Improving the Reading Comprehension Skills of Fourth Grade MI Students Through the Know-Want to Know-Learned (KWL) Strategy Assisted by Series Picture Media

Anisa Nur Awaliah[1,a], Yayan Carlian[2,b,*], Muhammad Rifqi Mahmud[3,c]
[1,2,3] Sunan Gunung Djati State Islamic University, Bandung, West Java, Indonesia
E-mail: nurawaliahanisa12@gmail.com[a], yayan.carlian@uinsgd.ac.id[b],
m.rifqi.mahmud@uinsgd.ac.id[c]

Abstract:
The preliminary reading comprehension test revealed that 25 students scored below the Minimum Completion Criteria (KKM), while 3 students scored above it, with an average score of 51.15. This study aims to improve students' reading comprehension using the Know-Want to Know-Learned (KWL) strategy, supported by series image media. A quasi-experimental design with a Nonequivalent Control Group was used, consisting of three groups: the first experimental group using KWL with series image media, the second experimental group using KWL, and the control group applying conventional methods. The ANOVA test showed a significant difference with a p-value of 0.004 ($p < 0.05$). The average posttest scores were 83.00 for the first experimental class, 80.47 for the second experimental class, and 74.30 for the control class. The n-gain scores indicated high categories for both experimental classes (0.78 and 0.75) and a medium category for the control class (0.68). These results suggest that the KWL strategy significantly enhances students' reading comprehension.

Keywords: *Reading Comprehension, KWL, Picture Series*

Article Information

INTRODUCTION

Reading comprehension skills among students in Indonesia, including at the elementary school level, remain a critical issue. At MIS YAPINUR in Garut Regency, several fourth-grade students exhibit reading comprehension abilities that fall below average. Based on preliminary studies through classroom observations,

interviews, and standardized tests, it was found that the dominant teaching method is lecture-based. As a result, students are rarely active in the learning process, such as seeking and reading materials independently, engaging in discussions with peers, or asking questions during lessons. Additionally, many students struggle to understand the purpose of reading and identify the main ideas of texts, which indicates their low reading comprehension abilities.

Test results show that 25 out of 28 students scored below the Minimum Mastery Criteria, with an average score of 51.15. Only 3 students achieved scores above the Minimum Mastery Criteria. Interviews with teachers also revealed that students lack motivation in reading lessons, often feel bored, and educators do not apply diverse teaching strategies nor use learning media effectively.

Reading comprehension is a crucial skill that involves a complex process, including word recognition, meaning understanding, and integrating new information with existing knowledge. According to Schema Theory (Rumelhart, 1980), readers use mental schemas to understand newly encountered texts. Readers who possess well-developed schemas will find it easier to comprehend and retain new information. However, if students lack adequate schemas, they will face difficulties understanding more complex texts.

The importance of reading comprehension skills lies in their role as a key component in the learning process. The purpose of developing strong reading comprehension is to help readers retain what they read and gain the benefits of reading for enjoyment. The deeper a child's understanding of a text, the more skills they can acquire for their personal development (Alpian & Yatri, 2022).

Reading comprehension is an activity that involves obtaining information or knowledge by using prior experiences and the reader's existing understanding or knowledge to connect with the content of the text (Somadayo, 2011). According to a different perspective, reading comprehension not only entails reading to understand the content but also the ability to articulate one's understanding of the material in their own words, whether in written or spoken form (Dalman, 2017). The Levels of Processing Theory (Fatah & Risfina, 2023) emphasizes that deep comprehension requires active and thorough information processing. When students merely listen to lectures without engaging in activities that stimulate deep comprehension, they are less likely to understand the text effectively.

To address this issue, implementing solutions that can enhance students' reading comprehension skills is essential. One effective strategy is the application of the Know, Want to Know, Learn (KWL) strategy. The KWL strategy is an approach designed to help students improve their reading comprehension skills. It consists of three steps: (1) Know, where students' prior knowledge is assessed through brainstorming and other forms of stimulation; (2) Want to Know, where students think about what they want to learn and formulate questions related to the

topic; and (3) Learn**,** where students answer their questions and draw conclusions from the material they have read and studied. Integrating series picture media into the KWL strategy can provide visual aids that help students better understand the text. Research has shown that the KWL strategy can improve reading comprehension by actively engaging students in the learning process (Herlinyanto, 2015).

In addition to strategies, the use of teaching media such as series pictures is also crucial. Visual media, like series pictures, can make the material more engaging and help students connect the ideas presented in the text. According to (Paivio, 1971), information presented through a combination of text and images is processed more effectively by the brain than text alone. This supports the use of series picture media to help students comprehend and retain information better. Consistent with Arsyad's theory (2011), series pictures can enhance memory retention and assist students in understanding the storyline or concept more clearly.

This study aims to examine the implementation of the KWL strategy assisted by series picture media in improving the reading comprehension skills of fourth-grade students at MIS YAPINUR. The research method used to analyze data and measure the improvement in students' reading comprehension is a quasi-experimental method with Nonequivalent Control Group Design.

METHOD

This study employed a quantitative approach using a quasi-experimental research method with a Nonequivalent Control Group Design. This design involves dividing participants into experimental and control groups. The experimental group received a treatment or intervention, while the control group did not receive any treatment (Pakaya et al., 2023).

The data sources pertain to where the researcher obtained information during the research process (Sugiyono, 2017). The data sources used were primary and secondary sources. Primary data consisted of pre-test and post-test results administered to students. The experimental classes involved were Class IV-A and Class IV-B. Class IV-A received treatment using the KWL strategy combined with series picture media, and Class IV-B received treatment using only the KWL strategy. Meanwhile, Class IV-C served as the control group and was taught using the expository strategy without any KWL intervention. Secondary data provided additional information to support the primary data. These data were not directly collected from the field but were derived from books, journals, articles, notes, and other sources developed by other scholars.

The data collected by the researcher consisted of test data and observation data. This study utilized pretests and posttests in the form of six essay questions designed based on selected indicators aligned with Anderson's framework

(Sugiyono, 2017), which include: (1) the ability to obtain details and facts, (2) the ability to identify the main idea, (3) the ability to understand the organizational structure of the text, and (4) the ability to draw conclusions.

The hypothesis data analysis used was ANOVA, an acronym for Analysis of Variance. ANOVA is a statistical analysis method similar to the t-test but offers the advantage of testing differences among more than two groups to determine their significance (Usmadi, 2020). Before conducting data analysis, prerequisite tests were performed, namely the normality test and the homogeneity test. The results of these prerequisite tests indicated that the research data were both normal and homogeneous.

RESULT AND DISCUSSION

The results of the pretest were used as baseline data to measure students' reading comprehension abilities before the implementation of the learning strategy. The following table presents the pretest scores for Experimental Class I, Experimental Class II, and the Control Class.

Table 1. Pretest Results

Group	Test	Number of Students	Lowest Score	Highest Score	Average Score
Experiment I	PreEks I	28	0	50	24,14
Experiment II	PreEks II	30	0	42	21,27
Control	PreKon	20	0	46	20,20

Based on the table above, it can be observed that the lowest pretest score in Experimental Class I was 0, and the highest was 50, with an average score of 24.14, categorized as poor. Similarly, the lowest pretest score in Experimental Class II was 0, and the highest was 42, with an average score of 21.27, also categorized as poor. Meanwhile, the lowest pretest score in the Control Class was 0, and the highest was 46, with an average score of 20.20, categorized as poor. This indicates a variation in pretest results among the three classes.

After three sessions, students were given another test in the form of a posttest, which consisted of the same questions as the previous pretest. The results of the posttest were used as data to measure students' reading comprehension abilities after implementing Indonesian language instruction using the KWL strategy assisted by series picture media. The following table presents the posttest scores for Experimental Class I, Experimental Class II, and the Control Class.

Table 2. Post-test Results

Group	Test	Number of Students	Lowest Score	Highest Score	Average Score
Experiment I	PostEks I	28	62,5	95,8	83
Experiment II	PostEks II	30	62,5	95,8	80,47
Control	PostKon	20	62,5	91,6	74,30

Based on the table above, it can be observed that the lowest posttest score in Experimental Class I was 62.5, and the highest was 95.8, with an average score of

83, categorized as poor. Similarly, the lowest posttest score in Experimental Class II was 62.5, and the highest was 95.8, with an average score of 80.47, also categorized as poor. Meanwhile, the lowest posttest score in the Control Class was 62.5, and the highest was 91.6, with an average score of 74.30, categorized as poor. This indicates a variation in posttest results among the three classes.

The data analysis using ANOVA revealed a significance value of 0.004, which is smaller than $\alpha = 0.05$, leading to the rejection of H0. This indicates that there is a significant difference in the average reading comprehension scores of the students across the classes after implementing the KWL strategy assisted by series picture media, the KWL strategy alone, and the expository strategy. In other words, the posttest results conclude that the reading comprehension abilities of students in the three classes differ significantly, and the KWL strategy assisted by series picture media effectively enhances the reading comprehension skills of fourth-grade students.

This quasi-experimental study aimed to examine the implementation of the KWL strategy assisted by series picture media in improving the reading comprehension skills of fourth-grade students at MIS YAPINUR. In 1986, Donna Ogle developed the Know-Want to Know-Learn (KWL) strategy as a tool for educators to more effectively foster students' skills and interest in language subjects (Anjelinah & Liansari, 2023). The KWL strategy actively engages students in three stages before, during, and after reading while providing them with clearly defined reading objectives (Rahim, 2011). In the learning process, students often exhibit passive and disengaged behavior due to monotonous teaching delivery, which results in less effective absorption of the material. The KWL strategy requires teachers to be communicative and engage in reciprocal interaction, motivating students to actively participate in all learning activities.

According to Levie (Arsyad, 2017), research on learning with visual stimuli found that the use of visual stimuli can produce optimal learning outcomes in contexts that involve recalling and connecting facts and concepts. Considering this, the researcher was interested in applying instructional media in the form of series pictures. As noted above, learning through visual stimuli can lead to more optimal achievement. Azhar Arsyad (2017) defines series pictures as a collection of images that depict a story or sequence of events in chronological order. The application of the KWL strategy using visual media offers various benefits, including encouraging active participation from students in the learning process, simplifying complex concepts, and fostering the development of students' reading comprehension skills.

This quasi-experimental research was conducted at MIS YAPINUR Garut from May 8, 2024, to May 17, 2024. The study involved fourth-grade classes IV-A, IV-B, and IV-C as research subjects. Before administering the test instruments

to the students, they were validated through expert judgment by specialists. In this study, the researcher employed a saturated sampling technique to collect data from the entire population of fourth-grade students at MIS YAPINUR, comprising classes IV-A, IV-B, and IV-C. Learning activities in the experimental class utilized the KWL strategy assisted by series picture media, aligned with the teaching module.

The learning sessions began with the teacher greeting the students, leading a prayer, checking attendance, providing an introduction with stimulating questions, and outlining the learning objectives. Students were then divided into groups. In the initial phase of the KWL strategy, the teacher presented the title of the reading text displayed on the series picture and guided the students to observe the title. The teacher and students engaged in brainstorming by discussing the title. After brainstorming, students wrote down what they already knew about the title in the K (Know) column. Students were then directed to formulate several questions about what they wanted to learn from the text and recorded these in the W (Want to know) column. Next, students were asked to read the text "Garuk-Garuk" in the series picture media to answer the questions they had created. The final stage of the KWL strategy involved students writing information as answers to their questions from the previous activity in the L (Learn) column. The learning activities in Experimental Class II using the KWL strategy were similar to those in Experimental Class I but without the assistance of series picture media. Meanwhile, the control class followed learning activities aligned with the expository strategy.

Based on the results of the ANOVA test analysis, the significance value obtained was 0.004, which is smaller than $\alpha = 0.05$; thus, H0 is rejected. It can be concluded that there are differences in the average reading comprehension skills among students in the classes after applying the KWL strategy with the aid of picture series media, the KWL strategy, and the expository strategy. This indicates a significant improvement in students' reading comprehension skills in the class using the KWL strategy with the aid of picture series media, supported by the highest average post-test score. From the post-test results, the experimental class I achieved an average score of 83.00, categorized as very good; experimental class II scored 80.47, also categorized as very good; and the control class scored 74.03, categorized as good. Consistent with this, Abidin (2012) suggested that the KWL strategy plays a crucial role in activating students' prior knowledge and interest in the topic being taught. Similarly, several studies have shown improvements in reading comprehension skills using the KWL strategy (Fauzyah, 2024; Elviriyanti, 2024; Nurlisa et al., 2023; & Wardani et al., 2024). The use of media also contributes to enhancing reading comprehension skills (Nurhayati et al., 2021). The improvement in reading comprehension skills based on the N-Gain value for each class was 0.78 for experimental class I (categorized as high), 0.75 for experimental

class II (categorized as high), and 0.68 for the control class (categorized as medium).

The KWL strategy is a learning approach consisting of three basic stages designed to guide students in understanding texts. This strategy is based on the belief that success in reading begins with having a schema or framework of understanding the content of the reading. These three stages involve a variety of activities that support the improvement of students' reading comprehension skills, such as brainstorming, categorizing and organizing ideas, formulating questions, and analyzing the information that they wish to learn or understand from the reading (Olistiani, 2015).

From the analysis above, it can be concluded that the use of the KWL strategy, both with and without the aid of picture series media, is significantly more effective in improving students' reading comprehension skills compared to the expository strategy. However, the addition of picture series media did not show a significant difference when compared to using the KWL strategy without picture series media. Nevertheless, it is worth analyzing again that the use of the KWL strategy with picture series media resulted in a higher average reading comprehension score compared to the KWL strategy alone. As noted in the study by Rosmana, et al. (2024), to create effective media, the learning media that teachers possess, when used efficiently and effectively, will make the learning process smoother, starting from the preparation of lesson planning. In line with Rosmana, et al. (2024), learning media has a positive impact on students' progress, including enhancing material understanding, learning motivation, and active involvement in the learning process.

According to Levie and Lentz (2011), picture series media serves four main functions: a) the attention function, which attracts and directs students' focus to the content of the lesson related to the visual meaning (pictures) displayed or accompanying the lesson text; b) the affective function, which is reflected in the level of enjoyment students experience when reading illustrated texts, where images or visual symbols can evoke emotions and attitudes in students; c) the cognitive function, which, based on research findings, shows that pictures can ease understanding and memory of the information or message contained in the images; and d) the compensatory function, which is evident from research findings that picture media can assist students who have difficulty and are slow to process and understand lesson content presented in text or verbal form (Suardi & Marwan, 2019).

CONCLUSION

Based on the average reading comprehension scores from the posttest results, the experimental class I achieved a score of 83 (very good), experimental class II

scored 80.47 (very good), and the control class scored 74.30 (good). There was a noticeable difference in the reading comprehension abilities of students in experimental class I, which used the KWL strategy with picture series media, experimental class II, which used the KWL strategy, and the control class, which used the expository strategy. The n-gain results showed significant improvement in students' reading comprehension abilities, especially in the class using the KWL strategy with picture series media, supported by the highest posttest average score. This study concludes that applying the KWL strategy, particularly with picture series media, can enhance students' reading comprehension abilities and can serve as an alternative teaching strategy to achieve better educational outcomes. For those planning to implement the KWL strategy in teaching, it is recommended to carefully design the lessons, pay attention to the time allocation for each stage, and effectively manage and monitor students. This is important because each step of the KWL strategy is interconnected to ensure that learning objectives are achieved. Additionally, the use of engaging teaching media such as picture series, videos, or other visual aids is also advised to help students improve their understanding of the material.

REFERENCES

Abidin, Y. (2012). *Pembelajaran Bahasa Berbasis Pendidikan Karakter*. Bandung: PT. Refika Aditama.

Alpian, V. S., & Yatri, I. (2022). Analisis Kemampuan Membaca Pemahaman pada Siswa Sekolah Dasar. *Edukatif : Jurnal Ilmu Pendidikan*, *4*(4), Halm 5573-5581. https://doi.org/10.33222/jlp.v8i2.2818

Anjelinah, N. R. A., & Liansari, V. (2023). Strategi Kwl (Know Want to Know Learned) Pada Kemampuan Membaca Siswa Sekolah Dasar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, *8*(1), 3936–3953. https://doi.org/10.23969/jp.v8i1.8700

Arsyad, A. (2017). *Media Pembelajaran*. Jakarta: Raja Grafindo Persada.

Dalman. (2017). *Keterampilan Membaca*. Jakarta: Rajawali Pers.

Elviriyanti. (2024). Penerapan Strategi Know -What to Know-Learned Untuk. *Jurnal Review Pendidikan dan Pengajaran*, *7*(1), 1903–1908.

Fatah, A. H., & Risfina, A. M. (2023). Teori Pemrosesan Informasi dan Implikasinya Dalam Pembelajaran. *Jurnal Ilmiah Mandala Education*, *9*(3), 1632–1641. https://doi.org/10.58258/jime.v9i3.5256

Fauzyah, R. T. (2024). *Pengaruh Strategi KWL (Know-Want to Know-Learned) Terhadap Keterampilan Membaca Pemahaman Siswa Kelas IV SDN Cipayung 01 Tangerang Selatan*. *7*(1), 50–63.

Herlinyanto. (2015). *Membaca Pemahaman Dengan Strategi KWL*. Yogyakarta: CV BUDI UTAMA.

Anisa Nur Awaliah, Yayan Carlian, Muhammad Rifqi Mahmud
Improving the Reading Comprehension Skills of Fourth Grade MI Students Through the Know-
Want to Know-Learned (KWL) Strategy Assisted by Series Picture Media

Nurhayati, F. F., Yundayani, A., & Herlina, D. (2021). *Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara III Peningkatan Pemahaman Membaca Siswa Melalui Media Gambar Berseri*. *1*, 197–205.

Nurlisa, Salahuddin, A., & Susilawat, W. O. (2023). Pengaruh Strategi KWL (Know, Want, Learn) terhadap Kemampuan Membaca Pemahaman Siswa Kelas IV SD: Studi Literatur. *Journal of Vocational Education and Information Technology*, *4*(1), 48–53. http://ejournal.undhari.ac.id/index.php/jveit/article/view/708%0Ahttp://ejournal.undhari.ac.id/index.php/jveit/article/download/708/391

Olistiani, R. (2015). Penerapan Metode Kwl (Know - Want to Know – Learned) Dalam Pembelajaran Membaca Intensif Tajuk Rencana Pada Siswa Kelas XI SMA. *Ejournal UPI Jurusan Pendidikan Bahasa dan Sastra Indonesia FPBS, Universitas Pendidikan Indonesia*, 1–10.

Paivio, A. (1971). *Imagery and Verbal Processes*. New York: Holt, Rinehart and Winston.

Pakaya, Wibawa, B., Mahdiyah., & J, A. (2023). *Metode Penelitian Pendidikan*. Jawa timur: Nawa Litera Publishing.

Rahim, F. (2011). *Pengajaran Membaca Di Sekolah Dasar*. Jakarta: Bumi Aksara.

Rosmana, P. S., Ruswan, A., Alifah, A. N., Pratiwi, K., Fitriani, M. G., Huda, N., Ramadhani, S., & Nurnikmah, U. (2024). Pentingnya Media Pembelajaran dalam Perencanaan Pembelajaran Guru Sekolah Dasar. *Jurnal Pendidikan Tambusai*, *8*(1), 3048–3054. https://jptam.org/index.php/jptam/article/view/12840/9856

Rumelhart, D. E. (1980). *Schemata: The building blocks of cognition.* Center for Human Information Processing, University of California, San Diego.

Somadayo, S. (2011). *Strategi dan Teknik Pembelajaran Membaca*. Yogyakarta: Graha Ilmu.

Suardi & Marwan. (2019). *Strategi Pembelajaran* (Nomor March).

Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (2022 ed.). Alfabeta.

Usmadi. (2020). Pengujian Persyaratan Analisis (Uji Homogenitas Dan Uji Normalitas). *Inovasi Pendidikan*, *7*(1), 50–62. https://doi.org/10.31869/ip.v7i1.2281

Wardani, N. W., Kusumaningsih, W., & Kusniati, S. (2024). Analisis Penggunaan Media Pembelajaran terhadap Hasil Belajar Siswa Sekolah Dasar. *Jurnal Inovasi, Evaluasi dan Pengembangan Pembelajaran (JIEPP)*, *4*(1), 134–140. https://doi.org/10.54371/jiepp.v4i1.389