

Effectiveness of KWLA (Know, What, Learned, Affect) Strategy in Improving the Ability of Reading

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ABSTRACT

This research begins with the importance of the role of reading in people's lives in the modern era. In addition, the low interest in reading Indonesian people who are not balanced with advances in technology. The more advanced technology has an impact on the ease of accessing information, but on the other hand the spread of hoax news has also become very easy. People who have low reading interest will have difficulty distinguishing relevant information from those who do not. Therefore, this study will review one strategy to improve reading skills, especially reading comprehension, namely the KWLA (What I Already Know, What I Want to Know, What I Learned, and The Effect of Story) strategies in learning. This study aims to determine the learning process of reading narrative text comprehension using the KWLA strategy, obstacles experienced by lecturers, students and the environment during the learning process, increasing student ability during the learning process using the KWLA strategy, and the effectiveness of the KWLA strategy to improve students' ability to read narrative text comprehension. This research is a Classroom Action Research using two cycles, namely Cycle I and Cycle II. The steps in conducting the research are carried out in four stages, namely: planning (planning), acting (acting), observing (observing), and reflecting (reflecting). The results showed that the KWLA Strategy was proven to be able to increase students' abilities and interests in reading comprehension skills of narrative texts, increase student confidence in expressing ideas, and increase student activity in learning.

Keywords: *KWLA strategy, reading understanding*

1. INTRODUCTION

Reading plays a very important role in the life of humanity, both in individual and communal contexts. Reading skills are very important and function effectively in an educated society [3]. Every aspect of life involves activities read. Reading is one of the language skills that must be possessed and mastered by someone. In essence, reading is a unity of various processes. Reading is a complex ability. Reading is not just an activity of looking at written symbols alone, but trying to make the symbols that he saw become meaningful symbols.

Reading skills can enhance insights about thinking and broaden one's knowledge, because books or reading material are civil society communication tools and play an important role in social life. The more

people read, the more information will be obtained. Reading is one way to get information other than by listen and see. The information obtained is written information. Reading, of course, is a process that must be passed during education, both formal and informal. Reading is very important among students and students. Because, in reading indirectly occur the process of thinking, understanding the meaning and meaning contained in the reading material [1].

Based on data from UNESO [5], it says that Indonesia ranks second from the bottom in the matter of world literacy, meaning that interest in reading is very low. According to UNESCO [5] data, the reading interest of Indonesian people is very alarming, only 0.001%. That means, of the 1,000 Indonesians who read only one person. Different research titled World's Most Literate Nations Ranked conducted by

Central Connecticut State University in March 2016, Indonesia was ranked 60 out of 61 countries about reading interest, just below Thailand (59) and above Botswana (61).

Various attempts were made by many government and private institutions to increase the reading interest of the Indonesian people, one of the initiatives initiated by the government is the National Literacy Movement. This movement is one of them supports efforts to increase interest in reading both in the family, community or school. Improving the culture of reading is also able to reduce the spread of hoax. The more sophisticated the technology, it will certainly make it easier to obtain information, but it will also be easier to spread information. Currently, one of the problems that has been raised due to technological sophistication is the spread of hoax news. If the interest in reading the public is high, this will certainly reduce it. Someone who is critical of reading material, of course, will first look for relevant sources of reading material before sharing it.

Hodgson [11] also argues that reading is a process that is carried out and used by readers to get the message to be conveyed by the writer through the media of words or written language. A process which demands that a group of words which constitute a unity will be seen in a glance, and so that the meaning of individual words will be able.

Tampubolon [9] states that reading comprehension is a reading activity to develop reasoning power. Reading in the development of reasoning power is a reading activity carried out by someone to understand an implied meaning in the written matter, so to understand a meaning one must train the reasoning power to be able to grasp the implied meaning in the written thing. Nurgiyantoro [6], good reading is in accordance with the level of mental development, interests, needs, or attracts student attention. In general, the word understanding is interpreted as an effort to understand or understand the content and meaning of a discourse both in oral and written form. Understanding written discourse means one's efforts in understanding or understanding the contents of a discourse presented in written form, which in language activities is called reading, while understanding oral discourse means one's efforts in understanding or understanding the contents of discourse presented in oral form, which is in language activities called listening. The purpose of reading comprehension are:

- a. Enjoy the beauty contained in the reading.
- b. Reading sounds to give someone the opportunity to enjoy reading texts.
- c. Use certain strategies to understand reading texts

- d. Explores a person's store of knowledge or schemata about a topic.
- e. Connecting new knowledge with one's schemata.
- f. Finding information for the preparation of a reading or report.
- g. Giving accuracy to someone doing an experiment to examine something that is presented in a reading text.
- h. Answering questions raised in the reading text.

In the process of learning in schools teaching reading must receive serious attention from educators, especially at students majoring in Indonesian Language Education who will later become prospective teachers of Indonesian subjects. Through teaching reading subjects, lecturers must direct students to master their reading skills well so that they become equipped when students become teachers later. Learning to read in schools aims to foster and improve reading skills and train students to master aspects of reading ability [4]. There are two kinds of reading learning, namely extensive reading and intensive reading. Extensive reading includes survey reading, skimming, and superficial reading. Intensive reading is divided into two, namely reading the contents and language studies. Reading content studies includes thorough reading, reading comprehension, critical reading, and reading ideas, while reading a language study includes reading language and reading literature.

According to Somadayo [8], reading comprehension is the process of acquiring meaning actively by involving the knowledge and experience possessed by the reader and related to the reading content. In reading comprehension learning, the continuity of learning cannot be separated from how a teacher uses strategies to direct students to achieve the main goal in reading activities. The role of the teacher is very important in choosing the right and effective strategy. This is consistent with Suhardjono's explanation which states that the control of reading learning lies with the teacher [2]. The teacher must have the ability or skills in teaching, that is applying the method teaching and teaching strategies that are appropriate and effective. Therefore, learning to read comprehension in schools requires teachers to use appropriate and effective strategies for reading activities to become more meaningful.

According to Tarigan[10] states that reading comprehension is reading that prioritizes the meaning of reading not on the written page, but on the reader's mind. This includes reading must prioritize the meaning of reading in every written matter. Same with speed reading. Reading comprehension is a reading comprehension system that takes into account

reading time and the level of understanding of the material being read. Tampubolon [9] states that reading comprehension is a reading activity to develop reasoning power. Reading in the development of reasoning power is a reading activity carried out by someone to understand an implied meaning in a written matter, so to understand a meaning a person must train the reasoning power to be able to capture the meaning implied in the written thing

One learning strategy that can be used is the KWLA strategy or (What I Already Know, What I Want to Know, What I Learned, and The Effect of the Story). The KWLA strategy is a reading strategy. A strategy that emphasizes instructors to pay attention to students' background and knowledge. K-W-L-A Strategy is a strategy based on student activity, students are involved before, during, and after reading. The following are the steps in the KWLA strategy in learning.

1. Make a table with four columns as follows:

What I know	What I want to know	What I learned	Effect of the Story

2. Ask students what they already know about the topic to be read. Write the information in the first column.
3. Ask students what questions they will answer about the topic to be read. Write this question in column two.
4. After reading, ask students to answer questions and other information in column three.
5. Use column four to write the answer to the first influential question. One example of the question: "what interests me?" Students reflexively have important information by the answer in the question: "why is this information important to me and how can I help me know that information."
6. Explain to students if they can also use the fourth column to respond with new attitudes about their learning. For example, students might take notes about crickets and other insects getting a good place in Asian culture.
7. It's important to have a discussion. If the teacher asks students to listen to their peers' responses, and talk about their own responses, and then their written response the quality will be better.

This strategy not only helps students in gaining knowledge after reading, but also provides opportunities for students to connect their interests

and personal assessments to student learning experiences. the teacher is able to see how much interest and knowledge students have about reading texts [12]. Based on the description, the research is focused on increasing the ability of students during the learning process of reading using the KWLA strategy and the effectiveness of the KWLA strategy on reading comprehension learning. The reason the research was conducted on students majoring in Indonesian Language and Literature Education is because, students will later become prospective educators so they must know how to read well, especially reading comprehension.

Research related to the KWLA strategy has also been carried out by Debi Kharisma Safitri in 2019[7] with the title "Learning to Identify Legend Information Using the Know Want to Learn Affect (KWLA) Strategy in Reading Understanding of Students in Class VII MTS Persis 30". The research used experimental techniques and quantitative research methods with a quasi-experimental research design with a non-equivalent control group design type. The results showed that the KWLA strategy proved to be able to improve students' abilities in learning to read and identify legends.

2. METHODS

This type of research in this research is classroom action research (CAR). The steps of conducting the research are carried out in four stages: planning, acting, observing, and reflecting. The subject of this study was the process of learning to read comprehension in the odd semester reading skills of the academic year 2019/2020, while the object of research is students. There were eighteen students as the object of research, 13 female students and 5 male students. The study was conducted in a 2.09 classroom, Indonesian Language and Literature Education study program, Faculty of Education, HasyimAsy'ari University TebuirengJombang.

Data collection using observation techniques, tests, documentation, and field notes. Data analysis uses two types, namely quantitative and qualitative. Quantitative data is used to determine scores, calculate grade averages, percentage of study completeness. Determine scores for students using the formula:

$\text{Skor} = \frac{B}{St} \times 100$ <p>Information:</p> <p>B = correct answer score</p> <p>St = theoretical score</p>
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Calculate the grade average using a formula:

$$x = \frac{\sum x}{\sum n}$$

Information:
 x: average value
 $\sum x$: the sum of all student grades

Percentage of study completeness using a formula:

$$P = \frac{\sum \text{students who have finished studying}}{\sum \text{students in one class}}$$

Information:
 P: Percentage of students completed

Calculation results are consulted with students' mastery learning criteria grouped into two categories of complete and incomplete.

Table 1. Completeness criteria

Completeness Criteria		Classification
Classical	Individual	
≥ 80%	≥ 75	Complete
< 80%	< 75	Non complete

In addition to using quantitative methods, this study also uses qualitative methods to analyze the data that has been obtained. Qualitative data in the form of data from observations of student activities and lecturer skills in learning using KWLA strategies, as well as the results of field notes with qualitative

descriptive analysis. Qualitative data are presented in sentences which are separated by category to reach conclusions. To find out the percentage of responses from student answer. The results of the percentage of responses are converted into qualitative data with criteria.

$$\text{Percentage of Response} = \frac{\text{Total Score}}{\text{Maximal Score}} \times 100$$

Table 2. Criteria for student response to learning with the KWLA strategy

No	Percentage	Category
1	81,25 < x < 100	Very Good
2	62,5 < x < 81,25	Good
3	43,75 < x < 62,5	Enough

3. RESULTS AND DISCUSSION

The ability of students has increased from Cycle I and Cycle II. If in Cycle I there are still many students who get grades below the KKM, then in Cycle II the average student scores above KKM. This can be proven on the student activity observation sheet and the level of achievement of students' ability in learning reading skills.

Table 3. Cycle I and Cycle II Student Observation Sheet

No.	Aspect	Cycle I		Cycle II		
		F	%	F	%	
1	LEARNING PREPARATION	1. Students arrive on time.	5	28%	14	78%
		2. Readiness to accept lecture material	7	39%	16	89%
2	LEARNING IMPLEMENTATION (Activity Opens Lessons)	3. Students are able to answer apperception questions.	3	17%	8	44%
		4. Students listen carefully when describing competencies or material that will be delivered	14	78%	17	94%
	(Core Learning Activities)	1. Listen seriously to the explanation given by the lecturer.	10	55%	17	94%
		1. Record the material explained by the lecturer	12	67%	18	100%
		2. Actively asking questions when the lecturer explains	4	22%	8	44%
		3. Confidence in conveying the results of thoughts in front of friends	12	67%	17	94%
		4. Communicative in delivering results in class.	9	50%	15	83%
		5. The accuracy of using spelling in expressing opinions in writing.	10	55%	15	83%
		6. Smooth expressing opinions	12	67%	16	89%
	(KegiatanPenutup)	1. Students are active in concluding lecture material that has been obtained	9	50%	12	67%

Assessment criteria:

Average percentage:

76 - 100% = very good

51 - 75% = good

26-50% = good enough

<26% = not good

Evaluation of the results of the learning process of students is obtained from the observation sheet which contains an assessment of the process by observation and the results of group discussions as set out in the table above. Based on the table, it is known that in the first cycle, aspects of students in pre-learning activities and learning activities are lower than the second cycle. For example, in the pre-learning cycle I, as many as 13 students arrived late and were not on time. Student delays vary, some are 5-10 minutes late, but some are too late up to 20 minutes. Some of the reasons that were revealed by students when they were late include, the distance between home and campus far, late getting up in the morning and there were no vehicles. Because many students are late, their readiness to accept lecture material is also disrupted.

In cycle II, students have started to obey the rules given by lecturers in cycle I, so that in terms of time discipline has begun to appear in cycle II. Similarly, in the implementation of learning activities, if in the first cycle, there are still many students who are confused

with the learning process, then in the second cycle students can already follow well the learning that has been prepared by the lecturer. For example, students begin to be confident and communicative in conveying the results of thoughts during discussions, besides that students are also accustomed to using good spelling when writing written reports as discussion material.

In addition to the assessment process, this study also sought the level of achievement of students' abilities gained from individual assignments.

Table 4. Student Value Reading Comprehension in Cycle I and Cycle II

No	Student Name	Cycle I	Cycle II
1	DewiAlfiraMaulida	65	78
2	FatimatuzZuhro	75	85
3	Sri Rahayunengtyas	68	80
4	Abdul Patah	60	78
5	Nita Wigati	65	80
6	FirnaPutriAnanda	78	90
7	HattaThohuriyah	68	85
8	Julianti	70	85
9	MiftachulJannah	65	75
10	Patmiyati	65	78
11	Muhammad Qowiyul Amin	60	75
12	SodikAlhappily	60	70
13	Sofiyan Hernando Fatoni	65	80
14	LailatulKhoiriyah	68	80
15	ElokFarihah	65	78
16	UdhululJannatiSa'id	70	80
17	HasyimAnwari	65	80
18	RiskaFajriati	60	78

$$\begin{aligned} \text{Average score} &= \frac{\text{The amount of score}}{\text{The amount of data}} \\ &= \frac{1192}{18} \\ &= 66,2 \end{aligned}$$

So, the class average score in cycle I is 66.2

$$\begin{aligned} \text{Average score} &= \frac{\text{The amount of score}}{\text{The amount of data}} \\ &= \frac{1435}{18} \\ &= 80 \end{aligned}$$

So, the class average score in cycle I is 79,7

Table 5. Level of Achievement of Student Ability in Cycle I and Cycle II

No	Value of Learning Achievement Aspects	CYCLE I		CYCLE II	
		Value	Percentage	Value	Percentage
1	0-10	-	-	-	-
2	11-20	-	-	-	-
3	21-30	-	-	-	-
4	31-40	-	-	-	-
5	41-50	-	-	-	-
6	51-60	-	-	-	-
7	61-70	16	88%	1	5%
8	71-80	2	11%	13	72%
9	81-90	-	-	4	22%
10	91-100	-	-	-	-
KKM		75		75	
Lowest Value		60		70	
The highest score		78		90	
Percentage of Completion		11%		94%	
Percentage Not Completed		88%		5%	
Average Grade		66,2		79,7	

Based on the achievement level table of students' abilities, in cycle I it is known that the average grade of the class is 66.2 with the lowest value of 60, the highest score of 78 with details of four students getting the lowest value of 60, seven students get a value of 65, three students get a grade 68, two students scored 70, one student scored 75, and one student got a score of 78. The percentage of completeness in the first cycle was 11% and 88% were incomplete.

When compared to the first cycle, the second cycle experienced a significant increase. The average class in the second cycle is 79.7 with the lowest grade of 70 and the highest grade of 90. The breakdown of the scores is that one student gets 70, two students get 75, five students get 78, six students get 80, three students get a value of 85, and one student gets a score of 90. In cycle II, the number of students who experienced

completeness was 94%, experiencing a significant increase compared to cycle I.

The use of KWLA strategies in learning reading skills, especially reading comprehension of narrative texts has proven to be effective in improving understanding and skills. This can be proven by the value obtained by each student from cycle I to cycle II which has increased significantly. If in the first cycle, the ability of students has not increased, in the second cycle students show good changes and improvements.

If seen from Table 5 Observation Sheet for Cycle I and Cycle II, it is known that from the pre-learning and implementation of learning, it has increased from cycle I to cycle II. If in cycle I, there are still many students who arrive late and pay less attention to lecturers when explaining, then in cycle II can be minimized. Students

are also more communicative and active in conveying ideas or thoughts during the discussion process. In addition, when viewed from improvements in cognitive aspects, using the KWLA strategy for reading comprehension skills has proven to be effective. Student scores in cycle II have increased or above KKM (75) with an average value of 79.7. This proves that the KWLA strategy is indeed suitable and effective in improving students' skills in reading narrative text comprehension.

In addition, students are also enthusiastic about using the KWLA strategy in the process of learning reading skills. Students' enthusiasm was seen in the results of the questionnaire distributed by the lecturers after the learning process was completed in cycle II. The following table is the result of reflection on learning activities.

Table 6. Reflections on learning activities

No	Statement	Aspect	Average (%)	Category
1	The lecturer's explanation caught my attention	Response of student interest towards learning	88,8%	VERY GOOD
2	Apperception in accordance with the material		94,4%	VERY GOOD
3	Motivation conveyed aroused the spirit of learning.		88,8%	VERY GOOD
4	Learning activities are more interesting than usual learning		88,8%	VERY GOOD
5	The learning process adds to the spirit of learning		91,6%	VERY GOOD
6	The material presented is clearly understood	Student responses to ease in understanding and studying the material	86,1 %	VERY GOOD
7	I was able to record material well.		91,6%	VERY GOOD
8	I find it easier to understand the subject matter.		87,5%	VERY GOOD
9	I find it easier to follow the learning stages		88,8%	VERY GOOD
10	I am able to use good spelling and correct my report		91,6%	VERY GOOD
11	I am more willing to express my opinion	Student responses in activity and courage express their opinions on the learning process	88,8%	VERY GOOD
12	I am able to be communicative in conveying ideas		88,8%	VERY GOOD
13	I am able to play an active role in learning		86,1%	VERY GOOD
14	I can make conclusions as a result of learning	Response ease of students in concluding learning activities	91,6%	VERY GOOD
15	I can make learning reports easily		88,8%	VERY GOOD

Based on table 5, above of 18 students, if added up from aspects 1 to 5 which contains responses of students' interest in learning, then it is found that 90.4% is included in the excellent category. In aspects 6 to 10 which include students' responses to the ease of understanding and learning the material, a percentage of 89.1% is included in the excellent category. In aspects

11 to 13 that contain student responses in activeness and courage to express opinions in the learning process, a percentage of 87.9% is in the excellent category, and aspects 14 to 15 that contain responses to ease of students in concluding learning activities get an average percentage of 90 , 2% included in the excellent category.

The results of the analysis of students' responses to the learning of narrative text comprehension reading skills with the KWLA strategy showed the average percentage overall included in the excellent category. This shows that the learning of narrative text comprehension reading skills with KWLA strategy received positive responses from students. The learning process using the KWLA strategy is able to increase the ability and interest of students in reading comprehension skills, increase student confidence in expressing ideas, and increase student activity in learning. In the data the results of student responses also seen all aspects included in the excellent category.

4. CONCLUSION

Based on the results of research and discussion, it was concluded that the students' achievement in reading comprehension skills had increased from cycle I to cycle II. The KWLA strategy is proven to be able to increase the ability and interest of students in reading comprehension skills of narrative text, increase student confidence in expressing ideas, and increase student activity in learning.

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