

The Effect of KWL (Know, Want to Know, Learned) Strategy on Improving Reading Comprehension Skills in Intellectual Disability Students

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Abstract

This study aims to improve the reading comprehension skills of students with intellectual disability by using the KWL (Know, Want to Know, Learned) reading strategy. This research used quantitative methods with a one group pre-test post-test research design. The research subjects consisted of 5 mildly intellectual disability students in grades V-VIII. The research instrument was a test of 20-questions with indicators that measure the ability to understand words, sentences and capture explicit information from reading texts. The treatment was given 4 times. The results showed an increase in post-test scores when compared with pre-test scores. The pre-test average score showed 45 with very low criteria, while the post-test average score shows 72 with good criteria. The hypothesis was then tested using the Wilcoxon test and obtained a value of $0.039 < 0.05$. Based on the result of this study, KWL strategy can hone students' skills in remembering, speaking, reading, and understanding. In addition, KWL strategy also increases student motivation and participation in learning activities. So it can be concluded that the reading comprehension ability of intellectual disability students in grades V-VIII through the application of the KWL strategy has increased.

Keywords: Intellectual disability, reading comprehension, KWL strategy.

1. Introduction

Intellectual disability is a disability characterized by significant limitations in both functions, namely intellectual function and adaptive behavior, including social skills and daily realities that occur before the age of 22 years (American Association on Intellectual and Developmental Disabilities, 2021). Because of this condition, intellectual disability students experience various problems in the academic field which generally requires good thinking skills, one of which is the ability to read. Setiawati & Corebima (2018) define reading as the process of capturing messages conveyed through written symbols, determining the meaning of the writing, and determining the meaning of the messages in certain situations. The ability to read is fundamental for student involvement in learning. In this case, the stages of reading skills are divided into two, namely initial reading and reading comprehension.

Intellectual disability students who have limitation in thinking abilities certainly have difficulty mastering reading skills, especially reading comprehension. According to Dalman (2014) reading comprehension is a higher level reading skill, or what can be referred to as cognitive reading (reading to understand). Davis & Gurthie (2015) state that reading comprehension is an important skill to be successful in all academic areas at school.

Intellectual disability students have difficulties in reading and understanding texts because they are characterized as individuals who have below-average intellectual functioning. According to Dessemontet, et al. (2022) reading comprehension is a complex cognitive process

where meaning is dynamically constructed through interactions between the reader and the text. Intellectual disability students who have problems with their intellectual and thinking abilities, find it difficult to mastering reading comprehension skills. The National Reading Technical Assistance Center (2010) states that students with special needs must learn to understand the meaning of texts in order to be succeed academically, professionally and socially, including students with intellectual disability.

Judging from the levels, Dalman (2013) in his book explains 4 levels of reading comprehension consisting of reading literal comprehension, reading interpretative comprehension, reading critical comprehension, and reading creative comprehension. Literal comprehension reading focuses on understanding the explicit meaning contained in the reading text without looking at the meaning outside the text. Interpretive comprehension reading aims to enable readers to interpret the author's intentions and realize the impact of the story. Critical understanding reading is reading analytically and by providing an assessment. Creative comprehension reading identifies ideas gained after reading and combines the reader's personal knowledge to obtain added value obtained from reading.

Based on the results of preliminary studies and interviews conducted at SLB Widya Shantika to class teachers, students are generally able to read simple words and sentences well, but some students have difficulty when asked about the information they get from the text. Observations were also made to 5 intellectual disability students with different grade levels in the beginning class, and it was found that the 5 students had reading comprehension skills at the first level, namely literal comprehension. Students are able to understand words well, but are still unable to fully understand a sentence or reading text.

Based on these problems, a strategy is needed to assist teachers in teaching reading comprehension skills to students with intellectual disability and to help students with intellectual disability master this skill. Reading strategies that are in accordance with the characteristics of intellectual disability students and their learning styles. One strategy that can be used is the KWL (Know, Want to Know, Learned) reading strategy. According to Khofifah Indah et al. (2023), KWL is a strategy that involves students in exploring and connecting their previous knowledge and experiences related to reading material. Olistiani (2013:98) also said that KWL strategy demands an active role from students before reading, while reading, and after reading.

The KWL strategy consists of 3 steps, namely K (Know) what I already know, W (Want to Know) what I want to learn, and L (Learned) what I have learned. According to Harsono et al (2012:57), the first step in KWL is Know, the teacher will explore students' knowledge and experience with several questions asked to students related to the topic of the reading to be read. The second step is Want to Know, the teacher guides students to determine the things you want to know by formulating questions related to the text to be read. The third step is Learned, students answer the questions that have been formulated in the previous step to find out what students have learned after reading the reading text.

2. Method

This study used a quantitative approach with a one group pre-test post-test research design. This design consists of one group and there is no comparison with a control group. The

impact of a treatment is based on the difference between before (pre-test) and after treatment (post-test). In this study, researchers used a pre-experimental design pretest-posttest to determine the effect of using the KWL strategy on increasing the reading comprehension skills of students with intellectual disability. The determined of the sample was carried out by adjusting the criteria determined by the researcher.

The subjects in this study were mildly intellectual disability students with a total of 5 students who were in grades V-VI SDLB and VII-VIII SMPLB. The research was conducted at SLB Widya Shantika Karang Ploso - Malang. Data analysis techniques obtained from pre-test and post-test results are test techniques and documentation studies. The research instrument is a 20-question test that measures indicators of reading comprehension in the form of word comprehension ability, sentence comprehension ability, and ability to capture explicit information from reading texts.

3. Results and Discussion

3.1 Result

The pre-test was conducted at the beginning before the KWL strategy was applied to students. While the post-test was conducted after the treatment was given 4 times to intellectual disability students. After analyzing the pre-test answer sheets that had been done, students make many mistakes on the questions that measure indicators of sentences comprehension ability and the ability to capture explicit information. This result is in line with what the class teacher said that students were only able to understand words that did not have many affixes and were close to the students' reality.

Whereas in the post-test results, on the results of the analysis carried out on the post-test answer sheets, students answered better on questions that measured indicators of word comprehension ability and the ability to capture explicit information from the reading text after previously in the pre-test, many students made mistakes on the indicators of the ability to capture explicit information from the reading text. The following diagram presents a recapitulation of the pre-test and post-test results of intellectual disability students.

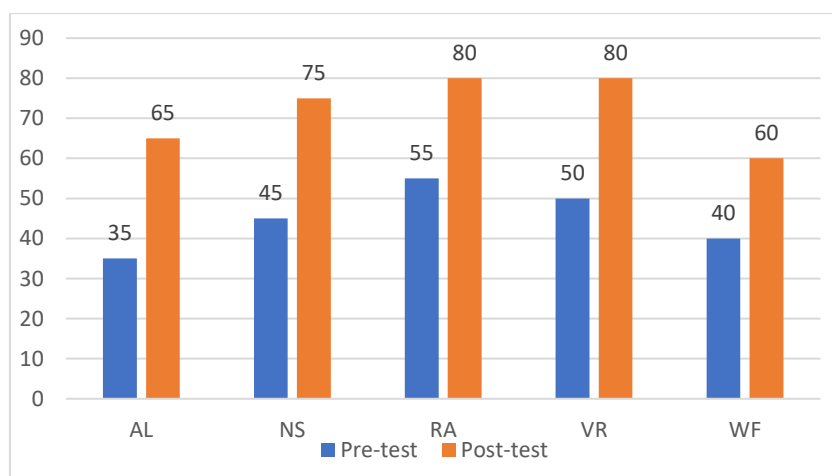


Figure 1. Diagram of recapitulation of students' pre-test and post-test results

The pre-test is carried out at the beginning before the KWL strategy is applied to students. Meanwhile, the post-test was carried out after the treatment was given 4 times to intellectual disability students. Based on the recapitulation table above, it is known that 5 subjects experienced an increase in their reading comprehension skills. This is based on the average post-test score which has increased compared to the average pre-test score. From the initial average of 45, it increased to 78. The scores obtained by students during the pre-test were lower when compared to the post-test scores. The difference in scores occurred after using the KWL strategy in teaching reading comprehension skills to intellectual disability students in grades V-VIII at SLB Widya Shantika. So it can be concluded that the application of the KWL strategy in teaching reading comprehension skills to students with intellectual disabilities is able to improve their abilities in these skills.

Hypothesis testing is then carried out to test the data statistically. This research uses the Wilcoxon test in hypothesis testing. And from these calculations, the following results were obtained.

Table 1. Wilcoxon Test Results

Test Statistics ^a

| | Posttest - Pretest |
|------------------------|-----------------------|
| Z | -2,060 ^b |
| Asymp. Sig. (2-tailed) | ,039 |

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on table 1, the Wilcoxon test results show that Z count is -2.060 and sig is 0.039. Asymp value. Sig (2-tailed) 0.039 is < 0.05 (error rate less than 5%). Thus, it can be concluded that H_0 is rejected and H_1 is accepted. There is an effect of using the KWL strategy on improving reading comprehension skills in intellectual disability students in grades V-VIII at SLB Widya Shantika.

3.2 Discussion

The results of the study showed that the KWL strategy had an effect on reading comprehension skills of intellectual disability students in grades V-VIII at SLB Widya Shantika. This is known based on the average pre-test results which are lower than the average post-test results and also supported by the hypothesis testing that has been done. The average pre-test score obtained by students is 45. While in the post-test results, the average score obtained is 72.

The increase from an average of 45 to 72 proves that after application of the KWL strategy, students' reading comprehension skills increased.

Hypothesis testing is also then carried out to test the hypotheses used in the study and to reinforce the results of the research. The Wilcoxon test that has been carried out shows asymp. Sig (2-tailed) is $0.039 < 0.05$ then this shows that the hypothesis is accepted. There is an influence in the use KWL strategy in improving reading comprehension skills in intellectual disability students in grades V-VIII at SLB Widya Shantika.

The KWL strategy in its application is able to hone the cognitive and language abilities of intellectual disability students, who tend to be low. The cognitive ability in question is the ability to remember and relate to the reading text. The language skills in question are the ability to read reading text then understand it, and speak when answering questions from the teacher as part of the steps in this KWL strategy.

In its steps, the KWL strategy requires students with intellectual disabilities to be more active in learning. So that active learning between teachers and students creates a pleasant learning atmosphere and can increase the learning motivation of students with intellectual disability. So that the learning objectives can be achieved, namely students understand the reading text they read.

Considering the abilities possessed by students with intellectual disabilities, the KWL strategy in its application to students with intellectual disabilities undergoes adjustments in each step of the KWL strategy. These adjustments are made adjust to the abilities of intellectual disability students so that the KWL strategy applied in this study is the KWL strategy which is specifically intended for intellectual disability students.

The first step is Know. The application of the first step for intellectual disability students is that the teacher to explores the knowledge and experience of intellectual disability students by asking several stimulating questions related to the theme of the reading text. The questions asked to intellectual disability students use simple and easy-to-understand language, and also the questions given are simpler. The number and variety of questions cannot be determined in advance, but adjusted to the answers given by students with intellectual disability.

The second step is Want to Know. The application of this second step to intellectual disability students is that the teacher himself determines the purpose of reading and what information must be obtained and known by students with intellectual disability when and after reading the reading text, then changes it in the form of questions. This is done to make it easier for both intellectual disability students and the teachers. This step is done just before the intellectual disability students read the reading text.

The third step is Learned. The application of this third step to intellectual disability students is that after the intellectual disability students read the reading text, they then convey the information they have obtained and know based on the information that has been determined in the second step of KWL before. The delivery of this information is done with the help of the teacher, namely by asking questions that have been compiled by the teacher in the second step before. So that intellectual disability students can convey the information they get through the answers they give to the questions asked by teachers to intellectual disability students. These questions are reading objectives that have been converted into the form of

question by the teacher in the previous second step. The submission of information obtained by students and the implementation of this third step can be adjusted to the learning activities being carried out. It can be done orally or in writing.

For more details, a matrix explaining how the KWL strategy is specifically applied to students with intellectual disability is attached below.

Table 2. Application of KWL Strategy to Students with Intellectual Disability

| KWL Strategy Steps | Non-Disabled Students | Intellectual Disability Students |
|---------------------------|---|--|
| Know | The teacher asks questions about students' knowledge and experiences related to the theme of the reading text | <ul style="list-style-type: none"> - The teacher asks simpler questions with easy-to-understand language - Variations of questions are given according to the answers given by students with intellectual disability |
| Want to Know | Students independently formulate the purpose of reading and the information they want to get from the reading text | The teacher determines the purpose of reading and the information that students must get from the reading text and turns it into questions |
| Learned | Students convey the information obtained based on the reading objectives that have been compiled in the second step | The teacher asks questions that have been prepared in the second step so that students can convey the information obtained through answers to the questions asked by the teacher |

4. Conclusion

Based on the implementation of reading comprehension learning using KWL strategy that has been done, the following conclusions can be drawn. The ability to reading comprehension of intellectual disability students in grades V-VIII at SLB Widya Shantika, which is still classified as low, has increased after the KWL strategy applied in learning. The average pre-test score which showed 45 increased to 72 in the post-test. In addition, the hypothesis test was conducted and obtained a value of $0.039 < 0.05$ so that it was proven that there was an effect of the application of the KWL strategy in improving the reading comprehension skills of students with intellectual disability. In addition, the KWL strategy can also hone students' skills in remembering, speaking, reading and understanding. The KWL strategy also increases students' learning motivation and participation in learning activities. So it can be concluded that the ability to read comprehension ability of intellectual disability students in grades V-VIII through the application of the KWL strategy has increased.

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