher is available to provide learners with information related to the topic. Then the topic is discussed together. Then the learners write a few questions and try to determine them independently into information categories. Finally they do a mapping and write a little résumé. They will also present their completed assignment while the teacher gives them comments. It has emerged from this that the use of technology in the class is more interested in reading lessons or also answer. They then discuss it with the others in order to awaken German learning.

### Keywords

reading; mapping; résumé; active; KWL Plus; learning technique



## I. Introduction

Reading is an activity or cognitive process that seeks to find various information contained in writing and also a skill that is important in learning a language. Basically, reading activities aim to find and obtain messages or understand meaning through reading. The purpose of reading the reading will affect the type of reading chosen. One type of reading skill is reading comprehension. But reading is not easy to understand a text. Most German learners find that understanding German texts is a difficult. Problems often arise while teaching German, where German learners are less motivated to follow reading lessons optimally and it can be observed that most German learners are less interested in following reading and understanding a text. This unfavorable situation certainly has an impact on the lack of learning success. One of the causes of weakness is the inaccuracy in determining learning methods and techniques, resulting in a boring and unattractive learning atmosphere. Therefore, it is deemed necessary to apply appropriate learning techniques, in order to create more interesting reading learning. One of the learning techniques provided in this activity is the KWL Plus learning technique.

The term learning technique contains several elements of understanding. The first is technique, namely all the tools and methods used by teachers to achieve lesson objectives.

While the second element is learning, which is an effort to create interactions between individuals and learning subjects, in order to build knowledge and shape character. One of the learning techniques that can be used to support understanding of German texts is KWL Plus. KWL Plus is a learning technique which consists of several phases. KWL stands for English, which is „K“ for „what I know“, whereas „W“ is „what I want to learn“, „L“ is „what I have learned. Plus is an additional phase in learning, where students can make their work to be published in class. In learning German for most German learners, there are not many innovative and attractive German lessons. Most of the teachers still use conventional techniques limited to use with a traditional approach. With the KWL Plus learning technique, teachers can have the flexibility to further enrich the material, make variations in assignments, and that will certainly motivate learners more because students can explore subject matter according to their abilities.

Based on this background, it is appropriate to develop a reading strategy as a learning method for German learners that is more effective, efficient and also more attractive to these learners. One of the effective ways to increase the motivation to learn German reading skills of German language learners is by applying innovative and attractive learning methods. One strategy that can be applied is KWL (Know, Want to Know, Learned) reading strategy.

## II. Review of Literatures

### English Capacity Building

KWL is short for the English term, which is "K" for "what I know", while "W" is "what I want to learn", "L" is "what I have learned". This technique allows students to understand the text and extract the essence quickly. In addition, students become more actively involved in lessons. The KWL learning technique allows students to take active reading lessons. They can find out the theme of the reading, hone knowledge related to the subject, make questions that might be answered by the text and assess their own learning outcomes. Some of the important steps of the KWL technique can be described as follows:

1. The first phase: Know (K), in which students present their initial knowledge related to the theme as well as guessing the scope of the discussion in the text. In this phase, students exchange opinions to get a broader picture, before reading and discovering the contents of the text.
2. Second phase: What I want to learn (W), where students ask questions about what they want to learn with their peers. They make as many questions as possible by referring to the theme of the reading. These questions may be answered by the text or be an extension of an existing text.
3. The third phase: What I have learned (L), where students reflect on what they have learned from the text.

The process of aligning ideas with the content of the text runs actively, either during lessons or after reading activities. Then, they answer questions that can have answers in the text (Uno & Mohamad: 2019, p. 108). The KWL technique was then developed into KWL-Plus, where the final phase was added, namely the creation of Mind-Mapping. Carr u. Ogle (in Ruddell, 2018: 242) argues that KWL Plus is a combination of Donna Ogle's original KWL with mapping. K, W, and L stand for know, want to know, and learned, respectively, and are used to guide students through text. Therefore, the combination of learning activities in the form of exchange of ideas and knowledge, curiosity about the

content of the lesson and awareness of learning outcomes must be harmoniously combined in a visualization container.

The KWL Plus technique starts with discussion and exchange of students' opinions on the chosen reading theme. Then they write down their ideas on a worksheet, using the column "K". Then they compile the questions they want to know from the text and write them into the Worksheet column "W". After that, they read the text carefully and found the full contents of the text. The main thoughts or important information from the text are retained in the worksheet, columned "L". Furthermore, students are creative in collecting all ideas and contents of the reading into a mind mapping chart. This is a general description of the KWL Plus implementation, as stated by Ruddell (2018: 242) that students begin by brainstorming everything they know about a topic and then categorizing their knowledge and listing it on a K-W-L worksheet under K. And then the students write under W on worksheet the questions about what they want to know from the text. After the students read the text summarize what they have learned and write the information under L on worksheet. The information is used than for mapping.

Uno and Mohamad (2019: 84) add that Mind Mapp making must be done in a simple way, but still give interesting results and impressions. In the end, students can present their work and get appreciation from the classroom environment. Silbermann (2020: 156) argues that making Mind Mapp is a creative way of learning in order to capture broad ideas, as well as helping sharpen memory in the learning process. In addition, students are encouraged to be able to plan and organize their learning needs independently. Meanwhile, Huda (2021: 307) provides information that the chain of thoughts set forth in Mind-Mapps can help students obtain more information, so that they are able to master the subject matter optimally.

Indicated by the presence of attention, liking, involvement and a sense of one's interest in something which is indicated by participation, the desire to learn actively and seriously. Interest has a great influence on activity.

### **III. Research Methods**

This research is literature research, which is a series of studies relating to the method of collecting library data, or research where the object of research is explored through a variety of library information. Literature research or literature review is research that critically reviews or reviews the knowledge, ideas, or findings contained in the academic-oriented literature, and formulates theoretical and methodological contributions to topics regarding KWL (Know, Want to Know, Learned) techniques for learning German reading skills for german learners.

### **IV. Discussion**

KWL Plus learning techniques are clearly designed, to help German learners before and after reading lessons. This technique enables German learners to be able to activate various language competencies and social skills. So that KWL Plus is very optimally applied to individual or group work. This technique can be practiced within 2 x 45 minutes (2 hours of lessons), by minimizing the scope of the discussion. KWL (Know, Want to Know, Learned) is a reading strategy that allows students to take an active role before, during and after reading. This strategy helps them think about the new information. The student can also develop questions on various topics and they can assess their own learning outcomes. KWL (Know, Want to Know, Learned) reading stragedy has three steps. These are know, want to know and learned.

#### 4.1 First-step K (What We “Know”)

There are four steps in this step:

- 1) The students say their idea
- 2) The teacher write student ideas
- 3) Discuss
- 4) Make decision

This step is the first step or the opening step. In the first stage, a brainstorm is conducted about what the students already knew regarding the topic or text they were going to read. During the process at this step, the teacher's role is to write down on the board what opinions or thoughts the students voluntarily submit regarding the topic or text they will read. Stimulation in the form of conducting questions and answers or asking various uncertainties to students is an important or key part of brainstorming activities which are very useful for delivering students' initial knowledge to the text they will read. Because, in this way the students are given the opportunity freely to bring up something that has been felt vaguely so far, say what they know, and activate the memory in their mind so that it really helps them find what they don't know so far.

#### 4.2 Second - step W

The students create questions and write it. After students think about what they already know regarding the topic in the text and the categories of information they should formulate. The teacher guides students to make questions related to the reading they are reading. The teacher gives an example of how to make questions in accordance with the reading they are going to read

#### 4.3 Third - Step L

Read the text deeper, find the answers to the asking questions and then write the information that has been learned. After completing the question, students are given a reading before answering the question, the teacher should ask whether the students have formulated questions to find out the extent of the reading they read regarding their interests. After everyone has made new questions, students answer the questions they have previously made. After answering the questions the teacher asks students to summarize the content of the reading they have read before using their own language. Language is defined as a purely human and non-instinctive method of communicating ideas, emotions, and desires through a system of voluntarily produced symbols, according to (Syahrin, 2018) First and foremost, language is an auditory representational system of symbols. Language maintenance is compulsory responsibility of the users of the language (Ramlan, 2018).

The implementation of this technique can be described in several interrelated learning steps. First the teacher prepares work papers for students, in the form of a table containing three columns. Each of the three columns is marked with "K" for basic knowledge information related to the theme, "W" for the note of the question where the answer is in the text, "L" for the record of the information obtained from the text. In addition, the teacher can go another way, by providing one column at a time, along with the learning phase. Then students get information about the title of the reading. Students collect their ideas and knowledge, to guess the contents of the text. They write all their knowledge in the column „K“. In addition, they make questions which are written in column „W“. Then students get the German text with the same title, according to their language skills, about one to two pages. They dig up the main points of the text and answer the questions they previously made. All search result information is contained in column

“L”. After that, they made a Mind-mapp with visualization according to individual creativity which was then collaborated with their colleagues.

The role of the teacher in providing work direction for students is very important. Individual work in groups allows them to develop their respective abilities, before holding discussions and collaborations. In the final stage, they presented their work in German. The teacher's role is to monitor and provide an assessment, how far students have mastered the text, find new ideas, summarize them in plain language and present it openly (*mündliche textinhaltorientierte Präsentation*). Assessment forms can be made according to criteria that refer to lesson objectives in a flexible and proportional manner.

The use of the KWL Plus technique in learning to read (*Lesenunterricht*) can improve the competence and quality of a teacher. With innovative and attractive learning techniques a teacher can teach German better in school. The use of the KWL Plus technique can also be beneficial for students to be more creative, because KWL Plus is an interesting and positive learning technique in improving reading skills. This technique can help students create their own learning styles, without neglecting the role of the teacher as a guide. With the KWL Plus technique, students can work individually or in groups by promoting activeness (*Lernen's activities*). This is in line with the cooperative learning model (*Koperatives Lernen*), where each student is able to work alone at the same time together, in order to achieve learning goals. Cooperative learning is learning in carefully structured small groups in which students work together to maximize their own learning and that of other group members by teaching one another. The effectiveness is shifted learning method has been proven better than any other method. Cooperative learning leads to higher individual performance for all types of tasks.

The KWL Plus technique is closely linked, in maximizing learning processes and outcomes, with reference to *Lernen's cooperatives*. In addition, the social format in the learning process (*Sozialform im Unterricht*) can be carried out simultaneously, either individually, partners, groups or between groups in the presentation of learning outcomes (plenary).

## V. Conclusion

One of the efforts to overcome the low reading comprehension skills of students is through the application of innovative learning strategy. One strategy that can be used is the KWL (Know, Want to Know, Learned) reading strategy. The K-W-L (Know-Want-Learn) reading strategy is a type of reading comprehension strategy. This strategy has three types of basic competencies, namely K (know), W (want), Learn (learn) which allows German learners to manipulate and obtain information according to reading. As well as making it easier for teachers to teach re-understanding of the reading content. This can increase the activity and creativity of German learners during the reading comprehension learning process.

K-W-L (Know-Want-Learn) is useful for quickly exploring a topic and reading content. The specialty of the K-W-L strategy is that it allows readers to explore a topic through multiple perspectives. As a means of supporting the teaching and learning process, because it contains three stages of the basic cognitive process, namely about "What I Know" (K); (2) determining about " What I Want to Know" (W ); and (3) "What Have I Learned" (L) as a result of reading. The purpose of implementing the K-W-L reading strategy for German learners is to present a three-step reading procedure that helps teachers be more responsive in helping students gain knowledge when reading expository discourse. This strategy is very useful for getting students to set reading goals before reading and activating students before, just a moment, and after reading.

The effect of this is that they become active themselves in the classroom and also show more motivation, as they can work together in a study group to develop titles, images and explanations of a text. The teacher is available to provide learners with information related to the topic. Then the topic is discussed together. Then the learners write a few questions and try to determine them independently into information categories. Finally they do a mapping and write a little résumé. They will also present their completed assignment while the teacher gives them comments. It has emerged from this that the use of technology in the class is more interested in reading lessons or also answer. They then discuss it with the others in order to awaken German learning. Keywords: reading, mapping, résumé, active, KWL Plus, learning technique.

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