Inovasi Kurikulum

Improving reading comprehension skills using Know-Want-Learn (KWL) strategy in grade V of SDN 196/II Taman Agung, Bungo Regency

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ABSTRACT

Indonesian language systematically from elementary to higher education has an important meaning not only in strengthening national identity, but also in encouraging the effectiveness of communication and supporting national development. This study aimed to enhance the reading comprehension skills of fifth-grade students at SDN 196/II Taman Agung, Bungo Regency, where initial observations indicated low performance. The research employed a Classroom Action Research (CAR) methodology conducted over two cycles, following the Kemmis and McTaggart model, which includes planning, acting, observing, and reflecting stages. The subjects were 15 fifth-grade students during the second semester of the 2024/2025 academic year. Data collection instruments consisted of observation sheets for teacher and student activities, reading comprehension tests, and documentation. The findings revealed significant improvements across each cycle. Teacher activity improved from the "High" category in cycle I to "Very High" in cycle II. Student engagement also increased from "Fairly High" in cycle I to "High" in cycle II. The most notable enhancement was in student learning outcomes, with the percentage of students achieving reading comprehension mastery rising, surpassing the established performance indicator Therefore, it is concluded that the implementation of the Know, Want to Know, and Learned (KWL) strategy is effective in improving students' reading comprehension skills.

ABSTRAK

Bahasa Indonesia secara sistematis sejak pendidikan dasar hingga pendidikan tinggi memiliki arti penting tidak hanya dalam memperkuat jati diri bangsa, tetapi juga dalam mendorong efektivitas komunikasi dan mendukung pembangunan nasional. Penelitian ini bertujuan untuk meningkatkan keterampilan membaca pemahaman peserta didik kelas V di SDN 196/II Taman Agung, Kabupaten Bungo, yang teridentifikasi masih rendah. Metode yang digunakan adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus, mengacu pada model Kemmis dan McTaggart yang meliputi tahap perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian adalah 15 peserta didik kelas V pada semester genap tahun ajaran 2024/2025. Instrumen pengumpulan data mencakup lembar observasi aktivitas pendidik dan peserta didik, tes pemahaman membaca, serta dokumentasi. Hasil penelitian menunjukkan peningkatan signifikan pada setiap siklus. Aktivitas pendidik meningkat dari kategori "Tinggi" pada siklus I menjadi "Sangat Tinggi" pada siklus II. Keaktifan peserta didik juga naik dari "Cukup Tinggi" pada siklus I menjadi "Tinggi" pada siklus II. Peningkatan paling signifikan terlihat pada hasil belajar peserta didik, di mana persentase ketuntasan membaca pemahaman meningkat melampaui indikator kinerja yang ditetapkan. Dengan demikian, disimpulkan bahwa penerapan strategi Know, Want to Know, and Learned (KWL) terbukti efektif dalam meningkatkan keterampilan membaca pemahaman peserta didik.

Kata Kunci: KWL; literasi; membaca; pemahaman membaca

INTRODUCTION

Bahasa Indonesia is a compulsory subject across all educational tiers, from primary school to Perguruan Tinggi, necessitated by its status as both the national and official state language. The systematic cultivation and development of Bahasa Indonesia from primary through higher education hold significant importance, not only in strengthening national identity but also in enhancing communication effectiveness and supporting national development. The proficient mastery of Bahasa Indonesia at the elementary school level plays a critical role in enhancing students' linguistic skills, strengthening literacy, and fostering a sense of nationalism and social awareness (Anggraini, 2025).

Reading skills are not merely instrumental but also strategic in developing academically literate individuals. Higher levels of reading proficiency correlate with an increased capacity to master subject matter comprehensively. Reading holds a crucial role in a knowledge-oriented society, as this activity serves as the primary medium for acquiring, interpreting, and comprehending the information required in the teaching and learning process (Ardiansah *et al*., 2022; Cahyani *et al*., 2024). Nevertheless, empirical evidence suggests that many students have yet to achieve an optimal awareness of the importance of reading, both within the context of formal classroom instruction and independent activities outside the school environment, which consequently results in diminished academic achievement.

Reading is not merely an activity of vocalizing written symbols; rather, it constitutes a complex process involving visual, cognitive, psycholinguistic, and metacognitive components. As a visual process, reading entails the decoding of written symbols into phonetic representations or meanings; conversely, as a cognitive process, reading involves literal comprehension, interpretation, critical thinking, and the formation of creative understanding. Reading proficiency is not merely a function of pronunciation fluency, but rather pertains to the quality of comprehension regarding the meaning embedded within the text, which necessitates the engagement of higher-order cognitive processes (Pan & Lin, 2023). In this context, reading skills contribute directly to the reinforcement of critical thinking abilities and the general enhancement of students' academic achievement (Komara & Hadiapurwa, 2023; Mihret & Joshi, 2025).

In the international study of reading literacy known as the Progress in International Reading Literacy Study (PIRLS), the reading proficiency of Indonesian children was ranked fourth from the bottom among the 45 surveyed nations (Stiff *et al*., 2023). Such diminished outcomes are likely attributable to the limitations of educators' competencies and suboptimal learning conditions within the school environment (Susanti *et al*., 2025). Challenges in reading instruction at the elementary school level remain a significant concern, as the implementation of reading activities is frequently not afforded optimal attention (Zakiah & Sukmandari, 2024; Zein *et al*., 2023).

One of the primary causes is hypothesized to stem from a fundamental misconception about the nature of reading. Numerous elementary school educators assume that reading instruction concludes once students have achieved basic literacy and writing skills by the end of grades I and II. Consequently, in higher grade levels, specifically grades III through VI, advanced reading instruction is frequently neglected (Auladiyah *et al*., 2022). At this level, reading activities tend to be directed solely toward reading aloud as a continuation of initial instruction, without emphasizing the aspect of reading comprehension. Reading is not limited to pronouncing words or identifying difficult vocabulary within a text; rather, it encompasses the process of understanding the meaning, message, and objective of the material in order to acquire insight and knowledge (Mubasir *et al*., 2025).

The low level of reading comprehension skills among students may be influenced by various variables originating from both internal individual aspects and external environmental conditions (Amaliya *et al*., 2025). In this regard, the role of educators is critical in accurately assessing each student's reading comprehension level. Educators function not merely as conveyors of material but also as facilitators and

active mentors in the process of enhancing reading competence (Prasetya, 2024). Instructional planning conducted by educators through motivational approaches, the utilization of illustrated texts, vocabulary reinforcement, reading skills training, and the consistent application of questioning techniques can exert a positive and significant impact on the improvement of students' reading comprehension (Rokhmawati & Yuswandari, 2023).

Based on preliminary observations conducted by the researcher from November 12 to 14, 2024, at SDN 196/II Taman Agung, Bathin III District, Bungo Regency, it was determined that the reading proficiency levels of the students remain within the low category. This phenomenon is evident when students are tasked with reading a text, as they encounter difficulty in altering the habit of moving their lips and producing sound during the process. Furthermore, students frequently use their fingers to point while reading and move their heads from left to right to track the lines being read. These behaviors consume significant time, disrupt concentration, and reduce the comprehension of the text. Such poor reading habits can negatively influence students' reading comprehension.

In instructional practices for reading, many educators have yet to utilize effective strategies. Consequently, students frequently engage in reading activities without a clear understanding of the reading objectives or the primary information that should be extracted from the text (Putri, 2023). It is not uncommon for students to engage in purely verbal reading without deep comprehension, thereby obstructing the interpretation of the content. The ability of students to derive conclusions from the text remains low, and they have not yet become accustomed to articulating opinions or emotional responses regarding the material. This indicates that inappropriate reading instructional strategies can contribute to the low quality of students' comprehension (Nguyen, 2022).

The low level of reading comprehension skills among students represents a fundamental issue that necessitates appropriate pedagogical intervention, given that reading activities serve as the primary foundation for the entirety of the learning process (Fitriana *et al*., 2021). In an effort to address these issues, the implementation of relevant and contextual learning strategies has become a necessity (Nanda & Pratama, 2021). One approach considered effective is the Know, Want to know, and Learned (KWL) strategy, which is theoretically and practically capable of integrating students' prior knowledge with directed reading objectives, as well as facilitating reflection on the newly acquired information (Asipi, 2020).

The KWL strategy consists of three primary components. First is the Know (K) stage, a pre-reading phase that focuses on eliciting students' prior knowledge and experiences related to the reading topic through questioning techniques or introductory discussions. Second is the Want to know (W) stage, in which students actively articulate aspects they wish to discover, thereby fostering intrinsic motivation and providing a clear direction for exploration during the reading process. Third is the Learned (L) stage, which occurs post-reading, with the objective of enabling students to identify, record, and reflect upon the new information they have acquired from the text.

Consequently, the KWL strategy enables students to possess explicit reading objectives, which ultimately facilitates their ability to construct comprehensive meaning from the material being read. The objective of this research is to explore the extent to which the KWL strategy can contribute to enhancing reading comprehension skills among fifth-grade students at SDN 196/II Taman Agung, Bungo Regency, during the 2024/2025 academic year.

LITERATURE REVIEW

Keterampilan Membaca

Reading constitutes a process of comprehending new information and integrating it with the reader's pre-existing knowledge (Azizah, 2020). Meanwhile, reading comprehension refers to the ability to construct

meaning accurately in accordance with the author's intent within the text. A lack of clear objectives in reading activities can exert a negative impact on the academic achievement of students across various subject areas. Therefore, in order to attain optimal learning outcomes, students must possess adequate reading comprehension proficiency (Alhidri *et al*., 2025). The structure of the language learning curriculum consists of four fundamental skills that are interrelated and form a cohesive unit, namely listening, speaking, reading, and writing (Bu'ulolo *et al*., 2024). Listening skills represent the initial stage naturally mastered by individuals, which subsequently develops in sequence into speaking, reading, and finally writing skills. These four aspects are not only complementary but also serve as integral components that cannot be separated within the process of holistic language acquisition and competence development. The application of explicit instructional strategies is capable of significantly enhancing students' ability to comprehend the main ideas as well as essential details within a text (Rohmah & Zulfitria, 2024). Strategies such as Reciprocal Teaching, Think-Aloud, Question-Answer Relationships (QAR), and Scaffolding are more effective than merely reading aloud without guidance, as they are capable of enhancing students' active engagement in critically comprehending the text (Qonita & Nurgiansah, 2023).

Reading Literacy

In essence, reading literacy cannot be understood merely as a technical skill in spelling or pronouncing words, but rather as a complex cognitive process involving the ability to critically analyze, synthesize, and evaluate information (Rejeki, 2022). In the context of modern education, literal comprehension of a text alone is insufficient to prepare students for the challenges of rapid information flow. Discerning readers are required to interpret content, establish connections between the text and their pre-existing knowledge, and identify the implications of that information for real-world applications. In other words, reading is not merely a receptive activity, but rather a form of intellectual dialogue between the reader and the author.

Furthermore, advanced reading skills demand that readers not merely reproduce information, but rather construct new meaning through critical interpretation. For instance, when students engage with historical texts, it is insufficient to simply recall chronological facts; they must also comprehend the underlying social, cultural, and political contexts. A literate reader seeks to connect the material with a broader conceptual framework, thereby transforming the text into a source of reflection rather than a mere compilation of information (Anisa *et al*., 2021). Consequently, reading literacy provides space for students to develop analytical sensitivity as well as critical faculties, enabling them to evaluate whether a text is objective, biased, or driven by specific interests.

The implications of this perspective within the field of education are profound. Reading literacy grounded in higher-order cognitive skills assists students in developing critical, creative, and reflective thinking capabilities (Wisudojati *et al*., 2024). Educators must not merely emphasize mechanical aspects such as reading fluency or processing speed; they must direct students to pose inquiries, seek underlying meanings, and relate the text to their personal experiences. If these practices are successfully internalized, reading literacy functions not only as a tool for knowledge acquisition but also as a medium for the formation of intellectual and moral character. Consequently, reading literacy must be positioned as a strategic skill that serves as the foundation for lifelong learning.

The Know, Want to know, and Learned (KWL) Strategy

The Know, Want to know, and Learned (KWL) strategy is an instructional method categorized under metacognitive strategies. This strategy functions to assist students in eliciting and activating prior knowledge, formulating learning objectives, and reflecting on the understanding acquired following the learning process (Guo, 2022). The implementation of the KWL strategy not only enhances the ability to

2090

comprehend reading content in depth but also strengthens students' capacity to perform systematic information synthesis (Putri & Wicaksono, 2023). The primary advantage of this strategy lies in its success in fostering students' active engagement from the inception to the conclusion of the reading process, as well as its capacity to bridge new information with pre-existing cognitive structures (Pan & Lin, 2023).

METHODS

This research employs a Penelitian Tindakan Kelas (PTK) or (Classroom Action Research) approach as the primary methodology to address empirical issues arising within the instructional context. CAR aims to foster continuous improvement in classroom pedagogical practices by enhancing educators' professional efficacy in implementing the learning process. The essence of this approach lies in its endeavor to generate positive and measurable changes in instructional effectiveness through systematic reflection and data-driven interventions.

Methodologically, this research is designed as a repetitive cycle consisting of four primary stages: planning, acting, observing, and reflecting. This design adheres to the spiral model developed by Kemmis and McTaggart (1988) from Deakin University, Australia, which emphasizes the critical importance of collaboration between researchers and practitioners throughout the action process. The study was conducted as a Classroom Action Research (CAR) project spanning two cycles over a two-week duration. Each cycle comprises two sessions. The first cycle was conducted on Monday, May 26, 2025, and Thursday, May 29, 2025. Subsequently, the second cycle took place on Monday, June 2, 2025, and Thursday, June 5, 2025. The instructional implementation in each cycle follows the stages of the KWL strategy and will be systematically delineated in the following section. The research was carried out at SD Negeri 196/II Taman Agung, Bungo Regency, Jambi Province, during the even semester of the 2024/2025 academic year.

The timing and execution of activities were aligned with the academic calendar and internal school policies to ensure optimal and contextual research feasibility. The research subjects comprised 15 fifth-grade students, selected through purposive sampling based on the specific requirements and the strategic focus of the intervention: the enhancement of reading comprehension proficiency. To ensure data sufficiency and research validity, several data collection instruments were employed, including observation sheets for educator and student activities, written test instruments to measure reading comprehension proficiency, and documentation as a supplementary data source. The triangulation of these instruments was conducted to obtain a comprehensive and accurate representation of the intervention's implementation and its impact on student competency achievement.

RESULTS AND DISCUSSION

Results

Planning in Cycle I

Prior to the implementation of the intervention in Cycle I, the planning stage was conducted. During this phase, the researcher and the fifth-grade educator engaged in discussions to analyze and determine the Learning Outcomes (Capaian Pembelajaran or CP) aligned with the Indonesian Language subject, specifically focusing on fictional text materials. Following this, the necessary instructional components were developed, including a Learning Module (Modul Ajar) relevant to the material, Student Worksheets (Lembar Kerja Peserta Didik) tailored to the KWL strategy, observation sheets to assess educator and student activities during the learning process, and an assessment instrument consisting of 10 items to measure learning outcomes.

Planning in Cycle II

The implementation of the intervention throughout all sessions of Cycle I comprised three operational phases: the introductory phase, the core phase, and the concluding phase

1. Session 1

   The instructional process commenced with the educator greeting the students, followed by a communal prayer and attendance verification. Prior to introducing the core material, the educator provided an apperception through a "spirit clap" (tepuk semangat) activity, followed by the delivery of the lesson material and the explicitly stated learning objectives. In the core activity phase, an allocation of 75 minutes was provided. The learning process commenced with the educator distributing the Student Worksheets (LKPD) as shown in **Figure 1**, which featured a three-column table: K (What I Know), W (What I Want to Know), and L (What I Learned).

Figure 1. Student Worksheet (LKPD)
Source: Author's Documentation, 2025

During this phase, it was observed that all students exhibited high levels of enthusiasm and curiosity. Subsequently, the educator provided instructions for using the Student Worksheets (LKPD), which comprise three stages. In the K column, students were instructed to document their prior knowledge regarding fictional texts. In the W column, they recorded specific elements they intended to explore further concerning the subject matter. Finally, the L column was completed post-reading, where students synthesized the newfound understanding or information acquired throughout the instructional process.

Subsequently, the educator delivered an introductory overview of the material and facilitated a question-and-answer session with students on fictional texts, while providing a general outline of the primary concepts to be explored. The material presented encompassed the definition of fictional texts, their characteristics, categories of fiction, and an exemplary reading titled "Kelinci Kecil dan Burung Pipit" (The Little Rabbit and the Sparrow). The instructional process commenced with the completion of the

Know (K) column in the Student Worksheets (LKPD), wherein the educator posed the inquiry, "What do you already know regarding fictional texts?" The students responded actively, providing answers such as "story texts" and "texts containing imaginary elements." The activity continued with the educator eliciting student ideas regarding the characteristics and types of fictional texts through stimulative questioning. The educator subsequently guided the students in documenting these ideas in the Want to Know (W) column of the LKPD, serving as an integral component of the preliminary material exploration phase.

Subsequently, students were directed to complete the final section of the LKPD, namely the Learned (L) column, which contains the information or insights acquired after engaging with the text (the What I Learned stage). The educator instructed the students to conduct a ten-minute reading session while simultaneously providing supervision and behavioral conditioning for students exhibiting hyperactive tendencies to ensure sustained focus. Upon the conclusion of the allocated reading duration, the educator redirected the classroom focus toward a structured discussion and inquiry session. The initial prompt, "Who can explain the definition and characteristics of fictional texts?", was met with a collective and enthusiastic response from the students. The educator subsequently proceeded by inquiring, "What specific categories of fictional texts were identified within the reading?" The students responded by citing various examples, including children's storybooks, short stories, novels, folk tales, and comics. In response to the final inquiry regarding the moral message of the text, the students provided reflections such as, "We must obey the rules, Ma'am" and "We must ask for permission before taking belongings that do not belong to us." The educator offered commendation and invited the students to engage in a collective round of applause.

Following the conclusion of the discussion session, the educator directed the students to record the information they had acquired in the Learned (L) column. Concurrently, the educator circulated within the classroom to monitor progress and provide targeted scaffolding to students who encountered cognitive or procedural difficulties. In concluding the session, each group was afforded the opportunity to present their discursive findings before the class. During the final phase of the activity, the educator provided students with the opportunity to pose inquiries to reinforce their conceptual understanding of the material. Subsequently, the educator and students collaboratively synthesized the core components of the lesson. To ensure pedagogical continuity, the educator assigned preparatory reading materials for the following session. The instructional period concluded with a formal closing salutation.

2. Session 2

In the second session, the educator conducted a review of the material presented during the initial meeting to reinforce the students' conceptual understanding. The primary distinction in this session was the selection of the fictional text titled "Belajar Bersama Bunda" (Learning with Mother). Subsequently, the educator directed the students to document their comprehension outcomes within the Student Worksheets (LKPD). The instructional session concluded with the administration of a formal assessment to evaluate the students' mastery of the learning objectives.

Observations of Cycle I

Based on the observation sheets for the educator and students, as recorded by the supervisor during Cycle I, the findings are as follows:

1. Educator Observation Sheet

Field notes recorded by the practitioner supervisor during the instructional process were aligned with the specific criteria outlined in the observation instrument. The practitioner supervisor completed the designated observation sheets based on the pedagogical dimensions under scrutiny.

Table 1. Results of the Educator Observation Sheet for Cycle I

Cycle I Per 1	Cycle II Per 2	Mean	Category
66,6%	73,3%	70%	High

Source: Research Findings Data, 2025

Table 1 presents the percentages derived from the educator observation sheets during the first session, as evaluated by the practitioner supervisor. The results indicate a total score of 10, resulting in a percentage of 66%, which is classified within the Moderately High category. However, certain aspects were identified as suboptimal; specifically, the educator exhibited inadequate time management and failed to employ language that was easily comprehensible to the students when explaining the procedures for completing the KWL table. Additionally, there was an insufficient stimulus of student participation, which prevented the attainment of a maximum score.

Based on the educator observation sheets for the second meeting, as evaluated by the practitioner supervisor, the total score yielded a percentage of 73.3%, which is classified in the High category. However, certain aspects were identified as suboptimal. Specifically, the educator provided insufficient motivation to the students and failed to document student responses on the KWL table on the whiteboard. Furthermore, there was a deficiency in the guidance provided to assist students in completing the K, W, and L columns. Consequently, the score obtained did not reach the maximum potential.

2. Student Observation Sheet

Table 2. Recapitulation of Student Observation Sheet for Cycle I

No.	Cycle I per 1	Category	Cycle I per 2	Category
1.	60	Moderately High	73,3	High
2.	60	Moderately High	66,6	Moderately High
3.	60	Moderately High	73,3	High
4.	80	High	86,6	High
5.	53,3	Low	60	Moderately High
6.	73,3	High	86,6	High
7.	40	Low	46,6	Moderately High
8.	73,3	High	73,3	High
9.	60	Moderately High	66,6	Moderately High
10.	40	Low	46,6	Moderately High
11.	80	High	86,6	High
12.	73,3	High	73,3	High
13.	73,3	High	80	High
14.	66,6	High	73,3	High
15.	60	Moderately High	66,6	Moderately High
Cycle I per 1	The number of students in the high category reached 7 individuals (46.6%)			
Cycle II per 2	The number of students in the high category reached 9 individuals (60%)			

Source: Research Data, 2025

Table 2 illustrates the recapitulation of the student observation sheets for Cycle I, encompassing both the first and second meetings, which yielded percentages of 46.6% and 60%, respectively. These figures are categorized as Moderately High. These results indicate that the learning process was not fully optimized: students were inattentive during the educator's explanations, student participation remained low, and students had not achieved a comprehensive understanding of completing the KWL table.

3. Reading Comprehension Test Results

The collection of evaluative data was conducted through assessments comprising multiple-choice and open-ended questions, specifically designed to measure the students' proficiency in reading and comprehending text. The outcomes of these assessments are presented in **Table 3**.

Table 3. Results of the Test for Cycle I

No.	Student Name	KKTP	Score	Description
1.	LL	70	70	Achieved
2	AM	70	60	Not Yet Achieved
3	SS	70	70	Achieved
4	TU	70	80	Achieved
5	RS	70	60	Not Yet Achieved
6	VN	70	80	Achieved
7	LT	70	50	Not Yet Achieved
8	AU	70	70	Achieved
9	AZ	70	65	Not Yet Achieved
10	GRA	70	60	Not Yet Achieved
11	HP	70	80	Achieved
12	RD	70	65	Not Yet Achieved
13	LA	70	80	Achieved
14	RW	70	70	Achieved
15	FK	70	70	Achieved
Total			1030	
Mean			68.6	
Percentage of students meeting the Learning Objective Achievement Criteria (KKTP)			60%	Moderately High
Percentage of students below the Learning Objective Achievement Criteria (KKTP)			40%	Low

Source: Research Data, 2025

Based on the data presented in **Table 3**, it is evident that out of a total of 15 students, nine individuals successfully surpassed the Learning Objective Achievement Criteria (KKTP), representing a percentage of 60%. Based on these evaluative outcomes, it can be concluded that the mastery level of reading comprehension among the fifth-grade students at SDN 196/II Taman Agung in the Indonesian Language subject, specifically regarding Fictional Texts, has not yet reached the minimum performance indicator threshold of ≥75%. This condition necessitates intervention through remedial actions in the

implementation of Cycle II to optimize learning outcomes, thereby ensuring that the performance indicator targets are met within the high or very high achievement classifications.

Reflection on Cycle I

During the reflection phase, the researcher and the educator engaged in an evaluative discussion to examine the aspects of instructional implementation that had not yet reached optimal standards. This activity aimed to identify the various factors contributing to the failure to achieve the established performance indicators, as well as to formulate strategic measures for improvement to be implemented in the subsequent instructional cycle. During the reflective process, several constraints were identified that emerged during the implementation of classroom actions in Cycle I. These included: the exhaustion of the duration allotted for individual assessments due to excessive time spent on ice-breaking activities and material delivery; a lack of motivational encouragement for students; a deficiency in student comprehension regarding the completion of the Student Worksheets (LKPD); the educator's failure to display the KWL table on the whiteboard as a visual guide; and an overall lack of intensive guidance provided to the students.

The following aspects necessitate improvement and will serve as a foundational reference for the researcher in the implementation of the subsequent cycle: optimizing the allocation of time to enhance efficiency, implementing a reward and punishment system to foster active student participation, articulating the instructions for the Student Worksheets (LKPD) in a more accessible manner, illustrating the KWL format on the whiteboard as a visual scaffold, and providing equitable guidance to all students.

Planning for Cycle II

The planning phase for Cycle II includes transcribing the KWL table format onto the whiteboard to serve as a visual guide for students and implementing a reward-and-punishment system to incentivize student engagement.

Implementation of Cycle II

1. Session 1 (Cycle II)

   During this session, the educator outlined the scope of the material to be studied, encompassing the definition of fictional texts, their characteristics, various genres of fiction, and an exemplary text titled "The Ant and the Grasshopper." The instructional process then transitioned to the completion of the Student Worksheets (LKPD). Throughout the lesson, the educator provided targeted supervision to students exhibiting hyperactive tendencies to ensure sustained focus. Furthermore, the educator utilized positive reinforcement, such as thumb gestures, to acknowledge students who successfully responded to inquiries.

   In the final stage of the session, the educator provided an opportunity for students to pose inquiries to reinforce their conceptual understanding of the material. Subsequently, the educator and students collaboratively synthesized the core components of the lesson. The educator then assigned preparatory reading for the following session and concluded the instructional period with a formal closing salutation.

2. Session 2

In the second session, the instructional material delivered by the educator remained consistent with the content presented in the first meeting. The primary distinction lay in the selection of the fictional text analyzed, specifically the title "Jatuh ke Lumpur Isap" (Falling into Quicksand). Following the delivery of the material and the provision of instructions regarding the completion of the Student Worksheets (LKPD) in the KWL format, the session concluded with the administration of a test as a final evaluation of student understanding.

Observation of Cycle II

Based on the findings recorded in the observation sheets regarding the activities of both the educator and the students during the implementation of Cycle I, as documented by the supervisor, the following data were obtained:

1. Educator Observation Sheet

Table 4. Results of the Observation Sheet for Cycle II

Cycle I Per 1	Cycle II Per 2	Mean	Category
80%	86%	83%	High

Source: Research Data, 2025

Based on the findings observed by the practitioner supervisor in **Table 4**, the first session yielded a score of 12 with a percentage of 80%, which falls within the High category. During the second session, the observations conducted by the practitioner supervisor resulted in a score of 13, representing a percentage of 86.6% and indicating a Very High category. The performance of the educator exhibited a significant improvement from Cycle I to Cycle II. Several instructional phases that were previously not conducted optimally in Cycle I were executed with greater efficacy in Cycle II. Consequently, it can be concluded that the educator's implementation of the KWL strategy within the learning process demonstrated success.

2. Student Observation Sheet

Table 5. Recapitulation of Student Observation Sheet for Cycle II

No.	Cycle I per 1	Category	Cycle II per 2	Category
1.	73,3	High	80	High
2.	66,6	Moderately High	73,3	High
3.	73,3	High	80	High
4.	86,6	High	93,3	High
5.	60	Moderately High	66,6	High
6.	86,6	High	93,3	High
7.	53,5	Moderately High	60	Moderately High
8.	80	High	86,6	High
9.	73,3	High	80	High
10.	53,5	Moderately High	60	Moderately High
11.	86,6	High	93,3	High
12.	80	High	86,6	High
13.	86,6	High	93,3	High

No.	Cycle I per 1	Category	Cycle II per 2	Category
14.	80	High	86,6	High
15.	73,3	High	80	High
Cycle I per 1		The number of students classified in the High category was 11 individuals (73.3%)		
Cycle II per 2		The number of students classified in the Good category was 13 individuals (86.6%)		

Source: Research Data, 2025

Based on the recapitulation of the Cycle II observation results in Table 5, it was recorded that during the first meeting, 11 students were classified within the High category, representing a percentage of 73.3%. Nevertheless, this achievement was still deemed not fully optimal. Conversely, during the second meeting of Cycle II, 13 of 15 students performed in the Good category, with a percentage of 86.6%, classified as High. During the implementation of Cycle I, the levels of student participation and learning motivation remained at a low threshold. However, following the application of the reward strategy, a significant increase in student motivation and enthusiasm toward the instructional process was observed. This shift exerted a positive impact on the creation of a more interactive and conducive classroom environment, as evidenced by the achieved levels of student activity.

3. Reading Comprehension Test Results

Evaluative data were obtained through the administration of assessment instruments comprising multiple-choice and open-ended questions, which were structured to evaluate the extent of the students' reading comprehension proficiency. The outcomes of these assessments are presented as follows.

Table 6. Results of the Test for Cycle II

No	Student Name	KKTP	Score	Description
1	LL	70	75	Achieved
2	AM	70	70	Achieved
3	SS	70	75	Achieved
4	TU	70	90	Achieved
5	RS	70	65	Not Yet Achieved
6	VN	70	90	Achieved
7	LT	70	60	Not Yet Achieved
8	AU	70	70	Achieved
9	AZ	70	70	Achieved
10	GRA	70	65	Not Yet Achieved
11	HP	70	90	Achieved
12	RD	70	75	Achieved
13	LT	70	90	Achieved
14	RW	70	80	Achieved
15	FK	70	75	Achieved
Total			1140	
Mean			76	
Percentage of students meeting the Learning Objective Achievement Criteria (KKTP)			80%	High
Percentage of students below the			20%	Very Low

No	Student Name	KKTP	Score	Description
Learning Objective Achievement Criteria (KKTP)				

Source: Research Data, 2025

Based on the evaluative outcomes for Cycle II presented in **Table 6**, the mastery level of reading comprehension in the Indonesian Language subject, specifically regarding Fictional Texts, exceeded the established minimum performance indicator threshold of ≥75%. Specifically, a percentage of 80% of the total student population achieved mastery. Consequently, the instructional targets planned for Cycle II have been successfully realized.

Discussion

The implementation of the KWL instructional strategy has proven effective in enhancing students' reading comprehension. The improvement in student proficiency is evidenced by their active participation across the structured phases of learning. During the K (Know) phase, the educator facilitated the expression of prior knowledge, with the majority of students successfully articulating three to four distinct pieces of information independently. Subsequently, in the W (Want to know) stage, students demonstrated the ability to formulate inquiries regarding the material they intended to comprehend, reflecting robust metacognitive activation (Jayanti & Nasution, 2022). The level of student engagement exerts a profound influence on the enhancement of reading proficiency. This observation is corroborated by extant research, which indicates that the level of student involvement maintains a positive correlation with reading comprehension capabilities (Rochmah & Shunlin, 2024). Students who exhibit higher levels of engagement and activity within the KWL instructional framework tend to demonstrate more substantial improvements in reading comprehension.

Although the implementation of the KWL strategy has proven effective in enhancing students' reading comprehension, the execution of this framework necessitates a considerable duration. This requirement arises because the educator must provide procedural clarifications regarding the completion of the Student Worksheets (LKPD) during each session, and students require sufficient time to internalize the methodology for filling out said worksheets. Consequently, the utilization of the KWL strategy demands systematic time management to ensure that instructional objectives are successfully attained. This observation is corroborated by prior research, which elucidates that the application of the KWL technique necessitates an extended timeframe. This requirement is attributed to the necessity for students to adhere to the KWL procedures in a sequential, step-by-step manner (Marpaung, 2024). Furthermore, students require significant intervals for cognitive processing during each phase of the KWL methodology. Consequently, when implementing the KWL technique, educators must meticulously organize and plan the duration of all instructional activities within each session to ensure that the temporal allocation is sufficient to achieve the intended learning objectives.

Furthermore, the application of the KWL technique to enhance student reading comprehension entails certain limitations. A primary challenge is the need for educators to demonstrate high levels of creativity when presenting instructional materials using the KWL framework. This technique is designed to stimulate student interest and foster active engagement within the teaching and learning process. To achieve this, educators may integrate various multimedia resources, such as illustrations, audiovisual materials, LCD projectors, and laptops, to facilitate the effective implementation of the KWL methodology. The utilization of multimedia resources significantly bolsters student interest during the implementation of the KWL technique. Reading comprehension scores exhibited a marked increase following the application of multimedia-based KWL strategies, which concurrently enhanced student participation within the instructional process (Azwar *et al.*, 2024). This phenomenon can be attributed to the conduct of the

research through the integration of diverse digital media during the instructional process, including Google Documents, Canva, Mentimeter, and Padlet. Consequently, the learning experience became more multifaceted and engaging for the students.

CONCLUSION

Based on comprehensive data analysis and empirical findings from the research process on the application of the Know, Want to Know, and Learned (KWL) instructional strategy, it is evident that the framework was effectively implemented in reading comprehension instruction at the elementary school level. The efficacy of this strategy is manifested in the qualitative enhancement of the educator's pedagogical activities throughout the instructional process. In Cycle I, the educator's activities were classified within the high category. Subsequently, Cycle II exhibited a progression indicating that the quality of the educator's activities reached the very high category. A parallel improvement was demonstrated by the students' active participation in the learning process. In Cycle I, student engagement was classified as moderately high and increased significantly in Cycle II to the high category.

The reading comprehension proficiency of students regarding non-fiction texts exhibited a gradual and positive development. The indicators of this progress were based on evaluative outcomes from a ten-item multiple-choice assessment, as well as the percentage of student learning mastery achieved in each cycle. During Cycle I, the percentage of student mastery was classified as moderately high. Subsequently, in Cycle II, an increase occurred, indicating that the level of student competency attainment reached the high classification and successfully satisfied the minimum performance indicator threshold.

Consequently, it can be inferred that the KWL strategy not only enhances participation by both educators and students in the instructional process but also significantly improves student learning outcomes, particularly in reading comprehension of non-fiction texts.

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