The Implementation of Know Want Learn Method to Improve Student's Reading Skill

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Abstract:

This study aims to determine the student's improvement in reading skill in Indonesian language teaching and learning activity after the implementation of the KWL (Know, Want, and Learn) method. This study used classroom action research that was implemented in two cycles with two meetings each cycle. The results of the study showed that; 1) reading comprehension skill of students is increased by applying the KWL method. Formative I showed an average of 60 with 40% classical completeness and Formative II showed an average of 81 with 85% classical completeness or an increase in classical completeness of 45% and achieving success criteria research; 2) student learning activity is increased by applying the KWL method. In Cycle I, writing activity is 38%, reading activity is 31%, discussion activity is 21%, asking activity is 5%, and the activity which is not relevant to teaching and learning 5% while in Cycle II the writing activity is 31%, reading activity is 36%, discussion activity is 21%, asking activity is 9%, and activity which is not relevant to teaching and learning activities is 3%.

Keywords: Know Want Learn Method, Reading Skill

Introduction

Reading is an activity that aims to understand the content of reading through word for word recognition or sentence by sentence activities. Reading is an activity in responding written symbols using the right understanding. It means that reading respond to all writers' expressions in order comprehending the reading material well. Reading is an act carried out based on the cooperation of several skills, namely observing, understanding, and thinking. Sudiana (2007: 6) says that reading is a very complex activity that involves physical and mental factors. Reading activities include pre-reading activity, reading activity, and post-reading activity Rahim, 2008). Learning to read in elementary schools is carried out in two forms of activities that go through those three stages of activity. Reading activities are divided into two forms, namely silent reading (reading comprehension) and reading aloud. Both activities aim to improve reading skills with meaningful activities. Reading aloud

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activity at the beginner level aims to recognize language symbol. This activity is also carried out to recognize words and sentences. Furthermore, reading aloud activity aims to understand and find the main ideas of a reading material (Iskandarwassid, 2008). According to Djojosuroto (2006: 69), reading which is intended to understand the meaning or message of the writer through the text is called reading comprehension. Accuracy in understanding communication messages is very important so that an understanding of the communication message can be achieved. One form of writing is a form of description. Based on the description, reading can be said as a process of understanding the ideas of the writer contained in the reading passage and then connecting them with the previous readers' experiences / schemes critically, then dynamic scientific interactions are developed creatively. Therefore, equipping students with the skills and reading skills required reading comprehension or further reading. The content comprehension begins with obtaining student's ability at; (a) submit or answer questions according to the content of the reading; (b) express the main ideas; (c) retelling in their own words (summarizing the reading); (d) express story ideas / messages and the nature of the perpetrator; (f) determine the interesting part of the story. The data in the student's reading comprehension assessment scores an average reading comprehension ability after a daily test of only 60 is still below the KKM value of 75 of the ideal score of 100. Student's reading comprehension condition need to be corrected immediately. The solution that will be taken to overcome the existing problems is the provision of alternative implementation of reading ctivity with different models, techniques, approaches. In addition, the approach taken must also be able to describe the level of comprehension of students, both in understanding the content aimed at the ability of students to re-express the contents of the reading both orally and in writing. To overcome the negative impact on the inability to read and understand the contents of the reading well, a technique or learning model is needed that is oriented towards reading comprehension activities. One alternative problem solving used in improving reading comprehension skills is to use the KWL method.

The KWL method is the acronym of Know-Want to know-Learned. This method was developed by Ogle to help teacher turn on the background of students' knowledge and interest in a topic. The KWL method involves three basic steps that guide students in understanding a discourse. KWL is created on the basis that reading will succeed if it begins with ownership of the schema on the content of the reading. The three steps in KWL contain various activities that are useful in improving students' reading comprehension skill including

brainstorming, determining the category and organization of ideas, compiling question in a specific manner, and checking the things students want to know / learn from a reading. (Abidin, 2012: 87).

The KWL method stands for; K (know) What is known (before reading), W (want) What you want to know (before reading), L (learned) What you know (after reading). The theory is a critical reading technique in which the reader remembers what has been known or determines what he wants to know to do the reading (the material that has been chosen) knows what has been obtained from the reading that was just done.

Methodology

A. Design and Type of Research

The research design used includes four-stage cycle, according to Aqib (2006: 21) in one cycle consisting of four steps, namely planning, action, observation and reflection.

B. Technique of Data Analysis

Test data result was analyzed using minimal completeness criteria (KKM) to obtain the percentage of students completed the minimum standard. The percentage of students completes compared to the indicators of research success.

C. Success Indicator

The success of this study was achieved if the individual student scores reached KKM reading skill set by the school by namely 75 and in classical term ≥ 85% of student reached the KKM.

Finding And Discussion

Research Finding

1. Cycle I

A. Planning Stage

At this stage, the researcher prepared learning devices consisting of 2 lesson plans, 2 worksheets, and formative test questions and supporting learning tools. In addition, an observation sheet for processing the KWL method was prepared, and an observation sheet for student activities.

B. Stage of Activity and Implementation

The implementation of the KWL method involves the following stages: K (know), what is known (before reading), W (want), what you want to know (before reading), L (learned), what you know (after reading). In this case, the researcher acted as a teacher. The teaching and learning process refers to the lesson plan that has been prepared. Observation of learning activities carried out simultaneously with the

implementation of teaching and learning. The implementation of action in Cycle I required 2 (two) meetings, each meeting is required 3 x 35 minutes with the following learning steps:

C. Observation Stage

At the end of the teaching and learning process, students are given a formative test I with the aim of knowing the level of student's reading skill in the teaching and learning process that has been carried out. At the time of teaching and learning conducted, the observations of student learning activities with the results as in the following table:

Table 1. Students' Learning Activities in Cycle 1

No	Aktivitas	Proporsi
1	Writing	38%
2	Reading	31%
3	Discussion	21%
4	Asking	5%
5	Irrelevant Activities	5%
Total		100%

Referring to table 1, in Cycle I the average of writing activity was 38%. Reading activity got the percentage of 31%. Discussion activities received the percentage of 21%. Asking activities got thw percentage of 5% and activities that are not relevant to KBM got the percentage of 5%. In Cycle I, the teaching and learning activities with the KWL method in general have been well implemented, although the role of the teacher is still dominant enough to provide explanations and direction, because the model is still new thing for students.

Next stage is the recapitulation of the results of the reading comprehension skill test in Formative I as shown in the following table.

Table 2. Result Distribution of Formative I

Score	Frequency	Completeness	Average
100	2	10%	60
80	6	30%	
60	6	-	
40	3	-	
20	2	-	
0	1	-	
Total	20	40%	

Referring to table 2, the lowest Formative I value is 0 and the highest is 100 with a minimum completeness criterion of 70, so 8 out of 20 students get grades reaching KKM or classical completeness is 40%. By referring to the minimum classical completeness of 85%, this value is below the success criteria so that it can be said that KBM Cycle I failed to provide complete learning in the classroom. The class average value is 60 also under KKM. So the completeness of students' reading comprehension skill has not been achieved.

D. Reflection Phase and Corrective Action I

From the implementation of teaching and learning activities were obtained information from the result of observations as follows:

- The stages in KWL method such as the Know and Learned stages have not been run well so the learning path is not in accordance with the planned learning scheme.
- The quality of question and answer or student opinion is not maximal, this is because certain students who have been passive in learning are rather difficult to follow the learning path where students still have difficulty in remembering the contents of the text so that difficult to reach the level of understanding.
- The teacher is not maximal in motivating students and in delivering learning objectives.
- The teacher is not maximal in managing time and organizing group.
- Taking action to overcome the difficulties of students in learning cannot be directly carried out by the teacher until the reflection done with the research supervisor.

The implementation of teaching and learning activities in Cycle I is still lack, so there needs to be corrective action to be taken in the next cycle.

- It needs to formulate learning pathway in accordance with the KWL method especially in the Know and Learn phase, which is the appropriate question to encourage students to think.
- Helping students adapt to the learning path, where each student's opinion is rewarded with "good" praise or asking other students to applaud.
- The teacher analyzes the possibilities of student difficulties in Cycle II and immediately plans action that can be taken directly in learning.
- Teachers need to be more skilled in motivating students and more clearly in delivering learning objective. Where students are invited to be directly involved in every activity that will be carried out.
- Teachers need to allocating time well by adding information that they feel is necessary and giving notes.

- Teachers must be more skilled and eager to motivate students so students can be more enthusiastic.

1. Cycle II

A. Planning Stage

At this stage, the researcher prepares learning devices consisting of lesson plans for 3rd and 4th meetings, worksheets for 3rd and 4th meetings, the est questions for reading comprehension skill as formative II and supporting teaching tools. In addition, an observation sheet for the management of the KWL method and an observation sheet for student activities was also prepared.

B. Activity and Implementation Stages

The implementation of teaching and learning activities for Cycle II will be held on October 19, 2017 and October 26, 2017 in fourth grade with a total of 20 students. The implementation of the KWL method involves the following stages: K (know), what is known (before reading), W (want), what you want to know (before reading), L (learned), what you know (after reading). In this case, the researcher acts as a teacher. The teaching and learning process refers to the lesson plan by paying attention to the revision in Cycle I, so errors or shortcomings in Cycle I do not recur in Cycle II. Observation is carried out together with the implementation of teaching and learning. The implementation of the action in Cycle II required 2 (two) meetings, each meeting required 3 x 35 minutes.

C. Observation Stage

At the end of the teaching and learning process, students are given a formative test II with the aim of knowing the level of success of students in the teaching and learning process that has been carried out. The instrument used was a formative test II. The observation carried out during the teaching and learning activities with results as in the following table:

Table 3. Students' Learning Activities in Cycle II

No	Aktivity	Proportion
1	Writing	31%
2	Reading	36%
3	Discussion	21%
4	Asking	9%
5	Irrelevant Activity	3%
Total		100%

Referring to table 3, in Cycle II, writing activity received 31% percentage. Reading activity had 36% percentage. Discussion activity received 21% percentage. Asking activity got 9% percentage and activities that were not relevant to KBM got 3% percentage. Overall, the student's learning activities were increased and leading to improvement.

The next is the recapitulation of the results of student's reading comprehension skill test through Formative II as shown in the following table.

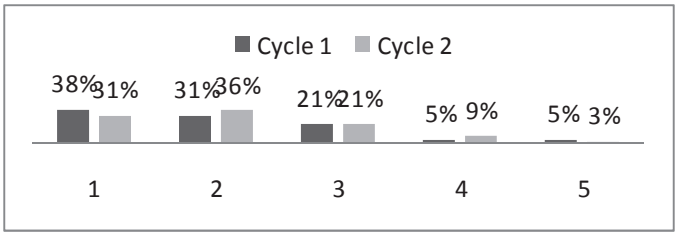
Table 4. Result Distribution of Formative II

Score	Frequency	Completeness	Average
100	5	25%	81
80	12	60%	
60	2	-	
40	1	-	
Total	20	85%	

Referring to table 4, the lowest formative II value is 40 and the highest is 100 with completeness criteria is 70, then 17 out of 20 students got grade reaching KKM or classical completeness is 85%. By referring to the minimum classical completeness of 85%, this value is on the success criteria so it can be said that the KBM Cycle I succeeded in providing mastery learning in the classroom. The class average value is 81 also above the KKM. Therefore, cycle II succeeded in giving student's complete reading skill.

D. Reflection II Stage

The result of observation obtained in implementing the KWL method in learning have succeeded and included in the good category. the data showed that student activity in Cycle II is better than Cycle I, an irrelevant decrease appeared in Cycle II. Activities that are not relevant to KBM in Cycle II are shrinking. Therefore, there is an increase in the quality of student learning activities. The data on student learning activities in each cycle are presented in figure 1.



information:

1. Writing
2. Reading
3. Discussion
4. Asking
5. Unrelevant Activities

Figure 1. Graph of student activities in Cycle I and Cycle II

During the observation of student activity in Cycle II and the assessment of reading comprehension skill after the application of the KWL method in Cycle II, there has been an increase compared to Cycle I. Student learning outcomes have shown improvement and classically can be said to be complete. Overall, all aspects of learning outcomes have increased from Cycle I to Cycle II. The data on improving student learning outcomes for each cycle were presented in Figure 2.

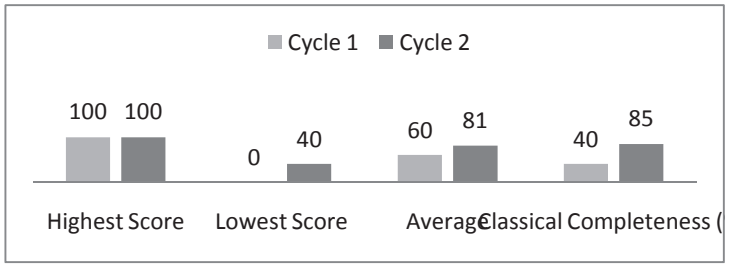


Figure 2. Graph of Student's Reading Comprehension Skill

B. Discussion

Referring to figure 1, in Cycle I the average writing activity was 38%. Reading activity got 31% percentage. Discussion activity received 21% percentage. Asking activity got 5% percentage and irrelevant activities with KBM got 5% percentage. In Cycle II, writing activity received 31% percentage. Reading activity has 36% percentage. Discussion activity received 21% percentage. Asking activity got 9% percentage and irrelevant activities with KBM got 3% percentage.

Referring to Figure 2, it can be seen that the average value after the application of the KWL method has increased. Based on the results of the tests in Cycle I, the average value of reading skills achieved by students was 60 with classical completeness of 40%, for the average value of learning outcomes and the percentage of classical completeness achieved has not reached the established success indicators but once there were some students obtained values above the minimum completeness criteria. It was only in Cycle II that the average yield was

81 with the 85% percentile percentage. Both the values of both average and classical completeness have reached the criteria or Cycle II and successfully increased students' reading skill to classical completeness.

These values indicate that student activity in Cycle II is better than in Cycle I. This conclusion is reinforced by the finding of irrelevant activities in Cycle II just 3%.

In Cycle I student learning completeness has not been achieved because during the observation of student activities in Cycle I, there are still some disadvantages, namely:

- The stages in the KWL method such as the Know and Learned stages have not run well so that the learning path was not in accordance with the planned learning scheme.
- The quality of question and answer or student opinion was not maximal, this was because certain students who have been passive in learning were rather difficult to follow the learning path where students still have difficulty remembering the content of the text so difficult to reach the level of understanding.
- The teacher was not maximal in motivating students and in delivering learning objectives.
- The teacher was not maximal in managing time and organizing group.

Taking action to overcome the difficulties of students in learning cannot be directly carried out by the teacher until reflection stage done with the research supervisor.

The implementation of teaching and learning activities in Cycle I still lack, so there need to be corrective action to be taken in the next cycle.

- Learning scenario needed to be formulated in accordance with the KWL method especially in the Know and Learned phase, which was the appropriate question to encourage students to think.
- Helping students adapt to the learning path, where each student's opinion was rewarded with "good" praise or asking other students to applaud.
- The teacher analyzed the possibilities of student difficulties in Cycle II and immediately planned actions that can be taken directly in learning and teaching activities.
- The teacher needed to be more skilled in motivating students and more clearly in delivering learning objectives. Where students are invited to be directly involved in every activity that will be carried out.
- The teacher needed to distribute time well by adding information that they thought was necessary and giving notes.

- The teacher should be more skilled and eager to motivate students so students could be more enthusiastic

So during the observation of student activities in Cycle II, the assessment of reading comprehension skill during the implementation of the KWL method in Cycle II, there was nothing that should be improved, students who make noise in Cycle II can be handled by the teacher well, student learning outcomes have shown improvement and all students were said to be complete. Overall, all aspects of learning outcomes have increased from Cycle I to Cycle II. Because the implementation process in Cycle II has been able to achieve the result of the expected learning and has been able to answer the formulation of the problem in this study, the next cycle is not held.

The results of this study are in line with the findings of the research conducted by Harsono (2012) which showed that mastery of student's intensive reading taught with the KWL strategy is obtained from student's intensive reading ability tests. From the explanation above, it was seen that the KWL strategy was able to improve students' intensive reading skill.

The main steps that must be taken by the teacher in implementing the KWL strategy in an effort to improve intensive reading skills, the teacher must pay attention to learning steps, namely (1) initial activities, the teacher clearly explains the application of KWL strategy in intensive reading activity before students are asked to read discourse. After that, the teacher gives apperception and topics that will be discussed in the core activities. (2) core activities, the teacher provides opportunities for students to think about the topic about things that students have learned before. Then, the teacher assigns students to make questions about what students want to know about the topic, the teacher's task is only to guide the learning process so that the learning process takes place well and finally the teacher shares discourse related to the topic, students are assigned to answer the questions they have made. (3) the final activity is the teacher asks the students to conclude the content of the reading. Therefore, the teacher can identify students who read intensively and students who did not read intensively.

Learning by using the KWL method has advantages compared to conventional learning. Implementing KWL method in learning activity can stimulate students to be active in the teaching and learning process. KWL method learning can improve student's ability in reading comprehension and also improve student's learning activities through aiming reading activities. So as to make students more motivated to learn because students are invited to be directly involved.

Conclusion and suggestion

A. Conclusion

From the data got from reading skill and learning activities by applying the KWL method can be concluded as follows:

1. Students' reading comprehension skill improved by applying the Formative I KWL method. It showed by an average of 60 with 40% calcical completeness and Formative II showed an average of 81 with 85% classical completeness or an increase in classical completeness by 45% and achieved the research success criteria.
2. Student learning activities increased by applying the KWL method in Cycle I. The writing activity was 38%, reading activity was 31%, discussion activity was 21%, asking the teacher activity was 5%, and those that were not relevant to teaching and learning 5% while in Cycle II the writing activity was 31%, reading activity was 36 %, discussion activity was 21%, asking the teacher activity was 9%, and irrelevant activity was 3%.

B. Suggestion

After conducting the research by applying the KWL method to improve student's learning skill and reading comprehension activities, the following things were suggested:

1. The teacher can choose alternative learning by applying the KWL method in reading learning, whether reading the discourse or other reading.
2. In order to make learning be fun for students, especially in reading material, teachers should be more creative and innovative in designing learning scenario.
3. The researcher hopes that the study of reading comprehension learning can use model, method, technique, and media that have never been used before.

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