

**PENGARUH STRATEGI *KWL (KNOW-WANT TO KNOW
LEARNED)* TERHADAP KETERAMPILAN MEMBACA
SISWA KELAS IV SDN 101851 KWALA LAU BICIK
TAHUN PELAJARAN
2025/2026**

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh penerapan strategi *KWL (Know–Want to Know–Learned)* terhadap keterampilan membaca siswa kelas IV SDN 101851 Kwala Lau Bicik Tahun Pelajaran 2025/2026. Penelitian ini menggunakan pendekatan kuantitatif dengan metode eksperimen melalui desain *one-group pretest–posttest*. Subjek penelitian adalah seluruh siswa kelas IV SDN 101851 Kwala Lau Bicik. Teknik pengumpulan data dilakukan melalui tes keterampilan membaca sebelum perlakuan *pretest* dan sesudah sudah perlakuan *posttest*. Hasil *pretest* menunjukkan nilai rata-rata keterampilan membaca siswa sebesar **47,24**, yang termasuk kategori rendah. Setelah diterapkan strategi *KWL*, hasil *posttest* menunjukkan peningkatan dengan nilai rata-rata sebesar **86,57**. Hasil analisis data membuktikan adanya peningkatan keterampilan membaca siswa setelah penerapan strategi *KWL*. Dengan demikian, dapat disimpulkan bahwa strategi *KWL (Know–Want to Know–Learned)* berpengaruh signifikan terhadap keterampilan membaca siswa kelas IV SDN 101851 Kwala Lau Bicik.

Kata kunci: *Strategi Know–Want to Know–Learned), Keterampilan Membaca, Siswa Sekolah Dasar*

***THE EFFECT OF THE KWL (KNOW–WANT TO KNOW–LEARNED)
STRATEGY ON THE READING SKILLS OF FOURTH-GRADE
STUDENTS AT SDN 101851 KWALALAU BICIK
ACADEMIC YEAR
2025/2026***

ABSTRACT

This study aims to determine the effect of the KWL (Know–Want to Know–Learned) strategy on the reading skills of fourth-grade students at SDN 101851 Kwala Lau Bicik in the 2025/2026 academic year. This study employed a quantitative approach using an experimental method with a one-group pretest–posttest design. The research subjects were all fourth-grade students of SDN 101851 Kwala Lau Bicik. Data were collected through reading skill tests administered before the treatment (pretest) and after the treatment (posttest). The pretest results showed that the average score of students' reading skills was 47.24, which was categorized as low. After the implementation of the KWL strategy, the posttest results showed an increase with an average score of 86.57. The data analysis results proved that there was an improvement in students' reading skills after the implementation of the KWL strategy. Therefore, it can be concluded that the KWL (Know–Want to Know–Learned) strategy has a significant effect on the reading skills of fourth-grade students at SDN 101851 Kwala Lau Bicik.

Keywords: *Strategy (Know–Want to Know–Learned), Reading Skills, Elementary School Students*