

Improving Reading Ability Comprehension of Non-Fiction Texts Through the Know Want to Know Learned Strategy

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Abstract

The low interest in reading in grade VI students and the lack of teacher variation in conducting classroom learning are factors in the low ability of students' reading comprehension. This study aims to improve reading comprehension skills of non-fiction texts in grade VI students using the Know Want to Know Learned strategy. The research method used in this research is classroom action research. The subjects in this research were class VI students at SDIT Insan Rabbani, Bekasi City, 2022-2023 Academic Year. The data in this research was obtained from observations, tests, interviews and field notes. The results of the study show that using the Know want to Know Learned strategy can improve the ability to read and understand non-fiction texts in class VI students of SDIT Insan Rabbani, Bekasi City, of the 2022-2023 Academic Year. The increase in the results of the ability to read comprehension of non-fiction texts that occurred was, the pre-action students' average score of 60.5 with a completeness percentage of 29.2%, the average score of students' final test cycle 1 was 76.3 with a completion percentage of 58.3%, the average final test score for cycle 2 students was 82.4 with a completion percentage of 87.5%.

Keywords: Ability to read, understanding non-fiction, Know want to Know Learned

1 INTRODUCTION

The stages of someone having good reading skills start with mastering initial reading skills and continue with the ability to read comprehension. (Ulfa, 2022). Reading comprehension is the key to literacy skills. Because reading comprehension is a process where someone recognizes, understands and at the same time memorizes the information contained in the reading material. (Alpian et al., 2022)

Children's optimal ability to be able to understand the concepts and meaning of reading and information is when children reach elementary school age or at the age of 7 to 13 years. (Selas et al., 2022) Elementary school age children are nurtured and trained well in terms of understanding. Every reading presented in the learning process in class will easily absorb information or be called having good literacy skills. Literacy abilities in elementary school children can be seen from the ability to understand non-fiction texts. Because non-fiction texts are texts that are the basis for student learning in class and in real life. (Hutagalung 2022)

But not always elementary school age children are capable or have good reading comprehension skills. Data obtained by researchers when conducting observations on class VI students at SDIT Insan Rabbani, Bekasi City revealed that the reading comprehension ability of 24 students, only 7 students were classified as complete or 29.16%, while 17 students or 70.83% were incomplete. The score set as the minimum completion criteria limit is 75. With the highest score being 79 and the lowest score being 42. Meanwhile, the average class score is only 60.5.

The low reading comprehension ability of class VI students at SDIT Insan Rabbani, Bekasi City, West Java is caused by several factors. The factor is that the sixth grade students at SDIT Insan Rabbani themselves are lazy about reading. From the interview the researcher conducted with one of the students, it was discovered that the student was lazy

about reading long texts. The lack of teacher variation in delivering lessons in class makes students feel bored, because teachers often only give assignments to read and do questions.

Teachers need to change the learning in the classroom and students also need to develop an interest in reading in themselves. There needs to be a learning strategy that can make teachers and students active in the learning process and foster students' interest in reading. Teachers can apply the Know Want to Know Learned (KWL) strategy as a variation to improve reading comprehension of non-fiction texts in class. The Know Want to Know Learned (KWL) strategy is a reading strategy that consists of three basic steps that guide students to find paths related to what students already know, determine what students want to know, and remember what students learn while reading. (Fakhrudin et al., 2022)

The advantage of the Know Want to Know Learned (KWL) strategy is that it offers students an active role before, during and after reading. The Know Want to Know Learned (KWL) strategy allows students to discover new information, which strengthens students' ability to develop questions about various topics. Apart from that, students can also assess their own learning outcomes.

A number of studies have proven that the application of the Know Want to Know Learned (KWL) strategy can contribute to the development of students' reading comprehension skills. Siti Nurjanah, et al (2017) stated that implementing the KWL strategy can improve grade 3 students' ability to interpret the content of story texts. Yudi Budianti, et al (2017) stated that the learning process using the Know Want to Learn (KWL) strategy had a positive influence on the reading skills and reading interest of class V students at Madrasah Ibtidaiyah (MI) At-Taubah in Indonesian language subjects. Then Rahmawati Rahiim, et al (2017) also said that implementing the Know Want Learned (KWL) strategy using video media could improve the ability to conclude class V students at State Elementary Schools in Boyolali for the 2016/2017 school year.

From several studies mentioned above, it has been proven how the application of the Know Want to Know Learned (KWL) strategy has a positive impact on students' reading comprehension abilities. Thus, the application of the Know Want to Know Learned (KWL) strategy in this research is expected to improve the reading ability of non-fiction text comprehension of class VI students at SDIT Insan Rabbani, Bekasi City.

Mardiyah, Hartati, and Rengganis (2019) explain that the ability to read comprehension is the process of interpreting text or other written media so as to create understanding in students regarding the information they have read which is demonstrated by the ability to determine the main idea or main idea in each paragraph, interpreting terms. - terms contained in the reading, explaining the content of the reading text using your own language in writing and answering the questions given according to the content of the reading text.

According to Nugraha and Herlina (Kristina et al., 2021), the aim of reading comprehension is to be able to answer questions and understand the content of the reading. Where questions are one way of digging up information addressed to the person you are talking to, both in oral and written form. In general, a question can be categorized using the 5W1H rule (What, Where, When, Why, Who, How), namely questions to find information about what, where, when, why, who, and how of a topic to be asked. These rules are basic techniques that a person can use to obtain the complete information they need.

According to Abdillah (Hutasoit 2021) Non-fiction is an essay that is written based on things that really happen in everyday life or we could also call them facts. Non-fiction is an essay in the form of a true story or daily life story written into a story. This explains that non-fiction is events that really happened or works that are factual.

According to Rahim (2007) the KWL strategy was developed by Ogle. The KWL (Know-Want To Know-Learned) strategy represents three questions that readers must ask themselves when reading non-fiction books, namely: K (What I Know' what I learned'), W (What I Want to Learn' what do I want to learn'), and L (What I have Learned'). This simple

technique in the KWL (Know Want To Know Learned) strategy can arouse students' interest in reading by asking them to make predictions about a topic and also ask questions. Usually students will tend to be silent when educators discuss learning material that has not been solved and is unknown to them.

In this way, it can be concluded that the KWL (Know Want To Know Learned) strategy is a reading strategy. This strategy helps teachers bring to life students' background knowledge and interest in a reading topic.

2 RESEARCH METHODS

This research aims to improve the ability to read and understand non-fiction texts using the Know Want To Know Learned strategy. This research was carried out at SDIT Insan Rabbani which is located on Jalan Ratu Boko IV Kavling Duta Kranji, Bintara, West Bekasi, Bekasi City, West Java 17134. The author conducted research on class VI students in the odd semester of the 2022-2023 academic year and this research was carried out in the month July 2022 to March 2023. This research uses the PTK model used in this research using the Kemmis and Mc Taggart model using 4 research stages, namely planning, action, observation and reflection.). This research was carried out face to face.

The subjects in this research were all 24 class VI students. Data collection was obtained from reading comprehension tests, observations, interviews with teachers and students, as well as field notes. The data obtained was then analyzed using the Milles and Huberman model which consists of data reduction, data description and data verification. Starting with collecting data, compiling and selecting, then presenting the data descriptively and in the form of tables or diagrams. Next, verify the data by drawing conclusions from all the results obtained in field research. Next, checking and ensuring the correctness of the data that has been obtained from different points of view is carried out through data triangulation. According to Sugiyono (Bachri, 2010) states that the aim of triangulation is not to determine the truth about the same social phenomenon, rather than the purpose of triangulation is to increase one's understanding of what is being investigated. Thus, triangulation is not aimed at finding the truth, but at increasing the researcher's understanding of the data and facts they have.

The criteria for success in this research is if students are able to understand students' non-fiction texts with an increase of 80%. This means that the research will end if 80% of the class VI students of SDIT Insan Rabbani, Bekasi City, West Java have reached the minimum score (KKM) or 75. The assessment aspect of the reading comprehension test is the accuracy of mentioning and describing important information contained in the Nonfiction texts (historical texts) use aspects: what, where, when, who, why, and how.

3 RESULTS AND DISCUSSION

This classroom action research was carried out on class VI students at SDIT Insan Rabbani Bekasi, 2022/2023 academic year, totaling 24 students. In this research, it was carried out in two cycles, and in each cycle there were two meetings, and 1 reading comprehension test in each cycle. The researcher also acted as a teacher in the class in learning reading comprehension. Researchers also act as planners, implementers and teachers in the class. The following is the data obtained from the research results.

Below is a table recapitulating the results of the reading comprehension ability test in pre-action, cycle I, and cycle II.

Table 1. Recapitulation of Reading Comprehension Ability Test Results

	Average value	Percentage	
		Student $\leq$ MOH	Student $\geq$ MOH
Pre action	60,5	70,8%	29,2%
Cycle I	76,3	41,7%	58,3%
Cycle II	82,4	12,5%	87,5%

Based on the table above, it shows that there is an increase in students' reading comprehension abilities from each cycle. This can be seen. At the time of pre-action, only 29.2% of students had completed the KKM and 70.8% had not completed the KKM with an average score of 60.5. In the first cycle, it showed quite significant improvement with an increase in the percentage of students who had completed it to 58.3% and those who had not completed it decreased to 41.7% with the average score also increasing to 76.3. Then in cycle II the percentage of students who completed continued to increase to 87.5% and students who had not completed only 12.5% with an average score of 82.4.

Based on the research results above, it shows an increase in students' reading comprehension ability scores in each cycle. In pre-action, the average score for students' initial reading ability was only 60.5, still far below the minimum completion criteria (KKM), namely 75. And students who completed were only 29.2% of the total number of students in the class. The low reading comprehension ability of students in pre-action is because there are still many students who have difficulty understanding the information contained in non-fiction texts.

Pada siklus I sudah mulai diterapkan strategi Know Want to Know Learned (KWL) dan In cycle I, the Know Want to Know Learned (KWL) strategy began to be implemented and the average student score began to increase to 76.3 with the percentage of students completing at 58.3%. At this stage, students have begun to be able to participate in learning by applying the KWL strategy. It appears that students are quite enthusiastic and enthusiastic about participating in learning, but there are still some students who look awkward and embarrassed to express their difficulties in learning.

Cycle II was carried out to correct all the shortcomings of cycle I and optimize the increase in the success of this research. In this cycle the teacher pays more special attention to students who have not shown good progress during cycle I and continues to provide reinforcement and motivation for all students. Teachers also pay attention to and improve classroom management so that the learning atmosphere is more enjoyable but remains conducive so that students can focus on receiving the material presented by the teacher. The improvements made in cycle II produced results that were in line with expectations. In cycle II, there was an increase in students' reading comprehension abilities. The results can be seen in the increase in students' reading comprehension test scores, where the percentage of completion increased to 87.5% and the students' average score increased from 82.4.

The improvement in students' reading comprehension test results in pre-action activities and Cycle 1 and Cycle II is presented in the bar diagram image as follows:

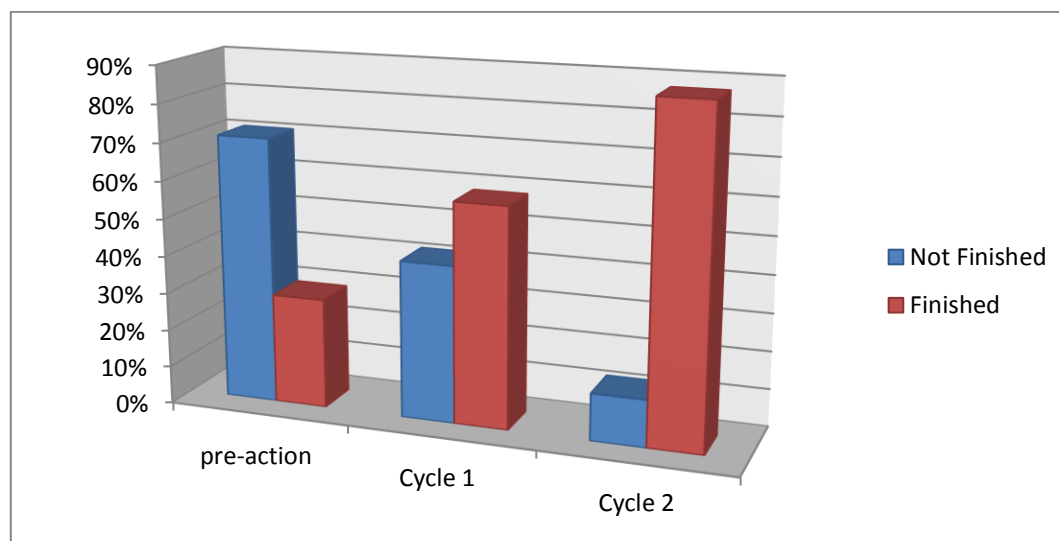


Figure 1.

Diagram of Improving Student Learning Outcomes in Pre-Action, Cycle I and Cycle II

According to Nurjanah et al (2022) (Know Want To Know Learned (KWL) strategy is a strategy that can help teachers bring to life the background of the characters being told and foster students' interest in reading on a reading topic. The KWL strategy consists of three steps, namely Know (K), Want (W), and Learned (L). The three steps are as follows:

No	Level	Information
1	Know (K)	Done during pre-reading activities. The teacher explores the experiences and knowledge that students have previously had by asking questions about the topic being discussed.
2	Want (W)	Students write down the reading goals they want to achieve, covering the topics being discussed.
3	Learned (L)	Students read silently and write down the information they already know.

Application of the KWL Strategy The KWL Strategy is a reading learning strategy that emphasizes the importance of the reader's background knowledge. The KWL strategy is useful for quickly exploring a topic and reading content. The specialty of the KWL strategy is that it allows readers to discover a topic through multiple perspectives. The three steps in the KWL strategy contain various activities that are useful for improving students' reading comprehension skills, including brainstorming, determining categories and organization of ideas, composing specific questions, and checking things students want to know/learn from reading.

Arguably the advantage of strategy Know Want to know Learned (KWL), are as follows: (1) Can improve students' reading comprehension skills, including brainstorming, determining categories and organizing ideas. (2) Can help students to formulate specific questions. (3) Can help students to check things that students want to know/learn from reading.

In the learning process, students are directly involved, students play an active role in learning, and the teacher only acts as a facilitator who directs. Students are asked to state the initial knowledge they have related to the topic being discussed, students are asked to write down the information they want to know about the topic being discussed using the 5W+1H news elements, students are asked to read seriously the topic being discussed and asked to write down new information they got from the topic being discussed, students were asked to present the results of their group work in front of the class. Learning is structured in such a way that the learning atmosphere is fun and not boring, quite a few students are able to find important information that they find from the reading topic being discussed, they can also explain the contents of the reading content that has been discussed previously.

4 CONCLUSION

Based on the results and discussion, it can be concluded that the Know Want to know Learned (KWL) strategy can improve the ability to read comprehension of non-fiction texts in class VI students at SDIT Insan Rabbani Bekasi city. This is marked by an increase in students' enthusiasm and enthusiasm for learning, as well as an increase in students' average scores.

In learning reading comprehension using the know want to know learned strategy, students' concentration and attention is more focused, students are more motivated and more active in participating in reading comprehension learning. In pre-action activities, students were still not very enthusiastic and enthusiastic when learning to read and understand non-fiction texts. Teachers in teaching reading comprehension also still have several shortcomings. In cycle 1 and cycle 2 the activities of students and teachers have been seen to be getting better and increasing.

The average student score in pre-action activities was 60.5, with a completion percentage of 29.2%. This condition saw an increase in the average student score in cycle 1, namely 76.3 and the percentage of completion was 58.3%. In cycle II the students' average score in learning reading comprehension again increased by 82.4 with a completion percentage of 87.5%. This shows that the previously set targets had been achieved so the research was stopped in cycle II.

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