



## Effectiveness of Know-Want-Learned Learning Strategies on Improving Comprehension in Deaf Students

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### Abstrak

*This study aims to determine the effectiveness of the Know-Want-Learned strategy for improving the reading comprehension skills of deaf students. This study used a pre-experimental method with a one-group-pretest-posttest design. The sample in this study were 6 deaf students in class VI at SLB – X Bandung City. Data collection was carried out by providing reading comprehension ability test instruments that had been validated by experts and reliability tests on deaf students. The research data analysis technique was processed using nonparametric statistics, tested with the Wilcoxon test. The results of this study prove that the Know-Want-Learned strategy is effective in increasing the reading comprehension skills of deaf students in class VI at SLB – X Bandung City. This effectiveness is evidenced by an increase in reading comprehension skills for class VI deaf students. With indicators of reading comprehension including the ability to understand words or sentences in the text, the ability to relate knowledge and experience in the text and the ability to understand the content in the text.*

**Keywords:** Deaf student, Know-Want-Learned Strategy, Reading Comprehension

### Introduction

A deaf student is someone who has hearing loss caused by the malfunction of some or all of the hearing organs so that they cannot receive stimuli through their hearing senses. As a result, it has an impact on hearing difficulties. Deaf students do not experience the process of developing sound imitation after going through a period of feeling, the process of sound imitation is limited to visual imitation. According to the Ministry of Education and Culture in Soemantri (2006) language has the main function and role as a medium of communication. In its function, various roles of other languages can be distinguished, among others; Language is a vehicle for establishing contacts or relationships, for expressing feelings, needs and desires, for regulating and controlling

the behavior of others, for providing information, and for acquiring knowledge. The characteristics of deaf students in terms of language include having a small vocabulary, difficulty interpreting figurative words or those that contain expressions, and irregular sentence structures.

Information has become a necessity for humans, information can spread quickly through print and online media so that it is necessary to understand in reading texts that describe factual data. Learning to train deaf students' reading skills needs to be given considering the difficulties experienced by deaf students. The difficulty of deaf students in interpreting words and sentences, understanding reading content, and so on requires an appropriate strategy.

Ambarita, et al (2021) stated that reading comprehension is one of the abilities that needs to be developed as an effort to optimize students' knowledge of science and information that continues to grow. Reading comprehension has directions for readers to take meaning from the contents of the reading that has been read. The strategy used in learning the reading skills of deaf students needs to be made interesting and deaf students are active in the learning process. Turner in Pertiwi (2021) suggests a reader can understand material well if he can recognize words or sentences in reading and knows their meaning, knows the meaning of the experiences he has with the meaning in reading, understands all meanings in a meaningful way. contextual and make judgments about the value of reading content based on reading experience. According to Silver, et al (2023) the main goal in reading is to explore and obtain information that includes content and understand the intent of the reading. There are three main things in reading comprehension, including knowledge and experience that you have about the topic, connecting knowledge and experience with the text to be read, and the process of actively obtaining meaning according to the views held. The ability to read comprehension for students is not only limited to interest in language studies, but this ability is also needed in other studies at school.

Fuadi (2022) revealed learning strategy is defined as a plan that contains a series of activities designed to achieve certain educational goals. According to Alifah (2019) a learning strategy is an approach in the form of instructions and a series of activities to achieve the goals to be achieved according to certain learning philosophies and theories.

Fatimah, et al (2018) suggests that a language learning strategy is the act of carrying out a plan using several components including objectives, materials, methods, tools and evaluation to achieve

the goals that have been set. A reading strategy that can interest students in learning reading comprehension is the Know-Want-Learned (KWL) strategy. The KWL strategy is seen as being able to improve reading comprehension skills because in the learning process students actively participate in learning discussions. According to Fitriana, et al (2021) the Know-Want-Learned strategy helps students process newly acquired information and also empowers students' potential to develop questions about various topics.

This study uses a pre-experimental method by applying the Know-Want-Learned strategy to improve reading comprehension skills. The implementation of the Know-Want-Learned strategy uses image media so that deaf students get information through sight that can assist in the understanding process. The criteria for assessing reading comprehension in deaf students are carried out by tests with a score of 0-2 for short answers and 0-1 for multiple choice and 0-4 for descriptions. The novelty of this research is the application of the Know-Want-Learned strategy to improve the reading comprehension skills of deaf students by reading comprehension of words, text content and connecting experiences and knowledge they already have.

## **Method**

The method used in this study using experimental research methods. The subjects in this study were 6 deaf students in class VI at one of the SLB in Bandung City. Data processing techniques in this study used non-parametric statistical Wilcoxon tests. According to Susetyo (2010). The Wilcoxon test is a statistical method that is used to test the differences in two paired data with the same number of data samples. The research design uses a one-group-pretest-posttest design. The design used in this study consisted of a pre-test (O1), treatment (X) which was given

using the Know-Want-Learned strategy, and post-test (O2). The pre-test and post-test questions consist of indicators of reading comprehension, namely, 6 questions about knowing the meaning of words, 6 questions about understanding the contents of the reading, and 1 item connecting knowledge and experience.

### Results Ann Discussion

The results of testing the hypothesis show that the Know-Want-Learned strategy is effective in improving the ability to read and understand texts in deaf students. The results showed that there was an increase in reading comprehension skills for deaf students. The Know-Want-Learned strategy in its implementation involves three basic steps that help students to find out what they already know (Know), determine what they want to know (Want), and recall what they learned from limited reading with the topic of reading text that has been read defined (studied). Learning with the Know-Want-Learned strategy begins with brainstorming activities (Know). The second step states what you want to know from the text (Want) and explores answers from what has been learned from the text (Learned). In carrying out these three steps, the researcher also paid attention to how deaf students wrote them, whether they matched the structure of words and sentences or whether they were wrong.

The results showed that the ability of deaf students in reading comprehension had increased. **Table 1**, describes the increase in the score of each student after being given treatment by applying the Know-Want-Learned strategy. Significant differences in reading comprehension skills are reflected in pre-test and post-test scores. The calculation results show that the average score of reading comprehension skills in the pre-test is 60.4% while the post-test score reaches 85.1%, so that the increase in reading comprehension skills reaches 24.7%.

Tabel 1. *Increase in Pre-Test and Post-Test Scores*

No	Research Sample	Score		Total Score Increase
		Pre-test	Post-test	
1.	M.R	51,8	81,4	29,6
2.	A.F.A	66,6	85,1	18,5
3.	M.R.P	59,2	85,1	25,9
4.	M.A.F	66,6	88,8	22,2
5.	M.F	62,9	85,1	22,2
6.	Z.M	55,5	85,1	29,6
Average		60,4	85,1	24,9

The data obtained was then processed using the Wilcoxon test. The Wilcoxon test aims to test the difference between two pairs of data with the same amount. The results of calculations using the Wilcoxon test are shown in **Table 2**. The hypothesis testing is carried out on  $H_0$ , with the criteria that  $H_0$  is accepted, if  $J_{count} \leq J_{table}$  or  $H_0$  is rejected, if  $J_{count} > J_{table}$ . Calculations on the Wilcoxon test are shown in Table 2, obtained  $J_{count} = 0$  and  $J_{table} = 21$ . Calculations with the Wilcoxon test obtained the smallest number of ranks or  $J_{count} = 0$ . The significance level value is  $\alpha = 0.05$  and the sample or  $n = 6$  then  $J_{count} \leq J_{table}$   $H_0$  is accepted. Testing this hypothesis shows that the application of KWL (know-want-learned) learning is effective in improving the ability to read and understand texts in deaf students.

Tabel 2. *Wilcoxon Test Result*

No	Research Sample	Score		(X-Y)	[X-Y]	R	+	-
		X	Y					
1.	M.R	51,8	81,4	-29,6	29,6	4,5	0	4,5
2.	A.F.A	66,6	85,1	-18,5	18,5	1	0	1
3.	M.R.P	59,2	85,1	-25,9	25,9	6	0	6
4.	M.A.F	66,6	88,8	-22,2	22,2	2,5	0	2,5
5.	M.F	62,9	85,1	-22,2	22,2	2,5	0	2,5
6.	Z.M	55,5	85,1	-29,6	29,6	4,5	0	4,5
Amount							0	21

In the learning process using the know-want-learned strategy the researcher found that students were quite active in participating in learning, this was because students felt valued and trusted to write on the blackboard and were valued for their answers. Another thing that was found in the application of step want, students tend to take a long time to express what they want to know in the slides and the title of the “pletokan” reading. The difficulties experienced by students because the title of this reading is not familiar. The effort to overcome this problem is that the teacher

needs to provide an active role to explore or provoke students to have opinions.

### Conclusion

The reading ability of deaf students' understanding of reading texts often experiences obstacles. Barriers that arise because of deafness, one of which is in the aspect of language, this has an impact on when deaf students process or process information. The results of the calculations from the data obtained through the pre-test and post-test activities of reading comprehension skills with the KWL (know-want-learned) learning strategy with aspects of the ability to understand words or sentences in the text, the ability to link knowledge and experience in the text and the ability to understand the content in the text on deaf students of class VI SLB – X it was found that there was a significant increase in learning outcomes.

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### Profil Penulis

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