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IMPROVING INTENSIVE READING SKILLS WITH THE KNOW WANT TO KNOW LEARNED STRATEGY

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Abstract

The problem in this study is the low intensive reading skills of students in Indonesian content which is below the KKM. This study aims to describe the difference in the effect of the intensive reading skills of students in the experimental class who received the Know Want To Know Learned learning strategy and the control class who did not receive the Know Want To Know Learned learning strategy and to describe the differences in the improvement of intensive reading skills of the experimental class students who used the strategy. Know Want To Know Learned learning with a control class that does not use the Know Want To Know Learned learning strategy. The method used is Quasi-Experimental, and the research design is Nonequivalent Control Group Design. The research subjects were 41 students of class V SD Negeri Cigarukgak. The instrument used in this research is a description test. The results showed that the posttest results were greater than the pretest results. There are differences in students' intensive reading skills after being given treatment using the Know Want To Know Learned learning strategy. The difference in increasing intensive reading skills can be seen from the results of the n-gain test, namely the medium category to the high category. There is a difference in the increase in students' intensive reading skills using the Know Want To Know Learned learning strategy.

Keywords: *Know Want To Know Learned Strategy, Intensive Reading Skills, Indonesian Language*

Abstrak

Permasalahan dalam penelitian ini adalah rendahnya keterampilan membaca intensif siswa pada muatan Bahasa Indonesia. Penelitian ini bertujuan untuk mendeskripsikan perbedaan pengaruh keterampilan membaca intensif siswa di kelas eksperimen yang mendapatkan strategi pembelajaran *Know Want To Know Learned* dan kelas kontrol yang tidak mendapatkan strategi pembelajaran *Know Want To Know Learned* serta untuk mendeskripsikan perbedaan peningkatan keterampilan membaca intensif siswa kelas eksperimen yang menggunakan strategi pembelajaran *Know Want To Know Learned* dengan kelas kontrol yang tidak menggunakan strategi pembelajaran *Know Want To Know Learned*. Metode yang digunakan *Quasi-Eksperimental*, untuk desain penelitiannya Desain *Nonequivalent Control Group Design*. Subjek penelitian siswa kelas V SD Negeri Cigarukgak sebanyak 41 siswa. Instrument yang digunakan dalam penelitian ini adalah tes uraian. Hasil penelitian menunjukkan hasil posttest lebih besar dari pada hasil pretest. Terdapat perbedaan keterampilan membaca intensif siswa setelah diberikan perlakuan dengan menggunakan strategi pembelajaran *Know Want To Know Learned*. Perbedaan peningkatan keterampilan membaca intensif dapat dilihat dari hasil uji n-gain yaitu kategori sedang ke kategori tinggi. Terdapat perbedaan kenaikan (*gain*) keterampilan membaca intensif siswa menggunakan strategi pembelajaran *Know Want To Know Learned*.

Kata Kunci: Strategi *Know Want To Know Learned*, Keterampilan Membaca Intensif, Bahasa Indonesia

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INTRODUCTION

Indonesian language skills include listening skills, speaking skills, writing skills, and reading skills. These skills are interrelated but still have differences. Speaking is the ability to pronounce articulated sounds or words to express, express and convey thoughts, ideas, and feelings. Writing can be interpreted as an expression or expression of feelings expressed in the form of writing. In other words, through the process of writing we can communicate indirectly. While reading is a physical and mental activity to find the meaning of writing even though in that activity there is a process of recognizing letters.

According to Sunendar (in Naswiani Samniah, 2016) reading as a process to understand what is implied in the expressed, that is, understanding the meaning contained in the written words. It can be interpreted that reading is an activity that aims to obtain information and knowledge.

Improving good reading skills needs to be done by students and teachers. To improve the ability to read requires high reading power. High reading power is required in an intensive reading way.

Low interest in reading at primary school age can have a bad impact on the understanding of learning materials. This can be known from the student's learning outcomes. By and large, students who have a low interest in reading, have difficulty in understanding other subjects. One of the efforts that can be done is to train the ability to read continuously by using interesting reading media. In addition, the use of correct methods and strategies can also result in appropriate learning and in accordance with the learning objectives.

Reading learning is taught for the first time at the elementary school level, one of which is through Indonesian learning. Reading learning can be done in many ways, one of which is intensive reading. Intensive reading is one of the skills of reading a. Students are taught how to master good, effective, and fun reading techniques. Reading learning is carried out to achieve a competency that is stated and developed in the 2013 Curriculum and developed by teachers. A good teaching and learning process is if the child interacts with the pendidik. One good method is that the educator must create a comfortable situation for the child so that the student can see and listen to what is being taught with the aim of the student more quickly understand what is taught.

Many students are unable to read, especially class V at SDN Cigarukgak, so their interest in reading is very lacking. Therefore, students of SD class V need to be encouraged so that the enthusiasm for learning to read increases. Class V of SD Negeri Cigarukgak Ciawigebang District is one of the classes that faces problems in intensive reading skills. According to the teacher who teaches, students of class V have difficulty in answering questions, expressing opinions, and deducing the content of the reading read.

To improve intensive reading skills, teachers need to guide students in the implementation of reading. One appropriate step is to direct students to recall the experience of the reading content. In addition, questions as a guide in understanding the content of reading are also one way to make it easier for students to find important information. Intensive training is very important for elementary school students. Thus, at the end of reading activities, it is necessary to test the comprehension of the reading content. This method is diterapkan in the strategy of *know want to know learned*.

One of the reading strategies that can attract students to read is the *Know Want to Know Learned* reading strategy. According to Rahim (2007: 41) that the *Know Want to Know Learned* reading strategy also gives students the purpose of reading, this strategy helps the student think about the new information he receives. The KWL strategy makes students better understand the material to be read in more detail, understand what they want to know quickly and interpret the material being studied so that it is formed Concepts that are more embedded in students' minds mean that the knowledge they have just gained will be embedded in students' minds.

In Indonesian subjects, especially learning about reading, educators must use appropriate strategies so that the learning process runs successfully and students can already follow learning. The strategies used in learning must be interesting and can activate students in the learning process.

According to Lalremruati (2019:2) affirms that intensive reading is a type of reading that requires the reader to read with intense concentration. This type of reading always has a specific purpose. The goal is to achieve the specifics of the information of the text being read. The application of *the Know Want to Know Learned* strategy in improving intensive reading skills is very effective. According to Ogle (in Rahim, 2008:41) explains that the *Know Want to Know Learned* strategy is a strategy that makes it easier for teachers to animate students' background knowledge and interest in a topic.

This reading strategy proposed by Ogle (1986, in Andreas 2020) helps students organize their ideas in a more detailed way. This strategy elicits students' prior knowledge of the topic of the text, establishes a purpose for reading, and helps students to monitor their comprehension.

METHOD

This research method is a quantitative research method, the type of research is Experimental (Quasi Experiment). This research uses quantitative research methods. This Quasi Experimental research involves two sample groups, namely the experimental group and the control group. The design used in this study is Quasi Experimental Design in the form of *Nonequivalent Control Group Design*. This design is almost the same as the pretest-posttest control group design, only in this design the experimental group and the control group are not randomly selected. In this design, both the experimental group and the control group were compared, the group was selected and placed without going through random. The two existing groups were given a pretest to find out the initial state to see the difference between the experimental class and the control class.

The subject of research is Siswa class V SD Negeri Cigarukgak as many as 41 students. The data collection techniques that will be used in this study are tests and documentation. The test used in this study was used to find out the data on student learning outcomes which were then studied, to see the influence of the *know want to know learned* strategy steps.

RESULTS AND DISCUSSION

Description of Learning Activities

Research is carried out in control and experimental classes. Pretest (initial test) is carried out at the beginning of learning which is used as a measuring tool to determine the intensive reading skills of grade V students at SD Negeri Cigarukgak. The pretest was conducted to see students' intensive reading skills about the material to be given before the learning process using inquiry learning models in the control class and know want to know learned learning strategies in the experimental class. The test used in this study is a question in the form of a description of 10 questions. The results of the pretest of the control class and the experimental class obtained the following data:

Table 1
Control and Experiment Class Pretest Results

No	Class	Number of Students	Total Value	Lowest Value	Top Rated	Average	Standard Deviation
1	Control	21	850,00	30	75	42,62	13,74
2	Experiment	20	885,00	30	80	45,95	14,97

After the learning process was carried out in control classes and experimental classes using different learning, a posttest was carried out to find out whether or not there was an improvement in students' intensive reading skills. The final test is given to two classes, namely the control and experimental classes after being given a treatment with a research instrument in the form of a written test in the form of a description of 10 questions.

The results of the posttest (final test) of the control class and the experimental class obtained the following data:

Table 2.
Posttest Results of Control and Experimental Classes

No	Class	Number of Students	Total Value	Lowest Value	Top Rated	Average	Standard Deviation
1	Control	21	1297,00	50	95	61,58	13,80
2	Experiment	20	1607,00	60	100	77,86	15,95

This shows that the posttest results between the control class using the inquiry learning model and the experimental class using the know want to know learned strategy learning have different averages.

Student Intensive Reading Skills Improvement Data (Gain)

The gain test calculation was carried out to determine the improvement of intensive reading skills of grade V students using know want to know learned learning strategies in experimental classes and inquiry learning models in control classes. The following is a table of descriptions of the gain of the experimental class and the control class:

Table. 3
Description of Gain Class Control and Experimentation

Class	Pretest	Posttest	N-Gain	Criterion
Control	42,62	61,58	0,35	Keep
Experiment	45,95	77,86	0,70	Tall

This research aims to find out the use of *know want to know learned* learning strategies to improve the intensive reading skills of grade V students at SD Negeri Cigarukgak. This research has been carried out by researchers by compiling various procedures starting from the preparatory stage, namely preparing rpp and research instruments. By providing the initial test (*pretest*) and the final test (*posttest*) given to the V1 and V2 classes of SD Negeri Cigarukgak as an experimental class and control class.

Based on the analysis of data obtained from the N-Gain perhit ungan in the experimental class obtained an average of 0.70 with the High criterion, and the control class obtained an average of 0.35 with the Medium criterion. This shows that the improvement of students' intensive reading skills increases after learning using *know want to know learned* strategies. Judging from the criteria that have been obtained by each class, it is known that the N-Gain score or improvement of intensive reading skills of experimental class students is higher compared to N-Gain scores or improved intensive reading skills of students in the control class. The improvement of students' intensive reading skills in experimental classes that use *know want to know learned* learning strategies is very good, because by using this learning strategy students become more active, more energetic, and more diligent in reading.

The *Know Want to Know Learned* learning strategy has several advantages, namely that students' knowledge is growing, students are increasingly daring to express ideas and students' interest in reading higher. In addition, by using the *Know Want to Know Learned* learning strategy, students think in advance of what they want to achieve at the time of reading, so that students do not find it difficult to mastering the content of the reading.

Table 4. Know-Want to know-Learned

What is known (K)	What you want to know (W)	What you want to learn (L)
Worm	What is the name of the skin that wraps around the body of a caterpillar ?	The skin that wraps around the caterpillar is called a cocoon.
Fly	How does a caterpillar turn into a butterfly ?	At first the caterpillars turn into pupae. Then it turns into a pupa.
Chocolate Bag		Finally the pupa turns into a butterfly
Beetle		

Through comparing the What I want to know column with the Learned column, teachers and students discussing in a class discussion or giving a test, the teacher must identify whether the student has actually learned the information want to know more about it. In this case there may be some additional items of information that he wants to know. Ideally, students should supplement Learned with complete information about the items in the What I Want to Know column together with the new information they have learned.

There aren obstacles faced by researchers while in the field, namely limited time duration, students who arrive late and focus. Then the time adjustment because at that time there were a lot of activities at the school.

Based on the research conducted, it shows that the use of know *want to know learned* learning strategies has a positive influence on learning activities. This is shown by the increase in students' intensive reading skills in the experimental class from the medium category to the high category of the control class using the inquiry learning model.

CONCLUSION

The conclusion of the results of this study, there are differences in students' intensive reading skills in the experimental class using know *want to know learned* learning strategies with control classes using models inquiry learning. There are differences in the increase in students' intensive reading skills in the experimental class using know *want to know learned* learning strategies with control classes using inquiry learning models.

The results of the discussion can be concluded that using know *want to know learned* learning strategies can have a significant influence on improving the intensive reading skills of students who use learning strategies know want to know learned with students who do not use learning strategies n know *want to know learned*.

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