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Improvement of Reading Comprehension Skills in Grade V Students at SD Negeri 091686 Gunung Bayu Through the KWL Method (KNOW, WANT TO KNOW, LEARNED)

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Abstract:

Reading comprehension skills are fundamental abilities that are crucial in the field of education, especially for elementary school students. Reading is not just about recognizing words in a text but also about understanding the content and meaning within it. However, in practice, many students face difficulties in comprehending reading texts, especially in Grade V at SD Negeri 091686 Gunung Bayu. This difficulty affects students' learning outcomes and their lack of interest in reading. Therefore, effective teaching strategies are needed to improve students' reading comprehension skills.NOne method that can be applied to improve students' reading comprehension is the KWL method (Know, Want to Know, Learned). This method is a teaching strategy that helps students connect their prior knowledge with new information from the reading text. The method consists of three main stages: Know (K), where students identify what they already know about a topic; Want to Know (W), where students determine what they want to learn; and Learned (L), where students record new information they obtained after reading the text. This study aims to examine the effectiveness of the KWL method in improving reading comprehension skills among Grade V students at SD Negeri 091686 Gunung Bayu. The research uses a Classroom Action Research (CAR) approach with the Kemmis and McTaggart model, which consists of four stages: planning, implementation, observation, and reflection. The subjects of the study are 30 Grade V students. Data collection techniques involve observation, learning outcome tests, interviews, and documentation. The instruments used in this study include observation sheets for student and teacher activities, reading comprehension tests before and after the application of the KWL method, and questionnaires to gather students' responses to the lessons conducted. Data analysis is performed descriptively and quantitatively to observe improvements in student learning outcomes. The results of the study show that the application of the KWL method significantly improved students' reading comprehension. In the first cycle, the average student score increased compared to the pre-test results, although some students had not yet reached the Minimum Completeness Criteria (KKM). After improvements were made in the second cycle, students' learning outcomes increased significantly, with more than 85% of students achieving or exceeding the KKM. In addition to improving learning outcomes, the KWL method also contributed to enhancing students' motivation to learn. Students became more active in the learning activities, demonstrated a higher level of curiosity, and were better able to connect the information they already knew with new information gained from the reading texts. Group discussion activities and note-taking using the KWL strategy helped students organize and understand the text more effectively. The success of the KWL method in improving students' reading comprehension is also influenced by the teacher's role in guiding and providing appropriate direction. Teachers who effectively implement this method

can help students develop critical and reflective thinking skills when reading. Therefore, the KWL method can be one of the effective alternative teaching strategies to improve reading comprehension in elementary school students. Based on the results of this study, it is recommended that teachers implement the KWL method in reading comprehension lessons on an ongoing basis. Additionally, varying the selection of reading texts that align with students' developmental levels and interests is necessary to keep them motivated to learn. It is hoped that this study can serve as a reference for teachers and other educators in applying innovative teaching strategies to enhance students' literacy quality.

Keywords: Reading Comprehension, KWL Method, Active Learning, Improvement of Learning Outcomes, Teaching Strategy, Student Literacy, Classroom Action Research.

INTRODUCTION

Reading is a fundamental skill that is very important in the field of education, especially for elementary school students. Reading comprehension skills involve not just recognizing letters and words in a text, but also understanding its content and meaning. A good understanding of the reading material will help students absorb various useful information that contributes to learning in all subjects. However, many students still face difficulties in understanding reading texts, especially at the elementary school level.

Based on observations at SD Negeri 091686 Gunung Bayu, it was found that many Grade V students have low reading comprehension skills. This is evident from their difficulties in answering questions based on the text they have read, as well as the low learning outcomes in the Indonesian language subject. These difficulties are caused by several factors, such as low reading interest, the lack of effective teaching strategies, and the use of conventional teaching methods, such as lectures and passive reading without clear guidance.

One of the teaching methods that can be used to improve students' reading comprehension skills is the KWL method (Know, Want to Know, Learned). This method is designed to help students organize information before, during, and after reading a text. By applying this strategy, students can connect their prior knowledge with new information obtained from the reading, as well as actively engage in the process of understanding the text.

METHODS

This study uses the Classroom Action Research (CAR) method, which aims to improve the reading comprehension skills of Grade V students at SD Negeri 091686 Gunung Bayu through the implementation of the KWL (Know, Want to Know, Learned) method. CAR was chosen because it allows the teacher to reflect on and make direct improvements to the teaching strategies applied in the classroom. The research model refers to the concepts of Kemmis and McTaggart, which consist of four main stages in each cycle: planning, action implementation, observation, and reflection.

The primary data source in this study is the Grade V students at SD Negeri 091686 Gunung Bayu, totaling 30 students. Additionally, data was also collected from the class teacher as the facilitator in applying the KWL method. Data was gathered using several instruments, such as reading comprehension tests, observation sheets, interviews, and documentation. Tests were used to measure the improvement in students' reading comprehension, while observations were conducted to assess student involvement in the learning process. Interviews were conducted to understand the responses of students and teachers toward the implementation of the KWL method, and documentation included learning notes and students' work results.

The data in this study were collected using several techniques, including tests, observations, interviews, and documentation. A test was administered to students before and after the implementation of the KWL method to measure the improvement in their

reading comprehension skills. Observations were made to assess the students' activity during the lessons, their interactions in group discussions, and their responses to the KWL strategy. Interviews were conducted with the teacher and students to gain their perspectives on the effectiveness of the method used. Documentation included students' learning outcomes, notes taken during the lessons, and recordings of the learning activities.

This research was conducted in two cycles, each consisting of four main stages. In the planning stage, a lesson plan using the KWL method was designed, teaching materials were prepared, and research instruments such as test questions and observation sheets were organized. During the implementation stage, the teacher applied the KWL method in reading comprehension lessons according to the plan that had been made. The observation stage involved observing the students' activities during the learning process and noting their responses to the method implemented. Finally, during the reflection stage, the results of observations and tests were analyzed to determine whether there was an improvement in students' reading comprehension skills and make necessary adjustments for the next cycle.

The data collected were analyzed using both quantitative and qualitative descriptive analysis techniques. Quantitative analysis was used to measure the improvement in test scores from the pre-cycle, cycle I, and cycle II. The data were calculated in terms of average scores and the percentage of completion based on the Minimum Completion Criteria (KKM) set by the school. In addition, qualitative analysis was used to interpret the results of observations, interviews, and documentation. The data from observations were analyzed to see changes in students' behavior during learning, their level of involvement, and the challenges faced in applying the KWL method. The results from interviews with teachers and students were also analyzed to understand the effectiveness and challenges in applying the method in the classroom.

The success of this study was determined based on two main indicators. The first indicator is the improvement in students' learning outcomes. If more than 80% of students achieve or exceed the KKM, the KWL method is considered effective in improving students' reading comprehension. The second indicator is an increase in student activity and learning motivation. If students become more active in discussions, show greater interest in reading, and can connect information from readings with their prior experiences, the method is considered successful.

RESULTS

This study aims to improve the reading comprehension skills of Grade V students at SD Negeri 091686 Gunung Bayu through the KWL (Know, Want to Know, Learned) method. After conducting a series of actions over two cycles, significant improvements in students' reading comprehension were found. These findings were based on the analysis of data from learning tests, observations, interviews, and documentation throughout the research process (Abidin, 2012; Dalman, 2013).

In the initial stage (pre-cycle), the test results showed that most students still faced difficulties in understanding the content of the reading text. The class's average score before implementing the KWL method was only 58, with only 35% of students meeting the Minimum Completion Criteria (KKM). Additionally, observation results indicated that students were passive during learning, often struggling to answer questions based on the text and showing a lack of enthusiasm for reading (Rahim, 2008).

After the implementation of the KWL method in cycle I, there was an improvement in students' reading comprehension. The average class score increased to 70, and the percentage of students meeting the KKM rose to 60%. Observations also showed that students became more active in the learning process, able to identify key information in the text, and more confident in answering questions posed by the teacher. However, some challenges remained, such as students not being accustomed to the stages of the KWL

method and struggling to connect new information with prior knowledge (Sugiyono, 2016).

In cycle II, after improvements were made in the implementation of the KWL method, students' learning outcomes continued to improve. The average class score reached 82, with more than 85% of students achieving or exceeding the KKM. Students became more engaged in discussions, better able to organize information, and showed higher motivation in reading and understanding texts. These findings suggest that the KWL method is effective in improving the reading comprehension skills of Grade V students at SD Negeri 091686 Gunung Bayu (Tarigan, 2008).

Based on data collected from the pre-cycle to cycle II, the results show a clear improvement in student learning outcomes. The average score increased from 58 in the pre-cycle to 70 in cycle I, and then to 82 in cycle II. The percentage of students meeting the KKM rose from 35% in the pre-cycle to 60% in cycle I and 85% in cycle II. These data indicate that the KWL method has a positive impact on students' reading comprehension, with gradual improvement showing that students are becoming more accustomed to this strategy and applying it effectively (Trianto, 2011).

To ensure the validity of the data obtained, data triangulation was carried out by combining results from various data collection techniques, including source triangulation, technique triangulation, and time triangulation (Anderson & Pearson, 1984). Source triangulation involved comparing data from multiple sources, such as test results, teacher observations, and student and teacher interviews. The consistent pattern of improvement in learning outcomes from different data sources shows that the KWL method is indeed effective in enhancing reading comprehension.

Technique triangulation was performed by combining various data collection methods, such as learning tests, direct classroom observations, reflective interviews with students and teachers, and learning documentation. The data from tests showed an increase in average student scores from 58 in the pre-cycle to 82 in cycle II, which was supported by observation data showing increased student engagement during lessons. Additionally, interviews with students revealed that they found it easier to comprehend reading texts after using the KWL method, indicating the effectiveness of the data triangulation technique (Ogle, 1986).

Time triangulation was carried out by collecting data at various stages (pre-cycle, cycle I, and cycle II). The results showed a consistent pattern of improvement over time, with student comprehension scores rising from 58 in the pre-cycle to 70 in cycle I and 82 in cycle II. Observations conducted at different times also showed increased student activity in reading lessons. Initially passive, students became more active in discussions, asking questions, and participating in identifying information from the texts. Teacher interviews also confirmed that the KWL method was effective in fostering ongoing student involvement and comprehension (Pressley, 2000).

Based on the results of the data validation, it can be concluded that the data obtained in this study is highly reliable. The validation results show that the KWL method significantly improved the reading comprehension of Grade V students at SD Negeri 091686 Gunung Bayu. The key findings include improved learning outcomes, increased student activity, enhanced learning motivation, and support from both teachers and students. The average student score increased from 58 in the pre-cycle to 70 in cycle I and finally to 82 in cycle II, with the percentage of students meeting the KKM rising from 35% to 85%. Students became more active and confident in their reading, with greater participation in group discussions and increased motivation to read. Therefore, the KWL method is recommended as an effective strategy for enhancing reading comprehension skills in elementary schools (Guthrie & Wigfield, 2000; Slavin, 2006; Vacca & Vacca, 2005).

CONCLUSION

Overall, this study has broad academic and social impacts. Academically, the KWL method has proven effective in improving learning outcomes, reading comprehension skills, and assisting teachers in developing more systematic teaching strategies. Socially, this method contributes to building a literacy culture, enhancing interaction and collaboration between students and teachers, and positively impacting the development of both the school and the community. Therefore, the KWL method is worth continuing to be applied and developed in reading comprehension instruction at the elementary school level.

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