

**THE INFLUENCE OF KWL STRATEGY (KNOW, WANT, LEARNED)
TOWARDS THE ABILITY TO READ THE UNDERSTANDING OF
ELEMENTARY SCHOOL STUDENTS**

(Quasi Experiment Research in Class V of Muslimin Elementary School
Panyawungan 1 & 2)

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ABSTRACT

This study aims to examine the effect of the KWL (Know, Want, Learned) strategy on the reading comprehension ability of fifth grade students of Muslimin Panyawungan 1 and 2. SD The type of this research is a quasi-experimental study with a nonequivalent control group design. The variable X in this study is the KWL (Know, Want, Learned) strategy and the Y variable is the reading comprehension ability. The experimental class is VA class students and the control class is VB grade students at Muslimin Panyawungan 1 and 2. The techniques of research data collection are in the form of tests, observations and interviews. To test the hypothesis that there is an influence or not researchers use a simple linear regression formula. The results showed that the ability to read students' understanding in the experimental class using the KWL (Know, Want, Learned) strategy was higher than the ability to read students' comprehension in the control class with conventional learning (expository strategy) so that there were differences. This is evidenced from the results of hypothesis testing obtained sig (2-tailed) value of $0.00 < 0.05$, which means that there are significant differences. Based on the results of the regression test also proves that the KWL (Know, Want, Learned) strategy influences the reading ability of elementary school students' understanding with the results of sig. $0.003 < 0.05$ so it can be concluded that the use of the KWL (Know, Want, Learned) strategy influences the students' reading comprehension ability in elementary school.

Keywords: KWL (Know, Want, Learned) strategy, reading comprehension skills, grade V students