

ABSTRAK

Endra Setyo Nugroho. 2026. *Peningkatan Kemampuan Membaca Intensif Melalui Strategi Know - Want To Know - Learned (KWL) Pada Siswa SDN Pingkuk 4 Kecamatan Bendo Kabupaten Magetan*. Tesis. Program Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Prof. Dr. Bambang Eko Hari Cahyono, M.Pd.; (II) Dr. Heny Kusuma Widyaningrum, M.Pd.

Kata kunci: Kemampuan Membaca, Membaca intensif, dan Strategi *Know-Want To Know-Learned (KWL)*

Penelitian ini dilatarbelakangi oleh rendahnya keterampilan membaca intensif siswa kelas V SD Negeri Pingkuk 4 Kecamatan Bendo Kabupaten Magetan. Rendahnya keterampilan membaca intensif ditunjukkan oleh kesulitan siswa dalam memahami isi bacaan, menemukan ide pokok, serta menarik kesimpulan dari teks yang dibaca. Penelitian ini bertujuan untuk: (1) mendeskripsikan penerapan strategi *Know, Want to Know, Learned (KWL)* dalam meningkatkan proses pembelajaran membaca intensif siswa kelas V SD Negeri Pingkuk 4, dan (2) mengetahui peningkatan keterampilan membaca intensif siswa setelah diterapkan strategi *Know, Want to Know, Learned (KWL)*.

Penelitian ini menggunakan jenis Penelitian Tindakan Kelas (PTK) dengan pendekatan campuran (*mixed methods*). Penelitian dilaksanakan dalam dua siklus yang setiap siklusnya terdiri atas tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian adalah siswa kelas V SD Negeri Pingkuk 4 Tahun Pelajaran 2025/2026 yang berjumlah 15 siswa. Teknik pengumpulan data dilakukan melalui observasi, tes, dan dokumentasi. Data dianalisis menggunakan analisis kuantitatif dan kualitatif.

Hasil penelitian menunjukkan bahwa penerapan strategi *Know, Want to Know, Learned (KWL)* mampu meningkatkan proses pembelajaran dan keterampilan membaca intensif siswa. Peningkatan proses pembelajaran terlihat dari meningkatnya aktivitas dan keterlibatan siswa selama pembelajaran berlangsung. Pada siklus I, aktivitas belajar siswa memperoleh skor 19 dengan kategori cukup, kemudian meningkat pada siklus II menjadi 26,5 dengan kategori baik.

Peningkatan keterampilan membaca intensif siswa terlihat dari hasil belajar yang mengalami peningkatan pada setiap siklus. Pada tahap pra siklus, nilai rata-rata siswa mencapai 57,33 dengan persentase ketuntasan belajar sebesar 26,67%. Pada siklus I, nilai rata-rata meningkat menjadi 69,6 dengan persentase ketuntasan sebesar 66,6%. Selanjutnya pada siklus II, nilai rata-rata meningkat menjadi 85,3 dengan persentase ketuntasan belajar mencapai 86,6%. Hasil tersebut menunjukkan bahwa indikator keberhasilan penelitian telah tercapai.

Berdasarkan hasil penelitian dapat disimpulkan bahwa penerapan strategi *Know, Want to Know, Learned (KWL)* efektif dalam meningkatkan proses pembelajaran dan keterampilan membaca intensif siswa kelas V SD Negeri Pingkuk 4 Kecamatan Bendo Kabupaten Magetan.

ABSTRACT

Endra Setyo Nugroho. 2026. *Improving Intensive Reading Skills Through the Know, Want to Know, Learned (KWL) Strategy Among Students of SDN Pingkuk 4, Bendo District, Magetan Regency.* Theses. Indonesian Master of Language and Literature Education Study Program, Post Graduate Program, Universitas PGRI Madiun, Advisor I) Prof. Dr. Bambang Eko Hari Cahyono, M.Pd.; (II) Dr. Heny Kusuma Widyaningrum, M.Pd.

Keywords: *Reading skills, Intensive Reading Skills, and Through the Know, Want to Know, Learned (KWL) Strategy*

This study was motivated by the low intensive reading skills among fifth-grade students of SD Negeri Pingkuk 4, Bendo District, Magetan Regency. The deficiency was evidenced by students' difficulties in comprehending reading content, identifying main ideas, and drawing conclusions from texts. Therefore, an instructional strategy capable of enhancing student involvement in the reading process was required, one of which is the Know, Want to Know, Learned (KWL) strategy. This study aimed to: (1) describe the implementation of the Know, Want to Know, Learned (KWL) strategy in improving the intensive reading learning process among fifth-grade students of SD Negeri Pingkuk 4, and (2) determine the improvement in students' intensive reading skills following the implementation of the Know, Want to Know, Learned (KWL) strategy. This study employed Classroom Action Research (CAR) with a mixed-methods approach, conducted in two cycles. Each cycle consisted of four stages: planning, action implementation, observation, and reflection. The research subjects were 15 fifth-grade students of SD Negeri Pingkuk 4 for the 2025/2026 academic year. Data were collected through observation, tests, and documentation, and subsequently analyzed using quantitative and qualitative methods. The findings revealed that the implementation of the KWL strategy effectively improved both the learning process and students' intensive reading skills. Improvement in the learning process was reflected in the increased activity and engagement of students throughout the instructional sessions. In Cycle I, student learning activity obtained a score of 19, categorized as sufficient, which subsequently improved to 26.5 in Cycle II, categorized as good. Improvement in students' intensive reading skills was demonstrated by progressive learning outcomes across each cycle. In the pre-cycle stage, the class mean score was 57.33, with a mastery learning rate of 26.67%. In Cycle I, the mean score increased to 69.6, with a mastery rate of 66.6%. In Cycle II, the mean score further improved to 85.3, with a mastery learning rate of 86.6%, confirming that the established research success indicators had been achieved. It is concluded that the implementation of the Know, Want to Know, Learned (KWL) strategy is effective in improving both the learning process and the intensive reading skills of fifth-grade students at SD Negeri Pingkuk 4, Bendo District, Magetan Regency.