

ABSTRAK

Yudianto. 2025. *Penerapan Strategi Kwl (Know, Want To Know, Learned) Dalam Pembelajaran Membaca Pemahaman Di Kelas 4 SD Negeri Bareng III Sugihwaras Kabupaten Bojonegoro.* Tesis. Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia. Sekolah Pascasarjana Universitas PGRI Madiun (UNIPMA). Pembimbing I: Dr. Lulus Irawati, S.S, M.Pd., Pembimbing II: Dr. Muhammad Binur Huda, M.Pd.

Kata kunci: KWL, membaca pemahaman, strategi membaca, pembelajaran Bahasa Indonesia

Penelitian ini bertujuan untuk mendeskripsikan penerapan strategi KWL (Know, Want to Know, Learned) dalam pembelajaran membaca pemahaman serta mengidentifikasi faktor pendukung dan penghambat pelaksanaannya di kelas IV SD Negeri Bareng III Sugihwaras Kabupaten Bojonegoro. Subjek penelitian adalah guru kelas IV, Hestika Feriana, S.Pd, dan 9 siswa kelas IV. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Teknik pengumpulan data meliputi observasi, wawancara, dan dokumentasi. Analisis data dilakukan melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa strategi KWL diterapkan melalui tiga tahap utama, yaitu aktivasi pengetahuan awal melalui kolom K, penyusunan pertanyaan melalui kolom W, dan pencatatan informasi baru melalui kolom L. Proses penerapan strategi KWL berlangsung efektif karena mampu meningkatkan keterlibatan siswa, memfasilitasi kemampuan bertanya, serta membantu mereka memahami isi bacaan dengan lebih mendalam. Faktor pendukung penerapan strategi ini meliputi jumlah siswa yang sedikit, kompetensi guru, suasana kelas yang kondusif, serta ketertarikan siswa terhadap bacaan. Adapun faktor penghambatnya berupa perbedaan kemampuan membaca antar siswa, keterbatasan kosakata, waktu pembelajaran yang terbatas, serta minimnya media pembelajaran.

Secara keseluruhan, strategi KWL terbukti efektif dalam meningkatkan kemampuan membaca pemahaman siswa kelas IV. Penelitian ini merekomendasikan agar strategi KWL diterapkan secara berkelanjutan dan dikombinasikan dengan media pembelajaran yang lebih variatif.

ABSTRACT

Yudianto. 2025. *Strategy for Implementing Kwl (Knowing, Curious, Learning) in Reading Comprehension Learning in Grade 4 of SD Negeri Bareng III Sugihwaras, Bojonegoro Regency.* Thesis. Master of Indonesian Language and Literature Education Study Program. Postgraduate Program of PGRI Madiun University (UNIPMA). Supervisor I: Dr. Lulus Irawati, S.S., M.Pd., Supervisor II: Dr. Muhammad Binur Huda, M.Pd.

Keywords: KWL strategy, reading comprehension, reading instruction, Indonesian language learning

This study aims to describe the implementation of the KWL (Know, Want to Know, Learned) strategy in reading comprehension instruction and to identify the supporting and inhibiting factors in its application in Grade IV of SD Negeri Bareng III Sugihwaras, Bojonegoro Regency. The subjects of the study included the fourth-grade teacher, Hestika Feriana, S.Pd., and nine fourth-grade students. This research employed a qualitative descriptive approach. Data were collected through observation, interviews, and documentation, and were analyzed using data reduction, data display, and conclusion drawing.

The results show that the KWL strategy was implemented effectively through three main stages: activating prior knowledge through the K column, generating questions through the W column, and recording new information through the L column. The strategy significantly increased student engagement, improved their questioning ability, and helped them comprehend the reading material more deeply. Supporting factors included the small number of students, teacher competence, a conducive classroom atmosphere, and students' interest in the reading material. The inhibiting factors consisted of differences in students' reading abilities, limited vocabulary, limited instructional time, and minimal learning media.

Overall, the KWL strategy proved effective in improving the reading comprehension skills of fourth-grade students. The study recommends continuous implementation of the KWL strategy and its integration with more varied learning media.