

Efforts to Increase Indonesian Language Learning Outcomes using KWL Learning Model (KNOW-WANT-LEARN)

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Abstract: This research is aimed : (1) to improve Indonesian language learning activity by using learning model KWL, (2) to improve Indonesian language learning outcomes by using learning model KWL. The method that used by researcher is a Classroom Action Research (CAR) that labour solved or answer the problem paced in situation right now. The result of this research stated that the implementation learning model KWL could to improve Indonesian language outcomes the Vth grade students of Primary school 1 Lunuk Ramba Basarang District Kapuas Regency. It was based on the result of the research with the result score in learning activity that has been done during twice cycle. Could be conclude that : the implementation learning model KWL could to improve students learning outcomes, it could be seen from the pre-action average = 59, the average of first cycle = 62 with the classical completeness 60%, and the average of second cycle = 78,3 with the classical completeness 93%.

1 INTRODUCTION

In essence, education is an activity that has lasted the same age as humans, meaning that since the existence of human beings there have been educational efforts in order to give the ability of the students to be able to live in society. Education is expected not only be theoretical, but must always relate to the surrounding environment, so that learners are able to absorb concepts easily and can apply knowledge in everyday life. But until now education is still not in accordance with expectations and has not achieved optimal results, this is especially the case in Indonesian language lessons.

According to Susanto (2012: 242) "Indonesian is a fundamental subject that has been taught since kindergarten up to university, because Indonesian has an important role in the intellectual, social, emotional development of learners, and is a support success in studying all areas of study". Learning a language is essentially learning communication. Therefore, language learning is directed to improve the ability of learners in communicating, both oral and written.

Language skills for every human being are indispensable in everyday life, as human social beings interact, communicate with other beings using language as a medium, both communicating

using spoken and written language. Meanwhile, Sumantri (2015: 342) stated that "In the process of learning the teacher is expected to present the learning materials with interesting so that learners are expected to be easy to understand the material convey, active and concentrate in learning, and the expected learning outcomes of learners increased". But in reality, in learning activities of learners less understanding of the material presented, learners are less active and concentrate in learning, which then affects the learning outcomes of learners.

The low learning outcome of Indonesian language is caused by several factors, one of which is the learner does not understand the material presented by the teacher, so that the impact on the learning outcomes of Bahasa Indonesia becomes low and not in accordance with the predefined standar that has been established. At the time of learning took place students are also less concentrated and less active as rarely ask questions or answer questions asked by teachers, so it takes a strategy that can build understanding of learners in learning Indonesian and make learners participate actively in learning activities.

It cannot be allowed to continue because the purpose of learning will not be achieved well in every lesson learned. That fact is a problem that must be handled by teachers and other relevant parties. One effort that can be done so that learners

are interested and easy to understand the material presented is by connecting the material with the experience and knowledge of the students, and using the learning media in accordance with the material to be delivered, in an effort to improve learning outcomes learners can be done using the Know-Want-Learn (KWL) learning model.

Learning using the KWL strategy learning model can help teachers to live a background of knowledge (knowledge already possessed or previously accepted) and the interests of learners on a topic. This KWL strategy involves three basic steps that can help learners to provide an understanding of what they already know, determine what they want to know and recall what they have learned.

2 LITERATURE REVIEW

Learning model can be interpreted as a way, as well as pattern, which has a purpose to present the message to learners that must be known, understood, and understood that is by making a pattern or sample with materials selected by educators / teachers in accordance with the material given and conditions within the classroom. Generally the term model is defined as a conceptual framework used as a guide in doing an activity, learning.

According to Sumantri (2015: 38) "The model of learning is a form of learning that is illustrated from beginning to end, presented typically by teachers". The same thing is expressed by Hamzah (2011: 219) "The Learning Model is a plan or pattern that can be used to form a curriculum (long-term learning plan), designing learning materials, and guiding classroom or other learning".

Dick and Carey (Sumantri, 2015: 40) stated that "The learning model is a set of materials and learning procedures used together to generate student learning outcomes".

Based on the above explanation can be concluded that the learning model is a conceptual framework used as a guide in conducting an activity to support learning activities. A good learning model should be able to stimulate learners to be active in learning. Not only physically, but also related to the mental and emotional learners.

According to Farida (2009: 41), this model was developed by Ogle in 1986, to help teachers revive background knowledge and interests of learners on a topic. Farida (2009: 41) "KWL provides the purpose of reading and providing an active role of learners before, during and after reading". This KWL model

can also strengthen the ability of learners in developing questions on various topics.

Hamzah (2011: 108) says that Know-Want-Learn Model is an extension of Know which means knowing, Want meaning to want, and Learn which means learning. Thus, the KWL strategy is a strategy that can make a child think about what a topic is known and what is known about the topic.

Based on the above explanation can be concluded that KWL learning model is a strategy that can make learners have an active role in thinking about what is known before, during and after reading, this model also aims to bring the initial knowledge of learners about the topic of reading material given and provide the freedom for learners to assess their understanding of reading material.

According to Farida (2009: 41) there are three basic steps that guide students in giving a way of what they already know, determining what they want to know, and remembering what they learn, as follows:

1) First Step

This step is the Know (K) step of "what I know" is a brainstorming activity of prior knowledge and experience on the topic. It then generates categories of information experienced in reading when discordant suggestions occur in class discussions.

The teacher begins by asking questions, such as "What do you know about ...?" And write down the learners' responses on the board. Then continue the discussion by asking the next question, such as "Where did you learn about it?" Or "How do you know?" When learners raised ideas in class discussions and participated, learners also recorded information they already knew about the topic being discussed.

2) Step Two

In the second step, What I want to learn (W), the teacher guides the learner to develop a specific goal of reading from a topic. From interest, curiosity, and vagueness, generated during the first step, the teacher rearranges the questions the learner asks and writes the teacher on the board. Then the teacher tries to lure the learner's questions and encourage the learner to choose one question available on the board. These questions are then presented as the goal of reading a topic to be studied.

3) Third Step

Steps What I have Learned (L), is a step that occurs after reading a topic. This activity is a follow-up to determine, expand, and find a set of reading goals. After that learners record the information they have learned, identifying

unanswered questions.

KWL strategy learning models help learners to explain their ideas about a concept, familiarize learners with the knowledge they have learned with what they read, and can strengthen learners' abilities to develop questions on various topics. In addition, the weakness of this KWL strategy learning model is that learners who do not have basic knowledge or prior knowledge of the topic will find it difficult to fill in the columns and this model is less suitable for readers with weak thinking and memory.

Researchers do learning by using KWL strategy learning model. By using this learning model is expected to improve learning outcomes and learning activities of learners. Through KWL strategy learning model, learners will be easy to understand the material presented, and learners will be active in following the learning activities of Indonesian, so the result of learning Indonesian on the material concludes the story of children's content in a few sentences has increased.

3 METHODOLOGY

The type of research used in this research is to use Class Action Research (CAR) design, which is planned with two cycles. TOD is defined as a reflection of research by taking certain actions to improve and improve classroom teaching practices to be more qualified so that learners can achieve better learning outcomes. According to Arikunto (2015: 124) "Classroom action research is action research conducted by teachers with the aim of improving the quality of classroom learning practices".

Classroom action research (CAR) is a research that seeks to solve problems or answer problems encountered in certain situations done in the classroom in order to overcome the existing problems and improve the quality of classroom learning practices.

Based on the type of research used is the use of classroom action research (CAR) then the researcher is the party who feel a problem that needs to be resolved. The position of researchers in this study is a very decisive factor. Therefore researchers are involved and act directly as planners, teachers, executors, data collection, data analyzer, and reporting research results. Researchers should also familiarize themselves with the subject of research or learners, with the aim to obtain and collect data that is really objective related to the problems

studied.

The design in classroom action research (CAR) is characterized by cycles, each cycle consisting of four stages: planning, action execution, observation and reflection. Arikunto (2009: 17) said that "Planning explains about what, why, when, where, by whom and how the action is implemented". In this planning stage the activities undertaken are: reviewing the material and determining the indicators, preparing the according to predetermined indicators with KWL strategy learning model, providing learning media and providing research instruments.

According Arikunto (2009: 18) "Implementation of the action is the implementation or implementation of the design that has been determined that is about class action". The implementation of this classroom action research is planned in 2 cycles. Implementation of the action is adjusted to the planned implementation of learning that has been prepared beforehand through planning activities.

Arikunto, et al (2009: 127) states that "Observation is the activity of observation (data retrieval) to determine the effect of actions that have been done. Implementation of observation takes place at the same time as the implementation of the action ". This activity is carried out collaboratively with the help of classroom teachers while learning activities take place to observe learners' learning activities.

According to Arikunto (2009: 19) "Reflection is an activity to bring back what has happened and has done". The activities undertaken are assessing the deficiencies and list the problems that arise in the first cycle implementation, then with the collaboration team to make follow-up planning for the next cycle. Reflection is used to improve planning and implementation of action in the next cycle.

Content validity is needed to answer the question of the extent to which items on the test can measure the overall material that has been taught. The high degree of content validity can be established based on rational analysis or expert consideration of the contents of the test. This is a requirement that must be met by the test results of learning, the level of validity of the content of a test can be seen in the planning or test grid. The more representative the material that can be asked in the test shows the higher the validity of the content.

Sugiyono (2013: 19) "Combined methods or mixed methods are research approaches that

combine or link quantitative and qualitative methods". In this research, data analyst technique used to answer the problem formulation that has been presented in Chapter I is by using concurrent model (mixed combination).

According to Creswell (Sugiyono, 2013: 41) states that "Concurrent model is a research procedure, where researchers combine quantitative and qualitative data in order to obtain a comprehensive analysis to answer the problem research". Data obtained through instruments that have been collected before, then processed into two types of data that is quantitative and qualitative. Indicator is a benchmark or reference used to determine the success of an activity or program, So it is said to succeed if it meets all the components set as indicators.

4 RESULTS AND DISCUSSION

Description of the data presented in this study consists of three types. The three types of data are pre-action data, cycle I data, and cycle II data. Pre-action data is preliminary test result data before class action activity is performed. Data cycle I is data obtained from the results of class action activities that are applied in cycle I. Data cycle II is data obtained from the results of class action activities applied in cycle II.

Based on the data analysis done to the students, it can be concluded the learners' learning results obtained from the initial test or pre-test scored an average of 59, out of 15 students, only 40% or 6 students who reached minimum criteria, as many as 60% or 9 students did not reach minimum criteria that is 65. So the researcher continue the research on cycle I by using KWL strategy learning model in order to facilitate the learners in comprehending the taught material.

The data of this research will be presented in the form of test result data data (preliminary data in the form of pre test, post test value of cycle I and post test value of cycle II). Data of learning outcomes in the learning activities of Indonesian language using KWL strategy learning model can be seen in the following tables and diagrams:

Table 1: Learning Outcomes Recapitulation

| No. | Name | Result | | |
|---------------|------|-------------|------------|--------------|
| | | Pre Cycle | Cycle I | Cycle II |
| 1. | NA | 30 | 65 | 85 |
| 2. | KA | 50 | 85 | 90 |
| 3. | WI | 78 | 63 | 65 |
| 4. | KDA | 86 | 66 | 100 |
| 5. | MAP | 80 | 75 | 90 |
| 6. | WS | 39 | 65 | 75 |
| 7. | KS | 76 | 70 | 100 |
| 8. | NR | 63 | 55 | 70 |
| 9. | AGP | 63 | 70 | 93 |
| 10. | MA | 10 | 20 | 50 |
| 11. | MK | 55 | 50 | 68 |
| 12. | KI | 70 | 36 | 69 |
| 13. | KL | 60 | 65 | 65 |
| 14. | PAS | 61 | 90 | 90 |
| 15. | PH | 65 | 55 | 65 |
| Amount | | 886 | 930 | 1.175 |
| Mean | | 59 | 62 | 78,3 |
| Result | | 40 % | 60% | 93% |

The increase in value graphs from Cycles I, II are illustrated below:

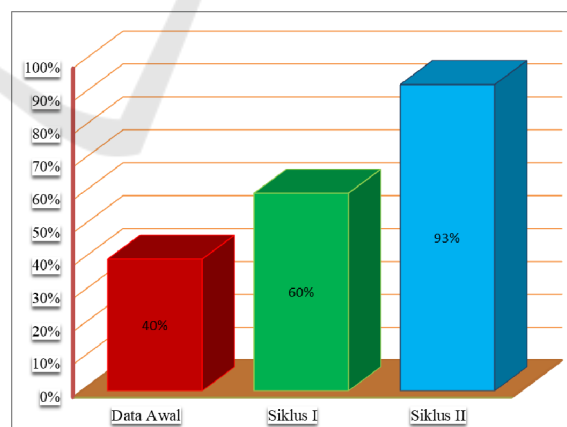


Figure 1.

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The result of the research in cycle I which was held on Saturday, August 13, 2016, that the students' learning outcomes increased by using the KWL strategy learning model, the total score of the students reached 930 with the average grade 62 and the classical learning completeness of 60%. In this first cycle of 15 students, only 60% or 9 students get ≥ 65 , 40% or 6 students get ≤ 65 . It has not fulfilled the minimum standard of learning mastery that is 85% with the average grade of ≥ 65 , so the researchers continue penelitian on cycle II.

The results of the research on cycle II that was held on Monday, August 15, 2016, that the total value of the total students reached 1175 with an average grade of 78.3 and 93% complete learning classical. It has met the minimum standard of learning mastery that is 85% with the average grade ≥ 65 . So on the second cycle in the level of achievement of the average value of mastery has met the minimum requirement of completeness of learning and has achieved the success indicator of research that has been established that learning outcomes ≥ 65 with 85% classical completeness.

From the result of the research, there has been an increase of learning outcome of Indonesian language by using KWL strategy learning model from preliminary data with an average score of 59 and 40% classical completeness, cycle I with average value 62 and 60% classical completeness and cycle II with value average 78.3 and 96% classical completeness, it can be seen that the learning outcomes increase from pre action, cycle I and cycle II.

5 CONCLUSION

Based on the studies that have been discussed can be concluded:

1. Student learning activities of grade V Primary School 1 Lunuk Ramba on learning activities of Indonesian language using KWL strategy learning model increased, become more vibrant and active.

2. There is improvement of learning result of Indonesian by using KWL strategy learning model in V class student Primary School 1 Lunuk Ramba basarang district of kapuas district of academic year 2016/2017. These improvements can be seen from the learning outcomes of learners on the subjects of

Bahasa Indonesia, especially on the material read quickly 75 words permenit. In the first cycle, the average score of students was 62 with 60% classical completeness and increased in cycle II with average value of 78.3 and 93% classical completeness.

For the principal, it is expected to suggest the teacher to apply the learning by using KWL strategy learning model on the learning activities, in order to improve the spirit and the learner activity in the learning process and can improve the learners' learning outcomes.

For teachers, it is advisable to use KWL strategy learning model as an alternative in learning activities especially Indonesian subjects so that learners are more active, concentrated, and passionate in learning activities, so as to improve learners' learning outcomes. This is because the learning model of KWL strategy is proven to increase the activity and learning outcomes of learners in learning activities Bahasa Indonesia. Schools need to provide facilities and infrastructure to support learning activities so that teachers and learners more easily in conducting learning activities.

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